

## **EMPLOYMENT AND SKILLS COMMITTEE**

**MEETING TO BE HELD AT 2.00 PM ON THURSDAY, 20 OCTOBER  
2022 IN WELLINGTON HOUSE, WELLINGTON STREET  
LEEDS LS1 2DE**

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Please note that this meeting will be filmed for live or subsequent broadcast via the Combined Authority's internet site. At the start of the meeting the Chair will confirm if all or part of the meeting is being filmed. Generally, the public seating areas will not be filmed; however, by entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting. If you have any queries regarding this, please contact Governance Services on 0113 251 7220

### **A G E N D A**

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS**
- 3. EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC**
  1. To highlight Appendix A of Agenda item 7 which officers have identified as containing exempt information within the meaning of Schedule 12A to the Local Government Act 1972, and where officers consider that the public interest in maintaining the exemptions outweighs the public interest in disclosing the information, for the reasons outlined in the report.
  2. To consider whether or not to accept the officers' recommendation in Respect of the above information as set out in paragraph 7
  3. If the recommendations are accepted, to formally pass the following resolution.

**RESOLVED** – That in accordance with paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972, the public be excluded from the meeting during consideration of Appendix A of Agenda item 7 on the grounds that they are likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were

present there would be disclosure to them of exempt information and for the reasons set out in the report that in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information

**4. MINUTES OF THE MEETING HELD ON 6 JULY 2022**

(Pages 1 - 6)

**5. EVIDENCE REPORT**

(Pages 7 - 30)

**6. UPDATE ON CURRENT PROGRAMMES**

(Pages 31 - 38)

**7. ADULT EDUCATION BUDGET**

(Pages 39 - 54)

**8. MULTIPLY**

(Pages 55 - 92)

**9. INVESTMENT PIPELINE**

(Pages 93 - 110)

**Signed:**

A handwritten signature in black ink, appearing to read 'BAM', with a horizontal line underneath.

**Chief Executive  
West Yorkshire Combined Authority**



**MINUTES OF THE MEETING OF THE  
EMPLOYMENT AND SKILLS COMMITTEE  
HELD ON WEDNESDAY, 6 JULY 2022 IN MEETING ROOM 1,  
WELLINGTON HOUSE, WELLINGTON STREET, LEEDS LS1 2DE**

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**Present:**

Councillor James Lewis (Chair)	Leeds City Council
Prof Shirley Congdon (Deputy Chair)	University of Bradford
Councillor Darren Byford	Wakefield Council
Councillor Silvia Dacre	Calderdale Council
Councillor Jessica Lennox	Leeds City Council
Councillor Graham Turner	Kirklees Council
Councillor Andrew Waller	City of York Council
Milton Brown	Private Sector Representative
Michelle Chappell Dixon	Private Sector Representative
Mark Cowgill	Private Sector Representative
Tim Craven	Private Sector Representative
Phill Lautman	Private Sector Representative
Richard Mason	Private Sector Representative
Sharon Riding (Advisory Representative)	Department of Work and Pensions; Rep
Tim Thornton (Advisory Representative)	West Yorkshire Skills Partnership Deputy Chair

**In attendance:**

Brian Archer	West Yorkshire Combined Authority
Michelle Burton	West Yorkshire Combined Authority
Peter Glover	West Yorkshire Combined Authority
Marianne Hewitt	West Yorkshire Combined Authority
Sonya Midgley	West Yorkshire Combined Authority
Philip Witcherley	West Yorkshire Combined Authority
Janette Woodcock	West Yorkshire Combined Authority

**1. Apologies for Absence**

Apologies received from Cllr Imran Khan, Bill Adams, Colin Booth, Martin Booth, Nav Chohan, Orlagh Hunt, Liz Needleman and Claire Paxman.

**2. Declaration of Disclosable Pecuniary Interests**

Members of Local Authorities and Colleagues declared an interest in item 10 Adult Education Budget.

### **3. Exempt Information - Possible Exclusion of the Press and Public**

**Resolved:** That in accordance with paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972, the public be excluded from the meeting during consideration of Appendix 1 of Agenda item 10 on the grounds that they are likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information and for the reasons set out in the report that in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

### **4. Notes of the informal consultative meeting held on 24 January 2022**

**Resolved:** That the notes of the informal consultative meeting held on 24 January 2022 be noted.

### **5. Chair's update**

The Chair welcomed to the Committee the following new members approved at the Annual Meeting on 23 June 2022.

Shirley Congdon, University of Bradford – Deputy Chair  
Cllr Graham Turner – Local Authority member, Kirklees  
Cllr Jessica Lennox – Local Authority member, Leeds  
Cllr Darren Byford – Local Authority member, Wakefield  
Cllr Andrew Waller – Local Authority member, York  
Milton Brown – Private Sector Representative  
Michelle Chappell Dixon – Private Sector Representative  
Tim Craven – Private Sector Representative  
Phil Lautman Care2Care  
Sharon Riding – Advisory Representative Department of Work and Pensions (Temporarily replacing Sue Soroczan)

The Chair updated the Committee on the following: -

#### Multiply

- Multiply is an adult numeracy programme that was announced by Government and will be funded through UK Shared Prosperity Fund for two years. While MCAs will be accountable for Multiply in devolved areas, activity is prescribed by a menu of options. The deadline for investment plans was 30 June and officers worked closely with LA colleagues to develop an investment plan that addresses local priorities and aligns with existing provision, particularly the Adult Education Budget. The Combined Authority was comfortable with the direction of travel and delegated approval of the investment plan to the MD. It was circulated to Employment and Skills Committee members for information post publication and the Committee will be kept updated as work progresses. It is anticipated that it will form part of the governance around Multiply, mirroring the AEB scheme of delegations.

#### SPF Investment Plan

The SPF Investment Plan is currently being developed, and includes activity across three areas, with pillar 3 people and skills funding beginning in 2024-25. Members from every Committee have been invited to join the Local Partnership Group as part of the governance arrangements for SPF and to meet government requirements that governance includes a broad range of partners.

For Employment and Skills, the representative are Colin Booth, Bill Adams, Alex Miles and Sharon Riding for Sue Soroczan.

The three pillars are:

- Pillar 1 - Community and Place
- Pillar 2 - Supporting Local Business
- Pillar 3 - People and Skills (includes Multiply).

## **6. Governance Arrangements**

The Committee considered a report to advise on the Governance arrangements approved by the West Yorkshire Combined Authority at the Annual Meeting on 23 June 2022 in respect of the Employment and Skills Committee and was asked to note.

As the Chair of the West Yorkshire Skills Partnership was unable to be present at the meeting, he is to be asked to ensure that the providers the Skills Partnership put forward for membership of the Committee will be representative and diverse.

### **Resolved:**

- (i) That the Governance Arrangements for the Employment and Skills Committee be noted.
- (ii) That the Chair of the WY Skills Partnership be asked to set out at the next meeting how the WY Skills Partnership will ensure that the providers they put forward for membership on the Committee will be representative and diverse

## **7. Digital Skills Plan**

The Committee considered a report to update on the West Yorkshire Digital Skills Partnership, including the Digital Skills Plan and the next steps towards its publication and its launch.

Following on from the October meeting where the Committee endorsed the high-level priorities for the Digital Skills Plan, members were provided with a presentation giving an overview of the proposed final plan and was asked to consider which of the actions are considered priorities? what, if anything would they add to the Action Plan and to review and comment on the plan's next steps.

Members discussed and was asked to agree to the Digital Skills Plan and delegate any further changes to the Managing Director in consultation with the Chair of the Employment and Skills Committee.

**Resolved:**

- (i) That the contents of the report be noted.
- (ii) That the Digital Skills Plan be endorsed.
- (iii) That any further changes to the plan be delegated to the MD in consultation with the Chair be agreed.

**8. Investment Pipeline including Employment Hub**

The Committee considered a report and presentation on the Skills Investment Pipeline. The Committee has oversight for development of the Employment and Skills Pipeline of programmes and interventions and there have been ongoing positive conversations with Local Authorities about the development of the pipeline.

Since the last meeting the four thematic workstreams of the LDSP have continued to develop the four agree priorities with an action plan.

- Social digital inclusion – The growth/provision of digital skills and supporting the resolution of data poverty and the ongoing challenge of accessibility and connectivity.
- Workforce for the future – to grow digital skills – ensuring greater alignment between business and education to support growth in skills and promoting career ambitions.
- SME and Third Sector Growth – The Growth of Essential Digital Skills and increasing resilience and sustainability of organisation and supporting the growth of skills to support the digital sector.
- Simplifying the Digital Offer – understanding current provision and current and future needs in addition to ensuring provision is easy to access for all residents

Members discussed the contents of the report and proposed pipeline along with the priorities in the pipeline and was asked to approve the development of a full business case.

**Resolved:**

- (i) That the contents of the report be noted.
- (ii) That the Employment West Yorkshire outline business case for development be endorsed
- (iii) That the overall approach for developing the investment plan for skills and employment be endorsed

**9. Skills Advisory Panel and Local Skills Improvement Plan**

The Committee considered a report on Skills Advisory Panel Funding and an update on Local Skills Improvement Plans and was asked to approve the forward plan for the Skills Advisory Panel, note the update on the Local Skills Improvement Plan and recommend to the Combined Authority that an advisory role and invitation for a LSIP representative join the Committee.

Members discussed how the roll out of LSIPs will align with the governance role of strategic skills provision for the Employment and Skills Committee, including whether it would like to recommend that an advisory role on this Committee is offered to a senior representative of the Chambers of Commerce with a recommendation by the Committee to be taken to the Combined Authority for approval.

As a result of the difficult economic environment, a request has been received from Nav Chohan, Chair of the West Yorkshire Skills Partnership for a rise in the funding rate allocated. The Director of Economic Services asked members if they would be supportive for an increase in the funding rate and for a paper to be drafted for approval.

**Resolved:**

- (i) That the contents of the report be noted.
- (ii) That the update on the Local Skills Improvement Plan be noted.
- (iii) That the forward plan for the Skills Advisory Panel be approved.
- (iv) That an Advisory role and invitation for a LSIP representative to join the Committee be recommended.
- (v) That a paper be drafted for approval for an increase in the funding rate to the Local Skills Partnership be recommended.

**10. Adult Education Budget**

The Committee considered a report to update on progress with the devolved Adult Education Budget (AEB) and on plans to further improve the responsiveness of AEB delivery in Year 2 and was asked to recommend four of the planned flexibilities for approval which are in line with the published West Yorkshire AEB Strategy.

The Committee was asked to recommend for approval the four proposed flexibilities below: -

Expanding the age of entitlement for a 'first full level 2'

Expanding the Digital Entitlement.

Test Pilot – Bridging programmes that support progression to Level 3.

Test Pilot – Increasing the number of courses 19 – 23s are entitled to.

The following recommendations were welcomed and approved by the

Combined Authority as they represented a change to the strategy:

- Waiving the '3 Year UK Residency' status for full funding
- Providing full funding for eligible asylum seekers

It was highlighted about the reduction in funding for adult learning nationally, and that the unit rate for delivery of AEB has not changed for many years. The Committee felt that this issue should be addressed nationally rather than effectively reducing the number of people that can be supported in West Yorkshire using devolved funding.

**Resolved:**

- (i) That the contents of the report be noted.
- (ii) That the proposed planned flexibilities in line with the published West Yorkshire AEB strategy be approved.
- (iii) That officers be asked to look into the level of AEB funding and report to the next meeting.

**11. Update on Current Programmes**

The Committee considered a report and verbal update on the progress of delivery of Combined Authority led employment and Skills Programmes in the Leeds City Region which included performance for 2021/22 and 2022/23 performance to date, Apprenticeship and Employment, School Partnerships Careers, Adult Training and Skills for business.

**Resolved:** That the contents of the report be noted.





**Report to:** Employment and Skills Committee

**Date:** 20 October 2022

**Subject:** **Evidence Report**

**Director:** Alan Reiss, Director of Strategy, Communications and Policing

**Author:** Peter Glover, Economic Evidence Manager

Is this a key decision?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for call-in by Scrutiny?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information or appendices?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If relevant, state paragraph number of Schedule 12A, Local Government Act 1972, Part 1:	
Are there implications for equality and diversity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1. Purpose of this Report

- 1.1 To present the latest position on the State of the Region monitoring indicators relating to employment and skills, together with an analysis of more timely labour market indicators.

## 2. Information

### Monitoring Arrangements

- 2.1 At its meeting on the 29 October 2021, the Employment and Skills Committee agreed a new approach to monitoring and reporting. The Committee approved a set of indicators relevant to its remit and agreed to receive regular reporting against these indicators, with this topic becoming a standard item on the Committee's agenda. These are the key regional indicators that measure the outcomes that the work of the committee is seeking to improve. Indicators will be reported on by exception i.e. when fresh data becomes available for each indicator, allowing the analysis to be updated.
- 2.2 The indicators have been incorporated into State of the Region 2022 report, the Combined Authority's annual stock-take of West Yorkshire's socio-economic performance. The State of the Region indicators are intended to provide a high level, strategic picture of performance against this priority rather than a detailed examination of operational performance of specific projects.

- 2.3 In addition to the State of the Region indicators, analysis of a range of more timely indicators is also included to provide the most up to date picture of labour market conditions in West Yorkshire. Alongside this an overview of the national picture provides important context.

### **The Indicators**

- 2.4 The core State of the Region indicators agreed by the Committee are set out below. A headline overview of performance against these indicators is provided in Appendix 1:
- Employment rate
  - Jobs paying below the real living wage
  - Employment rate gap for disadvantaged groups
  - Unemployment
  - People with no / low qualifications (qualified below level 2)
  - Apprenticeship take-up
  - Basic digital skills
  - NEETs
  - People qualified at Level 4 and above (higher level qualifications).
- 2.5 Appendix 1 also includes a summary of the national context. This is helpful because national data is in some cases more timely and granular than that available at West Yorkshire level and provides additional insight into current labour market issues that are also likely to be present locally.
- 2.6 The appendix also presents the latest data for West Yorkshire drawn from HMRC's real-time count of employees, the claimant count (which relates to the number of people claiming out of work benefits) and also an analysis of vacancies (online job postings).

## **3. Tackling the Climate Emergency Implications**

- 3.1 There are no implications for tackling the climate emergency directly arising from this report. However, work is currently underway to assess the employment and skills needs of the green economy in West Yorkshire, which will be reported to the Committee at its next meeting.

## **4. Inclusive Growth Implications**

- 4.1 A number of the State of the Region indicators have direct relevance to an inclusive economy, including unemployment, NEETs and jobs paying below the real living wage. The evidence shows that improving inclusiveness, in terms of access to jobs and the education and training system, is key to supporting growth and achieving the wider economic agenda for West Yorkshire.

## **5. Equality and Diversity Implications**

- 5.1 Some of the indicators provide direct measures of equality and diversity, most notably the comparison of employment rates for disadvantaged groups. A

dedicated equality and diversity report will be published as part of State of the Region. The general picture provided is one of a continuing need to promote equality and diversity in respect of both employment and in terms of access to education and training opportunities.

**6. Financial Implications**

6.1 There are no financial implications directly arising from this report.

**7. Legal Implications**

7.1 There are no legal implications directly arising from this report.

**8. Staffing Implications**

8.1 There are no staffing implications directly arising from this report.

**9. External Consultees**

9.1 No external consultations have been undertaken.

**10. Recommendations**

10.1 The Committee are asked to note the latest intelligence relating to employment and skills in West Yorkshire and the current performance of West Yorkshire against the State of the Region indicators

**11. Background Documents**

There are no background documents referenced in this report.

**12. Appendices**

Appendix 1: Indicator report

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# **Appendix 1: Performance against State of the Region indicators**

**Employment and Skills Committee, October 2022**

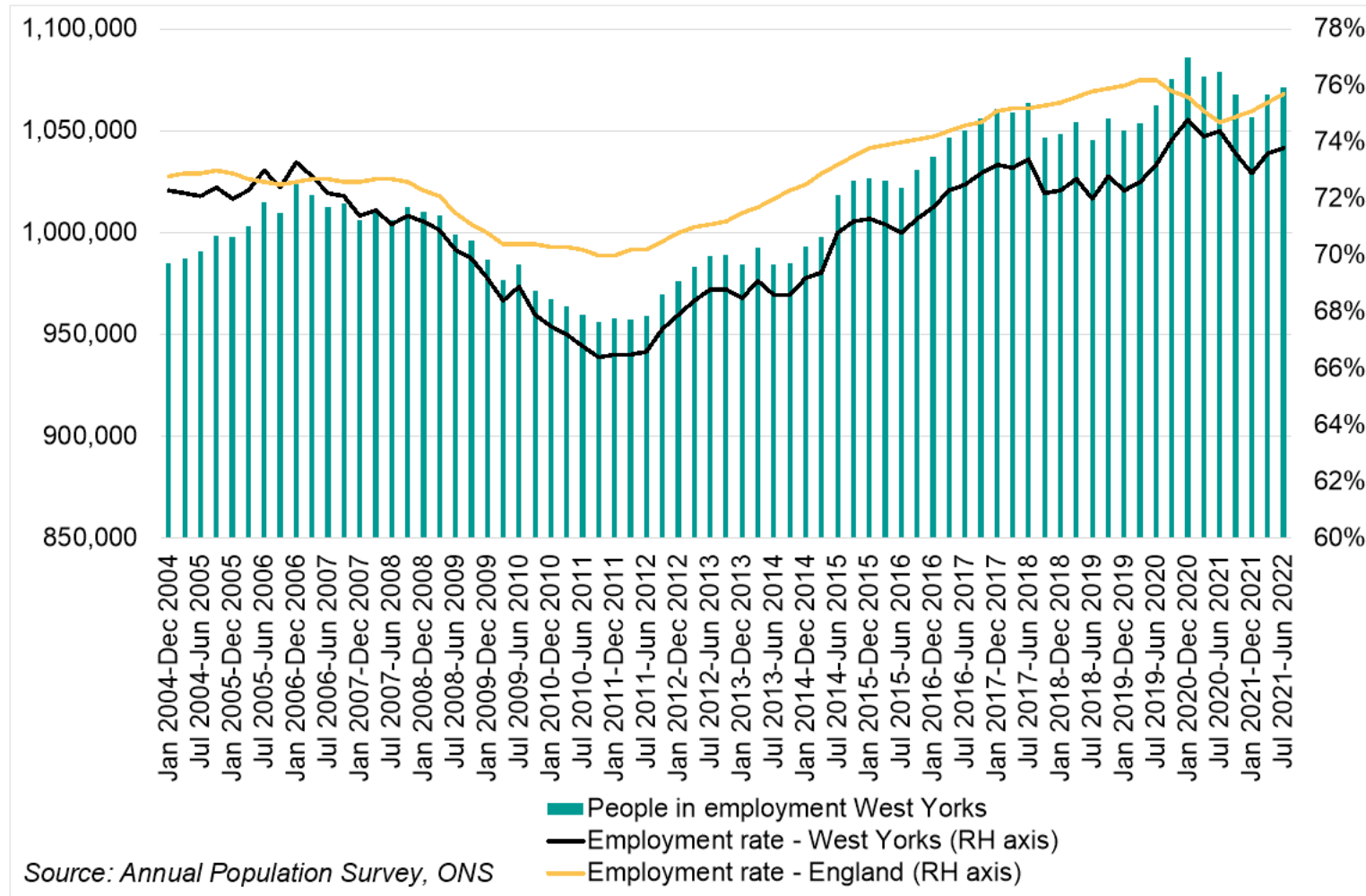
# Introduction

- The following slides provide an overview of West Yorkshire's performance and progress against the headline indicators for State of the Region
- A subset of indicators has been presented, reflecting those most directly relevant to the Employment and Skills agenda.
- For some indicators there has been no change in the available data but the latest figures are contained in the pack for consistency.
- The pack also contains an update based on more timely labour market indicators, including payrolled employees, claimant count and vacancies (online job postings).

# State of the Region indicators

# The latest figures point to a modest recovery in West Yorkshire's employment level and rate

Figure: Trend in employment rate and number of people in employment (people aged 16-64)



Driving economic growth and innovation to enable good jobs

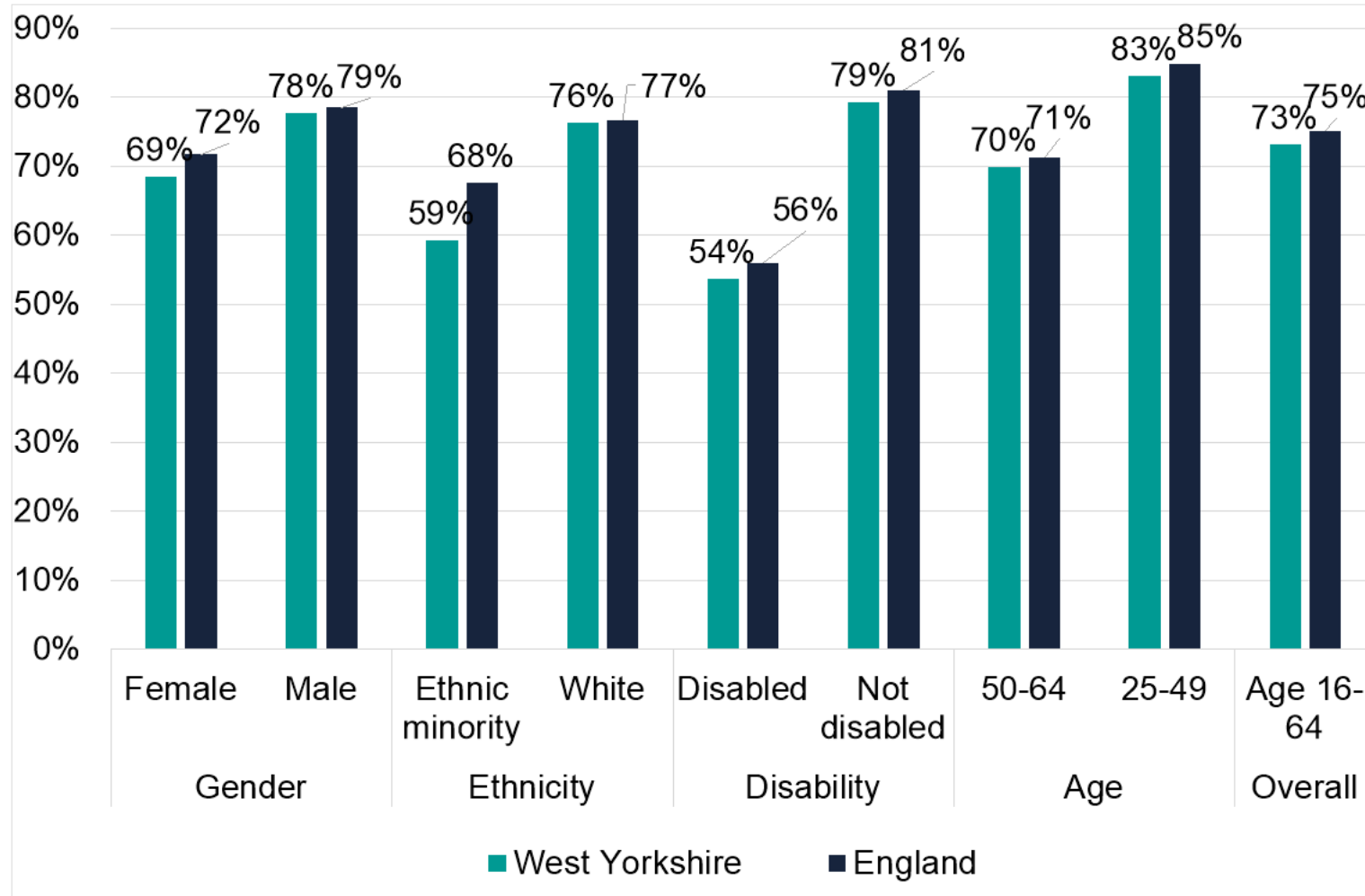
14

Source: Annual Population Survey, ONS



# Some groups face substantial employment rate gaps

Figure: Employment rate by group



Enabling a diverse, skilled workforce and accessible learning for all

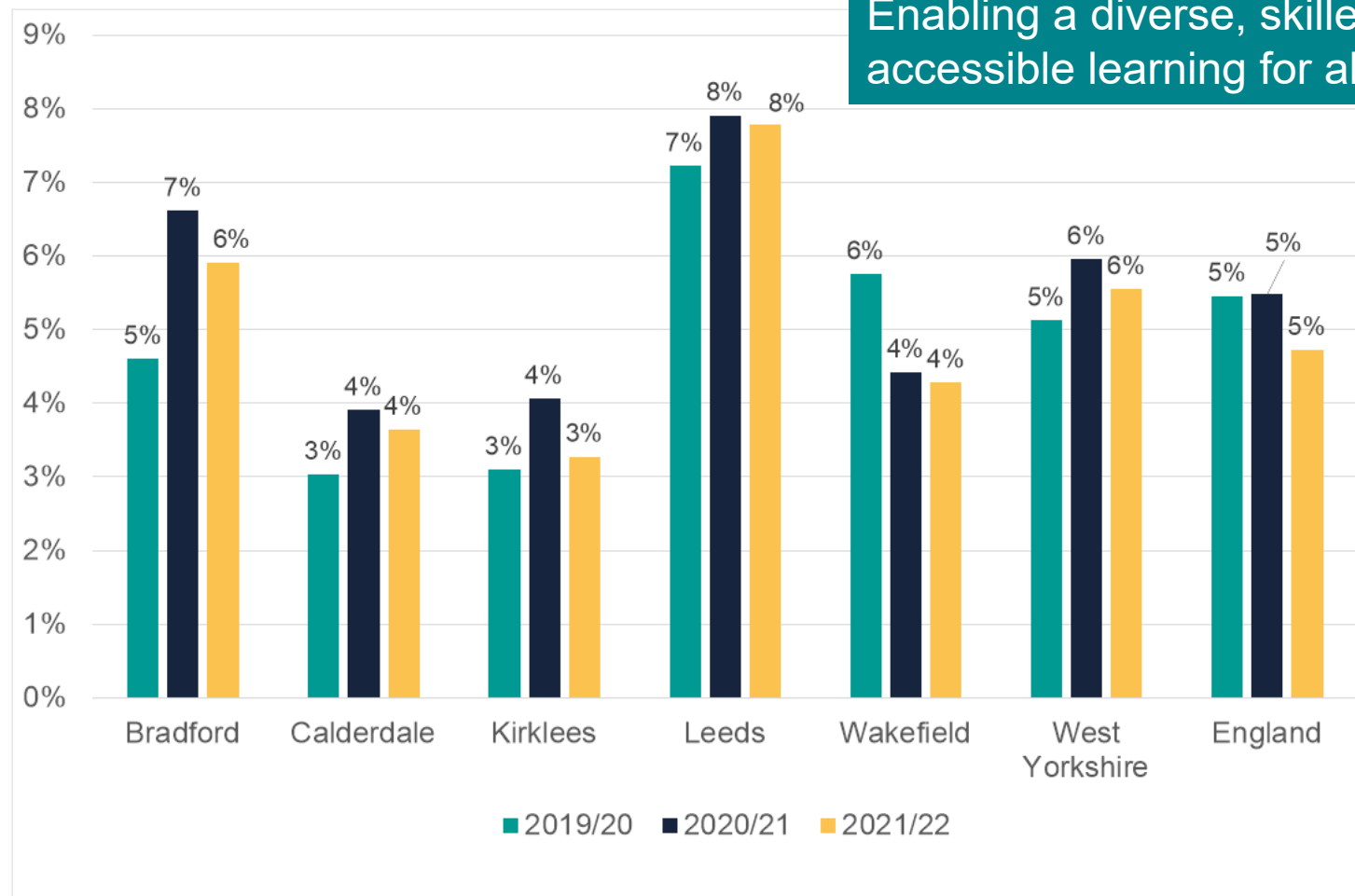
15

Source: Annual Population Survey

# NEETs fell in West Yorkshire in 2022 but remain above national average

Figure: Trend in proportion of 16- and 17-year-olds not in education, employment or training (NEET) or whose activity is not known

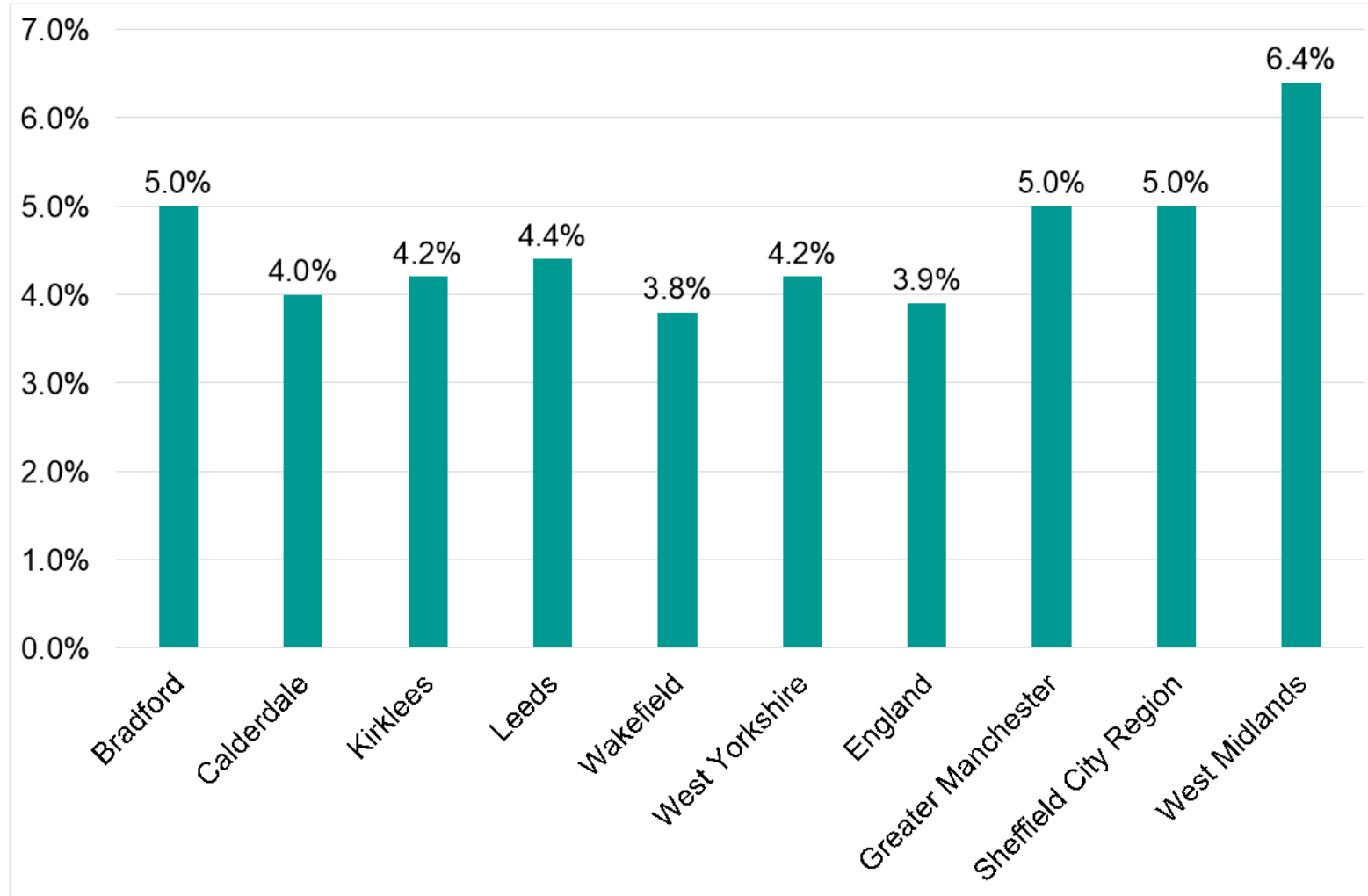
16



Source: NEET and participation: local authority figures, Department for Education

# West Yorkshire's unemployment rate remains similar to the national average but below comparator areas

Figure: Unemployment rate - % of economically active population aged 16+



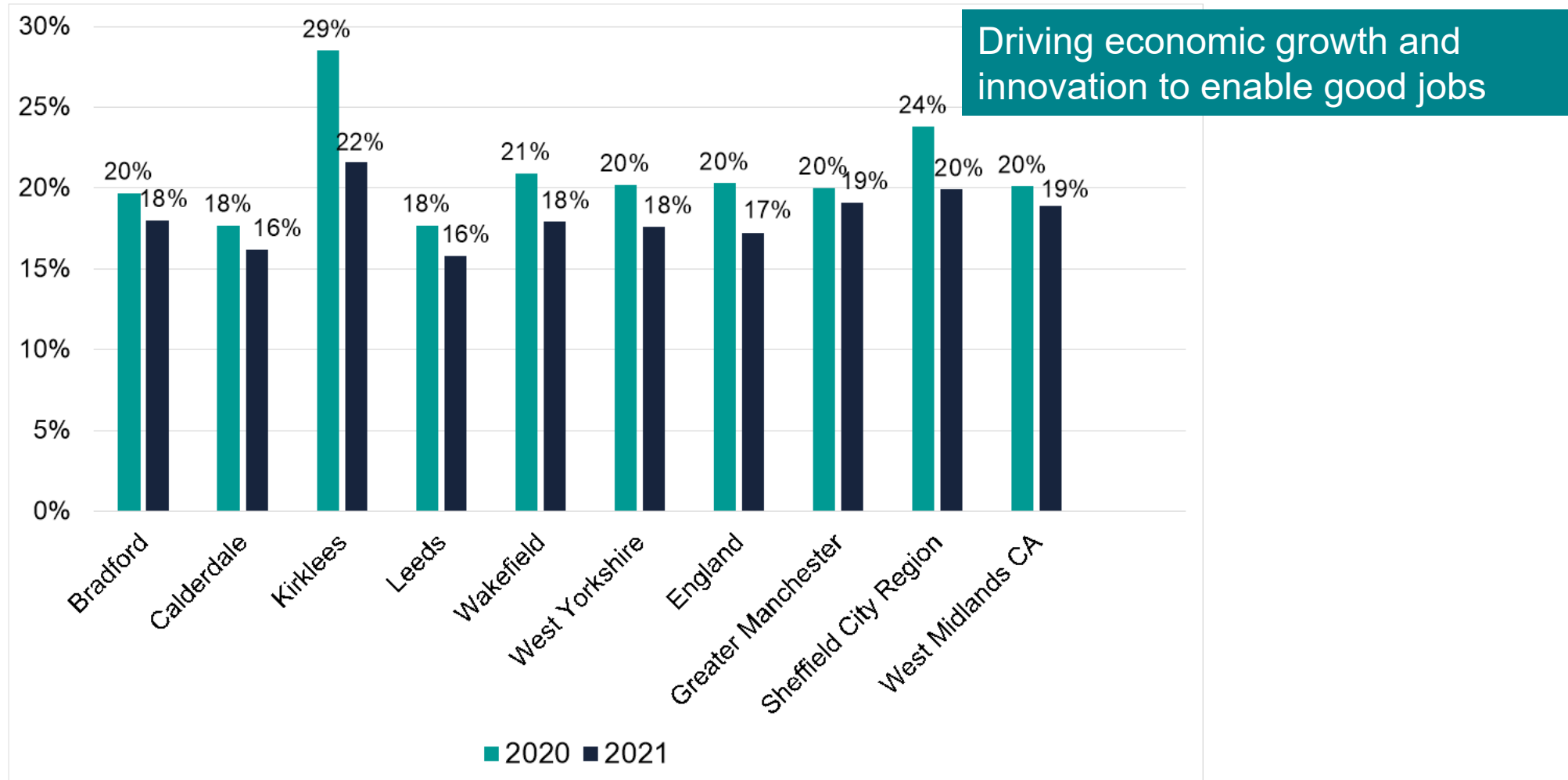
Enabling a diverse, skilled workforce and accessible learning for all

17

Source: Annual Population Survey, July 2021 to June 2022

# The % of jobs paying below Real Living Wage has been falling

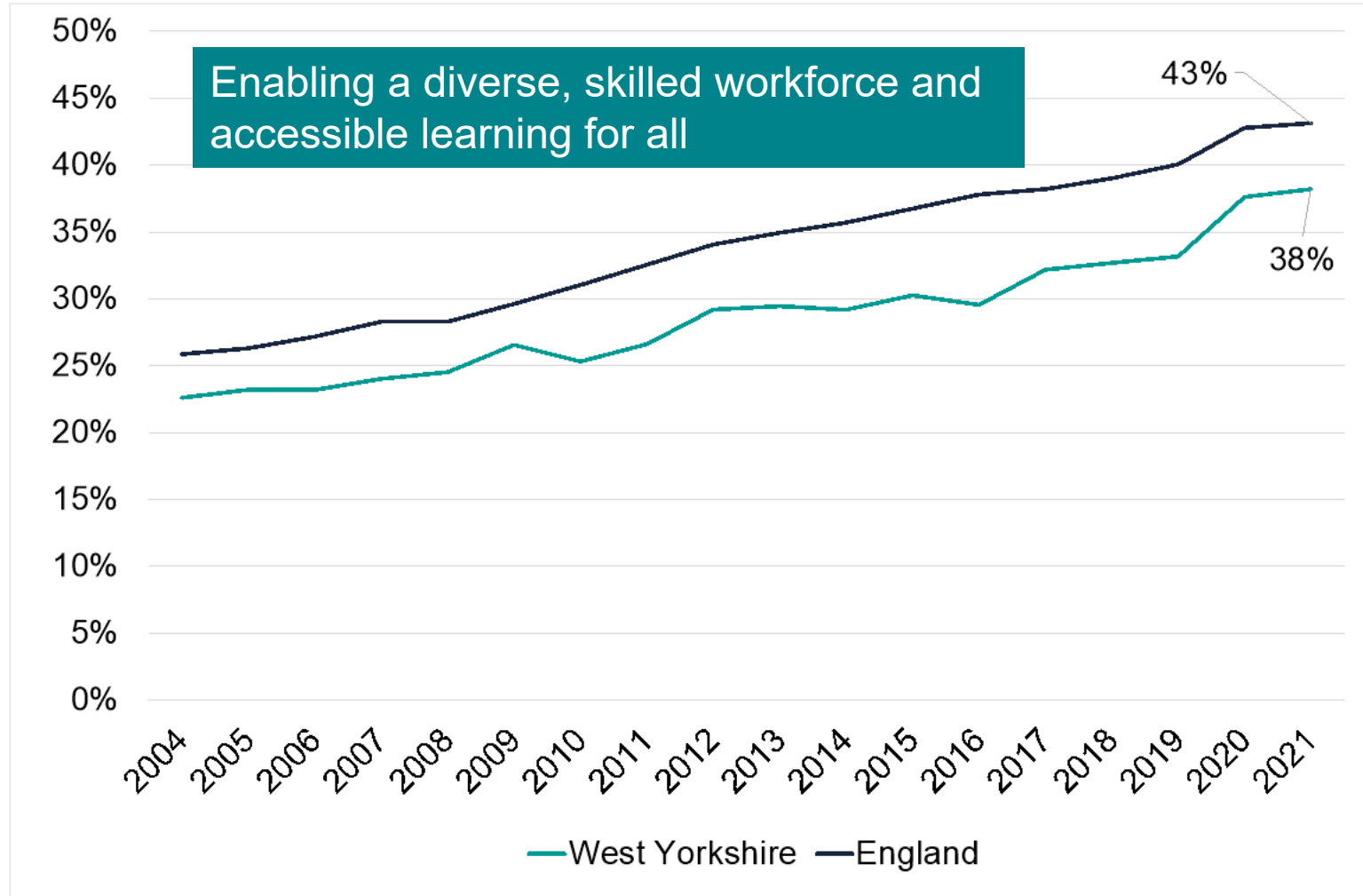
Figure: Proportion of all employee jobs paying below the Real Living Wage rate



Source: Annual Survey of Hours and Earnings, ONS

# The proportion of people with a higher level qualification is growing but a gap remains with the national average

Figure: Trend in proportion of working age population qualified at Level 4+

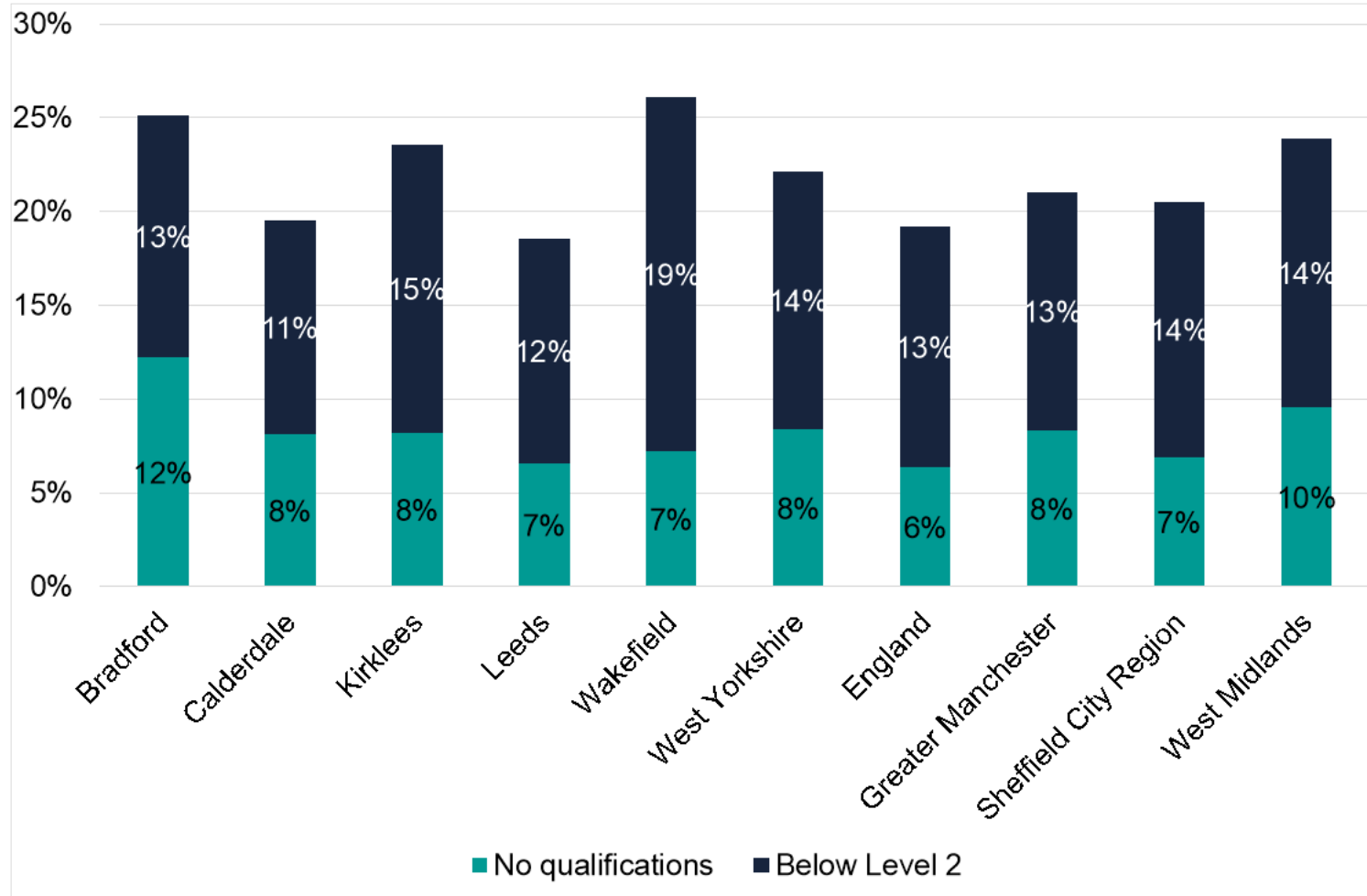


Source: Annual Population Survey, Jan – Dec periods

# More than one-in-five (22%) of people in West Yorkshire have no qualifications or are qualified to a low level, with little change in 2021

Figure: Proportion of working age population with no qualifications / qualified below Level 2

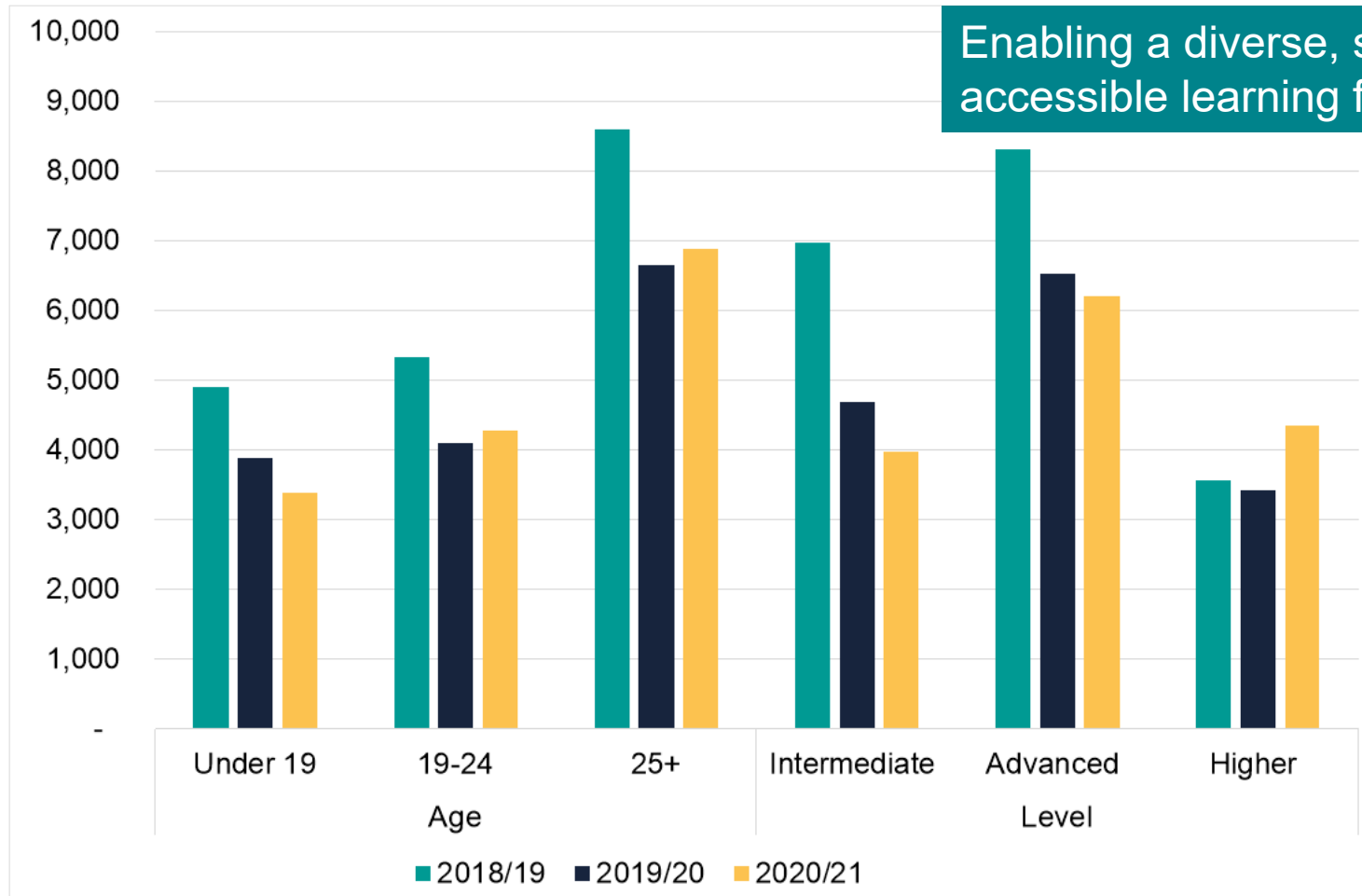
20



Source: Annual Population Survey, Jan – Dec 2021

# Take-up of apprenticeships remains well below pre-pandemic levels

Figure: Trend in apprenticeship starts by age and level, West Yorkshire



Source: Department for Education

# Labour market reporting, October 2022

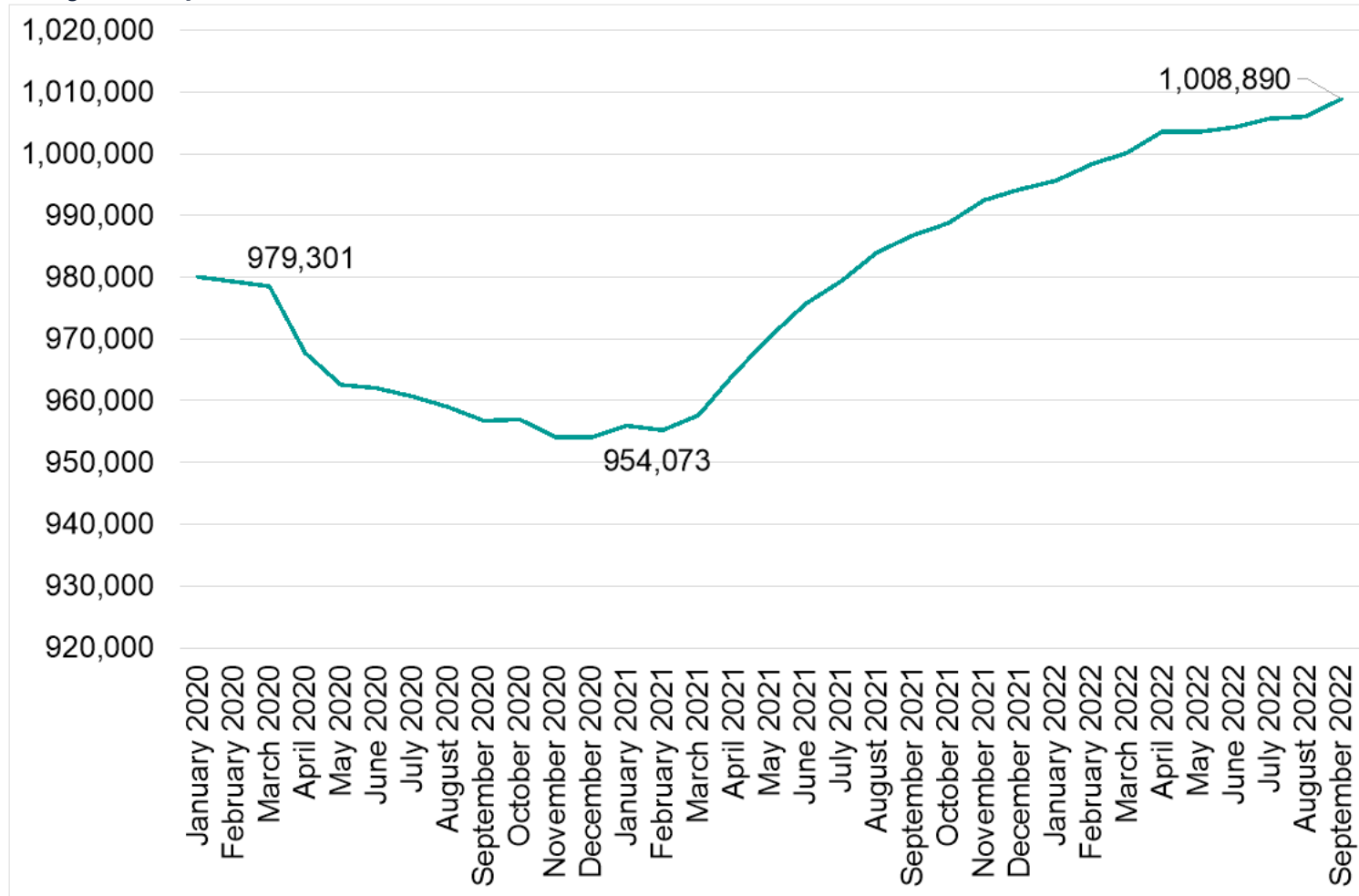


# National context

- Fall in employment rate in latest quarter (Jun-Aug 22) - remains below pre-pandemic value
- Number of employees fell during quarter but increase in self-employed
- Unemployment rate is lowest since 1974 (3.5%) but labour force still shrinking due to inactivity (see below)
- Sectoral pattern of employment has not returned to pre-crisis picture
- <sup>23</sup> Number of vacancies is now falling but level remains high in historic terms
- Labour market remains tight - unemployed people per vacancy fell to a record low
- Average pay growing strongly in nominal terms but falling in real terms due to inflation. Pay growth powered by private sector with public sector growth remaining weak.
- Economic inactivity rate increased in quarter, mainly due to increase in long-term sick (now at record levels) and students – working age inactive now = 9m

# The count of payrolled employees continues to grow

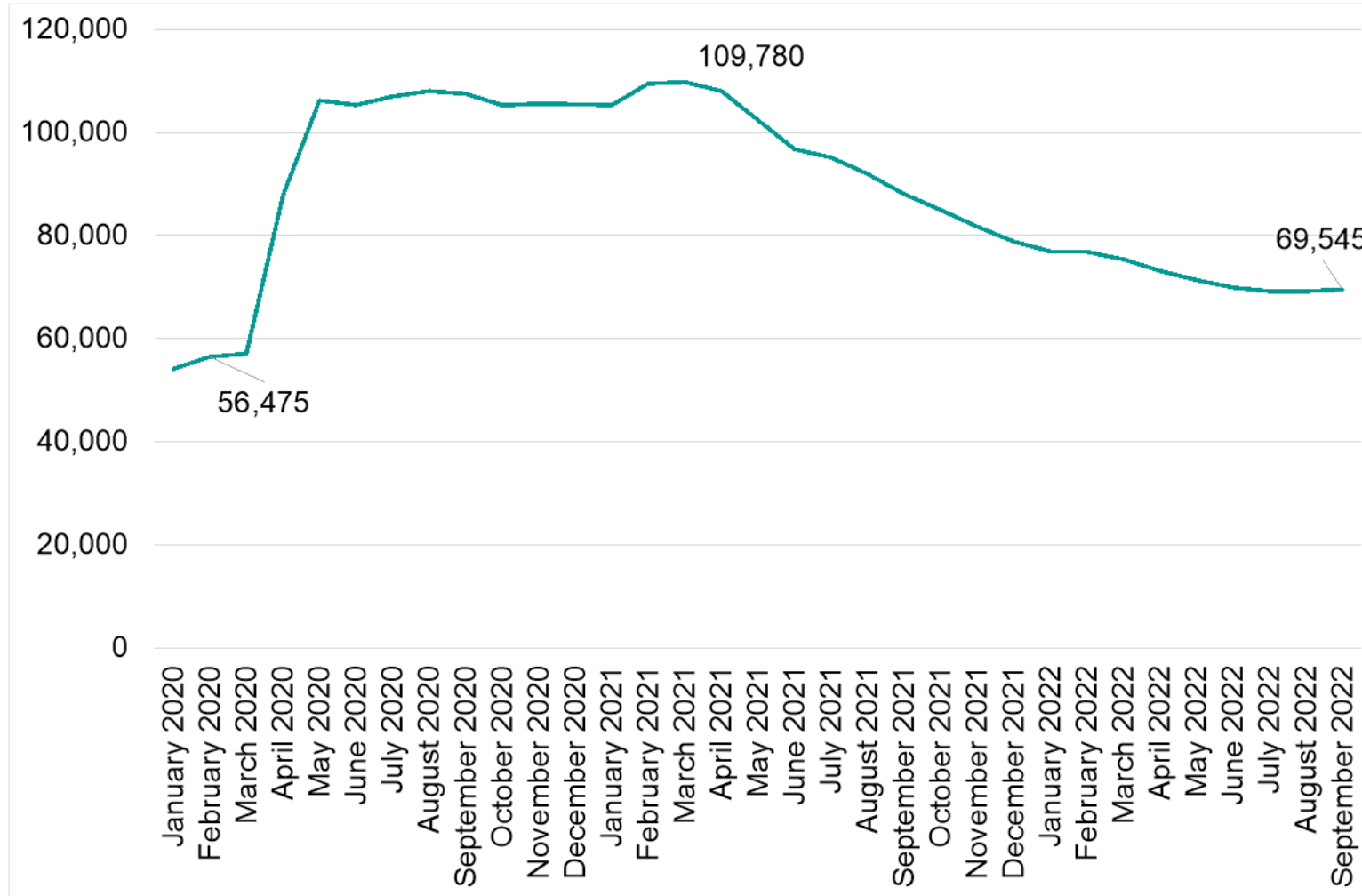
Figure: Count of payroll employees from PAYE Real-time information (seasonally adjusted); West Yorkshire



Source: HMRC

# The downward trend in the Claimant Count has stalled

Figure: Trend in Claimant Count, West Yorkshire

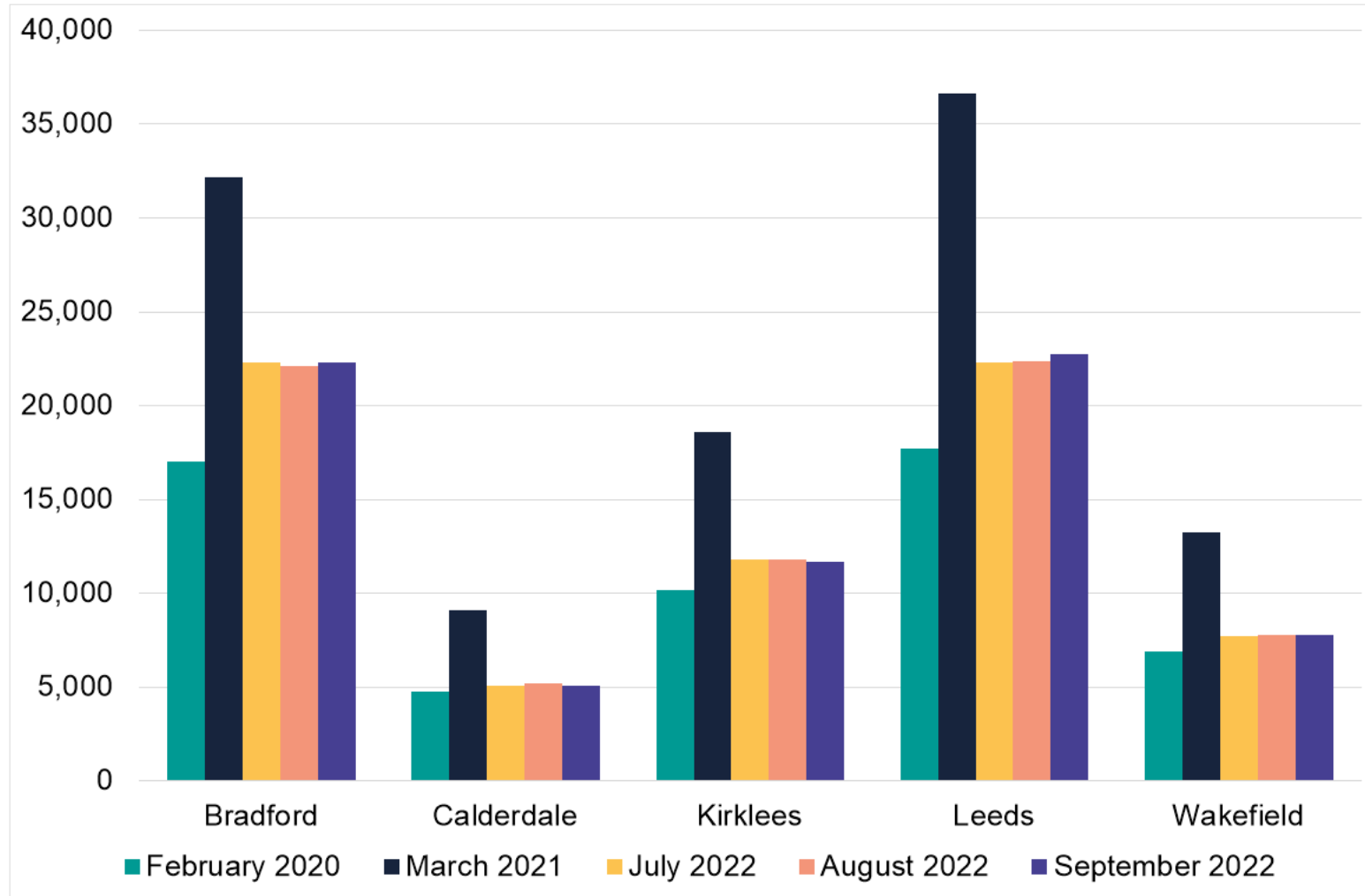


The Claimant Count is a measure of people claiming benefits primarily because they are out of work

Source: Claimant Count, ONS

# Claimant Count has remained flat across all local authorities over last three months

Figure: Trend in Claimant Count by local authority

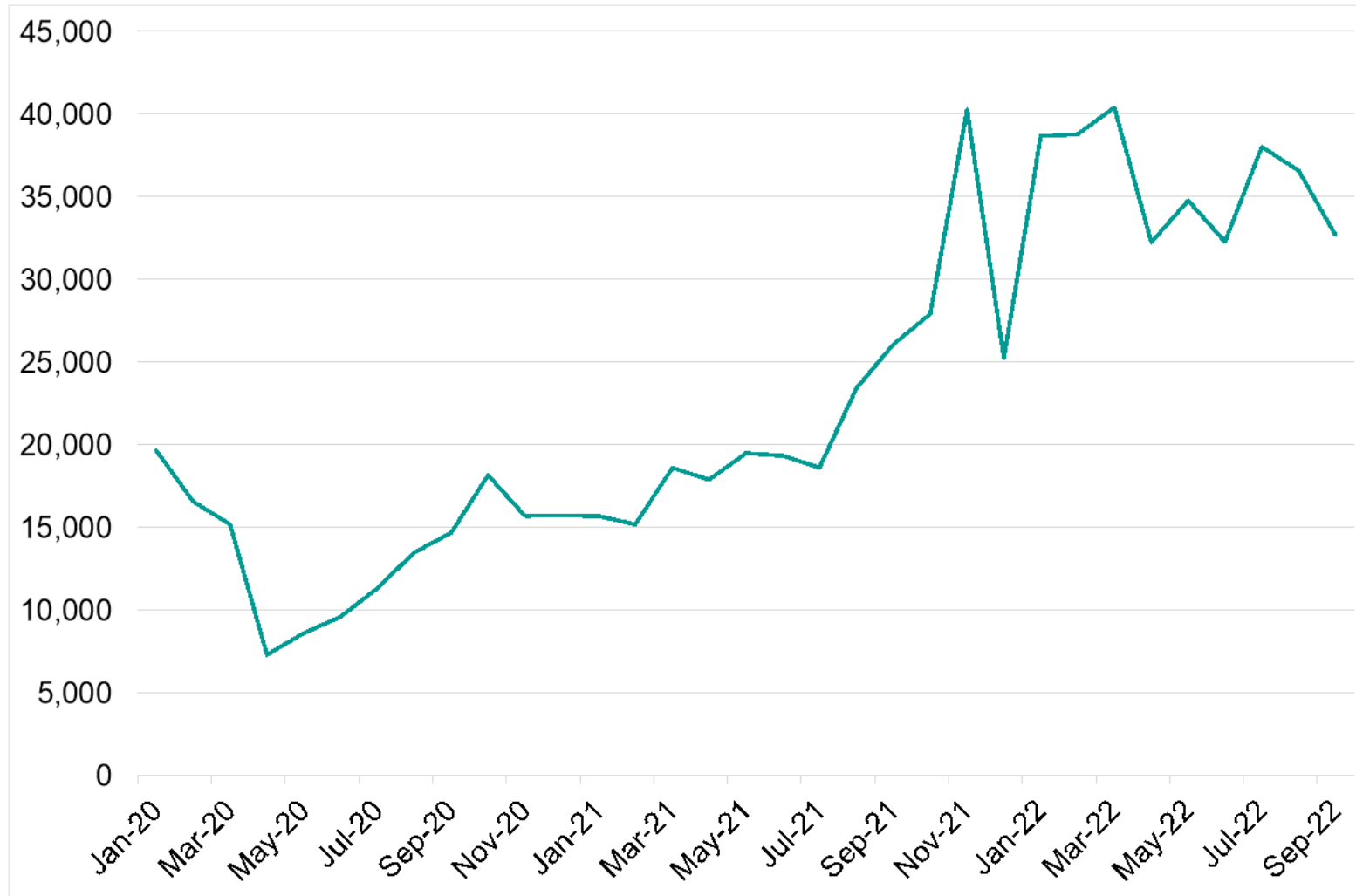


Source: Claimant Count, ONS

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# Recruitment activity remains high by historic standards

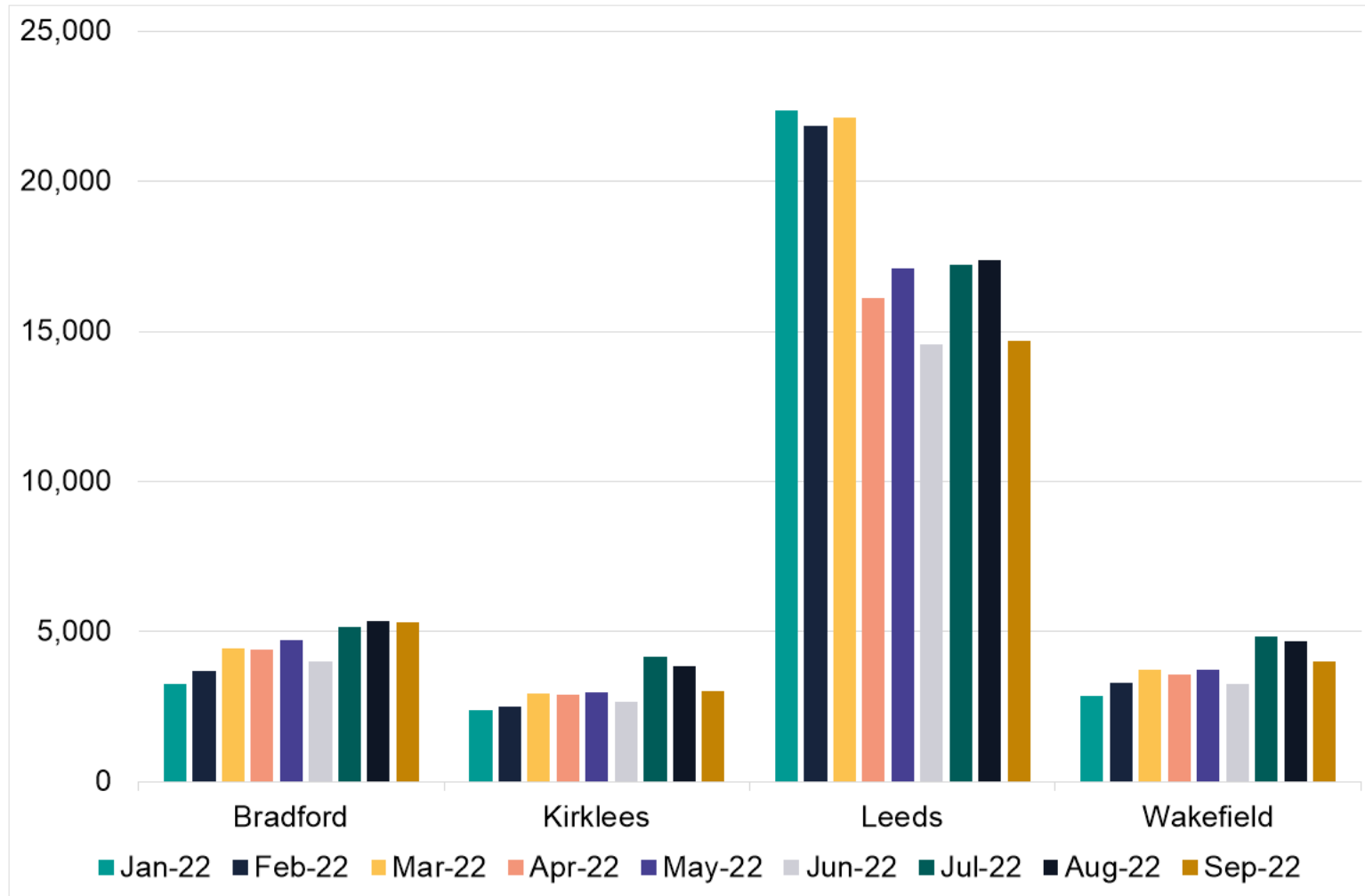
Figure: Trend in monthly count of online job postings - West Yorkshire



Source: Lightcast

# Monthly count of job postings in Leeds is well below peak seen in early 2022; other local authorities have seen an increase since start of year

Figure: Trend in monthly count of unique online job postings by local authority



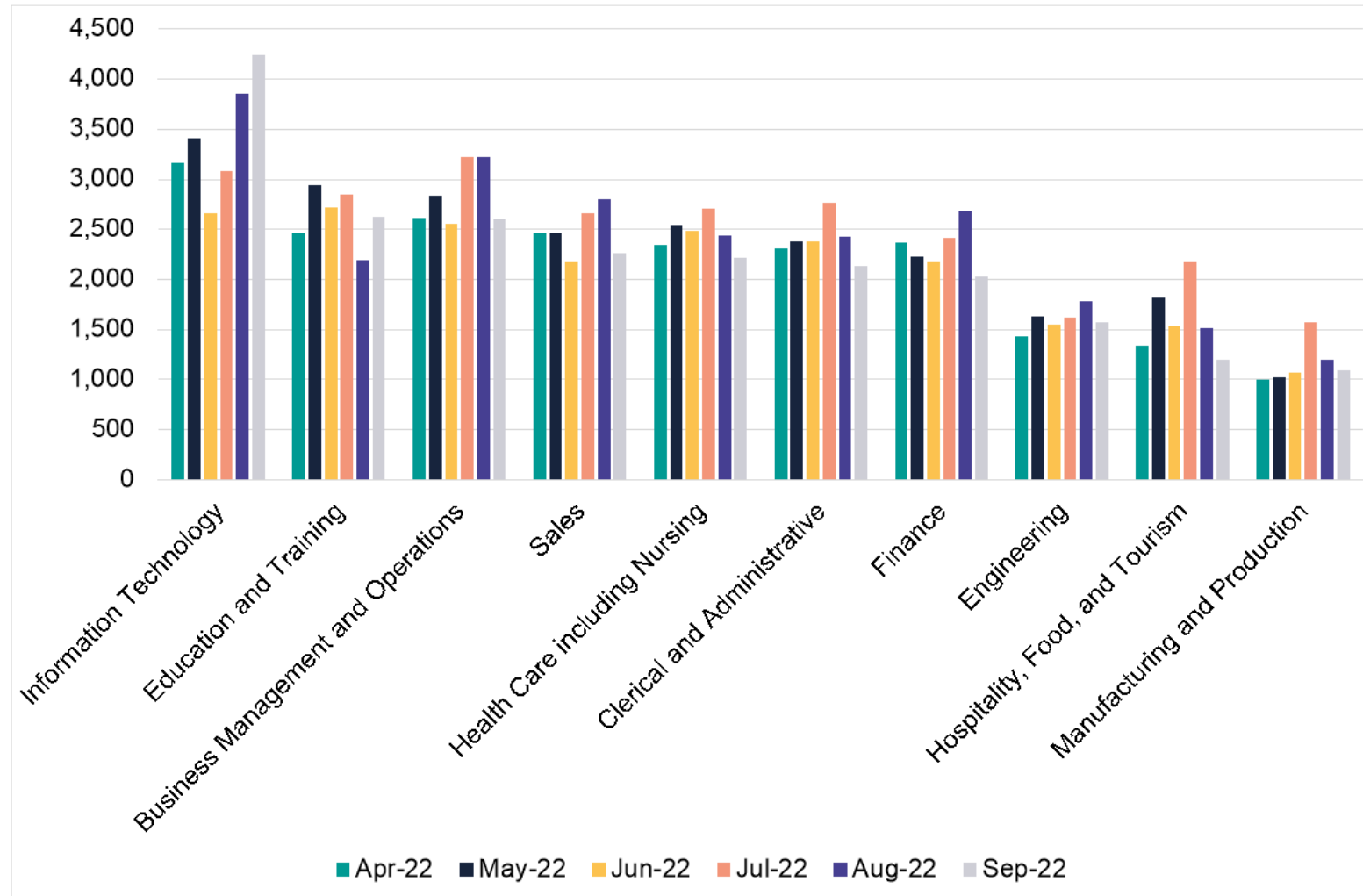
NB: data not currently available for Calderdale due to technical issues. Also note that a proportion of West Yorkshire job postings cannot be assigned to a local authority location.

28

Source: Lightcast

# Performance across occupations shows a mixed picture

Figure: Monthly count of unique online job postings by top 10 occupational groups, West Yorkshire



Number of postings increased in Information Technology and Education and Training in September compared with previous month but other areas fell, with Finance and Hospitality, food and tourism seeing the biggest reductions

29

Source: Lightcast

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**Report to:** Employment and Skills Committee

**Date:** 20 October 2022

**Subject:** **Update on Current Programmes**

**Director:** Brian Archer, Director of Economic Services

**Author:** Michelle Burton, Head of Employment and Skills

Is this a key decision?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for call-in by Scrutiny?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information or appendices?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If relevant, state paragraph number of Schedule 12A, Local Government Act 1972, Part 1:	
Are there implications for equality and diversity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1. Purpose of this Report

- 1.1. The purpose of this report is to update the Committee on the progress of delivery of Combined Authority-led employment and skills programmes.

## 2. Information

### Section Heading

#### 2022/23 Performance to Date

- 2.1. The latest data (end August 2022) shows that so far in 2022/23:

- 56 schools have made progress (towards the Gatsby benchmarks) in the delivery of quality careers education. Progress is reviewed on a termly basis and we are currently on track to achieve the target of all 181 schools in the network making progress this year.
- 1.04m people have been reached through careers campaigns and engagement with the Futuregoals website against an annual target of 2.5m. We anticipate this number to increase further due to the launch of campaigns to promote the Employment Hub and Skills Connect programmes.

- 82 businesses have been supported to engage with employment and skills programmes against an annual target of 266. With the ESF-funded Skills for Growth programme reporting quarterly, we anticipate a significant increase in the number reported against this KPI after November 2022.
- 15,966 people of an annual target of 62,300 have so far been supported to upskill, re-train or access employment/self-employment.

### Apprenticeships and Employment

2.2. **Employment Hub 2**, funded via Gainshare, provides a flexible support programme to all-age residents across West Yorkshire addressing post pandemic employment issues. Delivery, in partnership with our five West Yorkshire local authorities, commenced in August 2021 and will run until March 2023.

2.3. Performance to date (August 2021 – August 2022):

OUTPUTS	TARGET	ACHIEVED	%
<b>Total number of starts</b>	<b>5,500</b>	<b>4130</b>	<b>75%</b>
Active		2390	58%
Inactive		962	23%
Employed		778	19%
Participants aged 15 -24		2349	57%
Participants aged 25 -49		1375	33%
Participants aged 50+		406	10%
Participants from an ethnic minority		2080	50%
Participants with disabilities		955	23%
Participants from a single adult household with dependent children		465	11%
Participants with a basic skills need		1522	37%
<b>Positive Outcomes (80% of 5,500)</b>	<b>4403</b>	<b>2134</b>	<b>48%</b>
Progression into work		663	15%
Reskilling and upskilling		1326	30%
Improved labour market status		145	3%

2.4. The Mayor recently visited an individual who had received support from the Kirklees Hub to find a new position having been made redundant. A film of the visit and key messages from the Mayor can be found here [Mayor and Employment Hubs](#)

2.5. To date, the **apprenticeship levy transfer service (LTS)** has supported 357 apprentices in 89 businesses across West Yorkshire and York. Seventeen apprenticeship levy paying businesses have pledged a total of £3,273,651.

From the EDI data we have received 14% of the apprentices have a disability, 19% are from an ethnic minority and 78% are female.

- 2.6. The breakdown by level and sector of the 357 apprentices supported is shown below.

Level of Apprenticeship	Number of Apprentices (Funding Agreed)
Level 2	117
Level 3	139
Level 4	59
Level 5	34
Level 6	7
Level 7	1
<b>Total</b>	<b>357</b>

Sector of Apprenticeship	Number of Apprentices (Funding Agreed)
Care Services	250
Health & Science	2
Education & Childcare	41
Business & Administration	19
Digital	19
Catering & Hospitality	1
Construction	9
Sales, Marketing & Procurement	4
Legal, Finance & Accounting	2
Transport & Logistics	1
Creative & design	2
Engineering & manufacturing	2
Agriculture, environmental and animal care	5
<b>Total</b>	<b>357</b>

### School Partnerships

- 2.7. Transition to the West Yorkshire Careers Hub (WYC hub) is in progress with members onboarding this term. The key objective of the Hub is to provide free support to the region's secondary schools and colleges to have a modern 21st century, gold-standard careers system, rooted in local information and careers support. In addition to mainstream schools and colleges, SEND/ PRU's and Alternative Provision schools, apprenticeship and in-work training providers and businesses of every size and sector can join.

- 2.8. This support will enable all young people in West Yorkshire to raise their aspirations and will contribute to their individual motivation, resilience, employability, destinations and social capital. It will build on learning from our EAN network, SEND Hub, Kirklees and Calderdale and Regional Hub which is now all encompassed within the WYC hub.
- 2.9. In the last quarter positive progress has been made towards the target to support 181 schools and colleges to make progress in the delivery of quality careers education (measured by the Gatsby benchmarks). The alumni project in SEND schools has successfully completed with an evaluation in progress.
- 2.10. The Burberry Foundation has co-funded activity to enhance creative skills in five Special Educational Needs and Disability Schools. This is now complete with a full evaluation and case studies. Learning will be considered prior launching a final round of Raising Aspirations funding in Jan 2023 where we hope to see around 10-15 schools and colleges directly support disadvantaged pupils.
- 2.11. Working with Ahead Partnership we have launch the Green Skills Youth Programme which will be developed and delivered with the support of the Green Jobs Taskforce. This programme will help bring green jobs to life for young people, developing essential employability skills including teamwork, critical thinking, analysis and research, creative thought, advocacy and communication skills.

### Careers

- 2.12. An action plan has been implemented and is underway to develop a number of improvements to the FutureGoals platform, commencing from June 2022. The action plan includes user testing, focus groups to review navigability and functionality and working with external organisations to review existing content. The organic views and returning visitors to the site remain high, despite a small number of social media campaigns, with external visitors in August 2022 totalling 5,732. This demonstrates the reputation and exposure of the platform, with visitors being higher than the equivalent period in 2021. The most visited page on the website for August 2022 was the Employment Hub career support page, which had 15.23% of all website traffic
- 2.13. Developments to the site include a newly launched [Skills Connect](#) page with additional functionality including a filtered approach to course provision. A [Go Green](#) resource has been released, providing adults with information, advice and guidance around green skills and the future employment opportunities within this area. Future areas for development for the site include the 2022 LMI report which is currently being designed and will be launched on the platform in 2023. Work is being undertaken to evaluate the existing content, particularly for school staff, careers leaders and parents, in order to ensure this is relevant and is up to date.

## Adult Training

### Skills Connect

- 2.14. In September 2022, the **Skills Connect** programme was relaunched with 30 courses available online either for individuals to sign up to, or to register their interest. The courses are across a number of sectors including health and care sector, digital and construction. Courses currently available include Environmental Sustainability and Lean Management, Site Managers Safety Training and Step up to Management in the Health Care sector. Courses targeting graduates are also available. A multi-media campaign is now live including advertisements on digital billboards across West Yorkshire, social media content, radio advertisement and PR content.

### Digital Bootcamps

- 2.15. The Combined Authority was successful in applying for an additional £3.6m to deliver **Skills Bootcamps**, with delivery planned to take place between August 2022 and March 2023. The funding is to support delivery across digital and technical areas and includes a target to upskill 1,000 individuals. The Skills Bootcamps will align with and complement the existing Skills Connect offer of adult upskilling provision.
- 2.16. The DfE has introduced the ability for **employers** to co-fund bootcamp provision, supporting workforce development and the ability for employers to create training courses to meet the needs of their specific organisation. Courses should fall into one of the key topic areas stipulated by the DfE but specific content is flexible. Large employers would be required to contribute 30% of course costs and SME's (up to 250 employees) would be required to contribute 10% of course costs. We are working with business-facing colleagues and organisations to promote this offer to employers across West Yorkshire.

### Skills for Business

- 2.17. The part ESF-funded [Skills for Growth](#) programme started in September 2020 and has supported over 900 businesses to access skills support through connecting with education providers or through referrals to other business support programmes.
- 2.18. The programme has exceeded targets for business engagement and number of participants engaged. The number of projects created between businesses and education providers is increasing and the programme is on track to meet this target during the next quarter.
- 2.19. Performance up to the end of Q1, as reported to DWP as part of the funding requirements:
- Number of supported micro, small and medium sized enterprises: 256 (against a target of 256) 100%.

- Number of small and medium sized enterprises successfully completing projects (which increase employer engagement; and/or the number of people progressing into or within skills provision): 147 (against a target of 157) 94%.
- Total number of participants: 1256 (against a target of 1153) 109%.

2.20. The Skills for Growth offer provides the first point of contact for businesses who want to support the mayor's 1,000 Well Paid, Green Skills Jobs Pledge. To date, 60 businesses have signed up and 974 green jobs have been pledged.

### Enterprise West Yorkshire

2.21. The £6m Enterprise WY programme has been in delivery since late 2021 and provides a ladder of enterprise support. This includes activity to promote enterprise as a viable and achievable career option to all (including young people), 'hands on' advice and guidance to anybody in WY who wants to set up a new enterprise (regardless of location, sector, or growth potential), and an intensive package of bespoke support to accelerate the growth plans of a smaller number of innovation-led entrepreneurs.

The digital marketing campaign for the **Exploring Enterprise** element of the programme has been running from January 2022. The campaign is called 'people like me' and a suite of marketing collateral has been developed around role models to demonstrate that 'real people' across West Yorkshire are creating and running successful businesses (see example below). The campaign has been delivered across Facebook and LinkedIn and has generated a total of 28,890 impressions to date. A new agency has recently been appointed to lead on marketing and comms activity across the whole programme. This will reinforce the 'ladder of enterprise support' theme across all activities, helping to ensure a more consistent and homogeneous brand, image and customer journey.



- 2.22. Exploring Enterprise workshops have been running for nine months, with over 180 learners engaged across the 11 cohorts delivered to date. Learners are being supported from some of the region's most disadvantaged areas, with 22% being from the most deprived decile, 13% from the second most deprived decile and 10% from the third most deprived decile on the National Index of Multiple Deprivation. This equates to just under half of learners (45%) coming from the three most deprived deciles.
- 2.23. To complement the workshops, a new web platform has been developed to include more varied resources and on-demand content, something that many of the learners have requested. Users access the content from their devices via a dedicated link, with the additional content including: -
- new quizzes on branding, digital, sales
  - new to do lists on domain registration
  - new videos on branding, domains, search engines, and social media
  - new podcasts on innovation, risk, and supply

### **3. Tackling the Climate Emergency Implications**

- 3.1. There are no climate emergency implications directly arising from this report.

### **4. Inclusive Growth Implications**

- 4.1. There are no inclusive growth implications directly arising from this report.

### **5. Equality and Diversity Implications**

- 5.1. There are no equality and diversity implications directly arising from this report.

### **6. Financial Implications**

- 6.1. There are no financial implications directly arising from this report.

### **7. Legal Implications**

- 7.1. There are no legal implications directly arising from this report.

### **8. Staffing Implications**

- 8.1. There are no staffing implications directly arising from this report.

### **9. External Consultees**

- 9.1. No external consultations have been undertaken.

## **10. Recommendations**

- 10.1. The Panel is asked to note and comment on the progress of delivery of employment and skills programmes in the Leeds City Region.

## **11. Background Documents**

There are no background documents referenced in this report.

## **12. Appendices**

None.





**Report to:** Employment and Skills Committee

**Date:** 20 October 2022

**Subject:** **AEB Update**

**Director:** Brian Archer, Director of Economic Services

**Author:** Lindsey Daniels, AEB Manager

Is this a key decision?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is the decision eligible for call-in by Scrutiny?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information or appendices?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If relevant, state paragraph number of Schedule 12A, Local Government Act 1972, Part 1:	
Are there implications for equality and diversity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1. Purpose of this Report

- 1.1. To update the Committee on progress with devolved Adult Education Budget (AEB).
- 1.2. To provide an update on the 2022/23 Responsiveness pot and intended activity.
- 1.3. To facilitate discussion regarding a request from providers for increased funding rates.

## 2. Information

- 2.1. The Adult Education Budget is targeted towards individuals who have low level skills and/or are unemployed or on a low wage. The £65 million fund supports learners through a range of programmes and access points, supporting them to increase their skills, and connecting them to further learning and employment opportunities.

### West Yorkshire Delivery

- 2.2. We have now entered into our second year of devolved AEB funding. Through the devolution of funds, the Combined Authority aims to continuously improve the impact of the investment of funding. This is not necessarily an increase in number of individuals supported, but includes focussing the funds

on disadvantaged areas, and individuals most in need of support, i.e., with low or no qualifications, unemployed, on low wages. The aim is to make incremental improvements to the impact that the fund has.

- 2.3. Exempt Appendix A (the Combined Authority is not permitted to release data publicly ahead of DfE) demonstrates the current reach of the Adult Education budget for Year 1. Over 46,000 West Yorkshire residents have been supported in upskilling across a range of sectors and in preparation for life and work in year 1.
- 2.4. A full report on Year 1's performance will be provided to the Employment and Skills Committee to consider the impact that has been made through funding devolution, once the first year's data collection has been completed in November. This will be brought to the Employment and Skills Committee's January meeting along with any recommendations for change in year 3.
- 2.5. Year 2 performance data has not been appended, as returns are partial at this point in the year, with the majority of grant holders providing their first return in November (R03).

#### AEB Provider Conference

- 2.6. A WY AEB Conference was held in person on 22<sup>nd</sup> July 2022. The event incorporated a range of workshops to provide sector updates and support best practice across West Yorkshire. Attendees also took part in a mapping exercise to increase the collective understanding of what we are achieving.
- 2.7. Feedback from providers was positive, particularly valuing the opportunity to network and the workshops, many of which were delivered by WY delivery partners, and the ability to feed in challenges.

#### Flexibilities

- 2.8. On 6 July 2022, the Employment and Skills Committee recommended to adopt new funding flexibilities to open up access to AEB and focus the funding on residents most in need.
- 2.9. These flexibilities have now been adopted into the published rules, with guidance notes and webinars supplied to support providers in their implementation. Monitoring of uptake will be ongoing in data returns on a monthly basis, however there are already anecdotal reports of a positive impact on the update of the digital entitlement.

#### Community Learning Review

- 2.10. The Community Learning review is underway, with all providers who hold a Community Learning allocation undertaking 1:1 discussion with an external consultant that is carrying out the review. Engagement so far has been excellent, with good quality, wide ranging discussions on the role of adult and community learning, the positive impact it has on individuals and communities,

while also addressing the wider challenges facing and opportunities available to residents who access this provision and the progression provision it leads to.

- 2.11. The full report will be provided at the next Employment and Skills Committee meeting, with recommendations regarding the findings.

### ESOL

- 2.12. There are continued reports of high demand for ESOL provision, with waiting lists. Year 1 saw an increase of AEB funding spent on ESOL learning aims in comparison to previous years, with iro 8,000 learners undertaking an ESOL programme and utilising just over £9m of the budget. This is an increase from 14% of learners in 20/21 to 22% in 21/22.
- 2.13. Discussions continue with the Department for Education, sharing intelligence on demand and uptake. While it is important to support this need, we must maintain a proportionality of AEB expenditure, recognising the wide scope of the funds and the many calls on the budget. Early indications for 22/23 highlight an increased demand particularly from Ukrainian Refugees.

### Free Courses for Jobs (Level 3)

- 2.14. Following Employment and Skills Committee recommendations, we have increased the number of providers now delivering provision under this delegated funding stream. This includes wider LCR grant providers, along with independent training providers who were successful in an Open and Competitive Tendering process.
- 2.15. The new providers are:
- Aim2Learn, delivering from the Media Centre in Huddersfield, will be offering a specialist Level 3 Diploma in Professional Competence for IT and Telecoms Professionals to learners.
  - Netcom, focusing on IT digital qualifications such as Certificate in Coding Practices and Certificate in Cyber Security Practices. The qualifications will help support the skills gap within the Digital sector.
  - CECOS will be using their allocation to provide Business, ICT and Healthcare Support qualifications.
  - Realise Learning and Employment will continue to support the upskilling required within the Health and Social Care sector, following on from their existing level 2 programmes.
- 2.16. Given the considerable underspend of this fund in 2021/22, performance will be scrutinised closely against delivery plans in December (R04), and underperformance addressed quickly to mobilise funds to successful providers, and/or re-procure new delivery.

### Partnership Groups

- 2.17. Following evaluation of year 1, provider feedback and discussion with Local Authority strategic representatives, the format of partnership group meetings has been reviewed.
- 2.18. There will continue to be three meetings per year, however, these will be held in 'conference style', with one physical (end of year) and two virtual meetings. These will incorporate all the well-received elements of the previous meetings: briefings, data update and networking breakouts, along with the inclusion of workshops from sector experts. The first Workshop will include a briefing from Ofsted on Enhanced inspection requirements. The review recognises the value people have placed on the regular updates, and also a call to streamline communication where possible.
- 2.19. There is recognition of the limitations of this style of meeting, in terms of connecting partners working together within the LAs, and therefore these will be supplemented by focussed meetings in each Local Authority area to consider strategic progress in each area, which will include targeting providers to develop pathways of provision.

### Responsiveness

- 2.20. It is anticipated that the responsiveness pot for the academic year 2022/23 will be around £3 million. It is intended to utilise as per 2021/22, with the following activities:
- Growth for successful providers in R04 (December) and R07 (March) - these are likely to be focussed on utilising the recently approved flexibilities
  - Commissioning responsive activity based on economic and sector intelligence. This is likely to include (but not limited to):
    - Targeting underrepresentation in local authority areas, e.g. 'cold spots' where participation is low in deprived areas
    - Responding to the needs of the Green Jobs Task Force
    - Responding to the needs of the Digital Skills Plan
    - Skilled sector ('good jobs') with vacancies
    - Supporting ex-offenders
    - Supporting care leavers
    - Emerging economic needs

### Funding rates

- 2.21. Following the discussion on 6<sup>th</sup> June 2022, West Yorkshire College Consortium and Yorkshire Learning Providers have submitted a letter to the Combined Authority requesting an increase in the AEB funding rate.
- 2.22. This letter has been received in conjunction with a number of requests for increased funding from providers across the Combined Authority's scope of

delivery, given the pressures put on organisations due to the cost of living crisis and unstable economic outlook.

2.23. There are two calls for the increase:

- That the AEB funding rate has not increased in ten years, and the budget overall has fallen (referenced in the paper on 6<sup>th</sup> June 2022).
- That the current economic situation is dramatically increasing operating costs.

2.24. The Mayor of West Yorkshire has taken the first opportunity to address this issue with the incoming Minister for Education and is keen to support providers by lobbying Government in her role as Chair of the influential M10 group of elected Mayors.

2.25. Any increase in the funding rate should incorporate a corresponding increase to Adult Education Budget funding to accommodate the increase. Otherwise, the continued strain on the AEB budget will mean that fewer residents are able to receive support from the fund. This should be delivered on a national basis to avoid a 'post-code lottery' and support the sector nationwide.

2.26. Already through AEB we have seen a reduction in learners accessing the fund. This is due to a range of factors, including an increased costs per head of Community Learning, increased Learner support claims to support those in learning and increased number of priority learner targeted (who attract more funding).

2.27. The Combined Authority is currently considering the impacts on the rising cost of living is having across business, people, programmes and projects. Consideration of the impact on the current economic situation on AEB has been incorporated into that workstream.

2.28. The Employment and Skills Committee is asked to consider the request within the wider context of our accountability as a devolved authority and consider whether options for increasing the funding rate should be explored.

### **3. Tackling the Climate Emergency Implications**

3.1. There are no climate emergency implications directly arising from this report. However, in the plans to support "green skills" through the responsiveness pot, there is an opportunity to grow the skills base required in order to tackle the climate emergency.

### **4. Inclusive Growth Implications**

4.1. The overall aim of AEB funded provision is to support those citizens who have a skills deficit and need to access learning opportunities to progress them towards further learning, employment or a better way of life.

## **5. Equality and Diversity Implications**

- 5.1. There are no equality and diversity implications directly arising from this report, although as per item 4 – this fund seeks to address inequality in skills acquisition. Initial enrolment statistics are reported in Exempt Appendix A.

## **6. Financial Implications**

- 6.1. Any recommendation regarding a funding increase (covered in paragraphs 2.19-2.23) could affect the impact that the AEB funds are able to make on WY Residents. The devolved WY AEB fund is a finite pot and increase to rates made locally would result in a reduced number of residents supported.

## **7. Legal Implications**

- 7.1. There are no legal implications directly arising from this report.

## **8. Staffing Implications**

- 8.1. There are no staffing implications directly arising from this report.

## **9. External Consultees**

- 9.1. No external consultations have been undertaken.

## **10. Recommendations**

- 10.1. The Committee is asked to note and comment on the progress of the devolved Adult Education Budget.
- 10.2. The Committee is asked to comment on the request for an increase to funding rates.

## **11. Background Documents**

- 11.1. There are no background documents referenced in this report.

## **12. Appendices**

- 12.1. Exempt Appendix A – AEB Performance Data September 2022.
- 12.2. Appendix B – AEB Case Studies.

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## **Appendix B: AEB Case studies**

Two [video case studies](#) have now been developed and published on the Futuregoals website. They have also been shared across WYCA's social media platforms.

In these videos, Kristina and Tazeem talk about their career journey and the help they have received from the Adult Education Budget to make that happen.

Further case study videos are under development, and a selection of stories are included below to help demonstrate the impact of the fund:

### **Ex-Offenders Step Up To Address Shortages In The Rail Industry**

Staff from the business development team at Shipley College worked closely with Platinum Rail and Education Officers at HM Prison Leeds to engage ex-offenders in training that has enabled them to secure employment on the railways following their release from prison.

College staff were invited into the prison to meet with suitable candidates and tell them about how the training opportunities provided a route into employment.

Following their release, the students attended classes for 5 days a week for 5 weeks, developing vocational skills in rail and general employability skills.

Students developed CVs, job applications, interview and team working skills and gained a Level 1 Certificate in Employability. They also completed practical training with expert staff to achieve a Level 2 Diploma in Rail Engineering Track Maintenance.

At the end of the course students were supported with their next steps to move into employment.

100% of students that completed the training in July were offered an interview and subsequently were offered work by mid-August.

### **Sajid's Story**

Sajid attended an IT and Telecoms professionals course delivered by a specialist WY based training provider. This training provider has worked exclusively with unemployed individuals and 60% of the people they work with come from the most disadvantaged areas of West Yorkshire.

When sharing his experience, Sajid told us:

'I'd attended other training programs from other providers and thought this one would be the same. I had experience of working within a radio station, but with changes to technology, I was quickly out of my depth.

The training company provided me with an opportunity to gain the skills I really needed to grow with the times and gain employment in an area that I loved.

I was given equipment, extensive induction and a focused atmosphere in which to practice new skills. It was really refreshing! They supported me with my interview and updated my skills – I really couldn't praise the support enough'

Before the course Sajid had no previous knowledge of Telecommunications. He is now a full-time telecoms engineer responsible for installing the external (street) infrastructure for MJ Quin.

### **Aram's Story**

Aram attended a course at an adult learning centre near Chapeltown. He studied English on a course specifically provided for adults speaking as a second language. His story is not just about the skills he learned, but how being welcomed and feeling part of a community supported him to progress.

'The Centre was like my second home, family - so helpful to me and other students. I really appreciate what they did for me.

One day I had my class.

I was 5 minutes late and it was dark.

I was going to check the class time and then I heard a noise, and the lights went on and I saw a cake.

It was my birthday. Usually, we don't celebrate our birthday back home. So, it was my first time celebrating my birthday ever. I felt very special and very happy that day. I now have my own business, my own car and the good news, I'm about to open a shop!

I could say the Centre was a good step for me, a good start. They built a new person inside of me. They gave me hope, how to stand on my own feet.

They were always with me, not only in the college, but outside.'



**Report to:** Employment and Skills Committee

**Date:** 20 October 2022

**Subject:** **AEB Update and Flexibilities**

**Director:** Brian Archer, Director of Economic Services

**Author:** Lindsey Daniels, AEB Manager

Is this a key decision?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for call-in by Scrutiny?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the report contain confidential or exempt information or appendices?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If relevant, state paragraph number of Schedule 12A, Local Government Act 1972, Part 1:	
Are there implications for equality and diversity?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## 1. Purpose of this Report

- 1.1. To update the Committee on progress with Multiply and appraise of next steps.

## 2. Information

- 2.1. Multiply is an adult numeracy programme, led by the Department for Education (DfE) as part of the £2.6bn UK Shared Prosperity Fund (UKSPF). West Yorkshire Combined Authority has been given an allocation of £12.4m for Multiply across 3 financial years. The funding is to engage more adults with numeracy levels below level 2 (GCSE C/4 pass) in informal learning to boost their maths skills for life and work.
- 2.2. Multiply will be an integral part of UKSPF, however it has a clearer focus in terms of operation. There is considerable overlap of the Multiply target market with that of the Adult Education Budget (AEB), and therefore in designing the Local Investment Plan for Multiply, there has been a particular focus on ensuring that activity does not duplicate provision already commissioned but wraps around and adds value.
- 2.3. The Investment Plan was approved in draft at the Combined Authority meeting of 23 June 2022, with delegation for final approval by the Combined

Authority's MD prior to submission on 30 June 2022. The Investment Plan outlines 3 key workstreams.

#### 2.4. Individual Engagement:

- Flexible activity and courses delivered through community organisations which provide money management and budgeting support to tackle numeracy and cost of living concerns. To include 'barrier breaker' funding targeted to overcome participation issues.
- Additional numeracy modules to be embedded into vocational programmes.

2.5. The community focussed strand of the individual engagement workstream will be led by Local Authorities – as outlined in the investment Plan. The LAs' overview of community learning in their area will help to ensure that AEB funded activity is enhanced and that Multiply activity wraps around already commissioned work.

2.6. The second part of this workstream will be led by West Yorkshire FE Colleges. A range of models will be tested, working with adults who are already undertaking vocational programmes, developing their numeracy skills and encouraging them to undertake a level 2 programme.

#### 2.7. Business Focussed Activity

- Innovative programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace.
- Numeracy champions embedded within workplaces to identify and support staff needs; triage skills needs, signpost to (new &) existing programmes, provide mentoring/buddy support. To include training package and coordination of mentors.

#### 2.8. Capacity Building for the Sector

- Training subject specialists in maths to embed numeracy into vocational curriculum (FE and Training provider programmes).
- Sector training for front line staff (e.g. Employment Hub advisors, student services, PAs for Care leavers, careers teams, community tutors) to be numeracy ambassadors and/or numeracy mentors.

#### Governance

2.9. The Combined Authority approved on 23 June 2022, that the Multiply programme should adopt the AEB governance structure and table of delegations. This will help to align Multiply activity with the wider AEB investment in skills and ensure Multiply does not run as an isolated initiative.

- 2.10. In line with AEB table of delegations, strategic decisions will remain with the Combined Authority, with operational decisions taken by the Chief Executive Officer and/or the Employment and Skills Committee.
- 2.11. Because Multiply is part of UKSPF, the UKSPF Local Partnership Group has a role in advising on those decisions to ensure coherence with the rest of UKSPF.
- 2.12. The AEB table of delegations has been updated to reflect this (Appendix B).

#### Next Steps

- 2.13. The grant agreement with Department for Education has been signed and the Combined Authority is currently recruiting a team to deliver the Multiply programme.
- 2.14. Detailed implementation plans on each of the workstreams will be referred to the UKSPF Local Partnership Group for scrutiny, advice and recommendation for approval. The Community focussed activity has been appraised and recommended for approval.
- 2.15. Following recommendation and approval, the business focussed activity and capacity building programmes will be commissioned through open and competitive process.

### **3. Tackling the Climate Emergency Implications**

- 3.1. There are no climate emergency implications directly arising from this report.

### **4. Inclusive Growth Implications**

- 4.1. The overall aim of Multiply provision is to support those citizens who have a numeracy skills deficit and need to access learning opportunities to progress them towards further learning, employment or a better way of life.

### **5. Equality and Diversity Implications**

- 5.1. There are no equality and diversity implications directly arising from this report, although as per item 4 – this fund seeks to address inequality in skills acquisition. Enrolment statistics will be monitored in terms of demographics.

### **6. Financial Implications**

- 6.1. DfE has been clear that Multiply funds must be spent in-year, as per their published allocations. Given grant agreements have been issued six months into the financial year this will make the first year incredibly challenging to deliver.

## **7. Legal Implications**

- 7.1. A grant agreement is now in place with DfE. This will be mirrored for the Local Authority funding agreements, and contracts for services will be drawn up as part of the open and competitive process undertaken for the remaining workstreams.

## **8. Staffing Implications**

- 8.1. There are no staffing implications directly arising from this report.

## **9. External Consultees**

- 9.1. No external consultations have been undertaken.

## **10. Recommendations**

- 10.1. The Committee is asked to note the progress with Multiply.

## **11. Background Documents**

There are no background documents referenced in this report.

## **12. Appendices**

Appendix A – Multiply Investment Plan

Appendix B – AEB table of Delegations (updated for multiply)



Department  
for Education

**Multiply**

# Multiply

**Investment plan template (England)**

**May 2022**

**For Mayoral Combined Authorities, the Greater London Authority, and upper tier/unitary local authorities outside of these areas in England**

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## About this document

In conjunction with this template, please refer to the Multiply investment prospectus and technical guidance for England available here

<https://www.gov.uk/government/publications/multiply-funding-available-to-improve-numeracy-skills>

Investment plans are invited from the Greater London Authority, all Mayoral Combined Authorities, and upper tier/unitary authorities outside of these areas in England. Scotland, Wales and Northern Ireland should refer to the [wider UKSPF investment framework](#)

Please ensure you complete this template in full and submit by 30<sup>th</sup> June 2022 by emailing [Multiply.investmentplans@education.gov.uk](mailto:Multiply.investmentplans@education.gov.uk)

Once investment plans are approved, provisional allocations will be signed off, grant agreements will be put in place incorporating information included in this investment plan and first payments made in autumn 2022.

At the end of the 2022-23 and 2023-24 financial years, areas will submit an annual progress report, and a revised investment plan for subsequent years of Multiply provision. This should take on board learning achieved through local delivery, peer to peer support networks and engagement events. It should align with the updated menu of interventions and any new guidance issued each year by the Department for Education.

For further information or to discuss a proposal ahead of submission please contact DfE at [Multiply.investmentplans@education.gov.uk](mailto:Multiply.investmentplans@education.gov.uk)

Please note that information provided on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

We have suggested word counts for questions as an approximation but will allow some flexibility and will not apply the word count rigidly. We don't anticipate investment plans to be longer than 25 pages. We won't accept additional attachments beyond the return of this document and the accompanying Excel spreadsheet.

**1. Who are the local authority representatives for Multiply (name, email, telephone)?**

**Multiply lead:**

Overall strategic lead for UKSPF Core and Multiply

Heather Waddington, Future Funding Strategy Lead

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Supported by day to day operational Manager - Multiply

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## Introduction to Multiply in West Yorkshire

The Combined Authority is a strong partnership founded on collaboration with the five partner councils of Bradford, Calderdale, Kirklees, Leeds and Wakefield. The Multiply Local Investment Plan has been developed in partnership with our local authority partners who are critical to the delivery of this initiative in West Yorkshire. The draft Investment Plan was published and taken to a public meeting of the Combined Authority, 23 June 2022, where it was unanimously approved (subject to finalisation) by the members including the Leaders of the five authorities.

Given people are the heart of the West Yorkshire region, with over 3 million residents, and a workforce of 1.4 million, a region with a highly diverse population with many ethnicities, backgrounds and lifestyles represented, bringing great cultural diversity, a diversity which is celebrated, addressing inequality and delivering inclusive Growth will be a key priority, this means enabling as many people as possible to contribute to, and benefit from, economic growth.

Pockets of acute **deprivation** are widespread across West Yorkshire – it has twice its “fair share” of the most deprived neighbourhoods nationally as set out under Pillar 1 (Communities and Place) - and deprivation is particularly prevalent in Bradford and Leeds. Education, skills and training deprivation is a key issue, with Bradford, Wakefield and Leeds facing the biggest challenges. Adult skills deprivation is more commonplace in all West Yorkshire local authorities with the exception of Leeds, where education, skills and training deprivation affecting children and young people is more widespread.

Achieving inclusive growth is a significant challenge. Pronounced longstanding economic inequalities are being experienced by groups of disadvantaged people and in our most deprived places, these include poorer health and wellbeing evidenced by lower life expectancy, poor social mobility due to lower level (or no) formal skills and the lack of access to good, well-paid work. Long-standing inequalities impact on people’s ability to adapt to change and leaves some communities disproportionately exposed to risks.

The Combined Authority will, where DfE data capture permits, set relevant Equality, Diversity and Inclusion (EDI) targets as part of the development of the implementation plan over the summer. DfE are requested to ensure the ILR process allows for effective capture of such data, which is important to Mayoral Combined Authorities, to support their EDI ambitions.

## Section A: Multiply intervention summary

2. **In the accompanying spreadsheet**, please provide a high-level summary of the interventions to deliver Multiply in your local area, along with related output indicators and required budget?

See attached spreadsheet

**3. If you have described any Multiply provision in Section A that does not fit the menu of interventions, what is your rationale for proposing this additional intervention? We will consider this proposal against the aims of the Multiply programme. You can answer “None” for this question. (Approx. 250 words)**

The following provision has been included as ‘off-menu’ provision:

- *Training subject specialists in maths to embed numeracy into vocational curriculum (FE and Training provider programmes)*

Consultation with the sector voiced a lack of capacity for vocational specialists (i.e. tutors who specialise in their sector delivery e.g. construction, health and social care, business) to deliver numeracy in the context of their sector. Multiply will invest in the sector, upskilling staff to meaningfully embed numeracy into vocational programmes, and contextualise modules that can be taught alongside vocational programmes to boost numeracy skills. Materials will be developed and shared across the network.

We cannot expect the existing maths specialists within the FE system to undertake this activity, as it would displace work already delivered through core provision.

- *Sector training for front line staff (e.g. employment hub advisors, student services, PAs for Care leavers, careers teams, community tutors) to be numeracy ambassadors and/or numeracy mentors*

Multiply allows a level of flexibility in delivery, stepping outside the mode of traditional courses and teaching programmes. Front line staff can support our most disadvantaged residents in tackling misconceptions and ‘fear’ of numeracy and highlighting opportunities where numeracy skills feature and can be developed through everyday interactions.

We will look to develop a programme which supports front line staff to address their own preconceptions regarding numeracy, develop a positive culture of reference, and a framework for supporting customers to recognise and address their own skills needs. This will increase capacity of support services to provide positive messaging and proactively signpost.

**4. Please confirm and explain how your Multiply provision is in addition to and does not duplicate or offset fully funded maths courses delivered through the Adult Education Budget statutory entitlement, or other government funded maths provision. (Approx. 250 words)**

West Yorkshire Combined Authority recognises that the wider menu of interventions has considerable potential to duplicate AEB provision. As an MCA with devolved responsibility for commissioning and assuring AEB in West Yorkshire, we have clear visibility on what is procured and delivered in the area. We have analysed AEB participation data in selecting the interventions we will commission.

The interventions proposed will therefore:

- Be specifically aligned to 'feed' existing provision, increasing awareness and appetite for training opportunities already available through AEB and other available funds including European Social Fund and in year 3 the UK Shared Prosperity Fund
- Be targeted to act in areas where AEB is currently not prevalent, e.g.
  - capacity building activity – training professionals in the sector is central to the successful delivery of other Multiply interventions, but will also enhance future numeracy provision through the sector's capacity to advise and support
  - employer focussed interventions which are not the traditional focus of AEB.
- Be predominantly non-accredited programmes. The Level 2 entitlement is a clear deliverable for AEB, and Multiply affords the flexibility to reach further out into communities to engage those who are not traditionally supported through AEB – encouraging through flexible funding to finally access AEB.
- Wrap around existing commissioned AEB activity.

In line with our ethos of devolution to the most appropriate level, we intend to directly grant fund community focussed activity to the five Local Authorities in West Yorkshire who plan and commission Community Learning on a hyper-local level. This will additionally ensure that community focussed interventions funded through Multiply will align and provide a pathway to AEB, rather than duplicate provision.

As part of the ongoing review and impact analysis, we will consider how the work and success of Multiply may enhance future delivery models funded through AEB and gainshare (gainshare flexible funding allocated as part of the West Yorkshire Devolution Deal).

**5. Please briefly set out how you have considered the FE workforce needs (e.g. classroom, tutoring) for Multiply. How will you ensure Multiply workforce needs will not be at the detriment of other programmes you are delivering (eg under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention. (Approx. 250 words)**

We have been careful to ensure that planned activity complements and creates pathways to AEB provision, rather than duplicating the existing numeracy offer in West Yorkshire. As such, we anticipate a different set of skills needs from the professional that will be required to deliver Multiply Interventions.

We have included in our investment proposal activity that specifically addresses the capacity issues within the sector that will need to be overcome in order for Multiply to succeed:

- *Training subject specialists in maths to embed numeracy into vocational curriculum*

This workforce support is intended to directly upskill those who will go on to deliver Intervention 4 outlined in Section A2 (numeracy programmes contextualised to vocations/sectors). We cannot expect the existing maths specialists within the FE system to undertake this activity, as it would displace work already delivered through core provision.

- *Sector training for front line staff*

This workforce support will enhance the delivery of community interventions (e.g. supporting community tutors, whose specialism is engagement and the ability to engage with key client groups – to develop their numeracy skills and confidence in delivering numeracy ‘stealth’ programmes.

Likewise capacity building with wider sector ‘professionals’ will support them to become positive numeracy ambassadors, avoiding negative connotations with the subject when advising potential learners, and upskilling their ability to signpost to the correct programme and/or provide buddying/mentoring support at point of access.

The planned capacity building does not duplicate central government programmes which are designed to increase the recruitment and retention of specialist maths/numeracy tutors (E.g. FE Workforce package or Taking Teaching Further programme).

## Section B: Strategic fit

6. How does the proposed Multiply provision strategically fit with your local priorities, coordinating where possible with wider skills and employment interventions in local areas (for example through Local Skills Improvement Plans), and interventions funded through the broader UKSPF (e.g. in district council investment plans) or other programmes? (Approx. 500 words)

While Multiply offers a considerable opportunity and resource to the area, its specific focus must be utilised in harmony with other programmes to provide a holistic package of provision, that collectively meets West Yorkshire's strategic aims and key objectives. The Employment and Skills Committee (also the Skills Advisory Panel) has private, public, FE/HE membership, and will have a key role in oversight and shaping the approach of multiply alongside other West Yorkshire programmes.

The West Yorkshire *Employment and Skills Framework* sets out 5 key priorities:

- **Quality Technical Education;** Technical education is a choice with clearly developed pathways that meet the needs of employers;
- **Great Education Connected to Business;** Locally-rooted careers information and learning, informed by employers, that inspires and enables informed choices to support personal ambitions and progression in work;
- **Accessing and Progressing in Good Work;** Everyone has the skills to be able to access good work and is supported to take up training in the workplace that enables progression and development of transferable skills;
- **Creating a Culture of Investment in Workplace Skills;** Every employer has a skills plan and invests in the workforce at all levels leading to reduction in skills gaps and increased productivity;
- **Driving Innovation and Productivity through High Level Skills;** To increase the qualification levels, particularly in STEM, of working age adults, foster a culture of enterprise and innovation and widen the talent pool for employers;

It also has 3 cross cutting themes: Inclusive Growth, Digital Skills and Green Skills.

The activity proposed in our Multiply Local Investment Plan clearly aligns to Priority 3, with the potential to contribute to Priorities 1 and 4. There is clear alignment to the cross-cutting themes for inclusive growth and digital skills, given the proposed Multiply digital platform.

The framework sets out a plan, which includes a series of indicative actions for key stakeholders in the Region and provides flexibility for a more targeted response to key issues identified in the plan in subsequent strategies, such as a *Digital Skills Plan* and *WY AEB Strategy*.

The activity we have proposed for Multiply aligns well to the WY AEB Strategy, supporting our intention to protect community learning values and focus funding on the most disadvantaged communities. Specifically, Multiply aligns to our first three priorities:

- Support the unemployed to gain and sustain employment



- Unlock progression opportunities and career adaptability through skills, particularly for those on low wages and with insecure work
- Make learning more inclusive to support disadvantaged Residents

The *West Yorkshire Investment Strategy* builds on the CA's policies and strategies to identify the key areas of investment during an investment period, and is reviewed at least annually.

The Investment Strategy has six Investment Priorities which are used to guide investment, development of pipelines and guide commissioning activities. The priorities intersect and projects may align to more than one priority

- Priority 1: Good Jobs and Resilient Businesses (including entrepreneurialism)
- Priority 2: Skills and training for people
- Priority 3: Creating Great Places and Accelerated Infrastructure
- Priority 4: Tackling the Climate Emergency and Environmental Sustainability
- Priority 5: Future Transport Investment
- Priority 6: Culture and Creative Industries

Multiply clearly aligns to Investment Priority 2.

Please note the WYIS has just been reviewed and approved at the June 2022 Combined Authority and the updated version will be made available soon but the present strategy can be found here <https://www.westyorks-ca.gov.uk/media/8428/west-yorkshire-investment-strategy.pdf>

## Section C: High level delivery timeline

### 7. Please provide an outline of your high-level delivery timeline including major milestones and planned partnerships with local education providers, employers, and other local touchpoints

	<b>Multiply provision</b>	<b>Delivery partners</b>	<b>Major milestones</b>	<b>Date</b>	<b>Comments</b>
1	Governance for UKSPF including Multiply established	Broad and inclusive partnership	Inaugural Meeting	July 22	To be supported by AEB internal AEB Performance Group
2	Awareness raising campaign and collateral to support all streams with engagement	Local Authorities, provider to be procured	Procurement of provider and/or recruitment of staff	Sept 22	Led by CA, with LA input.
			Develop initial campaign, case studies and initial marketing campaign and collateral	Oct 22	Revision to continue throughout programme to keep case studies live
			Revise and refine campaign based on progress to target	Mar 23	Will be afforded through management fee
3	Consultation / qualitative work with the adult education sector to explore and unpack key issues around numeracy and to map / assess existing provision	Local Authorities, Providers, VCOSOs consultant to be procured	Scope work and procure provider	Sept 22	Led by CA, with LA input.
			Undertake research	Nov 22- Feb 23	Will be afforded through management fee
			Share findings to inform activity and year 2 planning	Mar 23	
4	Courses designed to help people use numeracy to manage their money	Local Authorities, Providers, VCOSOs	Programmes developed and commissioned	Sept 22	Led by LAs
			Delivery commences	Oct 22	
5	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners	Local Authorities, Providers, VCOSOs	Programmes of activity developed and commissioned	Sept 22	Led by LAs
			Initial Delivery commences	Oct 22	
			Review and re-commissioning based on lessons learned	Jan 23	

6	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression	Local Authorities, Providers, VCSOs	Programmes developed and commissioned	Sept 22	Led by LAs
			Delivery commences	Oct 22	
7	Training subject specialists in maths to embed numeracy into vocational curriculum	FE Colleges and ITPs	Design scope and procure training provider(s)	Sept -Dec 22	Led by MCA
			First cohort delivered	Jan – Feb 23	
			Subsequent cohorts	Sept 23	
8	Additional relevant maths modules embedded into other vocational courses	FE Colleges	Programme development and embedding begins (following first complete cohort of intervention 8)	Feb 23	Led by MCA
			'bolt-on' course delivery commences	Mar 23	
			Accredited modules included	Sept 23	
9	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace	Training Providers, Employers	Design scope and procure training provider(s)	Sept -Dec 22	Led by CA, with LA input.
			Pilot courses developed and delivered with employers	Jan – Mar 23	
			Programmes rolled out and subsequent courses developed	Mar 23 onwards	
10	Sector training for front line staff to be numeracy ambassadors and/or numeracy mentors	Local Authorities, Community Services, DWP teams	Design scope and procure training provider(s)	Sept - Dec 22	Managed and assured by MCA, developed in partnership with LAs.
			Pilot courses developed and delivered with LAs	Jan – Mar 23	
			Subsequent programmes developed with VCSOs and community focussed organisations	Mar 23 onwards	

## Section D: Evidence of need and demand

8. **Please describe why improving adult functional numeracy (aiming to teach the numeracy skills that are needed in daily life and the workplace) matters to your local area. You should refer to specific characteristics of your local area in your answer and include supporting evidence - especially quantitative forms of evidence where available. (Approx. 250 words)**

West Yorkshire generally underperforms on most measures of skills and qualifications and this has a negative impact on the area's productivity and living standards. This issue extends to a deficit of numeracy skills among the adult population. According to the Skills for Life Survey (small area estimation data) 746,000 adults (52% of the total) in West Yorkshire are estimated to be at entry level and below in terms of numeracy, compared with 49% nationally. All of our local authorities face a similar incidence of numeracy needs, ranging from 49% in Leeds to 55% in both Wakefield and Bradford.

Young people leaving full-time education are less likely to have a maths qualification than in other parts of the country. Only 77% have achieved a level 2 maths qualification by the age of 19 compared with 79% nationally (74% in Bradford), highlighting the importance of targeting funding and activity to improve numeracy among adults.

Employers in West Yorkshire identify a lack of proficiency in numeracy skills among their staff which impacts on meeting business / organisational objectives. A quarter of organisations in West Yorkshire with an identified skills gap indicate that they need to improve proficiency of their staff in basic numeracy.

Improving numeracy skills is key to tackling deprivation: 47% of learners in West Yorkshire enrolled on numeracy courses via devolved AEB in 2021/22 live in the 10% most deprived neighbourhoods nationally. There is a strong correlation in the IMD between neighbourhoods that are "skills deprived" and those that face wider forms of deprivation.

Improvements to numeracy skills are not just about performance in the workplace but also confer benefits in terms of personal development, e.g money management, helping children with schoolwork.

**9. Please describe any qualitative or quantitative data you have on local adult numeracy levels (e.g., historic and current participation and achievement, etc) to evidence need and demand. (Approx. 250 words)**

The figures referred to in Section D8 demonstrate the need across West Yorkshire.

Aside from this, the main evidence of need and demand comes from data relating to take-up of numeracy provision via Adult Education Budget and other programmes.

- There were close to 5,500 starts on AEB-funded basic numeracy provision in West Yorkshire in the 2020/21 academic year. However, this represents a substantial reduction on the pre-pandemic (2018/19) level of nearly 7,700.
- There were around 640 starts on dedicated mathematics aims in West Yorkshire via Community Learning during 2020/21 academic year. Two-thirds (67%) of these were at Entry Level, with 29% at Level 1 and 4% at Level 2. The number of starts via Community Learning has fallen by around a third since pre-pandemic (2018/19).

These figures under-estimate the amount of maths provision delivered through Community Learning, since maths is also taught as part of generic aims, although the extent of this is unknown.

A small sample survey has been undertaken with businesses as part of consultation to better understand workforce needs. Initial findings show that:

- 50% do not have a mechanism in place to train staff on numeracy
- 65% identified specific skills requirements for their workforce
- Of support offered, 60% of businesses were keen to engage, particularly with advice on assessing skills needs, planning training and information on what is available

It is intended that as part of the management and administration, we will undertake further qualitative consultation with the adult education sector to explore and unpack key issues around numeracy and to map / assess existing provision.

**10. How does the Multiply provision outlined in section A meet this demand, on top of how existing entitlement is already meeting it, and what does success look like for your local area? (Approx. 250 words)**

The activity outlined in Section A seeks to address the underlying issue which surrounds take up of numeracy provision – essentially that need does not immediately translate into demand and participation. Consultation with the sector has provided significant anecdotal support for numeracy delivery ‘by stealth’- given the stigma and barriers associated with maths and numeracy.

The activity planned within communities seeks to address low level numeracy needs through flexible and non-traditional means, which will convert the latent ‘need’ into demand, by raising awareness, increasing aspiration, and providing clear pathways to provision. Through this activity we seek to increase the uptake of the Level 2 Entitlement through AEB (including entry and level 1 pathways to the final entitlement).

Provision planned with employers seeks not only to address individual skills needs, but employer competence in understanding and addressing skills deficit. Recognising its value within the workplace.

Alongside the outputs and impacts illustrated at Section A2, success for our local area will be an increase in adults undertaking ‘core’ maths provision through AEB and realising their level 2 entitlement, converting into increased productivity in the workplace, and increased personal competency.

**11. Please describe what you have done to ensure good value for money (e.g., has your plan been reviewed by an economist, have you reviewed local data?). Please also describe what controls you will put in place to ensure that good value for money continues to be achieved throughout the lifetime of the Multiply provision. (Approx. 250 words)**

To ensure good value for money from our proposed Multiply interventions we have benchmarked the costings for those interventions against the costs associated with existing numeracy provision delivered in West Yorkshire through the devolved Adult Education Budget. This benchmarking exercise draws on the current cost of numeracy provision delivered through Community Learning and Adult Skills funding models. In our comparison of costings we have taken account of our proposed investment in capacity building within our estimated unit costs for Multiply. We have also considered the need for Multiply to test new and innovative approaches, and the associated set up cost alongside the need to build in a 'failure rate' should tests be unsuccessful.

Controls will be put in place through the contracting process with providers to ensure that value for money is achieved within the learning delivery process. The performance management systems we have put in place for AEB through our Key Account Managers will be extended to Multiply provision to ensure ongoing monitoring of delivery in line with contractual objectives.

We are currently undertaking an independent review of our local Community Learning provision, which will provide further insights around value for money that we can feed into our approach to Multiply.

At an early stage of the project in-house economists from the Combined Authority will undertake a full ex-ante appraisal of our Multiply proposals to forecast the potential economic benefits and value for money of this investment. Underpinned by a detailed logic model this appraisal will consider estimated delivery costs, forecast learner outcomes, economic impacts (including wage benefits) and estimated value for money (including benefit-cost ratio). This will provide a firm basis for our planned *ex-post* evaluation.

## Section E: Engaging learners

**12. Which cohorts of learners will be hardest to reach? How do you intend to maximise the reach of the programme and make sure Multiply provision engages those learners that are hardest to reach (e.g., communications; reaching out to people via employers, ‘touch points’ such as housing and other community groups)? (Approx. 300 words)**

Critical to the success of Multiply will be comprehensive campaigns to raise awareness of provision and opportunity. We have built the cost of this into our management fee, as we see local engagement as central to the success of this programme. We will use existing local brands and identities from an MCA level (e.g. Future Goals careers platform which has a reach of 3 million p/a) to provide digital collateral (e.g. case studies) and cascade this through Local Authorities.

While campaign collateral and case studies that resonate with the target audience will be key – the most powerful engagement tool will be ‘boots on the ground’. This ties in considerably to our planned capacity building work with front line staff. We need support staff who regularly engage with our most disadvantaged residents to provide positive support and referrals onto multiply provision (employment hub advisors, care leaver personal advisors). Community focussed delivery will be planned and procured at a Local Authority level to ensure that delivery and engagement is conducted through trusted groups.

Activities and training provided will be contextualised to ensure immediate relevance to the target audience – this includes e.g. for communities, relating numeracy to family budgeting and money management – particularly resonating with the escalating cost of living. For other adult learners this involves contextualising learning for their current vocational programme of study, or for the job role and/or sector they are currently employed in.

Numeracy training (particularly that funded through AEB) is not traditionally targeted through employers – while this represents an opportunity to engage with individuals through a common route, it presents different barriers to engagement - e.g. time, shift patterns, work/life balance, understanding long term benefits. This will require our campaign to provide different messages and case studies to ensure relevant to this target group.



**13. How will you ensure Multiply provision will be available and accessible to a diverse cohort as per [Public Sector Equalities Duty \(PSED\)](#) including those with dyscalculia or other protected characteristics? (Approx. 100 words)**

Inclusivity is at the heart of West Yorkshire's ambitions. At the mid-point of the first year of AEB devolution in West Yorkshire we can see that our approach to contract management is targeting funding to those that most need it: (e.g. 72% participants from a disadvantaged area, 25% have no previous qualifications)

In our value for money assessment of the funding and outputs, we have weighted funding to ensure that additional support can be provided to individuals where learning support may be needed, additional materials (i.e. translation). Supportive, 1:1 engagement techniques to reduce the 'fear' of numeracy for those who have additional barriers.

Accessible and relatable promotional materials and case studies to represent those with protected characteristics will underpin campaigns.

Delivery providers have designated learner support experts who will create an individualised pathway of support embedded throughout their Multiply journey utilising tools and techniques which can be adopted by the individual to support their progression. Capacity building programmes outlined in Section A2 will provide professionals with the skills themselves to support diverse cohorts and ensure accessibility underpins support work and referral process.

## Section F: Measuring success

### **14. We expect Multiply learner data to be inputted into the Individualised Learner Record (ILR). Describe your approach to data collection, management, and reporting to meet these requirements (Approx. 250 words)**

We anticipate that our approach to management information will build on the capacity and capability we have developed through the implementation of devolved Adult Education Budget in the course of 2021/22. Our systems will be tweaked to take account of changes to the ILR that will be made by DfE to accommodate Multiply (e.g. introduction of additional funding models / lines).

As per the guidance from DfE, we expect that contracted providers will input learner data directly into the ILR, as per current arrangements. We believe this is the most secure and efficient approach. Appropriate support will be provided to smaller, community-based organisations that lack the capacity and capability to work with the ILR (including through sub-contracting arrangements).

We anticipate that ILR data for West Yorkshire will then be shared with us via a Multiply occupancy report each month.

Based on existing practice, we will conduct validation checks on this data and then use it to populate a set of interactive Power Bi dashboards that are designed to support provider performance management, audit and financial functions. Dedicated high level performance dashboards will be used to inform governance processes and stakeholder engagement. This includes a specific Mayoral dashboard that will allow the Mayor of West Yorkshire to oversee the overall progress of the programme.

We will also develop our monitoring approach to align with any reporting requirements stipulated by the Department for Education.

We have the required data governance and data security arrangements in place to support working with sensitive learner data, as reflected in our data sharing agreement with DfE for devolved Adult Education Budget.

**15. What additional data (in addition to the Individualised Learner Record), if any, will you use to measure learner progress and achievement? If you do not have any additional data, you can answer “none”. (Approx. 100 words)**

We will track the number of Multiply learners progressing into mainstream numeracy provision funded through Adult Skills and Community Learning funding streams using matched ILR data.

We also tap into local results of analysis produced by DfE at national level based on the Longitudinal Education Outcomes database in order to understand the impact of the programme on labour market outcomes.

We note that DfE plans to collect data to measure learner progress over the course of a Multiply intervention and understand how much of this progress is sustained after the intervention has ceased.

**16. Are there any other local measures of success against your plan that you intend to monitor? You can answer “not applicable” for this question. (Approx. 100 words)**

We propose to employ the following additional success measures:

- Number of employers and employees engaged through targeted Multiply interventions
- Number of numeracy champions / mentors trained – within employer organisations and in front line and community roles
- Number of subject specialist teachers trained in maths.

We also propose to draw on the survey data to be gathered through DfE’s impact and progress evaluation that we understand will provide representative data for each local area.

- Learners – satisfaction with Multiply, impact of programme on confidence in use of maths plus other attitudinal data
- Employers – perceived benefits of the programme
- Teachers and providers – experiences of delivering numeracy support through Multiply.

We will boost sample sizes for these surveys at local level where appropriate.

## Section G: Stakeholder management

### 17. Which organisations have you engaged with to develop your investment plan, including public sector, private sector, and civil society organisations? How have you engaged these organisations? (Approx. 100 words)

This investment plan has been co-developed between West Yorkshire CA and the constituent Local Authorities of Bradford, Calderdale, Kirklees, Leeds and Wakefield. The development has involved colleagues from all authorities that oversee employment and skills strategy within their locality alongside those with expertise in Adult Education Budget and its deliverables within West Yorkshire.

The following additional consultation has taken place with the sector and stakeholders:

- Webinars regarding UKSPF and Multiply developments to share updates (900+ attendees)
- Focussed consultation webinar on Multiply (100+ attendees – including Training providers, VCSOs Colleges, Universities, wider stakeholders)
- Survey of local business needs
- Focussed discussions with e.g. College Principal's, DWP

### 18. Detail how have you engaged lower tier local authorities, if any, within your local area in the development of your investment plan? You can answer “not applicable” to this question. (Approx. 100 words)

As above – this Local Investment Plan has been co-developed between West Yorkshire CA and the constituent Local Authorities of Bradford, Calderdale, Kirklees, Leeds and Wakefield. The draft Investment Plan was published and taken to a public meeting of the Combined Authority, 23 June 2022, where it was unanimously approved (subject to finalisation) by the members including the Leaders of the five authorities.

The development has been overseen and approved through established UKSPF governance arrangements to ensure Multiply aligns and adds value to the Core SPF Investment Plan. A working group of officers from all authorities has been established, to develop the detail and consider provision gaps/potential for duplication based on needs assessment, including those responsible for employment and skills strategy within their locality alongside those with expertise in Adult Education Budget and its deliverables within West Yorkshire.

## Section H: Risks

19. Please set out any key risks including financial and fraud that could affect Multiply delivery. Describe these risks or issues, including the contingency measures you have put in place to mitigate them.

	Description of risk	Actions you will take to mitigate	After mitigation what is the likelihood of the risk occurring (High >70%, Possible 70-30%, Unlikely <30%)	After mitigation what would be the impact of the risk materialising? (High: significant impact of unable to deliver, Medium: delivery compromised, Low: Minor / no impact)
1	Failure to deliver against annual values in timescales	Range of activities commissioned and staged based on readiness and preparedness  Early engagement with stakeholders	Possible	Medium
2	Duplication of provision that already exists given the target group matches AEB	Carefully targeted programmes outside of planned AEB activity (either by provision type, or target group)	Unlikely	Medium
3	Failure to convert participation to progression into AEB	Portion of management fee used for targeted work which links Multiply programmes and participants to AEB provision	Possible	Low
4	Misuse of funds at a provider level	Audit and Assurance activity undertaken over and above ILR data submission	Unlikely	Medium
5	Resubmission of Investment Plan requirement at yr2 and 3 from DfE affects committed procured activity	Ensure contracts have sufficient profile and break clauses to reflect DfE changes	Possible	High
6	Failure to align Multiply with the rest of UKSPF Pillar 3 People and Skills pillar	Governance will ensure alignment between the two strands, maximising potential alongside other key funding	Possible	Low

## Section I: Capacity and Capability

**20. Do you have dedicated capacity and capability to deliver adult skills interventions and adult education? How many FTE will be working on delivery of Multiply and what functions are being undertaken by those FTE including who will be responsible for data collection, contract management and how you will coordinate delivery? (Approx. 250 words)**

West Yorkshire Combined Authority has considerable expertise and capacity to oversee and deliver the Adult Skills Interventions outlined in this investment plan, including, but not limited to:

- Employment and Skills Department - responsible for programme delivery including ESIF, gainshare, Adult Education Budget and Free Courses for Jobs
- Strategy and Policy Directorate – setting strategic direction, overseeing impact of programmes and expertise in strategically managing key funding programmes eg ESIF, UK Community Renewal Fund, UKSPF overall etc
- Research and Intelligence team with expertise in economics and labour market analysis providing robust data, analysis and evaluation support
- Designated audit, legal and procurement functions

Multiply will not run as an isolated initiative. Given its alignment to the funds and need to work flexibly, it will adopt the CA approved AEB delegations. Both the AEB Advisory Group and the UKSPF Local Partnership Group will serve as advisory groups to support decision making. Overall lead for UKSPF will sit within the Strategy function of the Combined Authority to ensure strategic alignment from Core SPF to Multiply and vice versa.

The established AEB team includes provider management, contract control and ILR/data management and reporting resource. It is anticipated that management of Multiply will be nested within this team, drawing on and supplementing the existing resource, to make the most efficient use of existing resource and expertise. A discrete team of iro 4 FTEs is anticipated, built on the assumption that providers will submit their own data through the ILR.

Managing the teams together will enable close monitoring to avoid duplication throughout management of funds (not just in the targeting of provision).

Similarly, on a Local Authority context, the Multiply function is expected sit within the existing AEB and/or Adult Learning structures, with additional resource employed to deliver the project activities.

**21. If you have capacity, would you be prepared to take a leading role in a regional peer-to-peer network to share learnings with other local authorities (e.g. host quarterly Multiply sessions, share best practice, etc)? This does not commit you at this stage and we will use this information to develop our learning plans across the Multiply programme. (Approx. 100 words)**

We would like to understand more about the capacity requirement, but would be prepared to lead this work.

**22. Please describe the key capacity and capability challenges (if you have any) for delivering skills interventions. This could include challenges within your local authority (e.g., gaps in areas such as procurement, contract management, communications) and/or in your local delivery system? This information will be used to inform what support could be made available nationally. (Approx. 100 words)**

The key challenge will be the timing of delivery to meet the funding requirement for Year 1, given the shortened delivery timescale and the limited appetite to operate at risk. We continue to urge DfE to consider the ability for rolling over funds into the second year in line with the Governments guidance on the core SPF element.

As with all new projects and provision, an element of lag time is expected before the full momentum is gained, therefore we will need to plan and stage interventions carefully in order to maximise on activity which can be delivered early.

Within this is an overarching concern that our procured and contracted delivery commitments could be adversely affected by yearly funding allocation

Wider challenges include staffing with the sector who have a numeracy specialism, however our capacity building programmes aim to address this issue.

**23. Please describe what further support would help address these challenges? We will use this information to inform what central government support is made available nationally but cannot commit to fund every individual request. (Approx.100 words)**

Flexibility regarding payment timescales, including defrayal/commitment.

Ability to roll over funds to subsequent years.

**24. Are there interventions or capability areas where you can partner with other local authorities, providers, or employers in your region? (Approx.100 words)**


We would be happy to explore this option, and are liaising with other MCAs regarding their provision.



## Section J: Declaration of the Chief Executive of the lead local authority

As the lead local authority (Greater London Authority, Mayoral Combined Authorities, Upper Tier/Unitary Local Authorities) you will act as the accountable body and submit this application on behalf of your local area. By submitting this investment plan, you confirm:

- All the information included is true and accurate to the best of your knowledge.
- You have read, and confirm this plan is in accordance with, the expectations set out in the Multiply investment prospectus and technical guidance.
- Lower tier local authorities within your local area support this application and are committed to work with you.
- You will comply with the Assurance and Grant management process as outlined in the technical guidance and submit a statement of expenditure at mid-point and end of financial year.
- You understand that the grant will become repayable and further payments put on hold or reduced, if Multiply outputs are not on track for delivery and/or grant funding is not spent on eligible activities by the mid-point and end of each financial year.
- You understand that you will be responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR) and will submit regular monitoring reports as set out in the technical guidance.
- You will submit an annual progress report including an assurance statement to confirm spend was used wholly for the purposes for which it was given, and a revised investment plan for subsequent years of Multiply provision as set out in the technical guidance.
- You will support the sharing of learning as requested by the Department for Education – this may involve providing case studies, contributing to webinars and other activity as identified.
- You will comply with the Public Sector Equalities Duty and put in place equality policies and implementation plans as well as processes for learners to raise complaints about unfair practices or treatment.
- You will ensure value for money, seeking competitive costs for all activities and complying with the procurement governance as set out by your governing body.

<b>Chief Executive name</b>	<b>Ben Still</b>
<b>Signature</b>	
<b>Date (DD/MM/YYYY)</b>	<b>30/06/2022</b>

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## Item 8 - Appendix B: AEB (& Multiply) Table of delegations

	Decision	Decision maker	Rationale
1	<p>To approve or vary the AEB Strategy as required, including:</p> <ul style="list-style-type: none"> <li>Interim review 2021 (aligning to Mayoral priorities)</li> <li>Refresh 2024</li> </ul> <p>To approve or vary the Multiply strategy (via Local Investment Plan).</p>	Combined Authority	<p>The WY AEB Strategy and Multiply Local Investment Plan govern funding principles and will be revised in line with governance and assurance processes.</p> <p>Conflicts of interest are managed under the Members' Conflicts of Interest policy.</p>
2	To agree the governance arrangements for AEB or Multiply functions.	Combined Authority	The Combined Authority is responsible for agreeing how its functions, including AEB functions, are discharged.
3	<p>To approve the Funding Rules and Performance Management Framework.</p> <p>For Multiply, to approve funding agreements and performance parameters for each workstream approved in the Local Investment Plan (Funding rules for Multiply/UKSPF as defined by DfE and Investment Plan).</p>	Chief Executive Officer	<p>The Rules and Framework are part of the suite of contractual documents, and are therefore operational in function.</p> <p>The documents set out clear parameters for contractual decisions, which can appropriately and effectively be carried out by officers in line with the strategic direction from the Combined Authority.</p> <p>The Chief Executive Officer may refer this approval to the Employment and Skills Committee for recommendations, where wider sector expertise and consultation is desired.</p> <p>Members will need to ensure that conflicts of interest are declared, however a</p>

**Item 8 - Appendix B: AEB (& Multiply) Table of delegations**

	Decision	Decision maker	Rationale
			<p>dispensation may be granted to allow a balanced and informed discussion</p> <p>For Multiply: the Chief Executive Officer will receive advice and recommendation from the UKSPF Local Partnership Group on workstream details.</p>
4	<p>To reallocate budget in response to underperformance / over performance outside performance management framework.</p> <p>For Multiply, to reallocate budget inside parameters set within the Local Investment Plan.</p>	Chief Executive Officer	<p>Decision on funding usage, in line with strategic direction.</p> <p>The Chief Executive Officer may refer this approval to the Employment and Skills Committee (for Multiply, the UKSPF Local Partnership Group) for recommendations, where wider sector expertise and consultation is desired.</p> <p>Members will need to ensure that conflicts of interest are declared, however a dispensation may be granted to allow a balanced and informed discussion.</p>
5	<p>To make interim changes to the policy and / or AEB Strategy in response to emerging economic needs, crisis responsiveness or similar.</p>	Employment and Skills Committee	<p>Decision on interim measures that affect operation, responding to economic needs in line with sector intelligence.</p> <p>Members will need to ensure that conflicts of interest are declared, however a dispensation may be granted to allow a balanced and informed discussion.</p> <p>The Employment and Skills Committee may refer this approval to the Combined</p>

**Item 8 - Appendix B: AEB (& Multiply) Table of delegations**

	Decision	Decision maker	Rationale
			Authority with a recommendation, if there is a significant deviation from the WY AEB Strategy.
6	To determine Grant Agreement Allocations & Procurement values – annually agreed in March for AEB (once West Yorkshire allocation confirmed).	Chief Executive Officer	<p>Grant allocation amounts will be determined in accordance the methodology outlined in the AEB Strategy and Multiply Investment Plan as approved by the Combined Authority.</p> <p>Approval of top line procurement values by the Chief Executive Officer while ensuring clear methodology has been followed which aligns to the Strategy.</p> <p>For Multiply, the Chief Executive Officer may refer to LPG for recommendations and scrutiny, where wider sector expertise and consultation is desired.</p>
7	To agree contracts for Services awarded through procurement and for AEB in March annually based on performance management framework.	<p>&gt; £1m – Chief Executive Officer</p> <p>&lt; £1m – Director of Economic Services</p>	In accordance with the AEB Strategy, Combined Authority Procurement Strategy, Funding Rules, Performance Management Framework, and Contracts Standing Orders
8	<p>New procurement rounds:</p> <ul style="list-style-type: none"> <li>Planned responsiveness pot</li> <li>Refresh after 4 years</li> </ul> <p>Bringing on new providers in light of provider base failure.</p>	<p>&gt; £1m – Chief Executive Officer</p> <p>&lt; £1m – Director of Economic Services</p> <p>Advised by AEB Performance Group, UKSPF LPG (Multiply) and ES&amp;C</p>	<p>In accordance with the AEB Strategy, as approved by the Combined Authority.</p> <p>E&amp;SC or the UKSPF Local Partnership Group may make recommendations to the Combined Authority on any such decision.</p>

**Item 8 - Appendix B: AEB (& Multiply) Table of delegations**

	<b>Decision</b>	<b>Decision maker</b>	<b>Rationale</b>
			Conflicts of interest are managed under the Members' Conflicts of Interest policy.
<b>9</b>	To approve or vary the AEB Procurement Strategy.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	In accordance with the AEB Strategy and with the Combined Authority's Procurement Strategy
<b>10</b>	To approve overperformance and contract Growth requests.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	In accordance with the mechanism set out in Contracts, Funding Agreements, and/or Performance Management Framework.  Technical expertise and performance data available at AEB Performance Group level.  For Multiply, officers may refer to LPG for recommendations, where wider sector expertise and consultation is desired.
<b>11</b>	Underperformance and contract reduction / termination.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	Clear mechanism will be outlined in Contracts, Funding Agreements, and/or Performance Management Framework.  Technical expertise and performance data available through the AEB Performance Group.  For Multiply, officers may refer to LPG for recommendations, where wider sector expertise and consultation is desired.

**Item 8 - Appendix B: AEB (& Multiply) Table of delegations**

	<b>Decision</b>	<b>Decision maker</b>	<b>Rationale</b>
<b>12</b>	To approve Funding clawback.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	<p>Clear mechanism will be outlined in Contracts, Funding Agreements, and/or, along with Audit and Assurance requirements.</p> <p>Technical expertise and performance data available at AEB Performance Group level.</p>
<b>13</b>	To agree Delivery plans agreed annually with providers variation approval based on performance and/or responsiveness.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	<p>Expertise regarding technical delivery and alignment to strategy available from the AEB Performance Group.</p> <p>Will deliver strategic aims as set by the Combined Authority.</p> <p>Employment and Skills Panel will be informed of any decisions, in line with Conflicts of Interest policy.</p> <p>For Multiply, officers may refer to LPG for recommendations, where wider sector expertise and consultation is desired.</p>
<b>14</b>	To add subcontractors to delivery plans within year upon request annually.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	<p>Expertise regarding due diligence and strategic appropriateness is available from the AEB Performance Group.</p> <p>In accordance with the Funding Rules which outline strict requirements regarding subcontracting practice.</p> <p>Responsiveness required in year to ensure delivery timescales are met</p>

**Item 8 - Appendix B: AEB (& Multiply) Table of delegations**

	<b>Decision</b>	<b>Decision maker</b>	<b>Rationale</b>
<b>15</b>	To approve subcontracting where not already approved under current ESFA regulations. ESFA guidance available <a href="#">here</a> .	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	Expertise regarding due diligence and strategic appropriateness available from the AEB Performance Group. Funding rules outline requirements regarding subcontracting practice.  Responsiveness required in year to ensure delivery timescales are met.
<b>16</b>	To make minor technical or process driven amendments to the Funding Rules (for Multiply: contracts or funding agreements) in line with strategic direction set by the Combined Authority.	Sub delegated from the Chief Executive Officer to the Director of Employment & Skills / Head of Employment and Skills	Any amendments must remain in accordance with the AEB Strategy, as approved by the Combined Authority.  Swift decisions needed to minimise any impact of responsiveness on delivery – decisions are predominantly technical, and process driven.





**Report to:** Employment and Skills Committee

**Date:** 20 October 2022

**Subject:** **Employment and Skills Future Investment and Delivery**

**Director:** Liz Hunter, Director of Policy and Development

**Author:** Sonya Midgley, Head of Skills Policy

Is this a key decision?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for call-in by Scrutiny?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information or appendices?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If relevant, state paragraph number of Schedule 12A, Local Government Act 1972, Part 1:	
Are there implications for equality and diversity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1. Purpose of this Report

- 1.1. Over the course of the last twelve months, we have been working with members of the Employment and Skills Committee, Local Authorities, and wider partners to develop the future programme of delivery on skills.
- 1.2. The purpose of this paper is to update the Committee on the development work for future employment and skills interventions in West Yorkshire and the progress on the Mayoral pledges.
- 1.3. To seek input from the Committee on the green jobs and skills interventions being developed through the Climate and Environment action plan.
- 1.4. To seek endorsement to develop business cases for the interventions prioritised in the digital skills plan.
- 1.5. To seek endorsement to work up the business case for the Mayoral SME Graduate scheme.

## 2. Information

### Investment Pipeline Overview

- 2.1. The Committee endorsed the overall plan for the development of the investment pipeline as updated below to take into account starting the development work earlier. The updated overview is summarised in the table below:

<b>Short Term Wave 1 &amp; 2 Q2-Q4</b> Immediate business case development and commissioning of interventions	<b>Medium Term Wave 3 2023/2024</b>	<b>Long Term Wave 4 2024/2025</b>
<b>Employment West Yorkshire</b> Employment Support for service individuals regionally coordinated locally delivered developed from Employment Hub.	<b>Skills Support for Employers</b> following existing programmes and based on engagement at the local and regional level.  <b>(Mayoral SME Graduate Pilot</b> Attracting and retaining talent in the region element to be accelerated).	<b>Work and Health;</b> programme and interventions to support people and households towards remove health barriers to work.
<b>Digital and creative Skills</b> To improve the levels of skills as part of the Digital Skills Plan and a refreshed Creative Catalyst.	<b>Careers support for people of all ages</b> including support to improve young people's destinations.	<b>Skills support for individuals</b> specialist targeted programmes of support for those furthest from the labour market
<b>Green skills interventions</b> (Funded through Investment Priority 4 of Climate and Environment Plan).	<b>Support to improve young people's destinations</b> Careers enterprise support for schools	

- 2.2. An update on the status of each of the headline interventions is provided in this report which will be accompanied by a presentation at the meeting to guide a discussion at the meeting.

- 2.3. Since the last meeting, a series of workshops have been held with Committee members, local authorities, college principals, employers and key stakeholders. Ongoing engagement and consultation during the development of the interventions is integral to the design process and will continue as programmes are developed.
- 2.4. At the last meeting, the Committee requested that consideration for transformational interventions around Skills Support for Business and Young People was brought forward and early development work on these will begin in Autumn, with discussion papers to be brought to the next Committee meeting.
- 2.5. The **Employment West Yorkshire** £12m business case has been passed assurance checks and will be taken to the October Combined Authority meeting. If approved, the new service will build upon existing Employment Hub activity with innovative pilots to support digital and green skills as part of the delivery.
- 2.6. Continuous evaluation and improvement are central to the design of the programme which will need to be as flexible as possible to pivot to the current fast paced changes in the labour market. The programme will be delivered by Local Authorities working with local organisations to coordinate the employment and skills offer to support 7,700 individuals across West Yorkshire towards and into work. As part of this programme, there will have a focus on continuous improvement and sharing learning across each of the Local Authorities.
- 2.7. In response to the Committee's request for support for prison leavers to be explored, the Employment and Skills team are developing networks and completing a mapping exercise of existing provision. To date, stakeholders engaged include the Policing and Crime team, HM Prisons and Probation Service (HMPPS), New Futures Network, DWP, Local Authorities, and community organisations working in the criminal justice sector.
- 2.8. The Deputy Mayor for Policing and Crime, Alison Lowe, has joined the newly formed Employment Advisory Board for HMP Leeds and Wealstun. The Combined Authority is now represented on the Yorkshire and the Humber (YatH) Reducing Reoffending Partnerships Board and its employability working group and will continue to ensure representation at regional forums. Colleagues have fed in to inform HMP Wealstun's in-prison curriculum.
- 2.9. A number of proposed interventions have been identified that the CA can action:
  - Continue with mapping exercise to build further relationships and explore how existing activity can be modified in response;
  - Deliver labour market insights to key forums, including further work to ensure prison curriculum is mapped to provision in the community;
  - Commission bespoke training programmes through AEB or Skills Connect;

- Upskill Employment Hub staff to best support prison leavers as a client group.
- 2.10. Longer term, there is more intelligence gathering that needs to take place to inform future interventions. Currently the gap appears to be around employer engagement, which could include a programme of support aimed at employers to recruit prison leavers. This will be explored further and an update brought to the next committee meeting.

### Green Jobs and Skills

- 2.11. The Mayor has pledged to create 1,000 well paid, skilled green jobs for young people. To support the creation of these jobs and to consider the wider skills needs and areas of focus for green jobs in West Yorkshire, a Green Jobs Taskforce was created and includes a diverse representation of business, skills providers and the third sector.
- 2.12. Over the summer, young people and business have been part of research and evaluation of the landscape to support the Taskforce in forming its recommendations. The Taskforce has met on 4 October to hear the findings from this research and start to build its recommendations which it will publish early in 2023.
- 2.13. An independent piece of research has been commissioned to understand the business and education landscape. Emerging recommendations include:
- Strengthening current and potential West Yorkshire specialisms – particularly around low carbon manufacturing, retrofit/construction and green finance.
  - Delivering a just transition – supporting those currently in high carbon industries to prosper through the transition.
  - Supporting skills development and career awareness.
- 2.14. The research has identified four key areas of focus for taskforce recommendations. An event to disseminate the full findings will take place in November, Committee members will receive an invite to join and circulate.
- 2.15. Also commissioned was a West Yorkshire Green Skills Youth Programme over summer which has engaged over 170 young people aged 4-17 years old from across West Yorkshire. Young people engaged with employers to understand the career opportunities into sustainable roles and considered how they could improve this information. An interim evaluation is available at appendix A.
- 2.16. Innovative green skills and jobs interventions proposed in wave one of the Climate and Environment Plan and the Employment and Skills pipeline are progressing at pace through the Combined Authority's assurance framework.
- 2.17. Proposed employment and skills interventions will support the Region to ensure it has a workforce and jobs that it needs to enable a transition to a

sustainable net-zero carbon economy, at the same time interventions will need to be developed with the current economic circumstances.

2.18. The interventions currently being developed are:

- **An online Green Jobs Gateway and service** for employers looking to offer greener roles, and individuals looking to access these roles and/or develop green skills. The platform will highlight and celebrate green jobs in the region. The platform will allow businesses to make a green jobs pledge – bringing these elements together at a central point for business and individuals and will align to new services such as Employment West Yorkshire and enable individuals to access support to gain employment in the green sector.
- **Careers inspiration and information** for all ages to inspire and inform individuals from primary age to adulthood about green jobs and careers and changes behaviours and perceptions towards green jobs. This will build on the work of the Green Jobs Summer School that took place this summer in West Yorkshire.
- **A development plan and fund to support FE colleges** to build capacity within the FE sector and train staff to develop the curriculum aligned to the needs of the green sector.
- **An enhancement of the Business Sustainability West Yorkshire Programme** that will support employers to identify, access and implement green employment and skills opportunities, transforming their business to support efficiency savings, safeguard jobs and support innovation and productivity.

2.19. The interventions are evidence-led and based on research and feedback from the Green Jobs Taskforce and are based around the themes outlined in the diagram below:



- 2.20. Options for green skills interventions are being developed in collaboration with key stakeholders from across the region including Further Education Colleges, Independent Training Providers, businesses, and the Mayor's Green Jobs Taskforce and will consider the changing economic climate in order to be as transformative and responsive as possible for individuals and employers. This includes a round table discussion with multi-disciplinary Local Authorities on 10 October.

#### Digital Skills Interventions

- 2.21. There is ongoing work to evolve the delivery of three digitally focused Mayoral pledges.

- Digital Skills Plan. To be launched at the end of 2022.
- West Yorkshire Innovation Festival (took place early October 2022).
- Digital Academy. Options being considered.

- 2.22. The Digital Skills Plan has gone through wide consultation and engagement with stakeholders - LDSP Board; Go Higher West Yorkshire Board, Yorkshire Learning Providers, workstream members from community, private and public sector organisations; senior Local Authority officers; Employment and Skills managers in WYCA - to develop the plan.

- 2.23. The plan has been endorsed by the Employment and Skills Committee at its last meeting. Alongside this, it has also been presented to the Business, Economy and Innovation Committee and endorsed by the LEP Board. The Combined Authority Board will consider its approval at its meeting in October. Feedback has been overwhelmingly positive.

- 2.24. As a result, the following priority interventions are proposed:

- Build the capacity of community organisations to deliver digital skills and access to those who are digitally excluded.
- Develop programmes for those who cannot access support elsewhere.
- Roll out a programme to help raise school-aged children's digital literacy.
- Attract/scale up specialist educational digital provision.
- Offer digital support through Business Growth Service and its successor programme, the evolved Business West Yorkshire (name to be confirmed) and Digital Enterprise programmes for businesses.
- Ensure leadership and management training, including digital skills for businesses.
- Launch a region-wide Digital Skills Campaign to inspire excitement in digital careers and increase uptake of digital skills provision.

- Seek further devolution of digital skills provision.
- 2.25. A presentation to prioritise these interventions for development will be given at the meeting discussing the interventions that can have the most impact on residents and businesses affected by the rising cost-of-living crisis and energy crisis. The Committee may wish to consider prioritisation in the context of the current economic situation.
  - 2.26. The Committee is asked to prioritise the digital skills interventions to be worked up into a costed business case.
  - 2.27. If agreed, the next steps are to engage further with stakeholders to define the scope and develop the business case for those interventions that the Committee has agreed to prioritise in the short term. In the longer term, a wider comprehensive pipeline of digital skills projects, including other actions included in the Digital Skills Plan.

#### Mayoral SME Graduate Scheme

- 2.28. As part of developing offers to provide skills support for employers there is an opportunity to pilot activity to support productivity in SMEs that typically do not recruit graduates.
- 2.29. There was strong support from employers for a programme in this space in engagement workshops, and Yorkshire Universities have been supporting the development of a scheme. SMEs, universities and graduates need support with onboarding and training that would address challenges around skills gaps, recruitment, and retention
- 2.30. Overall productivity performance is £8.5bn below the UK average. A strong supply of high-level skills supports the effective use of technology within firms and an increased focus on innovation.
- 2.31. Spend in R&D is lower than any other English region and there are relatively lower levels of higher skilled individuals compared to other areas. Currently around 33% of labour force of West Yorkshire are qualified to level 4+ compared with national average of 40% -this equates to 100,000 people in real terms.
- 2.32. SMEs, universities and graduates need support with onboarding and training that would address challenges around skills gaps, recruitment, and retention.
- 2.33. The key aim is to support SMEs to recruit and retain graduates in a one priority sector. The sectors being explored as an opportunity are Advanced Manufacturing and Creative and Digital.
- 2.34. There are likely to be many additional outcomes to a pilot that will be identified as the scope and logic model are developed. A workshop to determine the

scope and outline business case is being held in mid-October, and a verbal update will be provided at the meeting.

- 2.35. It is proposed that this activity is taken forward as a distinct offer by developing a costed business case in Autumn to seek assurance and Combined Authority approvals in time to a launch the programme in Summer 2023 and attract graduates to the scheme.
- 2.36. The final value of the scheme will reflect the number of SMEs that can be supported and how e.g. wage subsidies, and is expected to be scalable, with a minimum number for viability proposed as being around 40 graduates supported.

### FE Skills

- 2.37. FE colleges are a key part of the skills landscape and support adults to gain the skills to succeed in work. Based at the centre of their communities, the fulfil an important community and social mobility agenda.
- 2.38. Adults skills funding has been in decline for over the last decade, this will be further compounded by the current economic situation with the rising cost of living and energy crisis which will impact the vast majority of business, organisations and individuals.
- 2.39. West Yorkshire Combined Authority were able to make significant investment in the college estate through the £1bn growth deal, with £86m allocated to support FE providers to rationalise their estate and to deliver against skills shortages against sharp cuts to skills funding. Match funding was a requirement.
- 2.40. A number of new buildings and improved facilities enabling the delivery of skills needed for the labour market. The funding was used across Leeds City Region geography and funded the following projects:
- Bradford College
  - Calderdale College
  - Kirklees College, Dewsbury Learning Quarter
  - Kirklees College, Process Manufacturing Centre
  - Leeds City College, Printworks
  - Leeds City College, Quarry Hill
  - Leeds College of Building
  - Selby College
  - Shipley College, Mill
  - Shipley College, Salt Building
  - Wakefield College
- 2.41. Devolved funding for Skills Capital was replaced with a national programme £1.5bn 'FE Capital Transformation Fund' (FECTF).
- 2.42. The main aims of the fund are to upgrade the FE college estate so that



FE colleges have the buildings and facilities they need to support the skills needs of their local labour market, and to support targets around environmental sustainability.

2.43. Applicants were expected to be able to provide match funding towards the costs. Otherwise, they would be required to follow a financial viability assurance process.

2.44. The following West Yorkshire colleges have been successful in securing funding to date:

College	Region
Bradford College	Yorkshire and the Humber
Calderdale College	Yorkshire and the Humber
Leeds City College	Yorkshire and the Humber
ShIPLEY College	Yorkshire and the Humber

2.45. The Committee has oversight of the £21m notional allocation from gainshare for employment and skills programmes to 2025 although some allocations have already been made leaving a smaller pot of funding available to meet the priorities in the Region.

2.46. In the design of future interventions, skills capital funding might be included in future interventions for example to support the sector build expertise and capabilities to support a green skills pipeline.

2.47. It is proposed that where the Combined Authority considers capital funding for skills, the following policy principles could be applied alongside a set of commercial options to ensure a rate of return to the CA.

- Any investment made by the Combined Authority is subject to the decision-making structure and approaches outlined in the Investment Strategy, including on the need for approvals through assurance and public accountability to the Combined Authority.
- The Combined Authority will not be a core funder of skills capital programmes as this would duplicate other sources of funding available.
- The Combined Authority might consider skills capital funding where:
  - The provider has demonstrated that it has exhausted all other routes of funding available to it, including commercial borrowing asset sales including identifying and disposing of surplus assets.
  - The provider has considered a range of options to reduce the amount of funding required

- There is a significant need to improve the facilities in line with strategic priorities and the wider West Yorkshire FE estate as identified in WY Partnership Agreements.
- To ensure a West Yorkshire strategic approach to investment, CA officers will work with WY FE colleges to renew the Partnership Agreement with the Combined Authority and commit to an annual light touch review, and deeper review in line with Mayoral terms.
- FE colleges are asked to engage with the Combined Authority early and at each development stage and prior to submission to meet assurance and public accountability standards.
- FE colleges will grant access to wider business case information where it can support the CA's strategic assessment and business case development assurance processes, including carbon assessments and EDI action plans.
- Scheme promoters are asked to ensure that Fair Work principals in the Mayor's Fair Work Charter are met for all individuals employed in its delivery.

### **3. Tackling the Climate Emergency Implications**

- 3.1. The report outlines proposed interventions that will develop the skills and employment needs of individuals and businesses in West Yorkshire tackle the climate emergency.

### **4. Inclusive Growth Implications**

- 4.1. Skills programmes outlined in this report will work directly with those disproportionately affected in the labour market.

### **5. Equality and Diversity Implications**

- 5.1. Our skills and workforce pipeline work will consider the impacts of people in everything it does. By its nature, we are seeking to ensure that the skills offer the region has will enable everyone in the region, regardless of their background to have a thriving future. As we develop programmes for delivery, we will work to be explicit in targeting equality and diversity.
- 5.2. The Mayor's SME Graduate Programme will seek to target a range of graduates to increase diversity with SMEs in West Yorkshire. The programme will work with universities that attract individuals who are first in family to gaining a university education as well as underrepresented groups.
- 5.3. The West Yorkshire Green Skills Youth Programme has engaged with young people from across West Yorkshire to consult with diverse groups. The Summer school has worked with young people from each local authority area and with schools that have a high number of students who receive free school

meals. It has also engaged with community organisations who have supported the programme to seek the views of young people within community settings that represent the diverse population of the region.

- 5.4. Employment West Yorkshire has targets that include increasing engagement with individuals from underrepresented groups, supporting individuals who lack basic and essential skills and over 50's.
- 5.5. The Digital Skills Plan seeks to directly address socio-economic inequalities facing our population. Digital Inclusion is a central tenet of the plan, to be achieved through the growth of provision of digital skills, supporting the resolution of data poverty and the ongoing challenge of accessibility and connectivity. In line with the Equality Act (2010), diversity will be embedded throughout the Plan's targets.

## **6. Financial Implications**

- 6.1. This paper considers c. £5.1m allocation of gainshare funding for Climate and Environment skills interventions
- 6.2. This paper considers prioritisation of Digital Skill Interventions to be costed at the business case development stage.
- 6.3. This paper considers an allocation of gainshare funding for SME Graduate programme to be costed at the business case development stage.

## **7. Legal Implications**

- 7.1. There are no legal implications directly arising from this report.

## **8. Staffing Implications**

- 8.1. There are no staffing implications directly arising from this report.

## **9. External Consultees**

- 9.1. No external consultations have been undertaken.

## **10. Recommendations**

- 10.1. That the Committee notes the engagement of Local Authorities and wider engagement on the development of the future programme of delivery on skills, and notes the progress of the development of programmes
- 10.2. That the Committee provides comments on the green jobs and skills interventions.
- 10.3. That the Committee prioritises and endorses the development of digital skills business cases.

10.4. That the Committee endorses the development of the SME Graduate business case.

**11. Background Documents**

There are no background documents referenced in this report.

**12. Appendices**

Appendix 1 – Green Summer School Interim Evaluation

# WEST YORKSHIRE GREEN SKILLS YOUTH PROGRAMME



## PROGRAMME OVERVIEW

The West Yorkshire Green Skills Youth Programme has engaged with **174** young people from across Leeds, Bradford, Wakefield, Kirklees and Calderdale, aged 4 to 17 years old. The schedule of activity has allowed young people to learn about what we mean by green skills, and given a platform to voice their ideas through youth consultation activities.

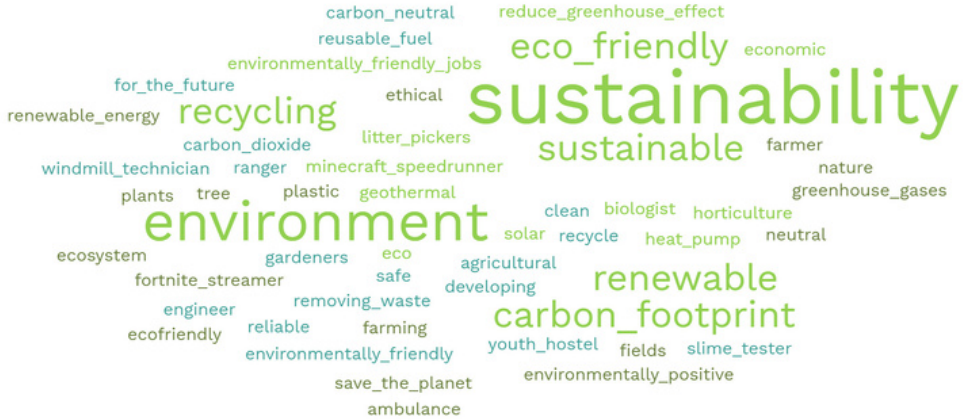
## Evaluation

Young people were asked a series of questions before and after activity, to measure the impact.

### What does a green job mean to you?

Words that are larger on the word cloud have been mentioned multiple times.

Pre



Post



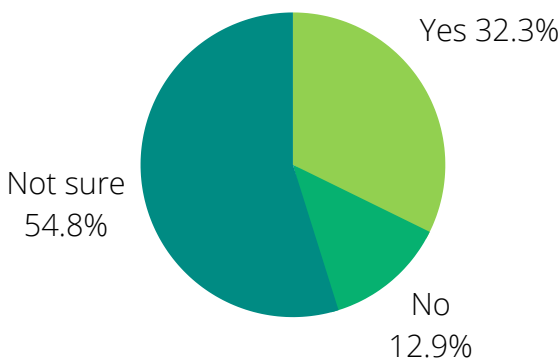
Two questions were presented to the young people to answer anomalously, to gage their interest in and knowledge of green careers.

After completing the activity, an additional 34% of young people were interested in pursuing a green career in the future. Additionally, young peoples' knowledge of the range of green roles available increased significantly. Initially, no students assessed their knowledge as excellent, where as after the activity 71% of young people assessed their knowledge as excellent.

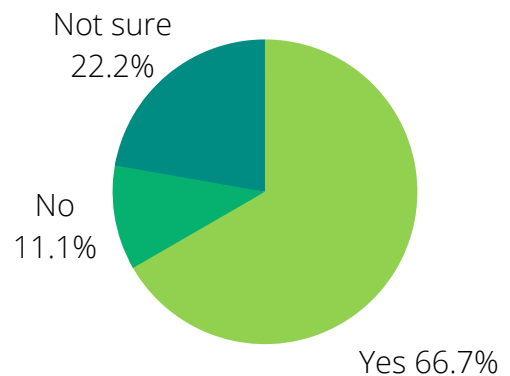
This highlights the need for and success of careers intervention with young people, to raise aspirations and educate the workforce of the future on green jobs.

### Are you interested in a green career?

#### Pre

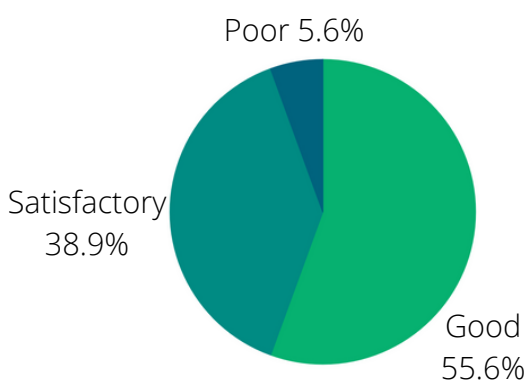


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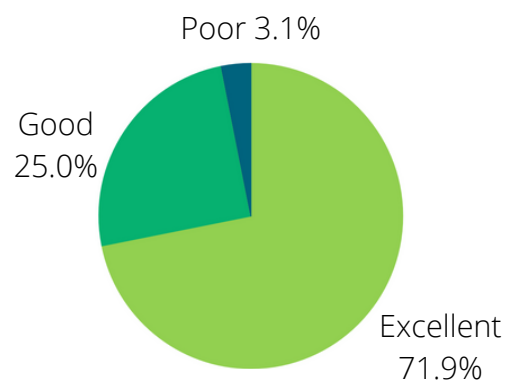


### How would you rate your understanding of the range of green jobs available?

#### Pre



#### Post

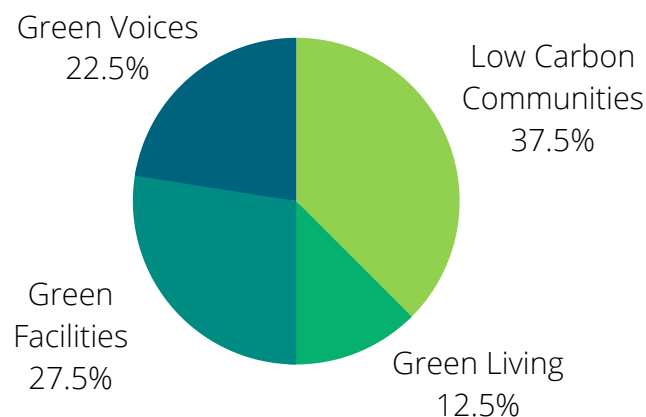


# Green Funding Allocation

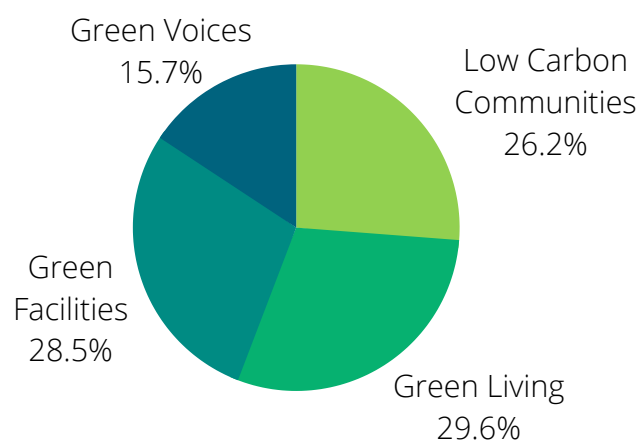
The funding activity aimed to determine which green sector young people would like to see prioritised for investment. They were asked to imagine that they are the Mayor of West Yorkshire and were given tokens representing £1 million. They were then presented with four green sectors that they could use their tokens to invest in.

- **Low Carbon Communities** - funding used to invest in carbon capture, low-carbon fuels, increasing tree coverage, restoring peatlands, and tackling waste (recycling and waste-reduction).
- **Green Facilities** - funding used to invest in public transport (bus, train, cycling, pedestrian-friendly spaces etc.), clean energy (wind and solar), and electric vehicle charging points.
- **Green Voices** - funding used to invest in projects such as public awareness campaigns, teaching and climate education, recruitment for green jobs, and environmental lawyers and policy makers.
- **Green Living** - funding used to invest in green housing (solar panels, heat pumps, eco building materials), and parks and green spaces.

**Funding Activity: Summer School**



**Funding Activity: Term 1 activity**



## Your Green Project

Following the funding allocation activity, young people worked in teams to develop a project idea that supported their area of funding. Examples of projects included:

### **Green Living: Solar Schools**

"Give funding to schools so they can lower their energy usage; they always have lights on, they use so much power." - student, *Brighouse High School*

### **Low Carbon Communities: Urban Greening**

Funding to support urban greening across built up areas across West Yorkshire, to help capture CO2.

### **Green Facilities: Electric Vehicle Charging Ports**

More charging ports in public spaces and funding for installing ports in more homes. The project would make the charging prices more visible by displaying them as a comparison at petrol stations.

### **Green Voices: "No-one likes a milky tea" Television Campaign**

A campaign to highlight how raised energy prices meant too many sacrifices for many people (demonstrated by how sad a cold cup of tea can be!) and how corporations can help save water, subsidise bills, and spread awareness of the cost of living.

# Your Dream Green Career

Students who attended the Term 1 activity went on to develop what a green career of the future needs to look like for them. Fellow students then voted on which they would apply for in the future. The stars on the activity depict how many votes each role received.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**Garden Designer**

Design + Create gardens/scenery for people + companies

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**Electric Bus driver**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**Accountant for a sustainable housing company**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
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Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**YOUR DREAM GREEN JOB HERE:**

**marine biologist**

QUALITIES	KNOWLEDGE	RESPONSIBILITIES
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

**WRITE ABOUT AND/ OR DRAW YOUR DREAM GREEN JOB HERE:**

**of environmental safety development**

SKILLS & QUALITIES	KNOWLEDGE	TASKS & RESPONSIBILITY
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.
Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.	Choose one of the examples, or write in your own.

## Knowledge and Skills

The following lists identify some of the key knowledge and skills mentioned several times by the young people during this task:

### Skills:

- Analytical thinking
- Creativity
- Focus
- Patience
- Problem solving
- Teamwork

### Knowledge:

- Business
- Digital
- Environmental Science
- Maths/Numeracy



# YOUTH CONSULTATION ON GREEN CAREERS

We asked young people to answer a series of questions designed to understand how green jobs can be made more accessible and appealing to the work force of the future.

*The lists below represent the responses that were mentioned the most across all activity.*

## **How can we support more young people, as well as their parents and carers, to find out more about the green jobs available locally?**

- Social media meet and greets
- Access to better education
- More public campaigns
- Education and information
- School activities
- Dedicated online websites
- Talk to the child's parents and talk to them about green jobs and then they can talk to their children to tell them about it
- Have more inspirational campaigns

## **Are there any barriers preventing young people from pursuing a green job?**

- Education
- Money
- Not passionate
- Not enough jobs for everyone
- Access to education
- Not many green jobs
- Low pay
- The barriers for young people getting into a green job can be other generations not understanding fully why we would want to go into and/or not thinking we can do the solution

## **What would attract and inspire you, as a young person, to consider a green job?**

- The impact you could make upon the environment
- Impact on people
- Global warming
- Rewards
- Large salary
- Moral compass
- If there's the job I want and transportation to get there
- What opportunities I would receive in the future
- Learning more about the jobs and knowing what you have to do

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