RECOVERY – EDUCATION AND SKILLS

BHCC have initiated some scenario planning to frame our Recovery work; flexibly strategising on the basis of a small number of potential situations. The scenario planning accepts there may be a relatively ‘smooth’ exit from the Covid-19 restrictions, or a more ‘bumpy’ exit (broadly outlined below, alongside the blank tables; these are included to aid discussion and scenario planning that would be specific to Education and Skills). We are encouraging different partnerships, in different work streams, to carry out some scenario planning, with the aim of a coherent, city-wide approach. This may be practical to carry out in conversation with stakeholders and/or other partnerships in the same work stream.

**SCENARIO PLANNING – A SUGGESTED APPROACH**

Please consider the potential driving forces arising from the pandemic – they could include but are not limited to;

* Changes in social attitudes – particularly concerning people’s attitudes to public health, distancing
* Local and national economic changes, including economic viability of current operations
* Developments in technology/ ways of operating e.g. greater emphasis on online services
* Politics and possible legislation in the future and see how it will affect your sector

Develop sector specific scenarios by combining some of the driving forces identified with longer and shorter lockdown assumptions as set out above

* It is advisable to avoid indefinitely new combinations of uncertainties to build your scenarios. Keep it simple and focus on two major uncertainties
* Equally, it is advisable not to limit yourselves to one particular scenario and build your strategy around it. Scenario planning is not about choosing just one option for the future but rather dealing with all the possible outcomes to develop an approach that will stand the test of all scenarios.

### Education and Skills Impacts – things we need to consider/plan for;

## What we know

* All examinations cancelled, including GCSE , A Levels , SATs etc
* Other countries have lifted lockdown on schools in advance of other sectors, but usually on an incremental basis i.e. different year groups, different (and recent Government announcement indicate this is likely to be the case in UK)
* Schools admissions appeals likely to result in pressure for BHCC – total 200 appeals to be conducted

## Possible scenarios – things we may need to plan for

* Universities likely to be impacted financially due to reduction / absence of overseas students, leading to reduction in services and leads to precarious position for HE locally
* Conversely – there could be an increase in domestic students due to loss of available jobs, and education being an alternative
* Continued social (physical) distancing may lead to pressures on classroom teaching
* School playground provision / activities, could lead to further disruption for schools operations
* Vulnerable students less likely to access facilities without reassurance / support
* NQTs – having missed a % of their training, will this result in a skills shortage/ underqualified NQTs in schools?
* FE Implications – apprenticeships affected
* Potential for increased safeguarding concerns due to increased poverty / unemployment / parental stress / domestic abuse
* Ensure adequate IT / remote learning in place for second wave (should there be one)
* Social distancing during drop-off/pick-up for younger children and their parents

Questions for BHCC that may arise for each partnership;

## Resources required – grants, financial support etc

## What actions (if any) does BHCC need to take – What decisions are required and how can we factor them in

## Are there actions / decisions that other partners need to take?

# Implications and Actions

Smooth Exit

•Following an initial peak in April 2020, successful implementation of NPIs (non-pharmaceutical interventions) including testing, contact tracing, quarantine and physical distancing results in the effective reproduction rate remaining at or below one, and therefore the number of cases reducing to a lower level.

•NPIs are lifted in a gradual, phased way from mid/late May 2020 onwards.

•Significant testing and contact tracing will be necessary to track and control outbreaks as pre-symptomatic and mild cases prevent complete containment of the virus until a vaccine becomes available.

Timeframe:

•Peak: April 2020

•Total duration:12 to 18 months (until a vaccine is available).

Please utilise the following tables to distil the outcomes of discussion.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Implication | Action Required | Who? | Resources or support Required / from where? | Local decisions required | National decisions required |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Bumpy Exit

•Following an initial peak in April 2020, successful implementation of NPIs including testing, contact tracing, quarantine and physical distancing results in the effective reproduction rate remaining at or below one, and therefore the number of cases reducing to a lower level.

•NPIs are lifted in a gradual, phased way from mid/late May 2020 onwards. However, this has the effect of increasing the reproduction number to above one, causing a further peak in cases. NPIs may be introduced and reversed in a cyclical way to control subsequent outbreaks.

•Significant testing and contact tracing will be necessary to track and control outbreaks as pre-symptomatic and mild cases prevent complete containment of the virus until a vaccine becomes available.

Timeframe:

•Peak: April 2020 (with second smaller peak later in 2020)

•Total duration:12 to 18 months (until a vaccine is available).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Implication | Action Required | Who? | Resources or support Required / from where? | Local decisions required | National decisions required |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |