

Derry City & Strabane District's

Inclusive

Strategic Growth Plan

2017-2032

Our Community Plan

Economic Delivery Plan

- We are better skilled and educated
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Role and Responsibilities of an 'Action Lead'

Context:

In order to progress achievement of the shared outcomes identified in the Strategic Growth Plan (Community Plan) Outcome Delivery Plans will be agreed and taken forward by the community planning partners. The Outcome Delivery Plans will be live and evolving documents, subject to ongoing review, and will be performance through the identification and monitoring of performance level measures. In order to assist in management of these plans, it has been agreed to identify a partner organisation to undertake the role of 'Action Lead' for each individual action.

Role of Action Lead:

An 'Action Lead' does not and, indeed, could not have sole responsibility for achievement of an action. Community planning actions, by their nature, will depend on the active contribution of a number of partners to ensure their successful delivery.

An Action Lead will, however, have a significant interest in ensuring the success of the related community planning action which is highly likely to be closely linked to the remit of their own organisation.

The nature of the role will, primarily, relate to co-ordinating and reporting.

Key Responsibilities:

1. Co-ordinate the contributions of identified partners to define and agree the performance accountability scorecard for each action, including agreeing performance measures and the involvement of each identified partner towards the action
2. Report to the Community Planning Partnership on progress using the identified performance measures
3. Where appropriate, ensure obligations in relation to statutory processes are undertaken, e.g., rural proofing.
4. Act as key point of contact for the Community Planning Partnership in relation to that action.

DRAFT FOR DISCUSSION

Education and Skills	Outcome: We are better skilled and educated.
What this means for us	<ul style="list-style-type: none"> • Our young people have improved attainment levels. • As a North West Learning Region we have increased training and learning opportunities • A flexible workforce to stimulate productivity and improve competitiveness.
Indicators	16 - 64 economic inactivity levels (excl. students); Claimant count levels; Employment level / rates; Number of employee jobs; Levels of GCSE attainment (incl. Eng & Maths).
Performance Measure	Student/MaSN Numbers; No. of shared education models; No. and type of businesses; No. of programmes/projects; No. of participants/students at start vs at end; Status at start vs at end.

SGP Action	Sub Action(s)	Timeframe (S, M, L)	Delivery Partners (Lead in Bold)	Potential Performance Measure(s)	Action Lead
<i>Increase third level student numbers through the significant expansion of the Ulster University at Magee (including establishment of a graduate-entry medical school) and the North West Regional College.</i>	Expansion of further and higher education provision University of Ulster Magee campus – creation of a graduate entry medical school.	S-M	UU , DfE, DCSDC	No. of students	Malachy O’Neill
	Increase in numbers for NWRC	S-M	NWRC	No. of students	Leo Murphy
<i>Develop and support models of shared education across the Council area – both capital and programme initiatives through a</i>	Develop and support models of shared education across the Council area – both capital and programme initiatives through a	M	DE/NWRC/UU/EA/C CMS/Foyle Learning Community	No. of shared models	DE/Shared Education Campuses Team

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SGP Action	Sub Action(s)	Timeframe (S, M, L)	Delivery Partners (Lead in Bold)	Potential Performance Measure(s)	Action Lead
<i>partnership model with a range of sectors.</i>	partnership model with a range of sectors.				
<i>Work towards securing UNESCO Learning City and Region status, promote and accelerate the practice of life-long learning, develop an active, creative and inclusive learning culture from early education in families, the workplace and communities.</i>	Establish a working group to scope out and secure designation towards securing UNESCO Learning City and Region status	S	DCSDC/UU/NWRC		DCSDC Tina Gillespie
<i>Embed entrepreneurialism within all learning opportunities in collaboration with appropriate agencies.</i>	Embed entrepreneurialism within all learning opportunities in collaboration with appropriate agencies.	S-M	DfE, NWRC, UU, EA, private sector		DCSDC Tina Gillespie
<i>Develop local and sub-regional responses to skill needs and match residents to job opportunities</i>	Continue to deliver on the work of the key sector subgroups established under the Education & Skills Delivery Partnership ensuring a global perspective on future skill needs– (advanced manufacturing and engineering, digital/IT, tourism etc.).	S	DfE, DfC, DCSDC, EA, HE/FE, C&V sector, Private Sector		DCSDC Tina Gillespie DfC Sharron Russell DfE Ian Getgood/Roisin Sloane

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SGP Action	Sub Action(s)	Timeframe (S, M, L)	Delivery Partners (Lead in Bold)	Potential Performance Measure(s)	Action Lead
<p><i>Increase the number of work experience opportunities to embed core employability skills for those entering the labour market, the long term unemployed and economically inactive.</i></p>	<p>Support core employability skills including the increased provision of more work experience opportunities.</p>	<p>M</p>	<p>DfC, DfE DE, UU, NWRC, C/V sector, EA, Schools, private sector, informal educators, Training organisations.</p>		<p>DCSDC Tina Gillespie DfC Sharron Russell EA June Neil</p>
<p><i>Implement the skills Action plan 2015-2018</i></p>	<p>Implement, review, and monitor the Skills Action Plan:</p> <ul style="list-style-type: none"> • Enabling Employment • Developing Workforce Capacity • Developing Management & Leadership Capacity • Planning Future Skills. 	<p>S-M</p>			<p>DCSDC Tina Gillespie</p>
<p><i>Increase industry engagement in careers advice and guidance.</i></p>	<p>Increased industry engagement in careers advice and guidance including:</p> <ul style="list-style-type: none"> • Mapping all educational/study pathways to careers in growth sectors and make this available to all schools. (career maps). • Use of role models to promote career attractiveness and 	<p>S</p>	<p>EA, DfC, Private Sector & Schools</p>		<p>EA</p>

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SGP Action	Sub Action(s)	Timeframe (S, M, L)	Delivery Partners (Lead in Bold)	Potential Performance Measure(s)	Action Lead
	identify sectoral champions to promote specific industries <ul style="list-style-type: none"> • Develop greater linkages between schools and business - Business Youth Charter • Collate better labour market intelligence to plan future skills 				
<i>Implement a STEM action plan. Develop and promote STEM /STEAM programmes in primary and post primary schools and deliver pilot projects focusing of STEM/Career/Industry Engagement.</i>	Implement STEM action plan <ul style="list-style-type: none"> • To develop and promote STEM/STEAM programmes in primary and post primary schools e.g. Step up to engineering, code clubs, CoderDojo • Identify and deliver 5 pilot projects focusing of STEM/Career/Industry Engagement. 	S	EA/DE/ UU/ESG/DCS DC/NWC/CCMS LYIT		DE
<i>Promote the importance of educational pathways and promote the apprenticeship framework.</i>	Facilitate the development of a campaign with partners to promote the importance of all educational pathways, including vocational education and promote the apprenticeship framework.	M	DE, DfE, DCSDC, NWRC, C/ V sector EA, Schools, private sector, UU, informal educators		DfE/DCSDC

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SGP Action	Sub Action(s)	Timeframe (S, M, L)	Delivery Partners (Lead in Bold)	Potential Performance Measure(s)	Action Lead
<p><i>Develop Vocational Educational Programmes for young people aged 14 - 18 at risk of disengaging (schools based pre-apprenticeship programme).</i></p>	<p>Benchmark against existing best practice and scope Vocational Educational Programmes for young people aged 14-18 at risk of disengaging (schools based pre-apprenticeship programme).</p> <p>Pilot programme ready for implementation in 2017-18</p>		<p>DE/EA/SCHOOLS</p>		<p>EA</p>
<p><i>Develop a collaborative and partnership model of working across the education sector with businesses to ensure smarter use of existing estate assets and funding.</i></p>	<p>Develop a collaborative and partnership model of working across the education sector with businesses to ensure smarter use of existing estate assets and funding.</p>	<p>M</p>	<p>EA/DCSDC/DE</p>		<p>EA</p>
<p><i>Support community and parental engagement projects focusing on numeracy and literacy</i></p>	<p>Support community and parental engagement projects focusing on numeracy and literacy - three pilot projects</p>	<p>S</p>	<p>EA/CCMS/LibraiesNI</p>		<p>EA</p>

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SGP Action	Sub Action(s)	Timeframe (S, M, L)	Delivery Partners (Lead in Bold)	Potential Performance Measure(s)	Action Lead
<p><i>Increase the level of continuous professional development and support available for teachers across a range of areas particularly STEM/STEAM.</i></p>	<p>Increased industry engagement in the area of careers advice and guidance.</p>	<p>S</p>	<p>EA/CCMSDCSDC/NW RC/UU/Education and Skills Group(ESG)</p>		<p>EA</p>

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