

## **ECONOMY SCRUTINY COMMITTEE**

**MEETING TO BE HELD AT 10.00 AM ON FRIDAY 17 NOVEMBER 2023  
IN CONFERENCE ROOM 1/2, WELLINGTON HOUSE, 40-50  
WELLINGTON STREET, LEEDS, LS1 2DE**

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

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- 1. APOLOGIES FOR ABSENCE**  
To note apologies and confirm the quorum of 11 members is met.
- 2. DECLARATIONS OF DISCLOSABLE PECUNIARY INTERESTS**
- 3. POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC**
- 4. MINUTES OF THE LAST MEETING HELD ON 15 MARCH 2023**  
(Pages 1 - 10)
- 5. NOTES OF THE INQUORATE MEETING HELD ON 15 SEPTEMBER 2023**  
(Pages 11 - 16)
- 6. CHAIR'S COMMENTS AND UPDATE**
- 7. ADULT EDUCATION BUDGET UPDATE**  
(Pages 17 - 28)
- 8. SCHOOL ENGAGEMENT AND APPRENTICESHIPS**  
(Pages 29 - 170)
- 9. WORK PROGRAMME**

(Pages 171 - 182)

**10. DATE OF THE NEXT MEETING - 12 JANUARY 2024**

**Signed:**

A handwritten signature in black ink, appearing to be the initials 'B. M.' with a horizontal line underneath.

**Chief Executive  
West Yorkshire Combined Authority**

**MINUTES OF THE MEETING OF THE TRANSPORT &  
 INFRASTRUCTURE SCRUTINY COMMITTEE HELD ON THURSDAY 15  
 MARCH 2023 IN CONFERENCE ROOMS 1/2, WELLINGTON HOUSE,  
 40-50 WELLINGTON STREET, LEEDS, LS1 2DE**

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**Present:**

Councillor Aneela Ahmed	Bradford Council
Councillor Bob Felstead	Bradford Council
Councillor Helen Brundell	Calderdale Council
Councillor Audrey Smith	Calderdale Council
Councillor Gwen Lowe	Kirklees Council
Councillor Richard Smith (Chair)	Kirklees Council
Councillor Paul Davies	Kirklees Council
Councillor Gohar Almass	Leeds City Council
Councillor Colin Campbell	Leeds City Council
Councillor Ian Sanders	Wakefield Council
Councillor Tony Wallis	Wakefield Council

**In attendance:**

Mayor Tracy Brabin	West Yorkshire Combined Authority
Khaled Berroum	West Yorkshire Combined Authority
Anika Gilbert	West Yorkshire Combined Authority
Tom Purvis	West Yorkshire Combined Authority
Hannah Scales	West Yorkshire Combined Authority
Phil Witcherley	West Yorkshire Combined Authority

**1. Apologies for absence**

Apologies for absence were received from Councillors Tyler Hawkins, Zafar Iqbal, Andrew Hollyer, Isabel Owen, and Chris Pillai.

The meeting was confirmed as quorate, with 11 members present out of 11 needed for quorum.

**2. Declarations of Disclosable Pecuniary Interests**

There were no declarations of disclosable pecuniary interests.

**3. Possible exclusion of the press and public**

There were no items requiring the exclusion of the press and public.

**4. Minutes of the meeting held on 16 November 2022**

**Resolved:** That the minutes of the meeting held on 16 November 2022 be approved.

## 5. Notes of the meeting held on 18 January 2023

**Resolved:** That the notes of the meeting held on 18 January 2023 be noted.

## 6. Chair's comments and update

The Committee received a verbal update from the Chair where the Chair welcomed the Mayor and reminded members of the pre-agreed topics and set out the structure of the meeting.

**Resolved:** That the Chair's verbal update be noted.

## 7. Mayor's Question Time

The Chair thanked Mayor Tracy Brabin and officers for attending Economy Scrutiny to answer the Committee's questions. Officers present to support the Mayor included Philip Witcherley, Interim Director of Inclusive Economy, Skills and Culture, Tom Purvis, Economic Analysis Manager, and Anika Gilbert, Policy Officer Employment and Skills.

The session was split into topic areas and members would be able to ask any questions under those topic areas, and any follow ups. The topic areas were: business support, engagement and investment, jobs, skills and training and funding, strategy, and projections.

### **Business Support, Engagement, and Investment**

Small Businesses:

- There were 90,000 businesses in West Yorkshire, over 90% were SMEs and therefore it was an area the CA wanted to support because that was where growth could be maximised.
- Over the last year there had been numerous challenges namely Covid-19, cost of living crisis and energy crisis that had been dealt with, with some determination and at speed.
- Government had announced, prior to publishing the spring budget, that the household energy price guarantee will be extended until the end of June, however, no extensions or additional support was announced to support businesses with their energy bills.
- The manufacturing task force had made some recommendations which had made their way into our response to the cost-of-living crisis and energy crisis.
- The LEP was really reflective of SMEs and the most diverse LEP in the country. The Mayor was mindful that there were businesses not reaching out for help, the CA aimed to access these people and introduce these businesses to grants, loans and training.
- Particularly, women led start-ups were not accessing support in the way that they should, £6million was allocated for entrepreneurs and because of devolution the Mayor was able to allocate 50% of funds to

female entrepreneurs, 20% to entrepreneurs of colour and 3% of entrepreneurs with a disability.

#### City Centres:

- Leeds City Centre was one of the biggest to be hit by an economic impact by Covid-19 and the change in working patterns outside of London. Members were reminded of the Mayor's Fares which aimed to get more people travelling on buses (not helped by the reduction in routes). Rail had seen recovery of over 100% of pre-covid footfall on weekends which reiterated the need to invest in Leeds City Station and the city centre to make the city centre a family friendly activity hub.
- Innovation was a key element, for example supporting pubs to expand their offer by turning into music venues.
- There was a substitution effect where people were spending more time and money locally rather than travelling into the city centre.
- The Leeds City Centre office based footfall during the week took a substantial hit but we had seen some new office offers such as the Lloyds HQ which was re-locating within Leeds City Centre.

#### Covid-19:

- By working closely with local authorities and delivering a coordinated response through the Growth Managers the CA was able to support the business community through the Covid-19 pandemic.
- A West Yorkshire cake business pivoted from producing something in house to having an online business that resulted in being more successful during the Covid-19 period through the support the CA was able to provide.
- 100,000 payments, totalling £296m, were made via the Local Authority Grants (since November 2020).
- 13,500 payments, totalling £30m, were made via the Additional Restrictions Grant (since November 2020).
- 1,114 payments were made, totalling 2.8m, via the Covid-19 Recovery Grant.
- 400 Digital Resilience Vouchers (totalling £1.06m) were provided (via Leeds City Council).
- 1,350 businesses benefited from the Small Business Membership Scheme – allowing access to legal, HR, financial and wellbeing support (£300,000, via W&NY Chamber Mid-Yorkshire Chamber, FSB).
- 60 businesses benefitted from the Peer Learning Project (£90,000 via University of Leeds Business School)
- 160 businesses benefitted from the Cyber Security Support Scheme (£100,000, via North-East Business Resilience Centre)
- 180 businesses benefitted from the Business Resilience Webinars (£15,000, via Biskit).

#### Cost of Living and Energy Crises:

- Residents and communities have been supported directly through the Mayor's Fares, the Mayor's Cost of Living Emergency fund, which is providing £3m over 18 months to support vulnerable residents via the

charitable sector, and doubling investment in retrofit projects to improve energy efficiency for an additional 1,700 households (on top of 1,300 existing households).

- A number of webinars were delivered to 106 businesses in total which aimed to help small and medium businesses reduce their bills by being more energy efficient and sustainable.
- £1million was allocated to the Energy Price Emergency Grant scheme which provided short-term, high-impact interventions to help businesses with their energy costs. The grant scheme was aimed at businesses who had not traditionally been able to access our standard support structure, for example Business to Customer sectors such as retail, hospitality, and leisure.
- The grant scheme was in the early stages, however the number of applications getting approval was steadily increasing, and the first grant payments to businesses would be made in the next few days.
- The Excellent Relax Bed manufacturers in Kirklees was a good news story in that they had oversight from the CA on how they could 'green' their manufacturing processes and in doing so they received a fund to help them with their bills.
- 562 expressions of interest regarding the Energy Price Emergency Grant had been received to date. 337 applicants have moved to Stage 2 of the process, 106 applications sent to business and awaiting submission, 93 applications submitted and going through for approval, 31 Grants approved, and 4 businesses had submitted Grant Claims for payment, with a cumulative grant amount of £10,605.

#### Inward Investment Strategy and Activity:

- Creating 1,000 green, well-paid jobs is a key Mayoral pledge, but it is equally important that businesses, especially the energy-intensive manufacturing sector are able to pivot towards a net-zero economy as well. This was a priority for the Mayor and the Trade and Investment Team.
- The Trade & Investment Team take a proactive and strategic approach to winning investments in the priority sectors. This involves targeted trade missions and attendance at trade shows.
- The CA was often in competition with other places for inward investment, so it was important that our region was the most attractive.
- The trade mission to India in late 2022 resulted in Indian financial services corporate, Mphasis, announcing the creation of 1,000 green jobs over three years in the region. Mphasis had created between 250 and 300 new roles so far and were currently recruiting.
- Recent attendance at Arab Health in January 2023, led to several positive investment leads with organisations in Asia, Europe, and North America. It also provided several West Yorkshire health and life sciences businesses with a platform to attract new customers and explore overseas relationships.
- The Key Account Management Team are with PEXA, a globally recognised leader in FinTech, who were looking to open an office in Leeds from Spring 2023. The digital transformation of an intrinsic part

of the UK economy and financial sector would be spearheaded from West Yorkshire.

- Allied Glass are creating 25 new graduate jobs (60 in total), with £40m+ investment into the Leeds site, for a new building (making the site more environmentally friendly), new lines and a new furnace being installed to increase capacity also resulting in a 20% reduction in energy. The investment would see the recruitment of 25 graduates in a range of disciplines, including engineers, and would upskill the current workforce.
- UK Greetings in Kirklees are creating 66 new jobs with an £11m investment funding a significant reshoring project, moving vital parts of their Chinese manufacturing activities back into Kirklees (Dewsbury).
- PEXA (Australian FinTech company) in Leeds are creating 50 new, highly skilled jobs in FinTech and 300 jobs safeguarded. The Inward Investment Team have been working with PEXA to support their move into West Yorkshire and showcasing our region's strong economy, strengths in finance and FinTech, and world-class talent pool.

#### Creative New Deal and Creative Catalyst:

- The Creative New Deal sat across the Mayor's role as Police and Crime Commissioner so intervention with the Mayor's Community Safety Fund, where over £1million of the proceeds of crime would be given back by the Mayor towards community interventions. The money had been increased to £8k per project and a number of those projects had a creative element such as Safety in Music a Kirklees project.
- For the first time ever, an active committee had been set up with practitioners from across the region with a £15million allocation to the committee.
- The committee was supporting the ongoing festivals including approvals for funding for Leeds 2023 and Kirklees Year of Music. There were applications in for Wakefield, Calderdale, and Bradford City of Culture 2025. The Mayor emphasised the caveat of the need to see the rollover of someone that starts as an intern and progresses through their career and hones their talent and stays in the region.
- The Mayor talked about social prescribing, where as a musician you could also be paid to provide music for those with dementia or helping young people through depression. Enabling creatives in the sector to remain in the sector.
- The Creative Catalyst was in place supporting emerging artists and businesses to understand how they could pivot to export, increase productivity, and develop their learnings by sharing knowledge.
- This included sport as well as the creative sector.

#### **Jobs, Skills, and Training**

##### Hospitality Sector:

- Supporting the hospitality sector had been a combination of immediate financial support and training. There were interventions through the Growth Hub and training opportunities.



- The Mayor emphasised the importance of government devolving deeper powers in relation to skills and training. The CA understood what the region needed and could deliver specific skills training. The skills gap in West Yorkshire was substantial and the Mayor reiterated the potential benefit for the whole of the UK should the government give the CA further devolved powers over skills.
- The CA was working with the careers service, 80% of schools in West Yorkshire were now working with the CA to achieve Gatsby standards for careers advice so the CA could understand what the gaps were in West Yorkshire market and inform careers advisors so they in turn could pivot young people.
- The West Yorkshire Employment Hub supported 922 people into employment to date, 9.5% were in the hospitality sector.
- After the election period the CA would be announcing the Fair Work Charter which would be going live and bringing in businesses committed to the real living wage to ensure there was more money in people's pockets.

#### Green Job Creation Pledge:

- The CA has already received 1007 total job pledges from 63 employers from across West Yorkshire. From those jobs pledged by businesses, 256 green jobs have already been created. [As of 27<sup>th</sup> February 2023]
- Mott MacDonald was one of the CA's big green jobs creators .
- West Yorkshire had one of the only colleges of construction in the UK and they had recently taken on a new Vice-Chancellor (first woman Vice-Chancellor in the college of construction).

#### Apprenticeships:

- Businesses had provided feedback that employing an apprentice was too complicated, including aspects of working with the training organisation and releasing apprentices to go to college.
- The Mayor welcomed the CA's free apprenticeship levy share scheme. The CA was able to broker the upskilling of 10 early years workers to the next level for free, through Asda's transfer of underspend apprenticeship levy.
- The Mayor visited Pragmatic Digital during apprenticeship week, who also hired two apprentices using the levy share scheme.
- All local authorities saw growth in apprenticeship starts during 2021/22, ranging from a 3% increase in Bradford to 18% growth in Wakefield and 16% in Calderdale. The rates of growth in Kirklees (9%) and Leeds (8%) were similar to the West Yorkshire average.
- All local authorities had lower levels of apprenticeship starts in 2021/22 than pre-pandemic (2018/19). The number of higher apprenticeship starts was 28% higher than pre-pandemic for West Yorkshire.
- There had been areas of deficit in take up of apprenticeships in Business, Administration and Law (-23%), Engineering and Manufacturing Technologies (-26%), Retail and Commercial Enterprise (-32%) and Health, Public Services and Care (-12%).



- However, there had been an increase in Construction (+20%) and Information Technology (+14%) which both had higher levels of starts than pre-pandemic.
- Diversity of apprentices was an enormous challenge, Produmax in Bradford had an extremely diverse cohort of apprentices which is what the Mayor wished to see across the whole of West Yorkshire.
- The CA had 25 live apprenticeships at the current time. The Apprentice salary was grade D (starting salary of £19,867 - £22,688). There was a trial underway where junior staff were shadowing the Mayor, Deputy Mayor, Directors and Senior Leaders as well as facilitating student placements.

#### Engagement with Education:

- The Mayor regularly spoke to the Heads of Further Education (FE) colleges as the CA had recently taken on the responsibility for the region's £65m annual adult education budget. The CA could work with providers to ensure they are delivering the right courses for the region.
- The Mayor stressed that it was not just about Russell Group Universities it was also about the FE colleges.
- The Mayor met with FE Vice-Chancellors to discuss the challenges they were facing with energy costs and attracting teaching talent. Recently the CA had agreed to increase the Adult Education Budget funding rate to address inflationary pressures on colleges and training providers and guarantee high quality learning.

#### Over-50's Re-entering Workforce:

- There were too many people in West Yorkshire that were economically inactive, that is partly due to ill-health, too many people were on the waiting list for operations which was having an impact on our workforce more widely.
- In West Yorkshire, there were 344,000 people of working age who were economically inactive, of which, 128,000 were aged 50-64.
- On a national level, data was available that suggested many of those older workers now inactive had retired and were unlikely to return to the workforce at all.
- The Employment Hub, our FutureGoals website and the Skills Bootcamps (short term way of upskilling with modern skills) were available for people of all ages.
- The Research and Intelligence Team created a 'State of the Region' report every year which gave focus to particular sectors and taking the data from the team had been really helpful.
- The Mayor hoped that the new Inclusivity Champion would help with the unfair economic divide between our regions which would potentially help people back into work.
- There had been an increase of between 30 and 40 thousand over-50's becoming economically inactive in the 12 months to September 2022 compared to the pre-pandemic levels. The CA was seeing an increase in the out of work claimant count which was likely linked to the cost-of-living crisis.

- The importance of knowing the reasons over-50s may have left the workforce was emphasised.
- Development of co-operatives in the region so that individuals felt they had control over their working lives without external pressure which may have played a role in some over-50s leaving the workforce. The Mayor was working with Co-op UK and Growth Hub Managers to talk to businesses that might be struggling, rather than a management buyout, receive help to become a co-operative.

#### FutureGoals:

- West Yorkshire's award nominated all-age careers platform featuring resources to support young people (as well as their educators and carers) and adults in their decision making around upskilling, retraining, and finding available apprenticeship and employment opportunities had surpassed its targets and reached 3.2 million people in the 2021/22 financial year.

#### Childcare:

- The Mayor felt that the childcare model was not working. Women were stepping out of the workforce and couldn't return until their child was three and the Government funded 30 hours childcare was available, by which time you had slightly slipped in your skills.
- The Mayor questioned how much the rate would be, nurseries struggled because they couldn't make the economics work, the business needed to be supported as well as paying people properly to ensure high quality childcare.

### **Funding, Strategy, and Projections**

#### Impact of Inflation:

- The Mayor hoped that the challenges around inflation had not impacted the Mayoral Pledges. Some projects were being reviewed and viability tested such as road focussed projects that would have worked 10 years ago. Pipelined projects were not 'stopped', projects identified as underway that could be pipelined would be picked up again once the next funding streams came through from government. £270million of projects were identified to be pipelined. It was also hoped that pipelined projects would help ease the difficult funding deadlines set by government so that more could be delivered.

#### Housing:

- On the back of people staying local and spending locally, bringing housing into city centres was important but it was a priority that housing was affordable and of adequate standard.
- The Mayor could have substantial influence on the Brownfield Funding pot, the CA could find expensive, blighted land and invest in the clearing of the land for developers.
- The CA was also going into partnership with Homes England which would unlock more leverage.

- Within the 5000 homes Pledge there was a sustainable element, there needed to be a bus stop so that people could use public transport and benefit from cheaper fares to get to work, and do not need to own a car.

The Mayor invited Members to contact the Mayoral Office with any further queries or specific queries relating to their corresponding wards.

**Resolved:** That the Mayor be thanked for attending, and the Committee's feedback and conclusions be considered further.

## 8. Work Programme

The Committee discussed the summary Work programme for the 2022/23 municipal year.

**Resolved:** That the appended summary 2022/23 Work Programme be noted.

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**NOTES OF THE INQUORATE MEETING OF THE ECONOMY SCRUTINY  
COMMITTEE HELD ON FRIDAY 15 SEPTEMBER 2023 IN  
CONFERENCE ROOMS 1/2, WELLINGTON HOUSE, 40-50  
WELLINGTON STREET, LEEDS, LS1 2DE**

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**Present:**

Cllr Aneela Ahmed	Bradford
Cllr Bob Felstead	Bradford
Cllr Helen Brundell	Calderdale
Cllr Katie Kimber	Calderdale
Cllr Richard Smith (Chair)	Kirklees
Cllr Colin Campbell	Leeds
Cllr Matthew Robinson	Leeds
Cllr David Pickersgill	Wakefield
Cllr Conrad Whitcroft	York

**In attendance:**

Felix Kumi-Ampofo	West Yorkshire Combined Authority
Hannah Scales	West Yorkshire Combined Authority
Khaled Berroum	West Yorkshire Combined Authority
Peter Glover	West Yorkshire Combined Authority

**1. Apologies for absence**

The meeting was **inquorate**, with 9 members present out of 11 needed for quorum.

Apologies for absence were received from Councillors Iqbal, Lowe, Wallis and Almass.

**2. Declarations of Disclosable Pecuniary Interests**

***Skipped item 2 as the meeting was inquorate.***

**3. Possible exclusion of the press and public**

***One member of the public was present at the Chair's discretion as the meeting was not quorate.***

**4. Minutes of the last meeting held on 15 March 2023**

As the meeting is inquorate, the minutes must be approved at the next quorate meeting (currently scheduled for 17 November).

A member reminded officers that a request for information regarding apprenticeship data noted in the minutes was not yet fulfilled and officers responded that all apprenticeships quoted were full time jobs and 90% of them led to full time employment, and that fuller data could be circulated to members if required.

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

The Chair provided a verbal update and:

- welcomed new and returning members and suggested that new members read the minutes of the previous year's meetings and let scrutiny officers know if they had any questions or required further intros and briefings.
- brought the committee's attention to the legally set high quorum rate, with 11 of 16 members are required for a meeting to take place and that members should let scrutiny officers know if they will be absent and arrange substitutes if they can
- asked that Members read papers in advance of meetings.
- mentioned the importance of scrutiny being non-political, evidence led and objective

## **6. Scrutiny and governance arrangements**

Clarifications were provided on a number of issues:

- Cllr Manisha Kaushik was set to replace Cllr Gwen Lowe as the Labour Kirklees member.
- Cllr John Ford had stepped down as a member of the committee and would be replaced soon.
- Cllr Richard Hunt had now become an independent member and Wakefield Council would be asked to re-confirm their appointment as political balance rules require scrutiny membership to be proportionate to the number of councillors-per-party in the region.
- Allowances are paid monthly and are not tied to attendance records.

## **7. Economy Scrutiny Work Programme**

The Committee discussed and approved the Work programme and agenda items for the 2023/24 municipal year – subject to formal approval at the next quorate meeting. Members were reminded that the Work Programme was not set in stone and could be amended and updated as the municipal year progressed to reflect events as they develop.

## **8. LEP Board Update**

The Chair welcomed Felix Kumi-Ampofo, the new Director of Inclusive Economy, Skills & Culture who presented a report which provided an update on the future of the LEP Board and private sector engagement.

Discussion covered the following points:

- The previous arrangements of separate LEPs (local enterprise partnerships) led by private sector representatives receiving money from the government is expected to end, with LEPs being amalgamated into their accountable bodies such as combined authorities.
- Separate LEP funding (previously used for things such as the Growth Hubs) is expected to come to an end.
- However, the Government still expects private sector voices to remain part of local/regional economy policy making and services.
- New arrangements will aim to fit in with existing business voices and forums, such as the chambers of commerce, FSB, CBI etc who may be included as representatives/members in the new board arrangements in future.
- A new board like structure will be established, but its name and remit is yet to be decided, including the role/title previously known as LEP Chair.
- There was an open recruitment process, where people in business were invited to apply, and then shortlisted and interviewed by a mixed panel – which was recently concluded.
- Efforts were undertaken to ensure that the membership suitably represented all parts of the region and a range of different sectors, but the focus is on getting the best representatives and often people can live in one place and work in another. It is not policy to reject a good candidate due to their location. Details of members, their background and geographical areas can be shared.
- The Chair (and Mayoral Business Advisor) is due to be appointed in the coming weeks or months.
- Functional economic areas go beyond council/county borders and will be taken into account in ways of working and partnership efforts.
- York/North Yorkshire is expected to get its own mayoral combined authority (in May 2024), and has its own LEP, and the precise nature of partnership working will be determined by the new board when it is assembled and the new leadership in York/NY when it is elected

## 9. Economic Update and Next Steps

The Economic Evidence Manager presented the report.

Discussion covered the following points:

- **Unemployment:** Different council areas have different unemployment counts with Bradford and Leeds being higher than the others, Bradford being double the national average and one of the highest in the country – linked to historical issues around the decline of the mill industry. Youth unemployment is a particular concern to Members. Unemployment in general has improved since the pandemic, when it was 10%. CA programmes aim to make an impact through jobs/skills programmes, and on the new workforce coming from the school system through colleges and Adult Education Budget and in connecting businesses to universities. Successful programmes which reduced unemployment elsewhere required the resources to have staff go into



communities and engage directly identifying 'NEETs' and linking them with existing support services.

- **Health:** One possible barrier to people getting into, or back into, work is health. Many assume health barriers mainly impact older workers, but data shows the most effected are over-60s and also the youngest cohort who struggle, especially with mental health barriers. It's possible the youngest cohort are those most comfortable in admitting to these issues compared to other age groups. CA has less influence over direct health matters, but some impact can be made on adjacent areas such as housing quality, transport/pollution etc.
- **Over 50s returning to work:** Some over-50s are happily retired/semi-retired, but many were pressured or forced out of work. Many councils around the country have set up schemes, e.g. Deliveroo work for over-50s, which don't appear to have made an impact. Others who tried to get back into work, were unable to get back in at similar salaries as before, regardless of their experience, which has been a barrier. Part of the issue is the lack of clear evidence/data as to why this is the case and still require further study e.g. the pandemic simply accelerating previous trends, such as focus on 'quality of life'. Some argue that it is more socially advantageous for older retirees to be more active in communities and families e.g. supporting younger working parents with childcare and other communal volunteering.
- **Childcare:** A major factor impacting people's decision to work, or work fulltime is childcare, and those who cannot afford it full time rely on flexible working, part time work, or older relatives to support them – who would then also need to be working flexibly or not at all. Any solution to helping enable more workers to return to work must involve support for working parents.
- **AI and digitalisation:** Pursuing AI and digitalisation for the sake of AI and digitalisation shouldn't be the strategy, as AI is only as good as the data input into it and is subject to the same biases as other systems. Digitalisation without the necessary infrastructure and connectivity will leave people behind. A study has also been commissioned to produce a deep dive into the impact of artificial intelligence as the current outlook is highly uncertain. To date, aggregate employment has not been affected by AI but the growth of the AI sector is large.
- **Green Economy:** It is estimated that the green economy would need to double in size to meet the 2038 target. 9% of the total jobs in West Yorkshire are classified as high carbon jobs. Green jobs are not just those directly working on green infrastructure like turbines or renewable energy but come in many forms, and a clear definition and categorisation is needed.
- **Investment Zones update:** South Yorkshire and Liverpool City Region CAs have already determined and announced their investment zones. There are 5 gateways, and the CA is currently working on gateway 3

(tax, investment and business rate incentives to attract business). Gateway 4 involves the interventions/policies needed to attract businesses and the benefits. It was hoped that the Combined Authority would be able to agree details/incentives with Government before the Autumn Statement and an update can be provided in future.

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<b>Report to:</b>	Economic Scrutiny Committee
<b>Date:</b>	17 November 2023
<b>Subject:</b>	<b>Adult Education Budget</b>
<b>Director:</b>	Felix Kumi-Ampofo, Director of Inclusive Economy, Skills and Culture
<b>Author:</b>	Pippa Syers, Interim Adult Skills Manager

## 1. Purpose of this report

1.1 To provide an update on the Adult Education Budget, detailing:

- Spend, outcomes and outputs
- Provider management
- Role in improving basic literacy
- Identifying and supplying local skills demands

## 2. Background Information

- 2.1 West Yorkshire Combined Authority's role is as a strategic commissioner of devolved and delegated Adult Skills funding streams, working with Local Authorities and partners to ensure the most appropriate funding is utilised for the greatest impact.
- 2.2 The purpose of Adult Skills funding in West Yorkshire is to ensure residents can gain the skills they need to progress and to improve their life chances.

The table below highlights the adult skills funding streams and values for 2022-23:

<b>Adult Skills Programmes</b>	<b>22-23 Allocations</b>
Adult Education Budget	£66,421,247
Free Courses for Jobs	£5,517,499
Multiply	£4,354,772
Skills Connect	£ 2,000,000
Skills Bootcamps	£ 3,600,000

- 2.3 **Appendix 1** includes background information on devolution and the Adult Education Budget.
- 2.4 West Yorkshire has now entered its third academic 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 includes focusing the funds on disadvantaged areas, and individuals most in need of support, i.e., with low or no qualifications, unemployed, on low wages; and increasing the supply of skills to support key sectors and improve West Yorkshire's resilience by identifying and delivering the skills needed for the future.

2.5 The Combined Authority is not permitted to release data publicly ahead of DfE therefore year 2 data cannot be shared until December 2023. It can be reported that over 47,000 West Yorkshire residents have been supported in upskilling across a range of sectors and in preparation for life and work in year 2, an increase from 21/22.

2.6 Once the data collection has been completed in November, a full report on Year 2's performance will be published to consider the impact that has been made through funding devolution.

#### 2.7 22/23 Utilisation

22/23 allocation was £66,421,247, responsiveness pot £4,300,000

22-23 Learners	22-23 Utilisation	Learners achieving a higher qualification	22-23 Progression
47,284	£66,444,502	45%	34%

2.8 Although final reconciliation takes place in November, indications for funding utilisation in 22/23 demonstrates the vast majority of providers fully utilised their allocation.

2.9 Providers are reporting an increase in demand from adult learners especially in English for Speakers of Other Languages (ESOL), literacy, numeracy and sector specific employability programmes linked to employers with vacancies.

2.10 Targeted growth in these areas from the responsiveness pot enabled in-year demand to be met as it arose.

2.11 For 45% of learners their course offered progression i.e. they undertook a course with a level higher than their prior attainment.

2.12 34% of learners with a known destination made a positive progression i.e. following their course they progressed into employment (where there were previously unemployed), further learning or volunteering. Further analysis and development of destination data is planned for year 3.

#### **Devolved Delivery 21/22**

- 2.13 The full analysis of West Yorkshire's devolved delivery during 2021/22 is provided in the AEB End of Year Report which can be found [here](#). The West Yorkshire devolved AEB programme supported 46,000 learners during the academic year, an increase of 3% on the previous year.
- 2.14 The number of providers delivering AEB in West Yorkshire was reduced from 259 to 38 allowing for a closer and more strategic relationship.
- 2.15 West Yorkshire's learner profile was more diverse than nationally – 52% of learners were from a non-white ethnic minority in West Yorkshire compared with 36% nationally for the same period.
- 2.16 West Yorkshire's learner profile was also more diverse compared with the previous year: the proportion of non-white ethnic minority learners increased from 42% to 52%. The proportion of learners with a learning difficulty / disability /health problem also increased slightly from 16% to 17%.
- 2.17 There was a stronger focus on digital skills – the number of enrolments on digital courses grew by 60% in 2021/22 compared with the previous academic year, to over 4,000.
- 2.18 There was a strong focus on disadvantage:
- 6,600 enrolments funded through AEB (12% of the total) were for people on a low wage
  - the proportion of learners who were out of work increased from 58% to 63%
  - The proportion of learners from the most acutely deprived neighbourhoods increased from 37% to 41%.
- 2.19 There was an increased targeting of people with no qualifications or existing skills and qualifications at the lowest level and also focus on promoting progression:
- Enrolments on basic skills courses increased by 34% year on year with a 60% increase for ESOL enrolments
  - The proportion of learners with no qualifications or qualified at Entry level only increased from 47% to 54%
  - For 43% of learners their course offered progression i.e. they undertook a course with a level higher than their prior attainment.
  - 11% of Community Learning learners progressed to an Adult Skills course during the academic year.
- 2.20 A success rate of 86% was achieved for formal Adult Skills courses.

2.21 Destination data is not as plentiful as participation data, however the available information shows positive progression:

- 1,662 learners who were unemployed at the start of learning had a destination of paid employment
- 3,577 unemployed learners had a destination of part-time FE
- 264 inactive learners had a paid employment destination whilst 1,867 had an education destination

## 2.22 Literacy

Improving basic literacy is a key focus of AEB. Literacy is a national legal entitlement enabling all adults who do not have a level 2 (GCSE C/4) in English to improve their literacy fully funded.

2.23 Around 4,000 learners started a literacy course during 2021/22 (12% of the total) with 4,400 enrolments (8% of total Adult Skills enrolments). 40% of literacy learners were in employment reflecting the commitment to enable learners to progress in employment.

2.24 Basic skills learners are more likely to be from an ethnic minority group. 73% of basic skills learners are from a non-white ethnic minority compared with an average for Adult Skills of 52%. The proportion of Language learners from a non-white ethnic minority is 87%<sup>1</sup>; and the proportions for Literacy (63%) and Numeracy (62%) are also above average.

## 2.25 Local Partnership Management

Prior to devolution the Combined Authority would not have had visibility of delivery occurring in West Yorkshire until months after the year had ended. Through devolution, the Combined Authority now obtains up front delivery plans from providers, has access to monthly data, and officers meet regularly with deliverers to discuss progress and challenges.

2.26 Regular meetings are held with Local Authority officers, given their role as key place shapers in West Yorkshire. Data is analysed and shared regularly on a provider and area basis to help inform provision and steer partnership discussions, improving the targeting of the funding towards priority areas and groups.

2.27 Partnership meetings bring providers together to focus on a place-based approach. The team facilitates links to key providers in order to ensure AEB funds meet needs – this includes linking providers to NHS trusts to provide basic English and maths skills, linking providers to the WY Police service to provide recruitment training programmes.

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<sup>1</sup> When White minority groups are included this proportion rises to 93%.



- 2.28 Collaboration with DWP has led to bespoke procurement which include the licence to practice certificate that individuals require to gain employment in some key employment sectors, previously these were not available for AEB funding. The specification has been co-designed with DWP due to significant demand for these competencies and large numbers of vacancies across West Yorkshire. Delivery will commence by late 2023.
- 2.29 AEB grants AEB funding to seven West Yorkshire Colleges and five providers from outside WY to support travel to learn patterns and those who had established delivery in West Yorkshire.

WEST YORKSHIRE COLLEGES	LEEDS CITY REGION PROVIDERS
BRADFORD COLLEGE	CITY OF YORK COUNCIL
CALDERDALE COLLEGE	ASKHAM BRYAN COLLEGE
KIRKLEES COLLEGE	BARNESLEY COLLEGE
LUMINATE EDUCATION	CRAVEN COLLEGE
LEEDS COLLEGE OF BUILDING	NORTHERN COLLEGE
SHIPLEY COLLEGE	YORK COLLEGE
HEART OF YORKSHIRE EDUCATION GROUP	WORKERS' EDUCATIONAL ASSOCIATION (WEA)

- 2.30 Colleges complete a delivery plan detailing the provision they intend to deliver including sector, qualification types and numbers of engagement.
- 2.31 Performance reviews are undertaken to measure actual delivery against the forecast. Understand the successes and challenges and to support delivery to meet local skills needs.
- 2.32 Colleges are supported to work closely with the Local Authority Adult Skills team, DWP and employers with vacancies to support clear progression routes, provision that complements and never duplicates addressing under represented areas and groups.
- 2.33 Increasing the Focus of Funding on the Most Disadvantaged
- In March 2022 the Combined Authority increased the low wage threshold from national living wage to real living wage. This means that anyone currently earning less than £23,400 has access to free training that can support in-work progression. This is calculated annually and in October 2023 has increased by £2,145.
- 2.34 An additional 2,100 enrolments for low wage learners were supported in 2021/22 compared with the previous year, an increase of 46%.
- 2.35 The Combined Authority approved the following flexibilities to adopt in Year 2. The flexibilities open up access to the funding, reducing complex eligibility criteria and investing funding in residents who most need support to upskill.
- Expanding the age of entitlement for a 'first full level 2' from 19-23 to 19+

- Providing full funding for eligible asylum seekers
- Increasing the number of courses 19-23s are entitled to.
- Waiving the '3 Year UK Residency' status for full funding

## 2.26 Trialling New Programmes to meet local skills needs

A £4.3 million responsiveness fund was retained for year 2 to respond to emerging economic problems. Through this funding we were able to offer contract growth to providers who were successful in engaging with residents and meeting their needs.

2.27 For 2022/23 the Combined Authority also approved the following flexibilities to trial new programmes:

- Expanding the digital entitlement – making more qualifications available for free to residents looking to increase their digital skills
- Bridging Programmes - supporting residents to engage with and enrol on a level 3 programme: this may include refreshing skills, undertaking a taster to level 3, understanding the study skills required to succeed at level 3.

2.28 Impact of these will be reviewed as part of the year 2 review although in year 1 digital was the fastest growing subject area with the number of enrolments on digital courses growing by 1,700 (78%) year on year in 2021/22, to almost 4,000.

2.29 A Bus Driver Training scheme was procured and developed in collaboration with WY bus operators with now 100 drivers trained. Demand is increasing and delivery is continuing into year 3 to support the driver shortages.

2.30 In 22/23 procurement opportunities for Telecoms and Rail Track Engineers took place to address high levels of vacancies and skills gaps within these sectors. Providers have targets to progress learners into work and recruit from underrepresented groups e.g. increase the number of women entering the sectors

## 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 This fund seeks to address inequality in skills acquisition. AEB is targeted towards individuals with low skills and who are unemployed. The funds frequently support underrepresented groups through training provision.

## **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 That the Committee notes the report and provides any feedback or comments.

## **11. Background Documents**

[AEB End of Year Report 2021-22](#)

[AEB Strategy](#)

[AEB Funding Rules](#)

## **12. Appendices**

Appendix 1 – AEB Background

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## **Devolution and the Adult Education Budget**

- 1.1 Devolution of the annual Adult Education Budget (AEB) was included as part of the March 2020 devolution deal agreed between West Yorkshire Combined Authority (WYCA) and Government.
- 1.2 Devolution of AEB includes taking control of the annual £66 million budget for West Yorkshire residents and direct management of the training providers in West Yorkshire who deliver the funding provision. It also allows the region to set its own priorities for funding and allows WYCA to align spending on skills to the opportunities and needs in the local economy.
- 1.3 More than 50% of AEB across the country is now controlled by devolved areas. Education and Skills Funding Agency (ESFA) continues to commission and contract manage delivery in non-devolved areas.

## **What is AEB?**

- 1.4 The principal purpose of AEB is to engage adults and provide them with the skills needed for entering and sustaining work, an apprenticeship/traineeship, or other further learning and to achieve the equivalent of GCSE and A Level qualifications. The funding pays specifically for learning programmes (predominantly qualifications) and provides an element of learner support funding for those with learning difficulties and disabilities.
- 1.5 AEB supports the following legal entitlements to full funding for eligible learners:
  - First Full Level 2
  - First Full Level 3
  - English and Maths
  - Digital

In the national system, there are age restrictions regarding these entitlements, however through devolution, and consolidation of funding streams, the Combined Authority is removed these barriers and simplified access for residents of West Yorkshire.

- 1.6 Any adult over the age of 19 is eligible for support through AEB. In particular, the following people are entitled to access free training if they are:
  - Unemployed and seeking work
  - Wanting to achieve Level 2 in Maths or English for the first time
  - Earning a low wage (currently less than £23,400)
  - Wanting to achieve basic digital skills
  - Wanting to achieve their first GCSE or A Level equivalent qualification

## AEB Strategy

- 1.7 The West Yorkshire [AEB Strategy](#) was developed as part of the preparation for and implementation of devolution. It highlights strengths, opportunities and challenges across the region and sets out key priorities for the devolved Adult Education Budget to ensure it supports the West Yorkshire Combined Authority's Strategic Vision.
- 1.8 The key priorities for the West Yorkshire Adult Education Budget are:
- 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
  - Increase the supply of skills to support key sectors in West Yorkshire
  - Improve West Yorkshire's resilience by identifying and delivering the skills needed for the future

## AEB funding lines

- 1.9 AEB funding is made up of 4 components:
- Formula funding** – funding per learner, per qualification delivered. The funding rate achieved is based on the size/type of qualification and is weighted depending on a learner's status (eg unemployed) and based on areas of disadvantage. This constitutes around £45 million of the West Yorkshire AEB pot, and funds sector specific vocational programmes, along with English, Maths, ESOL, digital skills and employability programmes.
  - Community learning** is a sub-set of the Adult Education Budget. It is exceptionally flexible and operates on an open book accounting basis, with providers able to set their own fee policy, based on a set of funding principles. The purpose of Community learning is to develop the skills, confidence, motivation, and resilience of adults of different ages and backgrounds. Only LAs and FE Colleges hold this funding. Community Learning allocations account for £8.3million of the allocated AEB funds per annum in West Yorkshire, which is 13% of the total AEB pot.
  - Learner support** is available to provide financial support for residents with a specific financial hardship preventing them from taking part/ continuing in learning (i.e., travel, equipment, fee waivers).
  - Learning support** meets the cost of putting in place a reasonable adjustment, as set out in the Equality Act 2010, for learners who have an identified learning difficulty and/ or disability, to achieve their learning goal.

## The Provider Base

1.10 Maintaining stability in the system was an important requirement from Department for Education in meeting the readiness conditions for devolution of AEB. Previously the AEB budget was split between 200+ providers: including 'grant holders' (Local Authorities and Colleges), and independent training providers

1.11 In West Yorkshire, commissioning of the AEB budget has been divided in to three routes:

- **West Yorkshire grant providers:** Local Authorities and the West Yorkshire Colleges – these are our local place shapers and have a strategic delivery role in supporting WY adults.
- **Leeds City Region grant providers:** these neighbouring providers support learner choice and travel to learn/work patterns, thus reduced the need for cross-border agreements.
- **Procured training providers.** The remaining allocations were procured through an open competitive tendering process to bring in specialist and targeted training provision for our residents and sectors of need.

1.12 From the commissioning exercises, there are now have 38 providers who deliver AEB funding provision to West Yorkshire residents. Subcontracting has been reduced from £9m to £1.5m, stripping out 20% management fees that take money away from learners.

1.13 Providers and their allocations can be found [here](#)



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<b>Report to:</b>	Economic Scrutiny Committee
<b>Date:</b>	17 November 2023
<b>Subject:</b>	<b>Schools engagement and apprenticeships</b>
<b>Director:</b>	Felix Kumi-Ampofo, Director Inclusive Economy, Skills & Culture
<b>Author:</b>	Danielle Choma, Schools Partnership Manager

## 1. Purpose of this Report

- 1.1. To update the Committee on activity led by the West Yorkshire Combined Authority in relation to schools' engagement and apprenticeships.
- 1.2. To provide the requested data regarding young people's destinations in West Yorkshire.

## 2. Information

### Context

- 2.1. Effective careers education, information, advice and guidance [CEIAG] promotes engagement with learning and improves the functioning of the education and training system. It can contribute to increasing students' engagement and success by clarifying the relevance of subjects to future opportunities. To make the most of opportunities to better connect a range of services for residents a radical shift is required in how services are designed and commissioned to ensure that all citizens for West Yorkshire can thrive in the future world of work across the employment and skills landscape of which careers is a critical, but not isolated, component. A deep dive evidence review is provided in Item 8 Appendix 1. Highlights are included below to demonstrate the rationale for the All-Age Careers Blueprint.
- 2.2. There are a range of socio-economic issues in West Yorkshire which could be addressed through a high-quality careers support offer, including:
  - The proportion of people who have no or low qualifications.
  - The increasing, and higher than nationally, prevalence of young people who are not in education, employment or training (NEET).
  - Existing gender stereotyping and distinct patterns of occupational segregation by gender.
  - Under-representation of some ethnic groups with regard to some learning pathways and in some occupational segments

In an ever increasingly dynamic labour market where careers are no longer linear, careers support can also contribute to more effective matching of skills demand and supply by ensuring that individuals have access to rich, meaningful and relevant information about available career opportunities and the skills and learning pathways that provide access to them. In this way, careers support can help to minimise skills mismatches, reduce skill shortage vacancies and offset under-utilisation of skills. Finally, careers support facilitates social inclusion and social mobility; for example, by helping young people to develop the career management skills, social capital and networks for career success, by assisting unemployed people and labour market returners to re-engage with the world of work and by facilitating investment in skills and career development by people with low level qualifications or who are in low-paid work.

### **West Yorkshire All Age Careers Blueprint**

- 2.3 With West Yorkshire's Local Authority (LA) partners, the Combined Authority is currently in the process of co-producing an All-Age Careers Blueprint with partners and key stakeholders, building on and complimenting the principles of the [Work Local model](#). A previous update has been provided to [Committee on 13<sup>th</sup> July](#); setting out the three main drivers for the project, which are summarised below: See also Item 8 Appendix 2 .
1. Based on the rationale summarised above, careers support raises the aspirations and career readiness of individuals with a direct link to productivity growth and increased employment participation. The All-Age Career Blueprint therefore has a direct link into the delivery of Mission 1 of the West Yorkshire Plan – 'A prosperous West Yorkshire, enabled by an inclusive economy with well-paid jobs' and the career element of the Employment and Skills Framework.
  2. To co-design a place-based model of good quality careers provision that is delivered at the level closest to individuals, to allow flexibility to focus on improve career outcomes for disadvantaged groups which are distinct in each area.
  3. To support conversations with Government to unlock further skills and employment related powers and funding, based on the Greater Manchester and West Midland Combined Authority Trailblazer Deals setting a precedent for devolved career and wider employment and skills provision.
- 2.4 The Institute for Employment Studies (IES), working collaboratively with the International Centre for Guidance Studies (iCeGS), has been commissioned to lead the development of the West Yorkshire All Age Careers Blueprint.
- 2.5 The first phase of the project was focussed on creating an evidence base across West Yorkshire to identify key opportunities and challenges and provide valuable context for wide stakeholder engagement.
- 2.6 IES and iCeGS have synthesised the available evidence on best practice in careers guidance, who accesses services and who does not, and the current policy landscape, as



well as analysis of regional labour market data. The Combined Authority and LA partners also undertook a light-touch mapping exercise to get a better understanding of the current, regional career provider landscape. 40 submissions were received from career providers in response to an online survey.

2.7 IES also hosted and facilitated a Theory of Change workshop with lead skills officers from Local Authorities, business, education and career providers to develop an initial overview of the existing career landscape, articulate ambitions for future ambitions and think about possible mechanisms for change. A selection of comments from the discussion can be seen below:

<b>Target Groups</b>	<p><i>“All, regardless of employment status”</i></p> <p><i>“Variety of age and circumstance, proactively focussed on groups who could be classed as disadvantaged [...]”</i></p> <p><i>“Young people with Special Educational Needs and disabilities (SEND) / Education, Health and Care Plan (EHCP)”</i></p> <p><i>“Adults”</i></p> <p><i>“Work with schools to improve performance towards career benchmarks”</i></p> <p><i>“Support for businesses [to offer] future careers opportunities in their organisation”</i></p>
<b>Impact</b>	<p><i>“Clearer understanding of routes into the career of choice”</i></p> <p><i>“Non-stereotyped decisions [...]”</i></p> <p><i>“It needs to be open for all at any point in their lives, not targeted for certain groups or at specific times”</i></p>



	<p><i>“Educational provision which has a link to the need of the economy to grow”</i></p>
	<p><i>“Employers recruit locally and can source their needs with confidence from local talent pool”</i></p>
	<p><i>“Normalising the use of career advice and guidance [...]”</i></p>
<p><b>Outcomes</b></p>	<p><i>“More people in good work”</i></p> <p><i>“Greater workforce diversity”</i></p> <p><i>“Improved retention in post16 &amp; adult learning [...]”</i></p> <p><i>“Improved labour market status for most disadvantaged groups”</i></p> <p><i>“Job satisfaction and enjoying what you do [...]”</i></p> <p><i>“Less skills shortages reported as a barrier to economic growth”</i></p> <p><i>“Opportunities for people to move throughout their life and career”</i></p>
<p><b>Input / Activities</b></p>	<p><i>“Digital resources”</i></p> <p><i>“More engaging awareness activities (for all ages)”</i></p> <p><i>“Marketing of services [...]”</i></p> <p><i>“Capacity building – network of quality, independent careers advisers to deliver support”</i></p>



	<i>“Support for job seekers / career changers to be able to articulate skills and experience”</i>
<b>Change Mechanism</b>	<i>“Co-design with providers, employers and clients locally, based on data”</i>  <i>“Greater sharing of information, opportunities and programmes, cross referrals and more working together”</i>  <i>“Funding and good partnerships”</i>  <i>“Build on existing infrastructure / best practice”</i>  <i>“Employers”</i>

2.8 Wider consultation, co-designed with Local Authority partners and with key stakeholders, including employers, is planned to take place over autumn. Specifically, the following activity is planned:

- 15 virtual, in-depth stakeholder interviews with representatives of the education, training and career support providers, national parties as well as an extended session with senior skills officers from each of the five Local Authorities, led by IES.
- Public Consultation via YourVoice, supported by IES, led by the CA.
- Employer consultation via an online survey, supported by IES, led by the CA.
- Virtual stakeholder workshop to refine recommendations, led by IES.
- Virtual expert panel discussion with CEIAG experts to challenge and validate findings, led by IES.
- Stakeholder engagement with wider public sector partners and employment, skill and career boards and providers.

A more in-depth presentation on the interim findings will be available at the meeting and Member feedback will be invaluable in shaping this blueprint.

**Delivery Updates**

## 2.9 Schools partnerships activity

The Combined Authority is part-funded by the Careers and Enterprise Company as part of a national network of Careers Hubs. The West Yorkshire Careers Hub aims to support all 180+ secondary schools and colleges (Item 8 Appendix 3) in its network to make progress towards the Gatsby benchmarks of good careers guidance, ultimately improving young people's destinations, particularly the most disadvantaged. So far in this financial year 59 schools have made measurable improvements.

Through the Careers Hub, the following targeted activity has taken place over recent months:

- The 'Apprenticeship and Technical Education Pilot Project' (ATEP) aimed to support employers to mentor students to increase their knowledge about apprenticeship and technical education options. The project has now completed its final stage of delivery. The 42 students from year 10, 12 and 13 [from Leeds, Bradford and Wakefield Schools] involved increased their knowledge of apprenticeships and their confidence in applying. However, although the project increased awareness of technical education, students were not as confident in their deeper understanding of technical options (e.g. T Levels, HQTs). Employers involved have provided positive feedback and felt more confident in informing students about apprenticeships and technical education after receiving training. The provider, Amazing Apprenticeships, who are supporting the upscaling of this project, also received positive feedback. (ATEP Evaluation Report attached Item 8 Appendix 4 ).
- The Effective Transitions Fund recently enabled a group of girls in year 11 to engage with regional employers. "We Are IVE" was commissioned to deliver a series of tailored, in person workplace visits for the Education and Training Foundation students to West Yorkshire anchor businesses including Leeds Bradford Airport, KPMG and Burberry. Evaluation is currently underway. Additional funding has been offered to the Combined Authority by The Careers and Enterprise Company for a shorter-term intervention targeted at an additional 150 disadvantaged young people over the next 6 months.
- West Yorkshire's Enterprise Advisers (EAs - business volunteers recruited via the Careers Hub) continue to be key to supporting the region's schools and colleges. After identifying a shortage of volunteers to support Special educational needs and disabilities (SEND) and Pupil referral unit (PRU) schools within the regional Careers Hub, a " SEND EA Recruitment Campaign" was developed and delivered to recruit additional advisors. The campaign targeted social media, internal organisation communications channels and in-person recruitment events and has been highly successful, with over 200 enquires received.
- Working with Local Authority partners, the Careers Hub has been looking at destination data for year 11 and 12. Some areas have seen a significant increase in young people not in education, employment or training employment (NEETS) and where their destination is not known. The Careers and Enterprise Company has launched a national

fund to support system wide development to help reduce NEET figures. The Combined Authority's application, covering and working with Leeds and Bradford Local Authorities, has been successful with an award of £100,000.

## 2.10 FutureGoals

- The Futuregoals site is an all-age careers platform intended to inspire and inform people of all ages about the career opportunities in the West Yorkshire region. It also provides a route to engagement with employment and skills provision. In recent months, there has been a significant increase in the monthly reach achieved by the FutureGoals site. This has increased to 675,225 in August 2023, compared to 185,421 and 310,839 in June 2023 and July 2023 respectively. This increase is a reflection of an increase in social media campaigns including the employer side of the Skills Bootcamp Activity, Employment Support as well as Skills Connect campaigns all gaining traction and building on the gradual increase in reach in July 2023.

## 2.11 Apprenticeships

The following section provides a response to specific questions raised by the Committee relating to apprenticeships, together with an overview of the Combined Authority's activities in this field. Detailed data on apprenticeships is provided at Item 8 Appendix 5. In total, there were 15,849 apprenticeship starts by West Yorkshire residents during the 2021/22 academic year. Key points to note include:

- Apprenticeship starts grew by 9% in West Yorkshire in 2021/22 academic year, the same rate of growth as nationally, but remain 16% below pre-pandemic levels.
- All local authorities saw growth in starts during 2021/22, ranging from a 3% increase in Bradford to 18% growth in Wakefield and 16% in Calderdale. The rates of growth in Kirklees (9%) and Leeds (8%) were similar to the West Yorkshire average. Starts remain below pre-pandemic levels in all local authorities.
- During 2021/22, 46% of starts were for apprentices aged 25 and over, with 30% aged 19-24 and 24% aged under 19.
- Starts on Intermediate apprenticeships accounted for 27% of total starts (the same proportion as 2020/21 but down from 37% in 2018/19), Advanced apprenticeship starts contributed 44% (similar to the previous year) and Higher apprenticeships 29% (similar to the previous year but up from only 19% in 2018/19).
- Levy-funded starts now account for the majority of starts in West Yorkshire, contributing 60% of the total and 80% of Higher Apprenticeship starts.

- ## 2.12
- Outcome figures published by Department for Education (DfE) indicate that 90% of apprentices who complete their apprenticeship in West Yorkshire enter sustained



employment, with 92% entering a sustained positive destination of some kind<sup>1</sup>. These figures exactly match their respective England averages. It should be noted that a significant proportion of apprentices do not complete their apprenticeships. The DfE have not published average completion / achievement rates for local areas since before the pandemic and have no plans to do so in future, although rates for specific providers are available. The latest available figures for West Yorkshire for 2018/19 show that 63% of apprentices achieved overall in the region, just below the national average of 65%. However, we do know from national figures that achievement rates were adversely affected during the pandemic period, with latest national figure for 2021/22 standing at 53%.

- 2.13 Apprenticeship provision across West Yorkshire is broad-based in subject terms (see figures 11 and 13 of the appendix), although the profile of starts does diverge from the pattern of labour market demand based on vacancies (see figure 14 of the appendix). This is because apprenticeships provide a well-established route into some areas, like Construction, whilst they are under-developed in other fields, like Teaching and Lecturing. Also, access into apprenticeships in some subjects was disrupted during the pandemic and has not fully recovered since then. Moreover, the introduction of the levy has shaped the focus of apprenticeships, with a shift towards training existing staff, particularly in subject areas like Business Management.
- 2.14 Focusing specifically on higher apprenticeships, there is a concern that provision in the local area is narrowly concentrated in two broad subject areas, with a combined 76% of all higher level starts falling within Business, administration and law (43%) and Health, public services and care (33%). This proportion has remained fairly constant over recent years. Of the first of these subject areas most starts are in Business Management (24% of all starts) and Accountancy apprenticeships (13%); of the second, Health and social care (12%) and management and Nursing (13%) apprenticeships have the highest take-up. The shares of higher apprenticeships in the technical areas of Construction, Engineering and Information technology remain small; they currently account for 5%, 2% and 11% of total higher apprenticeship starts respectively. Engineering and Construction, in particular, are occupational areas within which apprenticeships are a staple part of people development arrangements at intermediate and advanced levels and offer a particularly valuable mechanism for addressing skills needs in these parts of the economy. An increase in higher apprenticeships would provide a valuable progression pathway to meet the shortages of higher skilled workers in these occupational areas.

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<sup>1</sup> Further education outcome-based success measures (OBSM) show the percentage of further education learners going to or remaining in an education and/or employment destination in the academic year after achieving their learning aim. The most recent data reports on learners who achieved their aim in the 2019/20 academic year, and identifies their education and/or employment destinations the following year (2020/21). Further details here here [Further education: outcome-based success measures, Academic year 2019/20 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

- 2.15 Since September 2020, the Combined Authority has supported employers to engage with the full breath of the education system, including apprenticeships and technical education, via the part-ESF funded Skills for Growth programme which came to an end in September 2023. There was high demand for this service with 537 SMEs supported against a target of 351. In order to encourage employer investment in training, particularly around emerging skills, the team has been retained until 2026 through gainshare and local skills funding. A skills advisory service therefore remains available to support employers to create a pipeline of talent and upskill their staff, including through apprenticeships.
- 2.16 The [Apprenticeship Levy](#) is a UK tax on employers which is used to fund apprenticeship training. It is payable by all employers with an annual pay bill of more than £3 million, at a rate of 0.5% of their total pay bill. The West Yorkshire Levy Transfer Service is a free transfer service to support businesses to transfer up to 25% of their unspent apprenticeship levy to smaller businesses taking on apprentices. A transfer covers 100% of the training costs of the apprenticeship standard and avoids smaller businesses paying the 5% contribution towards the training. So far over £6m has been raised through the service including from Asda, Card Factory, Amazon, the University of Huddersfield and Kirklees Council. To date (since 2019), we have supported over 550 apprenticeships in 147 businesses – of which 45% of those businesses are located in the bottom 20% most deprived areas.

### **Higher education**

- 2.17 The following section provides a response to the question from the Committee regarding graduate retention in West Yorkshire. Based on the 2020/21 *Graduate Outcomes Survey*, around 54%<sup>2</sup> of employed qualifiers from West Yorkshire higher education institutions were in employment in Yorkshire and the Humber 15 months after graduation, with 23% in employment in West Yorkshire itself. The extent to which qualifiers are retained in West Yorkshire varies by subject, as set out in the figure below<sup>3</sup>. For some technical subjects, West Yorkshire retention rates are relatively low; for example, 8% for *Agriculture*<sup>4</sup>, 13% for *Physical Sciences*, 17% for both *Mathematical Sciences* and *Engineering and technology*. *Education* is at the top of the ranking, with a rate of 34%, followed by *Subjects allied to medicine* (28%).

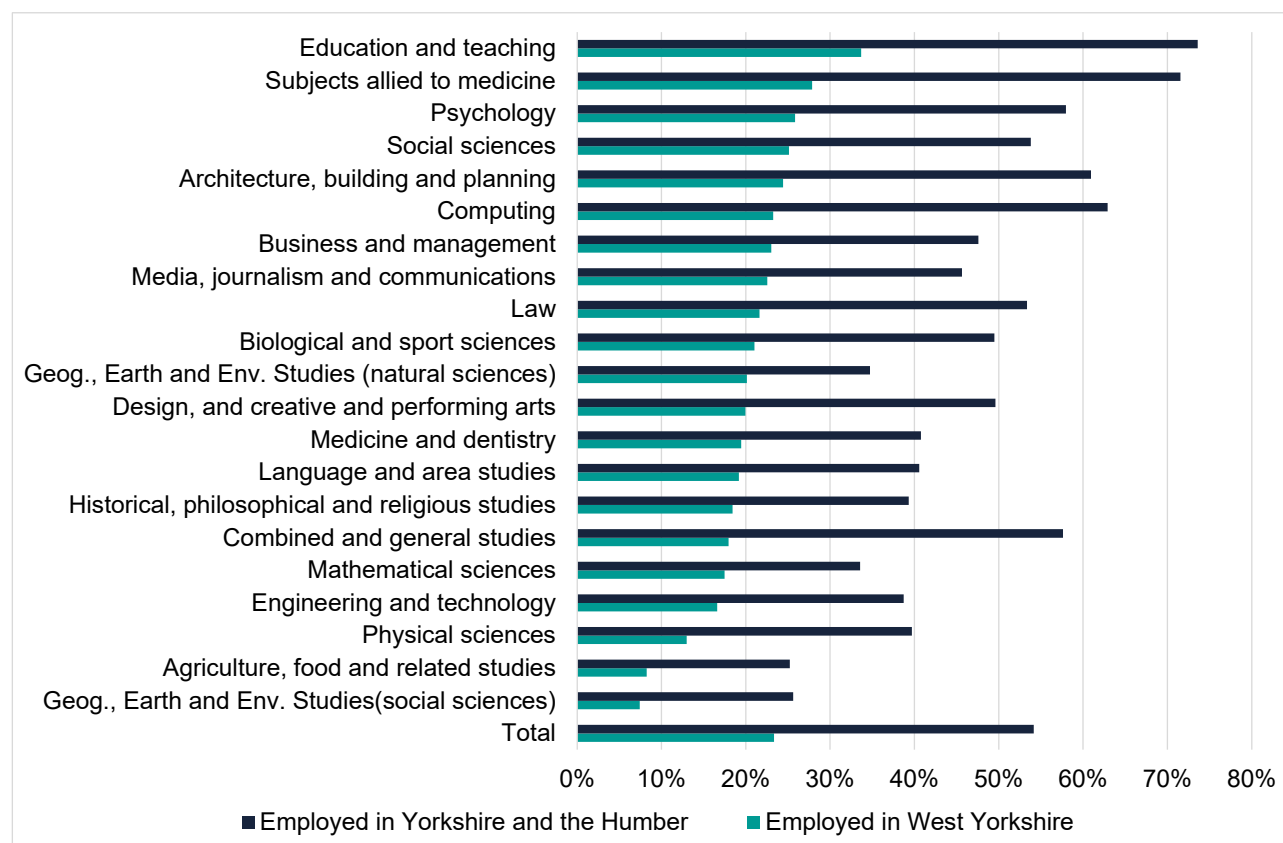
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<sup>2</sup> When “not known” destinations are excluded.

<sup>3</sup> The retention rate estimates presented here differ from previous figures because of a shift from *Destinations of Leavers from Higher Education* survey to the *Graduate Outcomes Survey*. The census point in Graduate Outcomes is at approximately 15 months after gaining qualifications whereas for DLHE the main census point was at 6 months. There are also differences in the content and wording of the two questionnaires.

<sup>4</sup> It should be noted that the number of qualifiers for this subject area was very small in 2020/21.

## Proportion of qualifiers with Yorkshire and the Humber and West Yorkshire employment location at 15 months by subject



Base: UK domiciled leavers from WY institutions in employment after 15 months. Excludes not knowns

Source: Graduate Outcomes Survey, 2020/21

2.18 Retention rates vary by institution, with some institutions recruiting a greater proportion of their intake from the local area, whilst others attract students from across the country. Students from the local area are more likely to remain in West Yorkshire or Yorkshire and the Humber. For example, 77% of qualifiers from Leeds Trinity University remain in Yorkshire and the Humber and 36% in West Yorkshire, whilst only 36% of qualifiers from the University of Leeds in Yorkshire and the Humber and 16% in West Yorkshire. The subject specialisms of the institutions then impacts on retention rates by subject.

### 3. Tackling the Climate Emergency Implications

3.1. A career support system, rooted in local economic information is also responsive to changing economic needs, including emerging requirements around green skills and businesses transitioning towards a net-zero carbon economy.

### 4. Inclusive Growth Implications

4.1. The Future Ready Skills Commission found that, careers support is not just important because it contributes to individual motivation, career readiness and employability but

that these improvements in individual capability lead to the improved operation of the labour market, and greater social mobility and inclusion. There is then a direct link to productivity growth, higher pay and increased employment participation.

- 4.2. In addition, career inspiration, starting at primary school age, has been shown to impact social mobility and counteract the early formation of stereotypes about occupations, careers and pathways. Children and young people from disadvantaged backgrounds benefitting the most from support.
- 4.3. The West Yorkshire All Age Career Blueprint will also support inclusive economic growth by placing a particular focus on those groups that face disadvantage through envisaging a regional career system that supports social mobility.

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

- 5.1. A comprehensive, yet simple, quality support offer to start, progress and change a career, which is rooted in local economic information and provision, is particularly important for those people facing disadvantage and/or do not have other available support in this area and those businesses that are experiencing difficulties recruiting or retaining skilled staff and those industries that face significant change due to economic change, e.g. through automation or a shift towards a net-zero carbon economy.
- 5.2. A priority for the West Yorkshire All Age Career Blueprint is to create a system that works for all ages, from primary school level to retirement age, with a particular focus on transition points.
- 5.3. The blueprint will also consider how careers education, information, advice and guidance can help address longstanding skills and employment gaps based on gender, ethnicity and ability as well as how to reach groups from disadvantaged backgrounds.

## **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. Comprehensive and robust consultation with stakeholders is planned to support the development of the West Yorkshire all Age Careers Blueprints, including: Local and

Combined Authority colleagues, education and training providers, CEIAG and employment support providers, employers and members of the public.

## **10. Recommendations**

10.1 That the Committee notes the report and provides any feedback or comments.

## **11. Background Documents**

Employment & Skills Committee, 13 July 2023: [Development and delivery of regionally coordinated careers activity](#)

## **12. Appendices**

Appendix 1 – [Evidence Deep Dive](#)

Appendix 2 – [West Yorkshire All Age Careers Blueprint – Draft Interim Report](#)

Appendix 3 – [Schools and Colleges in Careers Hub](#)

Appendix 4 – [ATEP Programme Evaluation](#)

Appendix 5 – [Apprenticeship data](#)

## Item 8A Appendix A All Age Careers – Evidence Deep Dive

### ALL AGE CAREERS EVIDENCE DEEP DIVE

The following section examines the role of careers support in relation to key labour market issues, viewed in the specific context of West Yorkshire and summarises the nature and scale of these issues in order to demonstrate the rationale for an All-Age Careers Blueprint.

Effective careers education, information, advice and guidance [CEIAG] promotes engagement with learning and improves the functioning of the education and training system. It can contribute to increasing students' engagement and success by clarifying the relevance of subjects to future opportunities. There are a range of issues in West Yorkshire which could be addressed through a high-quality careers support offer as part of a wider strategy to confront socio-economic issues.

- **Relatively low qualification attainment among young people in West Yorkshire at various stages of development.** For example, only 77% of young people in West Yorkshire achieve a qualification at Level 2 equivalent by age 19 compared with a national average of 82%. The proportion falls to 72% for Bradford. The proportion achieving a qualification at Level 3 by age 19 is 55%, 6 points lower than the national average of 61%.
- **Significant prevalence of young people who are not in education, employment or training (NEET).** Around 3,500 young people aged 16 and 17 in West Yorkshire were classed as NEET in 2022/23. This is 6.2% of the overall cohort, a higher prevalence than nationally (5.2%) and an increase on 2021/22 (5.5%).
- **Relatively low progression into higher education within some local authority areas in West Yorkshire.** For example, the proportion of pupils entering higher education by age 19 is 44% in Leeds and 40% in Wakefield, compared with a national average of 47%.

Research evidence suggests that when students have been exposed to substantial careers education from a young age, they are more likely to express broader career expectations and aspirations and are less likely to be constrained by societal and/or familial pressures. This is relevant to the following labour market issues:

- **Gender stereotyping and distinct patterns of occupational segregation by gender.**

- For example, whereas females account for 52% of all apprenticeship starts in West Yorkshire and 83% of starts in the subject area of Health, public services and care, they make up only 7% of apprenticeship starts in Construction.
- Similarly, only 2% of people working in Construction trades in West Yorkshire are female, whereas 92% of people working in Secretarial occupations are female.
- **Under-representation of some ethnic groups with regard to some learning pathways and in some occupational segments.**
  - For example, only 20% of apprenticeship starts among young people aged 16-24 relate to people from ethnic minorities (including white minorities) even though 36% of West Yorkshire's population aged 16-24 are from a minority group.
  - People from the Pakistani ethnic group account for 8% of residents in employment in West Yorkshire but only 2% of people working in Culture, media and sports occupations. Conversely, they contribute 22% of people employed in Transport and mobile machine driver roles.

A key purpose of the labour market is to match the skills required by employers with the capabilities of current and potential employees. Careers support can contribute to more effective matching by ensuring that individuals have access to rich, meaningful and relevant information about available career opportunities and the skills and learning pathways that provide access to them. In this way, careers support can help to minimise skills mismatches that impact on business performance and the ability of individuals to fulfil their potential. There are a number of dimensions to these mismatches.

- Employers in West Yorkshire indicate that they find it difficult to fill more than a third of their total vacancies due to a shortage of people with the required skills. These skill shortage vacancies are most acute for occupations that demand substantial technical skills combined with workplace experience, ranging from professional roles in health, engineering and digital to a variety of skills trades such as electricians.
- Under-utilisation of skills is a significant challenge in West Yorkshire and is typified by people with higher level qualifications working in administrative, caring, retail and elementary roles despite being (notionally) over-qualified for roles at this level. Close to a third (30%) of employers in West Yorkshire say that they have workers whose skills / qualifications are in advance of those needed for the job. Labour Force Survey data for West Yorkshire indicate that 128,000 people working in non-graduate roles (as their main job) hold qualifications at Level 4 and above. This is equivalent to 22% of all people working in non-graduate roles.
- There are marked differences between the occupational profile of people in work and the occupational backgrounds of unemployed and inactive people who would like a job, which suggests a potential misalignment between the skills held by



individuals and those needed in the current labour market. The occupational background of both the unemployed and inactive is weighted towards lower-skilled occupations, principally the lowest skilled elementary roles.

Careers support facilitates social inclusion and social mobility; for example, by helping young people to develop the career management skills, social capital and networks for career success, by assisting unemployed people and labour market returners to re-engage with the world of work and by facilitating investment in skills and career development by people with low level qualifications or who are in low-paid work.

- Young people facing disadvantage are much less likely to engage with a range of education and training opportunities. Pupils who were eligible for free school meals are less likely to go on to achieve a qualification at Level 2 or Level 3 by the age of 19; they are less likely to take up an apprenticeship; and they are less likely to progress into higher education.
- People who are qualified to a lower level are less likely to participate in job-related training. Only 14% of people qualified at Level 3 and below participate in job-related training in West Yorkshire, around half the prevalence of training among those who are qualified at Level 4 and above<sup>1</sup>.

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<sup>1</sup> Source: Annual Population Survey, January to December 2022. Indicator relates to participation in job-related training over a 13-week period.



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# ies Report

Institute for Employment Studies

## All Age Careers Blueprint for West Yorkshire

### Draft Interim report

Cristiana Orlando (IES), Joy Williams (IES), Jane Aston (IES), Hannah Blake (iCeGS), Siobhan Neary (iCeGS), Peter Glover (WYCA)

## Institute for Employment Studies

IES is an independent, apolitical, international centre of research and consultancy in public employment policy and HR management. It works closely with employers in all sectors, government departments, agencies, professional bodies and associations. IES is a focus of knowledge and practical experience in employment and training policy, the operation of labour markets, and HR planning and development. IES is a not-for-profit organisation.

## International Centre for Guidance Studies

The Centre established in 1998 is the hub for careers research at the University of Derby, leading on research and consultancy to schools, education providers, the wider education sector, and Government. We have a lifelong focus and address education policy, practice, and research from early years to older workers. iCeGS core areas of focus include career education and guidance; career management skills; higher education; and SEND and inclusion.

## Inclusive Terminology

The terminology used to define ethnicity continues to evolve, and greater awareness has arisen about gender, cognitive differences, and disability. IES seeks to be a learning organisation and we are adapting our practice in line with these shifts. Our preference is to refer to people's own choice of descriptor(s) rather than impose standard categories upon them, although this is not always possible. In these cases, we are aligned with Race Disparity Unit (RDU) which uses the term 'ethnic minorities' to refer to all ethnic groups except white British. We embrace government guidance and refer to disabled people and neurodiverse people as society imposes the restrictions and obstacles these groups face. In certain circumstances we may refer to individuals as gender nonconforming when describing those who do not follow society's stereotypes based on the gender they were assigned at birth. We use images and illustrations in our publications that are well considered for relevance to the output and that promote diversity and inclusion. We do this by representing diverse identities, ethnicities, gender, abilities, and body types and by ensuring equities in power relationships within images.

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## Executive summary

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The West Yorkshire Combined Authority (WYCA) has a bold vision to create a Blueprint for all age careers provision in the region. Working with the Institute for Employment Studies and the International centre for Guidance Studies, this interim report sets out initial findings of research which will form the basis of the Blueprint, a plan which will be well-evidenced, well-supported and which will set out how all residents and business in the region can prosper.

This research has set out some of the key principles for creating an All Age Careers Blueprint for West Yorkshire. It has drawn lessons from academic and research literature to understand the need for good careers guidance and what good practice looks like. To understand the local context, labour market information and demographic analysis describes the challenges for the region. This interim report has started to map the various provider of careers education, information, advice and guidance services in the region to understand coverage and gaps. Finally, stakeholders from across the region have collaborated to describe what an all age careers provision would aim to achieve which has resulted in a theory of change diagram and accompanying narrative.

## Key findings

There are a number of key points that should be acknowledged when understanding considering how **careers guidance** is delivered to different audiences.

- Understanding locally relevant skills needs and labour market information (LMI) enables guidance to be delivered which is relevant to the jobs on offer and the needs of employers in the local area
- Starting guidance at a young age is key and, increasingly, evidence is suggesting that guidance should start at primary school age. Starting young can be more impactful in the longer term and this is particularly important when considering disadvantaged young people and those with additional needs
- There is a need for lifelong guidance particularly considering Covid-19, Brexit, and the current cost of living crisis. These have changed the landscape of employment and work and have impacted how work is undertaken, by who, and where
- Digital platforms are important and allow flexibility when giving guidance and when searching for it, however the issue of digital poverty must be acknowledged with an understanding of who and who does not have access to electronic devices and the internet

- It is harder to reach people in employment and those who are older. Extra effort should be put into targeting these cohorts of individuals as well as ensuring that those who are disadvantaged know how and where to access support
- Place based guidance is key to enabling people access guidance and support that is relevant to their local area and their contexts.

Additionally, there are a range of **labour market issues** in West Yorkshire that could be addressed through a high-quality careers support offer as part of a wider strategy to confront socio-economic issues.

- Relatively low qualification attainment among young people in WYCA at various stages of education, with young people in the region less likely to have achieved a Level 2 qualification by the age of 19 than their national counterparts
- Significant prevalence of young people who are not in education, employment or training (NEET), with around 3,500 young people aged 16 and 17 classed as NEET in 2022/23. This is 6.2 per cent of the overall cohort, a higher prevalence than nationally (5.2 per cent)
- Relatively low progression into higher education within some local authority areas in West Yorkshire, indicated for example in the proportion of pupils entering higher education by age 19 in Leeds (44 per cent) and Wakefield (40 per cent), compared with the national average (47 per cent)
- Significant drop-out rates in some learning pathways, with pre-pandemic figures showing that less than two-thirds of apprentices (63 per cent) completed/achieved in WYCA in 2018/19
- Gender stereotyping and distinct patterns of occupational segregation by gender, as well as under-representation of some ethnic groups with regard to some learning pathways and in some occupational segments
- Acute skill shortages in some parts of the economy and under-utilisation of skills, with employers in WYCA indicating that they find it difficult to fill more than a third of their total vacancies due to a shortage of people with the required skills
- Under-utilisation of skills, typified by people with higher level qualifications working in administrative, caring, retail and elementary roles despite being (notionally) over-qualified for roles at this level
- Discrepancies between the occupational profile of people in work and the occupational backgrounds of unemployed and inactive people, which suggests a potential misalignment between the skills held by individuals and those needed in the current labour market.

When it comes to the landscape for careers education, information, advice and guidance (CEIAG) provision in the WYCA region, the following findings emerged from a survey of 44 respondents which **maps careers provision** in the region.

- CEIAG providers tend to work for local organisations or national organisations with regional and local branches in WYCA. Most providers are concentrated in Leeds, with most working in Leeds alone and in no other area of the region



- There is a concentration of CEIAG providers in secondary and higher education, and further education and training. Most are part of CEIAG networks or are linked to other organisations focused on CEIAG
- Only a minority of providers in the survey classified their organisation as a primary provider of CEIAG, defined as organisations with CEIAG as their main function. Over half classified their organisation as a secondary provider of CEIAG, defined as organisations which have CEIAG as part of their function alongside other services
- Providers are most commonly publicly funded, with a minority funded both publicly and through other sources, and funded through other sources alone
- The majority of providers report that staff in their organisations hold a CEIAG specific qualification, and most have a mix of staff qualified at different levels (QCF Level 3, Level 4, Level 6, and Level 7). Only a third of providers offer CEIAG-specific training
- Around two fifths of providers work with young people up to 25 years alone. All other providers offer services for all ages. Providers generally have experience of working with disadvantaged groups (NEET, ethnic minorities, disabled people, distant from the labour market, over 50s, care experienced, etc.). Some providers work with specific industry sectors (construction, health and social care, the digital and green economy)
- All providers offer a number of services, with the most common including: advice on learning and training opportunities; CV and application support; labour market information; group activities; job search support; employability programmes; one to one career guidance; skills assessment
- The most common ways that clients learn about CEIAG providers is through education providers, online or through their own search, through word of mouth, from the Jobcentre, and from training providers
- Challenges identified by providers in terms of provision of CEIAG are limited funding and lack of trained staff. In terms of challenges related to access, these are clients' lack of awareness of provision, clients with limited digital access, transport and accessibility, and lack of interest or engagement.

Alongside mapping of the current CEIAG provision landscape, the research engaged with 11 stakeholders across the region (local authorities, education and training providers, third sector, employer bodies) to understand their **vision for an All Age Careers Blueprint**. Key elements for the realisation of the Blueprint identified by stakeholders include:

- Key target groups for which tailored provision should be developed through the Blueprint include disadvantaged or vulnerable young people; adults of diverse ages and employment status; and educational institutions and staff
- Principles which should guide the design of activities for the Blueprint, include accessibility of services, alignment with the WYCA Employment and Skills Framework, tailored and exploratory approaches, quality assurance, and universal access
- These principles can be adopted to develop a more coherent and coordinated CEIAG offer, streamlining access to continuous support, strengthening employer involvement,

raising awareness of CEIAG provision, including the voices of service users in the development of CEIAG, and promoting a more diverse CEIAG workforce

- The levers for change, which are conditions that will make the Blueprint work include enhancing connectivity between CEIAG providers; leveraging data and evidence to gain insights into needs and measure the impact of changes; ensuring consistent and stable funding; enhancing communication and collaboration between providers; encouraging cultural change among employers; focusing on inclusivity, expanding efforts to work with people with Level 2 qualifications; and normalising the use of CEIAG among individuals of all ages
- The primary outcome of creating the Blueprint will be an established and shared 'cradle to grave' West Yorkshire careers offer, with equitable access to free, local, all age, and demographic-inclusive careers support. Additional outcomes will be seen specifically for CEIAG providers, individuals, employers, and the education sector
- Impacts will include individuals from all ages and backgrounds having the knowledge and support to have rewarding careers across WYCA; employers contributing to the skills and career development of a diverse and inclusive local workforce; increased attendance and engagement in education leading to improved progression and retention in positive destinations; and more people in good work with improved labour market status and a reduction in skills shortages, leading to social and economic growth.

## Interim recommendations

From this stage of research, draft, high-level recommendations have been included in this report. These will be used in the next phase of work and will be tested, debated and weighted through further stakeholder consultations, a public consultation and further work with the Combined Authority.

### Recommendation 1: Enhancing Awareness and Access for All

Addressing awareness and access barriers for residents of all ages and groups is imperative. Residents should easily locate CEIAG support in their proximity, whether in person, via phone, or online. Initiatives should be aimed at making CEIAG services more visible and accessible to adult and disadvantaged populations.

### Recommendation 2: Bridging the Digital Divide

Recognizing the challenges posed by digital poverty, it is essential to ensure that online CEIAG services do not exclude individuals lacking digital resources. A concerted effort is needed to provide inclusive access to digital resources, ensuring that digital barriers do not hinder individuals from benefiting from online CEIAG resources

### Recommendation 3: Sustaining Stakeholder Collaboration

Ongoing collaboration and information sharing among educational institutions, employers, local authorities, and CEIAG service providers is crucial. The development of the Blueprint is just the initial step in a broader initiative. Commitment to collaboration should be sustained, as this will be pivotal in realizing the Blueprint's objectives and ensuring a cohesive approach to CEIAG.

#### **Recommendation 4: Cultivating education to business relations**

Foster robust and mutually beneficial partnerships among educational institutions, employers, and CEIAG providers to collaboratively design and implement customized training and work experience programmes. These initiatives should be strategically tailored to the unique skill gaps identified within West Yorkshire's dynamic labour market.

#### **Recommendation 4: Establishing Rigorous Minimum Standards**

Efforts should be made to establish and enforce minimum standards for the delivery of CEIAG services, incorporating recognized benchmarks such as the Gatsby Benchmarks for school-age individuals and the Quality in Careers Standard for adults. These standards should be rigorous, ensuring that quality is maintained and that all individuals, regardless of age, receive comprehensive and high-quality CEIAG.

#### **Recommendation 5: Supporting Transitions and Skill Enhancement**

CEIAG services should focus on supporting young people during educational transitions and offer diverse experiences and encounters that highlight the benefits of qualifications and their relevance to the world of work. Ongoing support should be provided to individuals as they enter the workforce, encouraging upskilling, reskilling, and reducing dropout rates.

#### **Recommendation 6: Equitable Provision Across the Region**

WYCA should conduct a thorough review of the mapping evidence in conjunction with funding and devolution information. The aim is to establish comprehensive CEIAG provision across the entire region. Specialized provisions should target skills gaps, mismatches, and underutilization, ensuring that the most disadvantaged and vulnerable individuals receive equitable support, thus promoting a more inclusive and balanced regional workforce.

#### **Recommendation 7: Diversifying and Building Capacity Within the CEIAG Workforce**

By investing in the professional development and capacity-building of CEIAG professionals, WYCA can create a more inclusive, responsive, and diverse careers support ecosystem, which can help address wider labour market disparities. This initiative aligns with the overarching vision of the All Age Careers Blueprint, which aims to empower individuals from all backgrounds to enter and thrive in the world of work.

# 1 Introduction

---

## 1.1 Background to the research

Commissioned by the West Yorkshire Combined Authority (WYCA), the Institute for Employment Studies (IES) worked with the International Centre for Guidance Studies (iCeGS) to map careers education, information, advice and guidance (CEIAG) provision in the WYCA region to understand the availability, quality and impact of CEIAG services for young people and adults, and support the development of an All Age Careers Blueprint.

As WYCA prepares for further devolution of careers funding alongside the adult education budget, it is a key time to look to bring together skills, knowledge and expertise alongside high quality data to create an All Age Careers Blueprint for West Yorkshire. This is a unique opportunity to develop the strategic direction of a local careers policy that will meet the needs of the residents of West Yorkshire. WYCA can ensure that the next steps for careers provision is tailored to the needs of local businesses and to strengthen economic development. The All Age Careers Blueprint can align education and training programmes with the needs of local businesses, ensuring that a skilled workforce can contribute to the regional economy. The Blueprint can take into account the unique characteristics, industries and opportunities within the West Yorkshire region and make it responsive to the local context rather than relying on centralised policies.

Through this commissioned work, the Combined Authority can identify skills gaps or shortages and take proactive steps to bridge the gaps by bringing together educational institutions, careers providers and employers to create a targeted programme of provision that addresses specific regional skills needs. This will support the regional aims within the Employment and Skills Framework. Effective regional careers provision can also promote social mobility and inclusion by ensuring that individuals from all backgrounds have access to high-quality careers guidance, regardless of socio-economic status.

The idea of a 'Blueprint' is about bringing together a plan for how a commitment for all age careers provision could be enacted. As such, the research will bring together research evidence for the best material or components to use, and ensure that this is a plan that works for the WYCA region. This interim report presents findings and recommendations from the first stage of the research. It will be used to inform and underpin the second stage of the research (involving consultations and roundtable discussions with stakeholders, as well as a series of public consultations led by WYCA) as well as future work and investments that WYCA and partners make in the CEIAG space to support devolution efforts.

## 1.2 Method

The research approach for the interim report comprised a two-stage methodology including desk research consisting of a literature review and data analysis, and consultations, including a mapping exercise and Theory of Change workshop

### 1.2.1 Desk research

The first stage focused on desk-based research, collating and synthesising the available evidence on best practice in careers guidance, the current policy landscape and access to this support, as well as analysis of regional labour market data. This information helped situate the current research within the unique context of the West Yorkshire region.

The **literature review** incorporated:

- Evidence of best and emerging practice in careers guidance at local, regional, national and international levels, exploring ‘what works’ for other local regions, as well as taking evidence at a national and international level.
- An exploration of who does and does not currently have access to careers support, particularly in West Yorkshire, and how other areas are tackling this.
- A review of careers education and support policy at local, national and regional levels, with a focus on their strategic alignment.

A range of sources were reviewed to surface relevant literature including both academic and policy literature. The review was guided by a structured protocol and coding framework.

The **data analysis** developed from a collaboration with the WYCA Research & Intelligence (R&I) team through consultancy support. It built on the existing detailed insight and expertise held by WYCA to integrate into the research the wealth of labour market data insight, relevant to the scope of the project. The analysis included a focus on skills supply and demand, employment rates and access to the labour market for different sections of the population, including disadvantaged groups.

### 1.2.2 Consultations

Following the desk-based research, the research undertook the first stage of consultations (the second stage will be presented in the final report) to map the careers landscape within West Yorkshire and identify the main priorities for a Careers Blueprint and refine the emergent recommendations.

The first stage of the consultations comprised of a **mapping exercise** to identify the range of providers of CEIAG across West Yorkshire. This encompassed

1. those with CEIAG as their primary function with trained staff who provide careers services (this group can also include individual careers specialists)

2. those with CEIAG as part of their function who may have access to trained staff and relevant accreditation (eg Matrix), and deliver careers services alongside other services and will include all education providers (schools, colleges and universities), and
3. organisations with an interest in CEIAG with staff who are largely untrained yet act in a critical role to signpost to appropriate services many of whom are charities and not-for-profit organisations.

The mapping exercise was conducted through a short online survey, capturing data on the type of provider, provider specialism, target groups, modes of delivery, and their links to wider employment and skills provision.

A virtual **Theory of Change workshop** was then carried out, involving 11 West Yorkshire stakeholders representing the combined authority, each of the five local authorities, the education and training sectors, and the third sector. The workshop supported stakeholders to develop an overview of the existing careers landscape in the region, identifying key actors and relationships, as well as target groups for provision, best practice approaches, and where current gaps exist and/or improvements are needed. The Theory of Change was developed to articulate the aims for the All Age Careers Blueprint and highlight where aspects of the existing system can be simplified or work better in future.

### 1.3 About this report

This report presents the interim findings for the research supporting the development of the All Age Careers Blueprint for West Yorkshire. The report is structured as follows:

- Section 2 – Careers Education, Information, Advice and Guidance (CEIAG) in context. This section presents the findings from a literature review exploring evidence of best and emerging practice in CEIAG at local, regional, national and international levels
- Section 3 – The WYCA skills and labour market. This section presents findings from the analysis of Labour Market Information (LMI), exploring key labour market challenges and opportunities in each of the individual areas within West Yorkshire
- Section 4 – CEIAG provision in the region. This section presents the findings from a mapping exercise aimed at identifying the key providers of CEIAG across the West Yorkshire Combined Authority area
- Section 5 – A vision for an All Age Careers Blueprint. This section presents the findings from the Theory of Change workshop led with stakeholders across WYCA to develop a vision for the All Age Careers Blueprint
- Section 6 – Interim conclusions and recommendations. This section presents initial conclusions and recommendations for the development of the Blueprint, drawing on findings from all of the previous sections.



## 2 Careers Education, Information, Advice and Guidance (CEIAG) in context

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This section presents the findings from a literature review exploring evidence of best and emerging practice in CEIAG at local, regional, national and international levels.

### 2.1 What is CEIAG?

Career education, information, advice and guidance (CEIAG) and how it can be used to support individuals as a lifelong process can be a complex and challenging endeavour, particularly with a constantly changing society and economy. The OECD uses Watt's (2004, p.19) work which defines career guidance as

*'services intended to assist people, of any age and at any point throughout their lives, to make educational, training, and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications, and abilities'*.

This definition has since been adopted by the Department for Education in its guidance on what statutory duty looks like. Over the last decade, significant government reform has been undertaken to shape best practice in careers guidance in England. Since 2013, local authority-maintained schools in England have been required to provide impartial career guidance to pupils from years 8 to 13. In 2017, the government's Careers Strategy outlined the need for accessible career guidance for all individuals living in England and stated that by providing high-quality career guidance the aim is that people across the country are provided the opportunity to thrive in their careers, contributing to 'build[ing] a country that works for everyone' (DfE, 2017, p. 5). In 2022, the requirement for schools to provide career guidance was extended to pupils in year 7 and students in all academies.

### 2.2 What good career guidance looks like

Over the last few years in England with the growing acknowledgement of the importance of career guidance, there has been a push in the need to discuss career guidance in a more concise and informative manner. To date, much of the work surrounding careers guidance has focused on young people, however, more recently the concept of career guidance for adults in England has become a widely discussed topic.

#### 2.2.1 Local career strategies

Since the establishment of Local Enterprise Partnerships (LEPS), Career Hubs and more recently Combined Authorities, there has been a focus on assessing and providing career

guidance opportunities at local levels, which can be adapted to the needs of the local area and the local labour markets. With the acknowledgement of the need for lifelong guidance, and not just that which is concentrated at school and college level, over the last few years there has been increasing support being provided for adults with a focus on the needs and availability of jobs regionally.

An example of this transformation in practice is the Greater Manchester Combined Authority (GMCA). In 2020, GMCA, with funding from the European Social Fund, launched its Skills for Growth programme and, as of 2023 the programme has helped more than 20,000 residents in Greater Manchester gain new skills and progress their careers, and 3,800 SMEs have also been supported. Similarly, The Greater London Combined Authority has developed its own Skills Roadmap, which emphasises the need to make skills provision more locally relevant and highlights the need for accessibility of adult education and skills provision, particularly for those who need it most.

## 2.2.2 Careers in education

The 2017 Careers Strategy emphasised the need for schools and colleges in England to use the Gatsby Benchmarks to improve and structure careers provision. The Gatsby Good Career Guidance report (2014) highlights the need for every young person to have access to high-quality career guidance to enable them to make informed decisions about their future. The Gatsby report identifies eight benchmarks by which careers guidance in schools and colleges should be measured. In the years since the report was published the Gatsby Benchmarks for good career guidance have been adopted into statutory guidance for schools and guidance for colleges in England, with 84 per cent of schools and colleges now engaging with the Benchmarks, gaining increased attention from researchers, educators, and policymakers (Education Committee, 2023).

### Primary education

Over the last few years, there has been an acknowledgement of the need to engage children from a young age in discussions around careers, and particularly the need to provide career support to children of all ages and not just during the transitional period from education to employment. The Careers & Enterprise Company have developed resources and a website specifically tailored for career guidance at primary school level. The aim of the work is to introduce primary aged children to career-related learning, broadening horizons, challenging stereotypes, and helping them to develop skills that will enable them to reach their full potential. The resources include a toolkit providing lesson activities, guidance for governors, a quiz for teachers and case studies to illustrate how the resources can be used in practice. Added to this, there is increasing evidence and research to support the need for career guidance to be provided as soon as children start school in order to have the maximum effect on young people. Additionally, Gottfredson (1981) argues that career choice development can start at a young age, with children aged three being able to develop an understanding of careers.



## Careers guidance for Special Educational Needs and Disabilities (SEND)

Research into providing careers guidance to individuals with Special Educational Needs and/or Disabilities (SEND) has typically focused on young people who have recently left compulsory education. Hanson et al. (2017) have argued that transitioning young people into the workplace is complex, however, it has proved more challenging for young people with SEND. To address these challenges, there is a growing evidence base about young people with SEND and their experiences of careers guidance, and what best practice looks like to support them. Also, Aston et al. (2005, p. 102) longitudinal research, recorded and tracked the progress of SEN young people from education into early adulthood, identifying two models that young people experienced: the 'developmental model' and 'booster model' (p. 102). These two models suggest that there is not a 'one-size-fits-all' approach to guide young people with SEN or SEND in their careers journey, due to the variety of specific needs that each individual requires, when it comes to careers support. Jenkin (2021) reiterates the importance of tailoring careers guidance to the individual needs of young people with SEND, arguing that should not assume how capable those with SEND are in their careers but instead communicate and collaborate with these individuals, as well as their parents/carers, on what their capacity levels are.

### Careers guidance in universities

As well as careers education, information, advice and guidance being conducted in schools and colleges, universities are important providers of career guidance and employability support for students and graduates. Within West Yorkshire Combined Authority, there are six universities: University of Bradford, University of Huddersfield, University of Leeds, Leeds Art University, Leeds Beckett University, Leeds Trinity University and York University. These institutions provide students with personal guidance (similar to schools and colleges) regarding career options during and post-university, completing application forms, writing CVs and establishing what students can do with their degrees. Students have access to online services where they can search for job and volunteering opportunities, as well as resources and guides on how to write cover letters and prepare for interviews. Therefore, the wide range of services universities within the West Yorkshire Combined Authority are evidence of best practice when it comes to providing good career guidance to young adults who are entering the workplace post-graduation.

### 2.2.3 Careers advice and guidance for adults

The concept of career describes an individual's pathway through life, learning and work. Career guidance, therefore, can support individuals towards better vocational opportunities and help develop a prosperous and well-functioning society. Through good quality career guidance, individuals can discover more about themselves, work, leisure and learning which in turn enables them to develop their futures, whether they are at the start of their career journey, or they are embarking on a mid-life career change. IES research for BIS (BIS 2013) identified five distinct approaches to career decision-making, which include: strategic; exploratory; opportunistic; impulsive; and passive. The career

decision-making process that individuals use can be seen to be affected by the extent to which they explore wider options for work and learning, and the extent to which they look ahead and reflect on and understand their own interests and preferences (BIS, 2013).

Consequently, the need for adults to have access to lifelong career guidance and support has been championed extensively in recent years (Career Development Policy Group, 2022; Policy Connect, 2021; Blustein, 2019). As a result of evolving economic challenges including Brexit, the post-pandemic realignment of the workforce and the current cost of living crisis the working landscape in which both adults and young people are trying to navigate a future has become increasingly opaque. The challenge for many adults is that not only is there a lack of access to career guidance, but where it does exist there is a lack of knowledge and understanding of when, where and how to access it (Policy Connect, 2021). This is specifically exacerbated in England, which does not have an all age service resulting in the fragmentation of careers guidance provision, both in terms of the locus of policy (DfE and DWP), competition between public and private sector suppliers and potential differential impacts depending on the delivery agent.

It is of particular importance that those individuals who face disadvantage have greater access to careers support. Ensuring that young, disadvantaged people entering the job market are supported in their transition is particularly important as it is an age-old issue that disadvantaged young people face more barriers during their education and route to employment than individuals who do not experience disadvantage (Pennacchia et al., 2018; Demie and Lewis, 2010; MacLeod et al., 2015).

#### **2.2.4 International perspectives on careers guidance**

Career guidance is provided to some extent across the globe, and what guidance and support looks like varies significantly, but most countries have programmes, charities, or organisations that can be accessed by individuals. In 2014 the government in Ontario, Canada, developed the policy *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools*. The policy highlights curriculum expectations to provide opportunities to relate classroom learning to education and life planning for children in kindergarten to Grade 12. As well as this, the Dutch approach towards career guidance has focused increasingly on the self-reliance and responsibility of all job seekers in the Netherlands. The Dutch system has adopted a bottom-up approach which relies on schools developing their own CIAG initiatives while following national guidance. This approach means that CIAG is monitored by the Educational Inspectorate but gives ownership to schools to address regional issues such as labour market needs and allows schools to adapt learning to the needs of the individual school and student population (Cedefop, 2020).

#### **2.2.5 Web-based careers guidance**

The emergence of web-based career guidance emphasises how the ways and means that individuals, regardless of age, access careers guidance is more flexible and varied than ever. Being able to access web-based career guidance increases the likelihood of increased volumes of individuals accessing support and guidance. Hooley, Hutchinson

and Watts (2010) identified the following eight trends which highlighted the potential of web-based career platforms: being communal, collectivising knowledge, individualisation, recognising time and place, located in the cloud, free or almost free, diverse and integrated, and finally Knight et al. (2021) added games. As technology has developed, these trends have integrated into career platforms and utilised to best effect both regionally and nationally. Whilst web-based careers guidance is increasing, there is a need to acknowledge the issues relating to digital poverty. For many individuals, digital technology has been increasingly integrated into modern life, however with the development of technology comes an increasing divide between individuals who can afford to buy and access it and those who cannot. Digital Poverty Alliance states that 53 per cent of people offline cannot afford an average monthly broadband bill and 26 per cent of young people do not have access to a laptop or similar device. When considering career guidance and those who need to access it, the concept of digital poverty and digital exclusion must be acknowledged and taken into consideration.

## 2.3 Factors that inform people's decisions around CEIAG

IES research for BIS (2013) on adult career decision-making found that it is a complex process which is not always rational. The career decision-making process that individuals used was affected by their decision-making style and as referred to earlier in this section, five distinct approaches to career decision-making were identified. The extent to which they explored wider options for work and learning, and the extent to which they looked ahead and reflected on and understood their own interests and preferences were also determined by these decision-making styles (BIS, 2013). Additionally, career decisions tend to be made in the context of the familiar; family and friends are important sources of support for work and learning decisions (BIS, 2013). The value of careers information and inspiration is often overlooked by individuals as well as by institutions with statutory responsibilities for providing advice (WYCA, 2020c).

Furthermore, employment status, age and gender call also influence how people access CEIG services.

- **By employment status: People in employment are harder to reach than unemployed people in receipt of benefits.** It is harder to reach adults in the workplace with messages about careers and re-training as they are not accessing careers provision available at places of learning or job centres. (WYCA, 2020c).
- **By age: Young people are easier to reach and have more access than older people to careers support.** Analysis of Careers and Enterprise Company's (CEC) national data on student career readiness from the Future Skills Questionnaire (FSQ) suggests that age is a significant factor in how 'career ready' young people are, with students possessing more careers knowledge and skills as they get older (CEC, 2022b). In West Yorkshire, regional data from the Spring 2023 Future Skills Questionnaire (FSQ) suggests that young people are generally 'career ready' (CEC, 2023).

**Older people are hard to reach unless they are unemployed and/or engaged with services.** IES research for BIS found that older people accessing formal careers services usually did so via social workers, learning providers or Jobcentre Plus (BIS, 2013). There is a great need for careers advice for older people in employment, and re-training is required especially in sectors going through significant structural change such as manufacturing. (WYCA, 2020c).

- **By gender: The self-referral nature of the current careers system adversely affects women compared to men, and in particular, lower attainers, working class and minority ethnic women** where relevant personal and professional networks are often weaker. (WYCA, 2020c). The first annual State of the Region Report for West Yorkshire on regional performance (WYCA, 2021b) highlighted some key labour market differences by gender and regarding travel autonomy. Women are more highly qualified than men but are less likely to be employed in comparison to men. Their economic inactivity rate is higher as many inactive women look after the family/home. However, the employment rate gap has fallen in recent years. (WYCA, 2021b). As elsewhere, a gender pay gap exists within the region, a reflection on the high proportion of part-time jobs taken by women, which are generally of lower hourly pay (WYCA, 2021b). There are also notable differences in transport habits between men and women e.g., they are less likely to have a driving licence or access to a car (WYCA, 2021b).

## 2.4 Place-based careers guidance

Place matters and is an important factor when it comes to accessing careers guidance with unfairness in the provision available in coastal communities, urban and rural areas, and even down to postcode levels. The concept of place plays an important role in not only young people's exposure and access to a range of services and opportunities that support positive transitions but also adults' exposure and opportunities (Bright, 2020). The interplay between economic and social deprivation and place contributes to unemployment and NEET rates, and this can often be attributed to a lack of access to opportunities for people depending on where they live, therefore place-based approaches need to be adopted to recognise and challenge these disadvantages (Youth Employment UK, 2023). The adoption of place-based approaches to careers guidance is not simple, it is reliant on a number of factors which include availability of funding and provision at local and national levels, access to good quality and up to date data, improvements in transport and digital communication and a bigger focus on local labour market needs.

A report by Career Connect demonstrates the importance of having locally focused solutions in addressing youth unemployment. The Mapping the Future (2023) report based on Manchester, found that there are huge disparities in the numbers of NEETs across the city wards, highlighting the need for a localised understanding of the needs of young people and how the provision can be adapted to meet these needs. Evidence in the report shows that young people in areas with high levels of unemployment are no less likely to see opportunities than young people in other areas, which suggests that it is the type of provision and its accessibility that is the problem.

## 2.4.1 The West Yorkshire Combined Authority

West Yorkshire is an essential component of the Northern Powerhouse. But it has been underinvested in as a region, meaning that the post-pandemic recovery began from a more challenging position than many other parts of the UK. West Yorkshire has a highly diverse population, with 18 per cent of people coming from ethnic minority backgrounds (compared to 14.5 per cent nationally). Careers provision already exists within the region, including The Employment Hub Programme and The Enterprise Adviser Network (WYCA, 2021a). WYCA et al's. (no date 2) report also sets out The West Yorkshire Plan and its five constituent Local Authorities<sup>1</sup> missions for 2040.

This current research builds on work that has gone to already to understand how employment and skills can work together in the region, making use of current devolution powers. In addition, much preparation has been going on readying the region for further devolution in the near future.

### Adult Education Budget priorities in West Yorkshire

The purpose of the adult education budget (AEB) is to encourage and provide adults with the opportunity to learn new skills that are needed for the workplace. The priorities for the AEB in West Yorkshire are to: 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; to increase the supply of skills to support key sectors in West Yorkshire and; improve West Yorkshire's resilience by identifying and delivering the skills needed for the future. (WYCA, 2020a)

### Devolution

A number of reports from WYCA (2020b, 2020c, no date 1) argue that the adult skills system should be devolved to enable funding to be organised and used differently. WYCA (2020b) describes the current adult skills system as 'complex and fragmented'. Workforce statistics indicate that two-thirds of the 2020 workforce have left full-time education and are in employment. They will need ways to access and learn new skills to remain suited to the rapidly changing labour market. WYCA also believes that adult skills and careers funding should be devolved to enable WYCA to meet both local residents' needs and local labour market requirements. (WYCA, 2020b). WYCA Skills System Blueprint and Framework

In September 2020, WYCA published its Blueprint for a Future-Ready Skills System (WYCA, 2020d). It set out how greater devolution would create a skills system for the 21st century – that individuals can access, and employers can use to recruit the employees that they need.

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<sup>1</sup> Calderdale, Bradford, Kirkless, Leeds and Wakefield.



In June 2021, WYCA published its Employment and Skills Framework, the aim of which was to 'create a diverse, inclusive, and highly skilled workforce' (WYCA, 2021a). The Framework consists of 1) Quality technical education; 2) Great education connected to the business – including locally-rooted careers information and learning, informed by employers, which inspires and enables informed choices to support personal ambitions and progression in work; 3) Accessing and progressing in good work; 4) Creating a culture of investment in workforce skills; 5) Driving innovation and productivity through high-level skills (WYCA, 2021a).

### **2.4.2 Access to careers support in West Yorkshire**

WYCA's (2020c) considers what CEIAG is currently given across all years, and finds it problematic; confusing, unequal, and unresponsive. The careers landscape is 'crowded, complex and fragmented' with many key players, including, National Careers Service, Jobcentre Plus, Office for Students and national retraining scheme. New interventions are frequently introduced by different government departments, with little regional oversight or accountability. This results in a lack of integration with local services like employment, housing, and education. There also is an overreliance on employers to fill the gaps.

#### **Access issues**

Currently, access to careers support is unequal (WYCA, 2020c). The current system operates through self-referral, adversely affecting certain groups including females, lower attainers, working class and minority ethnic groups where personal networks are often weaker. Provision is mainly aimed at those out of work to find a job. The current system doesn't encourage employed people to consider career options including retraining. For those who are eligible, support isn't always clearly signposted, or responsive enough to adapt to rapid changes in the local economic climate. (WYCA, 2020c). In order to provide high-quality careers support that meets the needs of all local residents WYCA (2020c) recommends that funding should be devolved in order to successfully support people into stable jobs and long-lasting careers.

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## 3 The WYCA skills and labour market

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This section presents findings from the analysis of Labour Market Information (LMI), examining the role of careers support in relation to key labour market issues in WYCA. It summarises the nature and scale of these issues in order to demonstrate the rationale for an All Age Careers Blueprint<sup>2</sup>. A full discussion, and list of figures, of key labour market issues outlined in this section is included in Appendix 1.

Effective careers education, information, advice and guidance promotes engagement with learning and improves the functioning of the education and training system. It can contribute to increasing students' engagement and success by clarifying the relevance of subjects to future opportunities. There are a range of issues in West Yorkshire could be addressed through a high-quality careers support offer as part of a wider strategy to confront socio-economic issues:

- **Relatively low qualification attainment among young people in West Yorkshire at various stages of development.** For example, only 77 per cent of young people in West Yorkshire achieve a qualification at Level 2 equivalent by age 19 compared with a national average of 82 per cent. The proportion falls to 72 per cent for Bradford. The proportion achieving a qualification at Level 3 by age 19 is 55 per cent, 6 points lower than the national average of 61 per cent.
- **Significant prevalence of young people who are not in education, employment or training (NEET).** Around 3,500 young people aged 16 and 17 in West Yorkshire were classed as NEET in 2022/23. This is 6.2 per cent of the overall cohort, a higher prevalence than nationally (5.2 per cent) and an increase on 2021/22 (5.5 per cent).
- **Relatively low progression into higher education within some local authority areas in West Yorkshire.** For example, the proportion of pupils entering higher education by age 19 is 44 per cent in Leeds and 40 per cent in Wakefield, compared with a national average of 47 per cent.
- **Significant drop-out rates in some learning pathways.** For example, pre-pandemic figures show that less than two-thirds of apprentices (63 per cent) completed / achieved in West Yorkshire in 2018/19. (This is similar to the national average).

Research evidence suggests that when students have been exposed to substantial careers education from a young age, they are more likely to express broader career

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<sup>2</sup> NB: This section of the report was produced by the WYCA Research and Intelligence Team, with consultancy support from the Institute for employment Studies

expectations and aspirations and are less likely to be constrained by societal and/or familial pressures. This is relevant to a number of labour market issues:

- **Gender stereotyping and distinct patterns of occupational segregation by gender.** For example, whereas females account for 52 per cent of all apprenticeship starts in West Yorkshire and 83 per cent of starts in the subject area of Health, public services and care, they make up only 7 per cent of apprenticeship starts in Construction. Similarly, only 2 per cent of people working in Construction trades in West Yorkshire are female, whereas 92 per cent of people working in Secretarial occupations are female.
- **Under-representation of some ethnic groups with regard to some learning pathways and in some occupational segments.** For example, only 20 per cent of apprenticeship starts among young people aged 16-24 relate to people from ethnic minorities (including white minorities) even though 36 per cent of West Yorkshire's population aged 16-24 are from a minority group. People from the Pakistani ethnic group account for 8 per cent of residents in employment in West Yorkshire but only 2 per cent of people working in Culture, media and sports occupations. Conversely, they contribute 22 per cent of people employed in Transport and mobile machine drivers' roles.

A key purpose of the labour market is to match the skills required by employers with the capabilities of current and potential employees. Careers support can contribute to more effective matching by ensuring that individuals have access to rich, meaningful and relevant information about available career opportunities and the skills and learning pathways that provide access to these. In this way, careers support can help to minimise skills mismatches that impact on business performance and the ability of individuals to fulfil their potential. There are a number of dimensions to these mismatches:

- **There are acute skill shortages in some parts of the economy.** Employers in West Yorkshire indicate that they find it difficult to fill more than a third of their total vacancies due to a shortage of people with the required skills. These skill shortage vacancies are most acute for occupations that demand substantial technical skills combined with workplace experience, ranging from professional roles in health, engineering and digital to a variety of skills trades such as electricians.
- **Under-utilisation of skills is a significant challenge in West Yorkshire** and is typified by people with higher level qualifications working in administrative, caring, retail and elementary roles despite being (notionally) over-qualified for roles at this level. Close to a third (30 per cent) of employers in West Yorkshire say that they have workers whose skills/qualifications are in advance of those needed for the job. Census data for West Yorkshire indicate that 120,000 people working in non-graduate roles (as their main job) hold qualifications at Level 4 and above. This is equivalent to 20 per cent of all people working in non-graduate roles.
- **There are marked differences between the occupational profile of people in work and the occupational backgrounds of unemployed and inactive people** who would like a job, which suggests a potential misalignment between the skills held by



individuals and those needed in the current labour market. The occupational background of both the unemployed and inactive is weighted towards lower-skilled occupations, principally the lowest skilled elementary roles.

Careers support facilitates social inclusion and social mobility. It does so, for example, by helping young people to develop the career management skills, social capital and networks for career success, by assisting unemployed people and labour market returners to re-engage with the world of work and by facilitating investment in skills and career development by people with low level qualifications or who are in low-paid work.

However, young people facing disadvantage are much less likely to engage with a range of education and training opportunities. Pupils who were eligible for free school meals are less likely to go on to achieve a qualification at Level 2 or Level 3 by the age of 19; they are less likely to take up an apprenticeship; and they are less likely to progress into higher education. In addition, people who are qualified to a lower level are less likely to participate in job-related training. Only 14 per cent of people qualified at Level 3 and below participate in job-related training in West Yorkshire, around half the prevalence of training among those who are qualified at Level 4 and above.<sup>3</sup>

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<sup>3</sup> Source: Annual Population Survey, January to December 2022. Indicator relates to participation in job-related training over a 13-week period.

## 4 CEIAG provision in the region

This section outlines the findings from a mapping exercise aimed at identifying the key providers of CEIAG across the West Yorkshire Combined Authority area. A comprehensive mapping of CEIAG provision is outside of the scope of this research, which instead focuses on understanding the range of provision across areas and across primary, secondary, and other CEIAG providers.

The mapping exercise, led as an online survey, aimed to understand the profile of providers in the region, the type of support they provide and to whom, and challenges they encounter in the provision and access of CEIAG. It was shared with stakeholders in local government, secondary and higher education, further education and training, specialist CEIAG services, and the third sector. The majority of respondents held managerial or directorial roles within their organisations. For some organisations, there were two responses from people holding different roles. The survey collected 44 responses, from a range of organisations across the region. A full list of the organisations is included in Appendix 2.

### 4.1 Profile of CEIAG providers

#### 4.1.1 CEIAG organisations

Table 1 provides a summary of characteristics of CEIAG organisations that responded to the survey. Overall, the survey received 44 responses, and most survey questions offered respondents to select multiple options (eg one respondent could select multiple locations for where their organisation worked). Each row in the table outlines the number of times the response was selected.

**Table 1: Characteristics of CEIAG organisations**

<b>Location</b>	<b>n =</b>	<b>Scope</b>	<b>n =</b>
Leeds	27	Local	20
Wakefield	7	Local, regional and national	13
Calderdale	7	Local and regional	6
Bradford	6	Regional	2
Kirklees	4	National and regional	3
Beyond West Yorkshire	7		
<b>Type of organisation</b>	<b>n =</b>	<b>Type of CEIAG provider</b>	<b>n =</b>
Secondary or higher education	12	Primary provider	10
Further education	11	Secondary provider	21
Specialised CEIAG provider	5	Other provider	13
Employment support provider	4		

<b>Local authority</b>	3	<b>Network affiliation</b>	<i>n</i> =
Other provider	8	Part of a CEIAG network	35
		Not part of a CEIAG network	9
<b>Size of the organisation</b>	<i>n</i> =	<b>Funding</b>	<i>n</i> =
Micro (0-9 employees)	5	Publicly funded	27
Small (10-49)	6	Other funds	6
Medium (50-250)	10	Both	11
Large (over 250)	23		

Source: IES and WYCA CEIAG mapping survey, 2023

Respondents were most likely to work for local organisations, national organisations with regional and local branches, and regional organisations with local offices. Remaining respondents worked for regional, and national organisations. In terms of the geographical spread of providers, there was a high concentration in Leeds, with most of these working in Leeds alone and in no other area of the region. This was followed by Wakefield, Calderdale, Bradford, and Kirklees. However, many providers operating in the other local authorities, often had a presence across two or more areas within West Yorkshire, with only respondents in Wakefield reporting they worked in Wakefield alone.

In terms of the sector in which providers worked, the majority of respondents were spread between secondary and higher education and further education and training. This was followed by respondents from specialised CEIAG services, employment support, the third sector, and local authorities. There was then one respondent from the Youth Justice Service, one from a primary school, and one from a specialised post-16 institution. Most respondents worked in large organisations, with a minority in medium, small, and micro organisations. The vast majority of respondents were part of CEIAG networks or were linked to other organisations focused on CEIAG.

Only around a fifth of survey respondents classified their organisation as a primary provider of CEIAG, defined as organisations with CEIAG as their main function, with trained staff in careers guidance who provide careers services. These were specialised CEIAG providers, secondary or higher education, one local authority, and one employment support provider. Over half of respondents classified their organisation as a secondary provider of CEIAG, defined as organisations which have CEIAG as part of their function alongside other services and which have some trained staff. Over a quarter classified their organisation as an 'other' provider, defined as an organisation with CEIAG as a minor part of their function alongside other services, with largely untrained staff who signpost clients to specialised CEIAG services.

The majority of providers were publicly funded, followed by those which were funded both publicly and through other sources, and those funded through other sources alone. The Department for Education (DfE), the Adult Education Budget (AEB), the Education and Skills Funding Agency (ESFA), the UK Shared Prosperity Fund (UKSPF), and local and combined authority funding were the most common sources of public funding. In terms of other funding, this came mostly from student/tuition fees, school funding, and grants. The majority of respondents classified their funding as either part of their organisation's core

funding, project specific funding, or provided as part of their annual funding cycle. Remaining respondents said funding was a mix of two or more of those or that they did not receive any specific funding.

### 4.1.2 CEIAG staff

Table 2 provides a summary of characteristics of CEIAG staff for the organisations that responded to the survey.

**Table 2: Characteristics of CEIAG organisations**

<b>CEIAG qualification</b>	<b>n =</b>	<b>Level of qualification</b>	<b>n=</b>
Staff have a CEIAG qualification	32	QCF Level 3	10
Staff do not have CEIAG qualification	10	QCF Level 4	17
Unsure	2	QCF Level 6	18
		QCF Level 7	14
		Don't know/unsure	3
<b>Staff roles in relation to CEIAG</b>	<b>n =</b>	<b>Access to formal learning/ training</b>	<b>n =</b>
CEIAG is the main part of the job	17	No	28
Offer CEIAG as part of wider role	12	Yes	16
Do it as part of leadership	5		
Multiple roles	9		

Source: IES and WYCA CEIAG mapping survey, 2023

The majority of respondents reported that either they or their colleagues in the organisations held a CEIAG specific qualification. Two respondents were unsure. Ten said no staff held CEIAG specific qualifications, and of these most identified as other providers (n = 6), followed by secondary providers (n = 2), and two primary providers. In terms of the qualification held by staff, most providers had a mix of staff qualified at different levels. This included QCF Level 3, Level 4, Level 6, and Level 7. Providers who had more highly qualified staff (QCF Level 6 and 7) were most often specialist CEIAG providers and secondary or higher education.

Around two fifths of respondents reported that CEIAG was the main part of either their or their colleagues' roles, followed by those who said it was part of a wider role, and those who said it was part of leadership responsibilities. Remaining respondents selected a combination of each, perhaps looking to reflect the diversity of the remit for CEIAG in their organisations.

When it came to accessing formal CEIAG training, the majority of respondents said neither they nor colleagues accessed this, with over a third saying that they did access training opportunities. Those who accessed training were primary or secondary providers in secondary and higher education (n = 6), further education and training (n = 4), specialised CEIAG services (n = 5), and employment support services (n = 2). Training and qualifications from the Association of Graduate Careers Advisory Services (AGCAS), Careers Development Institute (CDI), Institute of Student Employers (ISE) were the most common forms of development opportunities.

## 4.2 Provision of CEIAG support

Table 3 provides a summary of characteristics of clients that respondents worked with, as well as the mode and type of CEIAG support provided, and barriers to support.

**Table 3: Characteristics of CEIAG clients and support**

<b>Age</b>	<b>n=</b>	<b>Mode of support</b>	<b>n =</b>
Under 16	16	Face to face	43
16-18	21	Online/web based	29
19-25	21	Over the phone	24
Over 25	15		
All ages	12		
		<b>Type of support</b>	<b>n =</b>
		CV and application support	41
<b>Specific client groups</b>	<b>n =</b>	Advice on learning/training opps	39
NEET	26	Access to labour market information	39
Ethnic Minority	22	Job search support	37
Disabled	19	Group Activities	36
Distant from labour market	19	One to one career guidance	35
Industry-specific	14	Employability programmes	35
Graduates	11	Skills assessment	27
Over 50's	9	Careers education programmes	26
Other	30	Interest guides	17
		Organisational career development	15
<b>Barriers to provision/ access</b>	<b>n =</b>	Psychometric assessments	10
Limited funding	21		
Client lack of awareness support available	20	<b>Referral and signposting</b>	<b>n =</b>
Clients with limited or no access to IT	17	Education providers	26
Limited transport/local accessibility	10	Online/ own search	23
Lack of (trained) staff	9	Word of mouth	22
Clients in remote location(s)	2	From Jobcentre	13
		From training providers	10

Source: IES and WYCA CEIAG mapping survey, 2023

### 4.2.1 Target groups of CEIAG support

Around two in five respondents worked with young people up to 25 years alone (n = 18), with a forth working with those aged under 16 or 16-18 alone (n = 11). Remaining respondents worked in services for all ages, with the exception of an adult learning provider which worked only with adults aged over 25. Overall the target groups that providers worked with in terms of ages were 16-18, 19-25, over 25, and under 16.

Providers generally had experience of working with disadvantaged groups including those who are not in education employment or training (NEET), ethnic minorities, disabled people, those distant from the labour market, over 50s. Many respondents also worked

with other disadvantaged groups (incl. care experienced, ex-offender, low socio-economic background, refugees).

A number of providers worked with specific industry sectors, including construction, health and social care, the digital and green economy, creative industries, and Priority and Growth Sectors for WYCA.

#### **4.2.2 Types of CEIAG support**

All respondents reported that their organisations provided in-person support. Alongside in-person support, some organisations also provided online support and telephone support. In terms of the type of CEIAG support provided. All providers offered a number of services, with the most common including: advice on learning and training opportunities; CV and application support; to labour market information; group activities; job search support; employability programmes; one to one career guidance; skills assessment; careers education programmes; interest guides; organisational career development; and psychometric assessments. The most common ways that clients learned about providers and the support they offered was through education providers, online or through their own search, through word of mouth, from the Jobcentre, and from training providers.

#### **4.2.3 Challenges in CEIAG provision and access**

Challenges identified by respondents in terms of provision of CEIAG were limited funding and lack of trained staff. In terms of challenges related to access, these were clients' lack of awareness of provision, clients with limited digital access, transport and accessibility, and lack of interest or engagement.

## 5 A vision for an All Age Careers Blueprint

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This section presents the findings from the Theory of Change (ToC) workshop led with stakeholders across WYCA to develop a vision for the All Age Careers Blueprint. It includes the ToC diagram developed following the workshop, followed by a narrative addendum which provides further detail to the diagram.

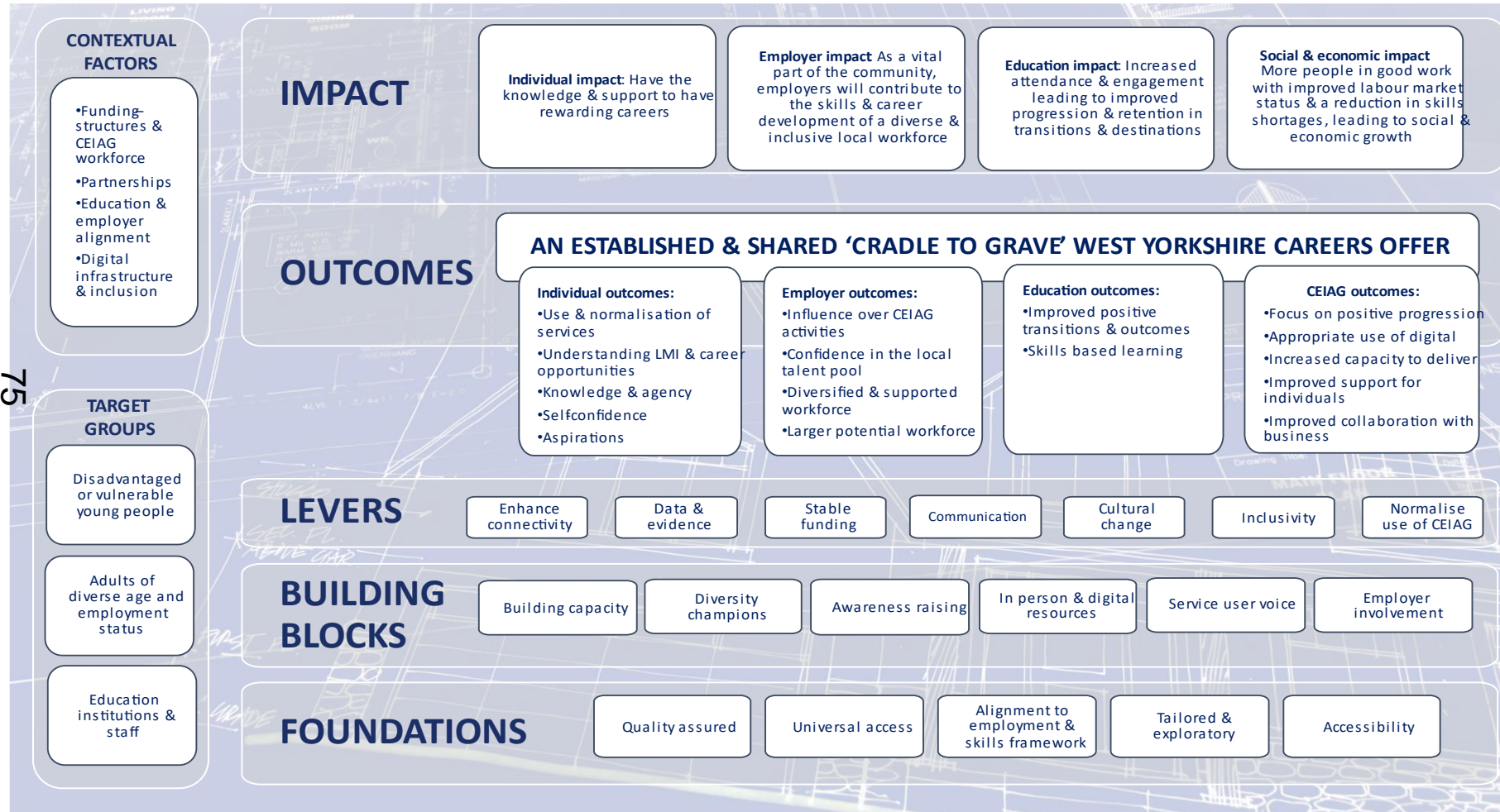
### 5.1 All Age Careers Blueprint ToC

The diagram itself shows five levels of the step-by-step framework for how the All Age Careers Blueprint pathway can be understood. The ToC illustrated in figure 5.1 shows the outcomes for the Blueprint in relationship to the activities and the flow.

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Figure 5.1 All Age Careers Blueprint Theory of Change



Source: IES workshop of WYCA stakeholders, 2023



## 5.2 Target groups

At the bottom left corner, the ToC starts by describing the relevant target groups. It is important to make explicit the groups/types of users that can potentially access support once an All Age Careers Blueprint is put into place. A number of key target groups emerged for which tailored provision should be developed, including:

- **Disadvantaged or vulnerable young people**, particularly those aged 14-16, those for whom the standard school experience has not been effective, and those requiring school liaison activity and pre-entry guidance. This includes young people who are, or are at risk of becoming, NEET or 'not known'; with English as a Second Language (ESL); who are care-experienced; with Special Educational Needs and Disabilities (SEND) and/or with an Education, Health and Care Plan (EHCP) plan; who have been in contact with the criminal justice system; and young people from low socio-economic backgrounds (eg Free School Meals, first-generation, etc.)
- **Adults of diverse ages and employment status**, in particular those who require or currently access employment support and are considered disadvantaged in the labour market, such as those with few or no qualifications, not in work, in insecure work, or in low-quality and low-progression work, including those from deprived communities and ethnically diverse groups. It also includes adults with learning disabilities and older workers who might encounter added barriers to entering or re-entering work.
- **Educational institutions and staff**, particularly those working to improve performance towards Gatsby Careers Benchmarks. This includes a focus on teachers and professionals to improve their guidance skills, and further embedding careers in the curriculum.

## 5.3 Foundations and building blocks

Stakeholders emphasised that high quality CEIAG support should avoid a scattergun approach and align with existing quality standards such as Gatsby Benchmarks, the Quality in Careers Standard, or the Matrix Standard, using clear criteria for high-quality career support, emphasising depth and quality over lip service. As a result, stakeholders identified a number of principles (foundations) which should guide the design of activities (building blocks) for the Blueprint, including:

- **Accessibility**, prioritising delivery of provision 'close to home', especially for the most disadvantaged individuals
- **Alignment with the ESF**, ensuring that careers support and activities align with the WYCA Employment and Skills Framework, to fulfil its ambitious goals for social and economic development
- **Tailored and exploratory approaches**, ensuring that career guidance is easy to access and offers tailored support, which can help individuals understand their skills, preferences, and potential career pathways, and articulate their skills and experiences effectively
- **Quality assurance**, implementing quality assurance across strategies

and activities, such as the Quality in Careers standard, to assess the effectiveness of career guidance, and maintain oversight of the quality of career guidance offered by providers

- **Universal access**, ensuring universality at the point of access, and providing consistent support across West Yorkshire. This includes removing eligibility criteria for access to career guidance, making it fully funded and accessible to all.

These principles can be adopted to develop a more coherent and coordinated CEIAG offer, providing impartial and comprehensive support which is accessible and easy to use. This involves addressing the current complexity in the system, characterised by different organisations and funding regimes, by identifying what works well and streamlining access to support. It also involves implementing a unified approach to CEIAG access, such as through providing a one-stop-shop model (eg with a single local number and website). Alongside this, there should be a focus on providing continuous support, establishing a comprehensive approach that goes beyond initial triage, ensuring individuals are referred to experts who can guide them effectively, with a focus on follow-up and next steps. This is particularly important at transition points, ensuring a strong focus on preventing individuals from falling through the gaps during critical transitions.

Alongside these foundations, areas of existing provision should receive enhanced focus. This includes strengthening employer involvement, engaging employers in discussions to determine inputs and align career guidance with industry needs, and

awareness raising efforts, through all age activities providing insights into different career pathways and qualifications at each stage of a person's career. Emphasis is also placed on the importance of including the voices of service users in the development of CEIAG, to ensure relevance and usability. Involving local providers and wider stakeholders is also key to designing support that meets local needs effectively. Digital resources and AI tools can support maximise the reach of career guidance and information. This should sit alongside considerations around digital accessibility and inclusivity.

A further area of focus involves working with employers to break down barriers, for more inclusive employment opportunities, open to a wide range of people, and supporting employers to understand the diverse range of skills different people bring. Promoting a more diverse workforce, is also important in the CEIAG sector. This includes challenging existing recruitment practices to foster a more inclusive CEIAG workforce. It could also include introducing champions, identifying individuals who have directly benefited from good advice and can serve as advocates for change, lending a real voice to the transformation process. This can also support efforts to build capacity and develop a stronger regional network of quality, independent careers advice to deliver support in both educational and adult settings.

## 5.4 Levers of change

Directly above the building blocks and leading on from them are the levers of change. These are of central importance

to a ToC as these are the conditions that are in place that make the model work. The levers of change identify the processes that enable activities to lead to outcomes and longer term impacts that the All Age Careers Blueprint aims to achieve. The levers identified in the ToC include:

- **Enhancing connectivity**, improving connectivity between organisations offering CEIAG and those delivering Level 3 and above educational qualifications. More generally, it involves increasing efforts to improve understanding of educational and career provision among individuals at all levels of education.
- **Leveraging data and evidence**, to gain insights into needs and measure the impact of changes. This includes establishing data-driven approaches to decision-making, to target provision effectively, and mapping progress against the Gatsby Benchmarks.
- **Ensuring consistent and stable funding** to support career guidance and education initiatives. This includes ensuring that funding for adults is not restricted and is accessible to a broad range of individuals.
- **Enhancing communication** and shared messages/language across organisations to foster collaboration, alongside promoting greater sharing of information and opportunities, among organisations, leading to cross-referrals. Also includes using different methods of communication and distributing resources to potential service users including in person and digital such as chatbots and text messaging.

- **Encouraging cultural change**, supporting employers to adopt more diverse workforce recruitment practices, fostering a cultural change in recruitment processes.
- **Focusing on inclusivity**, expanding efforts to work with people with Level 2 qualifications, shifting the focus from Level 3 and above, to ensure support for all.
- **Normalising the use of CEIAG** among all individuals, empowering people of all ages to make informed decisions about their next steps. This includes supporting people to be ambitious through the CEIAG activities.

## 5.5 Outcomes

The outcomes for the Blueprint follow on from the activities and mechanisms, and need to be in place ahead of any impact being achieved.

The primary outcome of creating this Blueprint will be **an established and shared ‘cradle to grave’ West Yorkshire careers offer, with equitable access to free, local, all age, and demographic-inclusive careers support.**

Furthermore, there are additional outcomes for different stakeholders in the careers Blueprint: CEIAG organisations and services, individual, employers and education institutions.

### 5.5.1 CEIAG organisations and services

Key outcomes for **CEIAG services** include:

- Increased focus on positive and sustained progression, whether through further education, higher education, or work
- Increased focus on digital skills and the digitisation of work in the delivery of CEIAG
- Increased resources and capacity among CEIAG advisors and staff to deliver high quality support
- Improved support for individuals who have been in the workforce for an extended period to adapt to changing industries and opportunities
- Improved collaboration with businesses to align career paths with the local economic landscape.

### 5.5.2 Individual

Key outcomes for **individuals** include:

- Increased and normalised use of CEIAG, particularly among those most in need
- Clearer and wide-ranging understanding of career pathways, aligning aspirations with sustainable opportunities
- Improved knowledge for informed decision-making, and improved skills and agency over career management and development
- Enhanced self-confidence and the ability to articulate skills and experiences
- Increased aspirations around jobs, careers, and educational pursuits.

### 5.5.3 Employers

Key outcomes for **employers** include:

- Increased involvement in experiential careers activities, informing the design and providing opportunities around these activities
- Improved attitudes and confidence to recruit from the local talent pool
- Improved practices around inclusive recruitment, that diversify the workforce and support individuals with different needs.
- Increased number of people with the skills and knowledge needed to enter and thrive in the labour market.

### 5.5.4 Education

Key outcomes for **education** include:

- Improved transition support, between school, further education, higher education, and work to maintain guidance connections
- A shift in focus from qualifications to a skills-based approach in the delivery of the curriculum

## 5.6 Impact

The impacts are also described across four fields: individual, employer, education, and social and economic.

### 5.6.1 Individual

Individuals, including young people and adults will have improved career awareness and self-belief, and broadened horizons. They will be equipped for high-skilled and higher-quality jobs, and have increased confidence and positivity about local opportunities. They will be able to achieve sustainable destinations, with consistency and variation in the career opportunities they choose, across

different geographical areas. Those with Level 2 qualifications will still be supported into accessible pathways towards rewarding careers, through recognition that not all careers need graduate-level education and that individual aspirations should guide career choices. Through access to lifelong career mobility opportunities, individuals will experience enhanced job security and have access to upskilling initiatives, leading to higher earnings and job satisfaction.

### 5.6.2 Employer

Employers will engage more in careers education programmes, offering work-based activities, such as work experiences and internships. As a result of increased awareness of the importance of investing in training, employers will make more use of the Apprenticeship Levy rather than viewing it as a tax. They will also place greater emphasis on social responsibility, particularly Small and Medium Enterprises (SMEs). This will result from the enhanced perception of businesses being part of the community and taking responsibility for preparing the future workforce. As part of this, employers will recognise the benefits of a diverse workforce and inclusive recruitment practices. This will also promote a shift in mindset from a qualification-based approach to recruitment to a capability-based approach.

### 5.6.3 Education

Successful implementation of the Blueprint will lead to every educational institution in the region meeting its statutory duty and delivering universal CEIAG. It will also enable the recognition

of individual client needs across CEIAG provision, and positive impact of quality CEIAG support on student engagement, including attendance rates. This will lead to improved retention rates in post-16 and adult learning programmes and fewer individuals with qualifications below Level 2. Further expected impact, as a result of a more coherent CEIAG infrastructure, will be educational provision which is aligned with the needs of the economy for growth.

### 5.6.4 Social and economic

Wider social and economic outcomes resulting from improvements produced by the Blueprint, will include more people in good work, with improved labour market status, especially for disadvantaged groups. Better education to work pathways, as well as improved support for older workers and vulnerable groups, will encourage local people to stay in the area while also attracting others to the region. This will also enable greater workforce diversity, reflecting a more inclusive job market, and lead to more people in stable employment with jobs that align with their skills. Reduced skills shortages and hard-to-fill vacancies will foster social and economic growth.

## 5.7 Contextual factors

There are contextual factors, including internal and external factors that might come into play and influence the causal pathway for the effective realisation of the Blueprint. This is important to acknowledge as it can impact upon the delivery of the Blueprint and the potential to achieve outcomes and impact.

Within the workshops a range of enablers were highlighted by participants



as facilitating the successful realisation of the Blueprint strategy if put in place:

- Ongoing funding for the existing CEIAG infrastructure across the region, supporting efforts to build on existing models of good practice in the region
- Investment in workforce development, including paying the CEIAG workforce well and investing in their development
- Strengthened local and regional partnerships, and supporting the development of networks and relationships, coming together around a shared ambition
- Further alignment of education curricula to business needs
- Wider investment in digital infrastructure and digital inclusion

Workshop participants also identified a number of wider factors which may hinder the realisation of the Blueprint. These were generally themed around people-related challenges and systems change challenges.

The creation of a commitment to provide good quality careers provision to all residents within West Yorkshire no matter their age, will require new and deeper partnerships. All key stakeholders will need to commit to supporting the Blueprint move from a plan to delivery. The delivery of quality assured CEIAG will require a trained workforce to deliver this vision.

Organisations and individuals need to be involved in the process so as to see the greater benefits of working together than in a siloed way. This will also require employers to commit to the plans, which may involve additional activities under corporate social responsibility banners,

changing recruitment and training practices, supporting evidence and data collection by being key partners in data collection. A challenge will be how to shift the mindset among some stakeholders towards an alignment of priorities and goals for the realisation of a shared vision.

The stakeholders taking part in the theory of change workshop are committed to change, this needs to be matched with centralised support from the Combined Authority. This could include consideration of how funding streams and eligibility criteria need to work better in conjunction with each other.

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## 6 Interim conclusions and recommendations

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The aim for this work, of which this interim report is the first output, is to have robust, practical recommendations and road map for the devolution of future funding powers that makes best use of the evidence gathered and the expertise of local stakeholders and the researchers. At this stage, the desk research and initial stakeholder consultations through the theory of change workshop, enable a set of initial, high-level recommendations to be drafted.

These will be used in the next phase of work and will be tested for feasibility, acceptance, cost, impact, and the security of the evidence justifying them. They will be debated and weighted through further stakeholder consultations, a public consultation and further work with the Combined Authority. Here, the evidence is summarized in themes and recommendations are linked to each theme.

### 6.1 Evidence and draft recommendations

#### CEIAG available where everyone can access it

The importance of accessible and comprehensive careers guidance is underscored by both academic research and our findings. Accessible CEIAG should cater to individuals of all ages and backgrounds, emphasizing awareness, locality, and multiple engagement avenues, including physical and digital platforms. This accessibility aligns with the concept of "locally rooted careers information and learning" (WYCA Employment and Skills Plan)

#### **Recommendation 1: Enhancing Awareness and Access for All**

Addressing awareness and access barriers for residents of all ages and groups is imperative. Residents should easily locate CEIAG support in their proximity, whether in person, via phone, or online. Initiatives should be aimed at making CEIAG services more visible and accessible to adult and disadvantaged populations.

#### **Recommendation 2: Bridging the Digital Divide**

Recognizing the challenges posed by digital poverty, it is essential to ensure that online CEIAG services do not exclude individuals lacking digital resources. A concerted effort is needed to provide inclusive access to digital resources, ensuring that digital barriers do not hinder individuals from benefiting from online CEIAG resources

## Align strategic employment, education, skills and CEIG policy

The analysis of the labour market and supporting materials underscores the need to strategically align employment and skills policies with education strategies. CEIAG serves as a pivotal mechanism for achieving this alignment. WYCA has made significant progress in bringing relevant stakeholders together, which should be continued to realize the Blueprint's objectives. Furthermore aligning CEIAG with the needs of local businesses can lead to a more skilled workforce and contribute to regional economic development.

### Recommendation 3: Sustaining Stakeholder Collaboration

Ongoing collaboration and information sharing among educational institutions, employers, local authorities, and CEIAG service providers is crucial. The development of the Blueprint is just the initial step in a broader initiative. Commitment to collaboration should be sustained, as this will be pivotal in realizing the Blueprint's objectives and ensuring a cohesive approach to CEIAG.

### Recommendation 4: Cultivating education to business relations

Foster robust and mutually beneficial partnerships among educational institutions, employers, and CEIAG providers to collaboratively design and implement customized training and work experience programmes. These initiatives should be strategically tailored to the unique skill gaps identified within West Yorkshire's dynamic labour market.

## Create ambitious minimum expectations for all ages

CEIAG delivered within educational settings should adhere to rigorous quality standards (ie Gatsby benchmarks as a minimum). Furthermore, the focus on CEIAG should commence at the primary school level, encompass tailored support for learners with Special Educational Needs and Disabilities (SEND), and draw from best practices found in university-level CEIAG. While standards for adult CEIAG exist (e.g., Quality in Careers Standard or Matrix Standard), they are not uniformly met across the region – there are currently no expectations for how many sessions an adult may be entitled to (as set out in the Gatsby Benchmarks).

### Recommendation 4: Establishing Rigorous Minimum Standards

Efforts should be made to establish and enforce minimum standards for the delivery of CEIAG services, incorporating recognized benchmarks such as the Gatsby Benchmarks for school-age individuals and the Quality in Careers Standard for adults. These standards should be rigorous, ensuring that quality is maintained and that all individuals, regardless of age, receive comprehensive and high-quality CEIAG.

## Ensure clear links between education achievements and work, through CEIAG

The demographic and labour market analysis shows that there is a need to raise attainment levels and rates, increase progression to higher education for those that are able, ensure that completion and achievement rates of apprenticeship improve for those that



want a vocational route. Good quality CEIG can promote engagement with learning and in turn improve the functioning of the education and training system. CEIG professionals and members of the public need access to good quality LMI that shows the link between skills and employment in occupations and sectors in the region.

#### **Recommendation 5: Supporting Transitions and Skill Enhancement**

CEIAG services should focus on supporting young people during educational transitions and offer diverse experiences and encounters that highlight the benefits of qualifications and their relevance to the world of work. Ongoing support should be provided to individuals as they enter the workforce, encouraging upskilling, reskilling, and reducing dropout rates.

### **Ensure equal access to CEIAG across the region**

Disparities in access to CEIAG services exist, with Leeds displaying a higher concentration of provision compared to other areas. To address this imbalance, WYCA should consider a comprehensive review of the mapping evidence, taking into account funding and devolved powers. This will help ensure that CEIAG provision is available consistently across the entire region. While striving for a universal offer, particular attention should be given to the most disadvantaged and vulnerable populations to ensure they do not miss out or fall through the gaps.

#### **Recommendation 6: Equitable Provision Across the Region**

WYCA should conduct a thorough review of the mapping evidence in conjunction

with funding and devolution information. The aim is to establish comprehensive CEIAG provision across the entire region. Specialized provisions should target skills gaps, mismatches, and underutilization, ensuring that the most disadvantaged and vulnerable individuals receive equitable support, thus promoting a more inclusive and balanced regional workforce.

### **Increase capacity and diversity in the CEIAG workforce**

The research has highlighted disparities in the distribution of the workforce across WYCA, particularly across gender and ethnicity lines, as well as the training opportunities they access, alongside limited capacity within the specific CEIAG workforce for diversity as well as for training and development.

#### **Recommendation 7: Diversifying and Building Capacity Within the CEIAG Workforce**

By investing in the professional development and capacity-building of CEIAG professionals, WYCA can create a more inclusive, responsive, and diverse careers support ecosystem, which can help address wider labour market disparities. This initiative aligns with the overarching vision of the All Age Careers Blueprint, which aims to empower individuals from all backgrounds to enter and thrive in the world of work.

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# Appendix

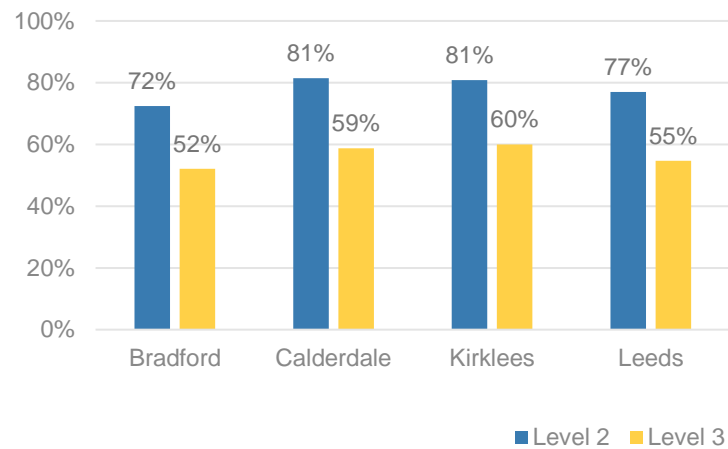
## Appendix 1 – Labour market insight

One of the drivers of WYCA’s poor qualification performance is the fact that young people are entering the labour market without achieving a Level 2 qualification, as shown in Figure 1. Young people in West Yorkshire are less likely to have achieved a Level 2 qualification by the age of 19 than their national counterparts. The proportion is 77%, five points lower than the England average.

Two districts (Calderdale and Kirklees) are close to the national average but in Bradford only 72% achieve level 2 by the age of 19, seven points behind the national average, whilst Leeds and Wakefield are both around five points behind. This feeds through into a wider gap at level 3 – 55% have achieved level 3 by the age of 19, six points below the national average of 61%. Again, Calderdale and Kirklees perform close to the national average, but Bradford is nine points behind the average at 52%.

**Figure 1: Proportion of young people achieving qualifications at level 2 and**

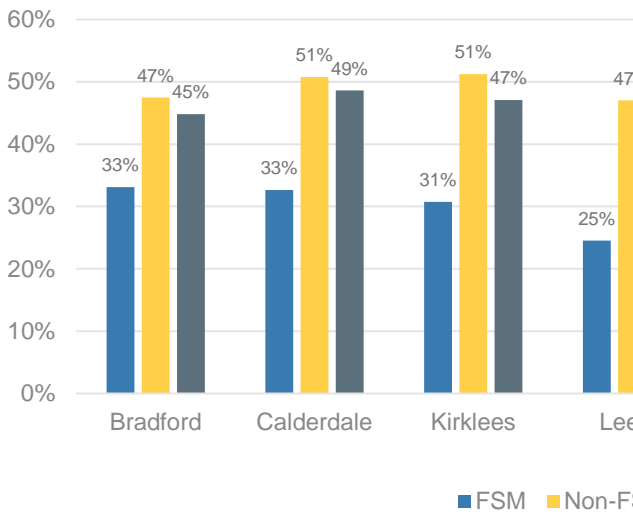
**level 3 equivalent by age 19 in 2021/22 (State sector)**



Source: Department for Education

Focusing on attainment at level 2 and on the performance of young people who were eligible for Free School Meals (FSM) while at school, the impact of disadvantage on attainment is highlighted in Figure 2. WYCA displays lower attainment for both categories, with a gap of three points in each case. There is a similar gap in WYCA and England between FSM and non non-FSM of 22 points, while Leeds displays a 28 point gap.

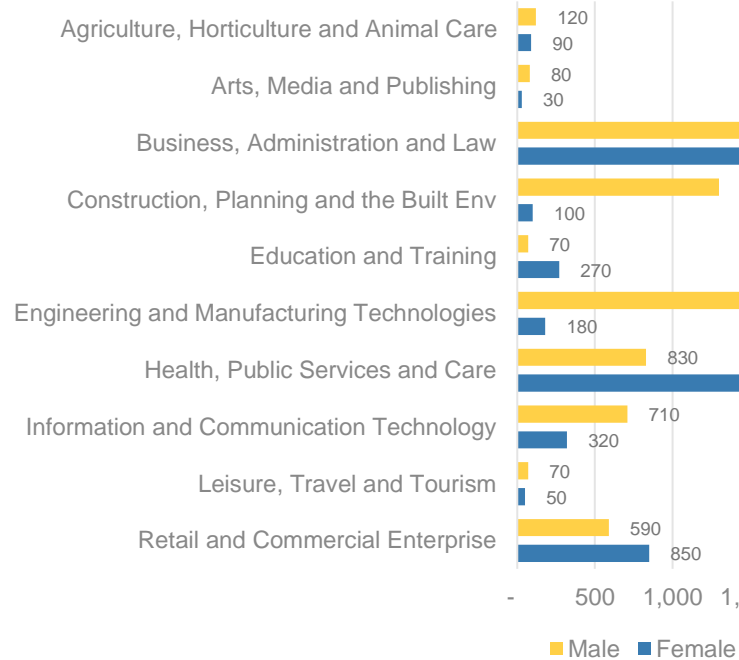
**Figure 2: Progression rates to higher education by age 19 for state-funded pupils, 2021/22 by free school meal status**



Source: Department for Education

When turning to further education, a trend evidenced in the data is that apprenticeships are highly segregated by sex and subject. There are marked differences in the subject profile of starts by sex. The largest areas in terms of volume of female starts are *Health, Public Services and Care, Business, Administration and Law* and *Retail and Commercial Enterprise*. Females accounted for 83% of total starts in *Health, public services and care* but females starts were in a small minority for *Construction* (7%), *Engineering and Manufacturing* (9%), whilst in *Information Technology* they accounted for just under one-third (31% up from 24% in 2019/20).

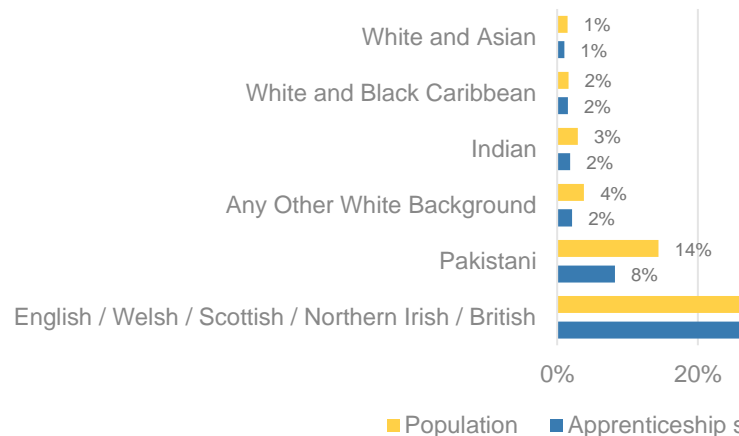
Figure 3: Apprenticeship starts by sex and subject, 2021/22, West Yorkshire



Source: Department for Education

There is also a high degree of segregation by ethnicity, with ethnic minority groups typically under-represented in West Yorkshire apprenticeships for young people, as shown in Figure 4.

Figure 4: Comparison of ethnic profile of apprenticeships and population for 16-24 year old, West Yorkshire

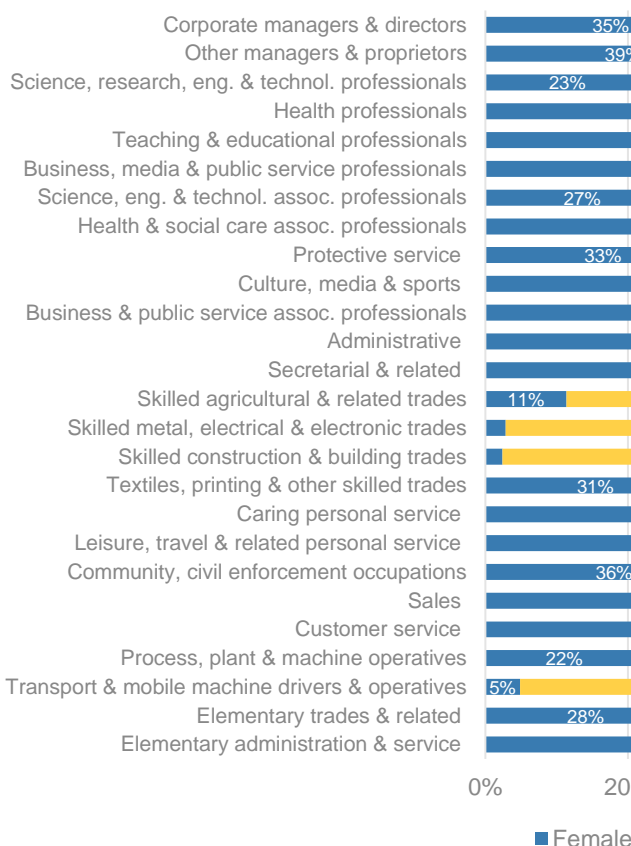




Source: Department for Education

When it comes to professional roles, there is also a high segregation in terms of sex, with females making up the large majority of health and social care workforce, and the administrative and secretarial roles. Males are instead almost the totality of the workforce in construction, metal and electronic trades, transport, and agriculture. Generally, there is an under-representation of females in highly skilled professions, as shown in Figure 5.

**Figure 5: Residents in employment by sex and occupation**

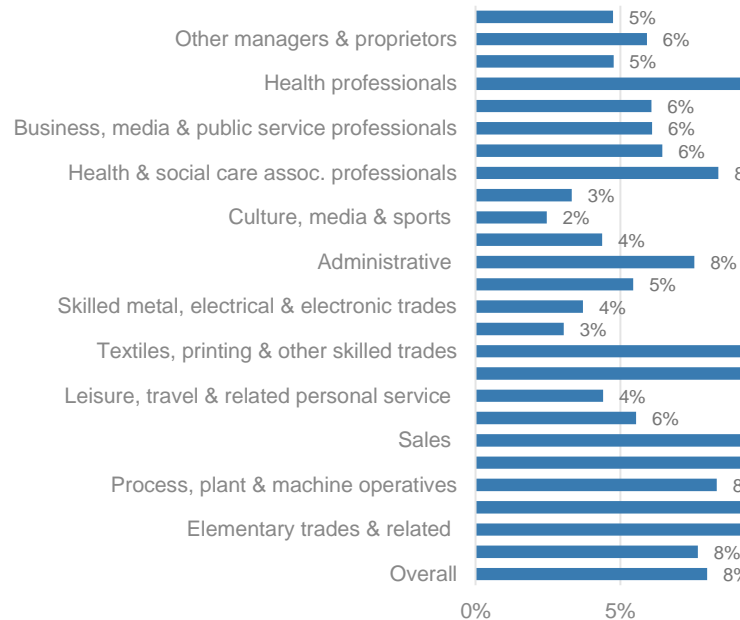


Source: Census 2021

Occupational segregation also impacts ethnic minority groups, with residents from Pakistani ethnic groups making up over a fifth of the transport workforce in the region, and only two per cent of

those in culture, media and sports, as shown in Figure 6.

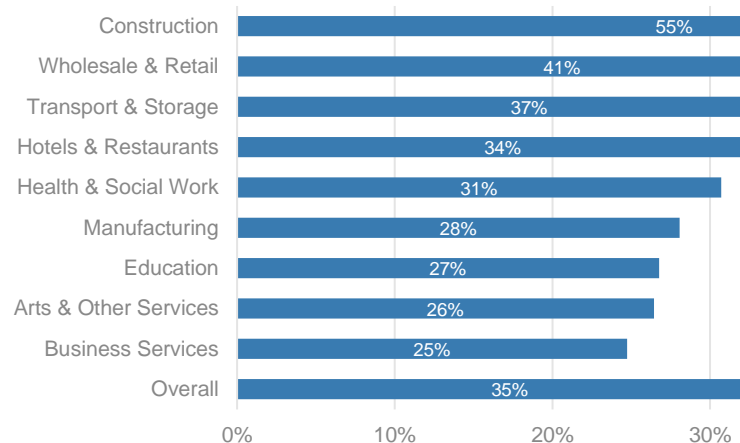
**Figure 6: Residents in employment who are from a Pakistani ethnic group by occupation**



Source: Census 2021

When turning to skills, shortages are highest in the construction and wholesale and retail sectors, as illustrated in Figure 7.

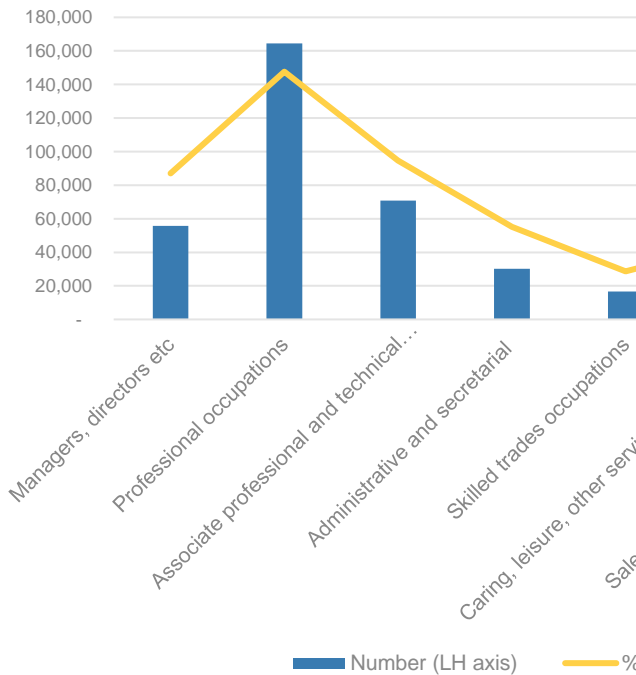
**Figure 7: Skill shortage vacancies as % of total vacancies, West Yorkshire, 2022**



Source: Employment Skills Survey 2022

On the other hand, significant numbers of people with higher qualifications are employed in roles that do not require them, as illustrated in Figure 8.

**Figure 8: Skill shortage vacancies as % of total vacancies, West Yorkshire, 2022**



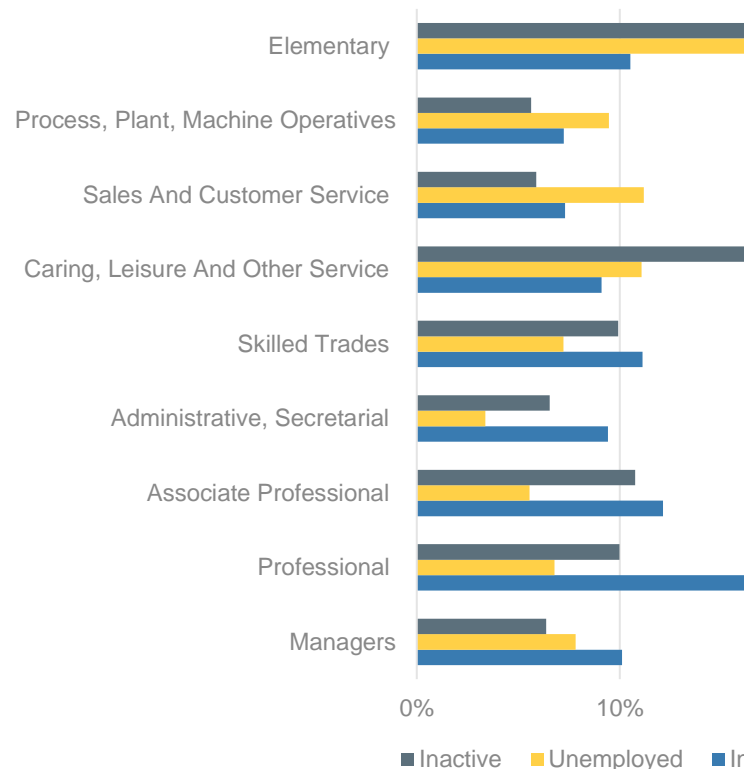
Source: Census 2021

There are also marked differences between the occupational profile of people in work and of unemployed and inactive people, as shown in Figure 9. This is even more marked when considering the profile of jobs growth in the labour market, which is largely concentrated in higher skilled occupations. Figure 9 looks at the employment profile of people who are in work versus occupational background of people who are unemployed and inactive (but want / are seeking a job)

The occupational background of both the unemployed and inactive is weighted

towards lower-skilled occupations, principally elementary but also sales and customer service in the case of the unemployed, plus caring roles (in the case of the inactive) and operative roles in the case of the unemployed. The proportion of unemployed and inactive people with a background in higher skilled management, professional and associate professional is in each case around half that of people in employment. This implies a mismatch between the skills and experience of the unemployed and the profile of demand in the labour market.

**Figure 9: Occupational profile of the unemployed and inactive (based on last job), Yorkshire and the Humber**

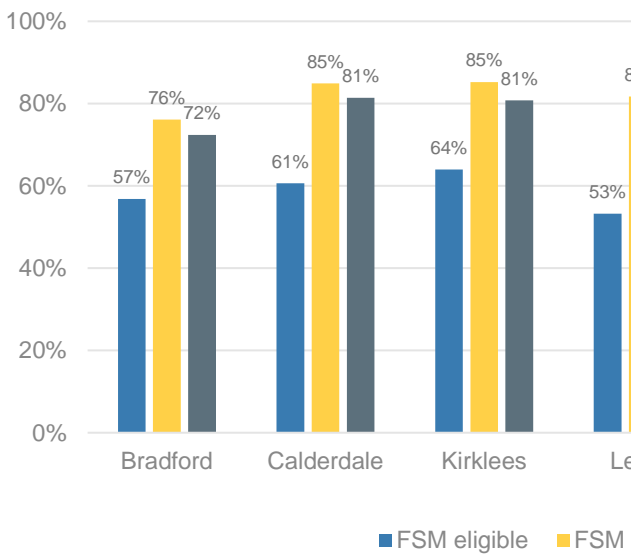


Source: Annual Population Survey

When focusing on attainment at level 2 and performance of young people who are eligible for FSM, the impact of disadvantage on attainment emerges, as shown in Figure 10. WYCA has lower

attainment for both categories compared with the national average and a 24 point gap between FSM and non-FSM. This data highlights the intersection between low attainment and deprivation.

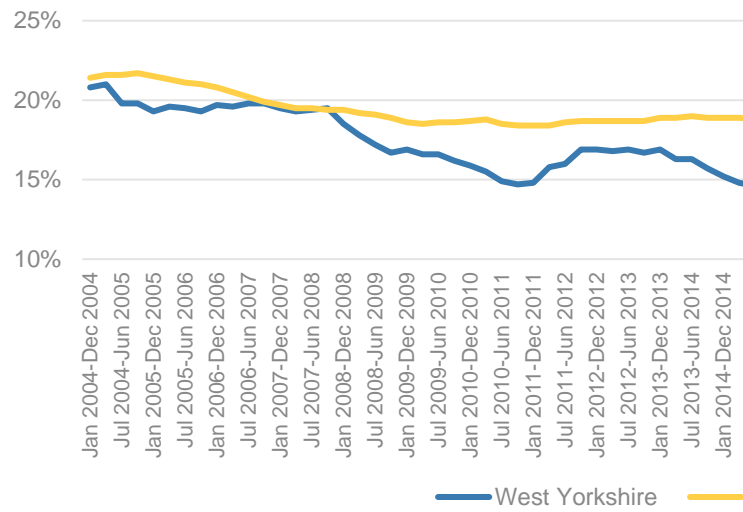
**Figure 10: Proportion of young people achieving qualifications at level 2 equivalent by age 19 in 2021/22 (State sector) by free school meal eligibility**



Source: Department for Education

Turning to job-related training, the incidence of job-related training is relatively low in WYCA as shown in Figure 11.

**Figure 11: Proportion of people of working age (16-64) receiving job-related training in previous 13 weeks**

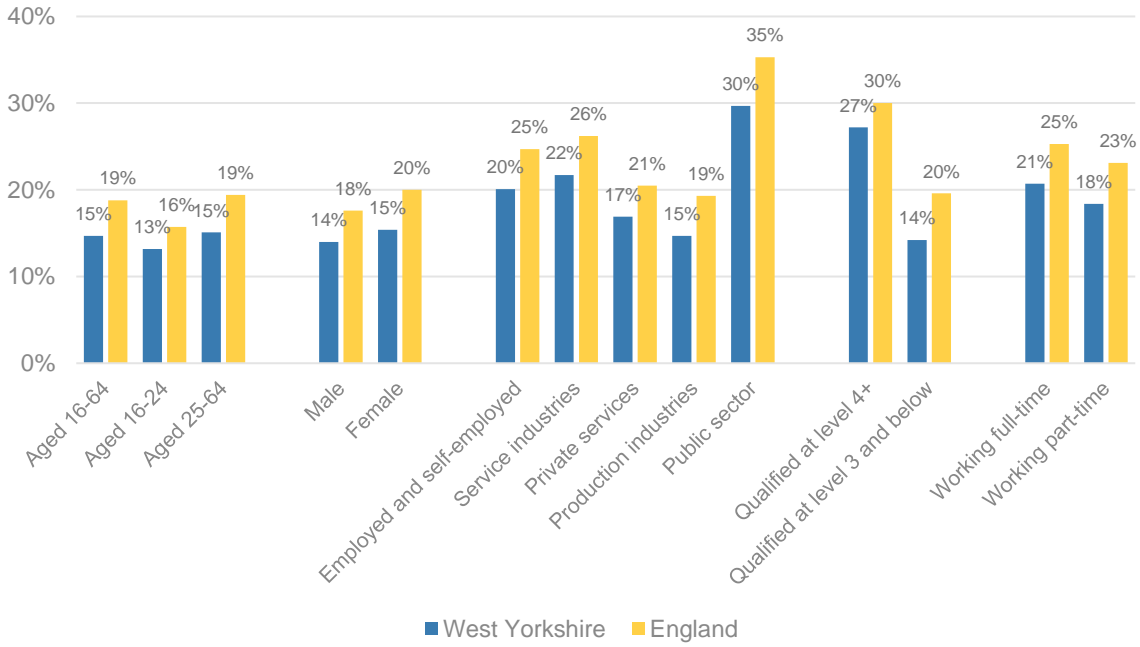


Source: Annual Population Survey

Alongside a low incidence of job-related training, groups traditionally facing disadvantage in the labour market are less likely to receive job-related training, and this is particularly the case for lower-qualified people (<Level 3), as shown in Figure 12.



**Figure 12: Proportion of people of working age (16-64) receiving job-related training in previous 13 weeks**



Source: Annual Population Survey

DRAFT

Institutions in Careers Hub	EC Names	Local Authority Matched to EA	
Appleton Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Beckfoot Oakbank	Stella Chan	Bradford	Yes
Beckfoot School	Stella Chan	Bradford	Yes
Beckfoot Thornton	Stella Chan	Bradford	No
Beckfoot Upper Heaton	Stella Chan	Bradford	No
Beechcliffe Special School	Stella Chan	Bradford	No
Belle Vue Girls' Academy	Stella Chan	Bradford	Yes
Bingley Grammar School	Dawn Lloyd/Williams	Bradford	Yes
Bradford Academy	Jonathan Hopwood/Lewis	Bradford	No
Bradford Alternative Provision Academy	Stella Chan	Bradford	Yes
Bradford College	Stella Chan	Bradford	No
Bradford Forster Academy	Stella Chan	Bradford	Yes
Bradford Girls' Grammar School	Matthew Boyd	Bradford	Yes
Bronte Girls' Academy	Jonathan Hopwood/Lewis	Bradford	No
Buttershaw Business & Enterprise College Academy	Stella Chan	Bradford	No
Carlton Bolling	Dawn Lloyd/Williams	Bradford	Yes
Carlton Keighley	Dawn Lloyd/Williams	Bradford	Yes
Co/op Academy Grange	Stella Chan	Bradford	No
Co/op Academy Southfield	Stella Chan	Bradford	No
Dixons Allerton Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Dixons City Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Dixons Cottingley Academy	Jonathan Hopwood/Lewis	Bradford	No
Dixons Free Sixth Form	Jonathan Hopwood/Lewis	Bradford	Yes
Dixons Kings Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Dixons McMillan Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Dixons Trinity Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Eden Boys' Leadership Academy, Bradford	Matthew Boyd	Bradford	Yes
Feversham Girls' Secondary Academy	Dawn Lloyd/Williams	Bradford	No
Hanson Academy	Matthew Boyd	Bradford	No
Hazelbeck Special School	Stella Chan	Bradford	No
High Park School	Marie Locker	Bradford	No
Ilkley Grammar School	Jonathan Hopwood/Lewis	Bradford	Yes
Immanuel College	Stella Chan	Bradford	No
Laisterdyke Leadership Academy	Jonathan Hopwood/Lewis	Bradford	Yes
New College Bradford	Jonathan Hopwood/Lewis	Bradford	No
Oasis Academy Lister Park	Jonathan Hopwood/Lewis	Bradford	No
Oastlers School	Stella Chan	Bradford	No
One In A Million Free School	Jonathan Hopwood/Lewis	Bradford	No
ShIPLEY College	Stella Chan	Bradford	No
The Holy Family Catholic School, a Voluntary Academy	Jonathan Hopwood/Lewis	Bradford	Yes
Titus Salt School	Matthew Boyd	Bradford	Yes
Tong Leadership Academy	Stella Chan	Bradford	No
Trinity Academy Bradford	Dawn Lloyd/Williams	Bradford	Yes
Brighouse High School	Louise Graham	Calderdale	No
Calderdale College	James Ghafoor	Calderdale	No
Lightcliffe Academy	Louise Graham	Calderdale	Yes
Park Lane Academy	Louise Graham	Calderdale	No
Rastrick High School	Sharon Le/Goff	Calderdale	Yes
Ravenscliffe High School	Marie Locker	Calderdale	No
Ryburn Valley High School	Sharon Le/Goff	Calderdale	No
The Brooksbank School	Sharon Le/Goff	Calderdale	Yes
The Calder Learning Trust	Louise Graham	Calderdale	No
The Crossley Heath School	Sharon Le/Goff	Calderdale	Yes
The Halifax Academy	Sharon Le/Goff	Calderdale	Yes

The North Halifax Grammar School	Louise Graham	Calderdale	No
The Whitley AP Academy	Marie Locker	Calderdale	No
Todmorden High School	Louise Graham	Calderdale	Yes
Trinity Academy Grammar	Dawn Lloyd/Williams	Calderdale	Yes
Trinity Academy Halifax	Dawn Lloyd/Williams	Calderdale	Yes
Trinity Sixth Form Academy	Dawn Lloyd/Williams	Calderdale	Yes
All Saints Catholic College	Sharon Le/Goff	Kirklees	Yes
Batley Girls High School	Sharon Le/Goff	Kirklees	Yes
Batley Grammar School	Sharon Le/Goff	Kirklees	Yes
BBG Academy	Helen Mahoney	Kirklees	Yes
Castle Hall Academy	Helen Mahoney	Kirklees	No
Castle Hill: A Specialist College for Communication and Interaction	James Ghafoor	Kirklees	No
Colne Valley High School	Sharon Le/Goff	Kirklees	Yes
Ethos College	Marie Locker	Kirklees	No
Fairfield School	Marie Locker	Kirklees	No
Greenhead College	James Ghafoor	Kirklees	No
Heckmondwike Grammar School	Sharon Le/Goff	Kirklees	Yes
Holmfirth High School	Sharon Le/Goff	Kirklees	Yes
Honley High School	Sharon Le/Goff	Kirklees	Yes
Huddersfield New College	James Ghafoor	Kirklees	No
Joseph Norton Academy	Marie Locker	Kirklees	No
King James's School	James Ghafoor	Kirklees	Yes
Kirkburton Middle School	Sharon Le/Goff	Kirklees	Yes
Kirklees College	James Ghafoor	Kirklees	No
Manor Croft Academy	Helen Mahoney	Kirklees	Yes
Moor End Academy	Sharon Le/Goff	Kirklees	No
Netherhall Learning Campus High School	Sharon Le/Goff	Kirklees	Yes
Newsome Academy	Lynsey Jones, Sharon Le/Goff	Kirklees	Yes
North Huddersfield Trust School	Sharon Le/Goff	Kirklees	Yes
Ravenshall School	Marie Locker	Kirklees	No
Reach Academy	Marie Locker	Kirklees	No
Royds Hall, A Share Academy	Helen Mahoney	Kirklees	Yes
Salendine Nook High School Academy	Helen Mahoney	Kirklees	Yes
Scissett Middle School	Sharon Le/Goff	Kirklees	Yes
Shelley College, A Share Academy	Helen Mahoney	Kirklees	Yes
Southgate School	Marie Locker	Kirklees	No
Spen Valley High School	Helen Mahoney	Kirklees	Yes
St John Fisher Catholic Voluntary Academy	Helen Mahoney	Kirklees	Yes
The Mirfield Free Grammar	Sharon Le/Goff	Kirklees	No
Thornhill Community Academy, A Share Academy	Helen Mahoney	Kirklees	Yes
Upper Batley High School	Sharon Le/Goff	Kirklees	Yes
Westborough High School	Helen Mahoney	Kirklees	Yes
Whitcliffe Mount, A Share Academy	Helen Mahoney	Kirklees	Yes
Woodley School and College	Lynsey Jones	Kirklees	Yes
Abbey Grange Church of England Academy	Tawanda Mukombiwa	Leeds	Yes
Allerton Grange School	Lynsey Jones	Leeds	Yes
Allerton High School	Tawanda Mukombiwa	Leeds	Yes
Benton Park School	Tawanda Mukombiwa	Leeds	Yes
Bishop Young Church of England Academy	Lynsey Jones	Leeds	Yes
Boston Spa Academy	Tawanda Mukombiwa	Leeds	No
Brigshaw High School	Amy Kinghorn	Leeds	Yes
Broomfield South SILC	Lynsey Jones, Tawanda Mukor	Leeds	Yes
Bruntcliffe Academy	Tawanda Mukombiwa	Leeds	Yes
Cardinal Heenan Catholic High School	Amy Kinghorn	Leeds	Yes
Carr Manor Community School	Tawanda Mukombiwa	Leeds	Yes

Cockburn John Charles Academy	Amy Kinghorn	Leeds	Yes
Cockburn Laurence Calvert Academy	Amy Kinghorn	Leeds	No
Cockburn School	Amy Kinghorn	Leeds	Yes
Co/op Academy Leeds	Stella Chan	Leeds	Yes
Co/op Academy Priesthorpe	Stella Chan	Leeds	No
Corpus Christi Catholic College, A Voluntary Academy	Amy Kinghorn	Leeds	Yes
Crawshaw Academy	Lynsey Jones	Leeds	Yes
Dixons Trinity Chapelton	Jonathan Hopwood/Lewis	Leeds	No
Dixons Unity Academy	Jonathan Hopwood/Lewis	Leeds	No
Elliott Hudson College	Tawanda Mukombiwa	Leeds	No
Garforth Academy	Tawanda Mukombiwa	Leeds	Yes
Guiseley School	Tawanda Mukombiwa	Leeds	No
Horsforth School	Amy Kinghorn	Leeds	No
John Jamieson School	Lynsey Jones	Leeds	Yes
John Smeaton Academy	Amy Kinghorn	Leeds	Yes
Lawnswood School	Amy Kinghorn	Leeds	Yes
Leeds City Academy	Tawanda Mukombiwa	Leeds	Yes
Leeds College of Building	Tawanda Mukombiwa	Leeds	Yes
Leeds East Academy	Tawanda Mukombiwa	Leeds	No
Leeds Jewish Free School	Amy Kinghorn	Leeds	Yes
Leeds West Academy	Tawanda Mukombiwa	Leeds	No
Lighthouse Futures Trust	Lynsey Jones	Leeds	No
Lighthouse School Leeds	Lynsey Jones	Leeds	No
Luminate Education Group	Matthew Boyd	Leeds	No
Mount St Mary's Catholic High School	Amy Kinghorn	Leeds	Yes
Notre Dame Catholic Sixth Form College	Amy Kinghorn	Leeds	Yes
Otley Prince Henry's Grammar School			
Specialist Language College	Tawanda Mukombiwa	Leeds	Yes
Pudsey Grammar School	Amy Kinghorn	Leeds	Yes
Ralph Thoresby School	Amy Kinghorn	Leeds	No
Rodillian Academy	Amy Kinghorn	Leeds	Yes
Roundhay School	Amy Kinghorn	Leeds	Yes
Springwell Leeds Academy	Lynsey Jones	Leeds	No
St. Mary's Menston, a Catholic Voluntary Academy	Amy Kinghorn	Leeds	Yes
Temple Learning Academy	Amy Kinghorn	Leeds	Yes
Temple Moor High School	Amy Kinghorn	Leeds	Yes
The Elland Academy	Lynsey Jones	Leeds	No
The Farnley Academy	Tawanda Mukombiwa	Leeds	No
The Morley Academy	Tawanda Mukombiwa	Leeds	Yes
The Ruth Gorse Academy	Tawanda Mukombiwa	Leeds	No
The Stephen Longfellow Academy	Lynsey Jones	Leeds	Yes
Trinity Academy Leeds	Dawn Lloyd/Williams	Leeds	Yes
University Technical College Leeds	Tawanda Mukombiwa	Leeds	Yes
West Oaks School	Lynsey Jones	Leeds	No
West Specialist Inclusive Learning Centre	Lynsey Jones	Leeds	Yes
Woodkirk Academy	Amy Kinghorn	Leeds	Yes
South Craven School	Dawn Lloyd/Williams	North Yorkshire	Yes
Ackworth School	Louise Graham	Wakefield	No
Airedale Academy	Louise Graham	Wakefield	Yes
Camphill Wakefield (Pennine Camphill Community Ltd)	Lynsey Jones	Wakefield	No
CAPA College	Louise Graham	Wakefield	No
Carleton High School	Louise Graham	Wakefield	Yes
Castleford Academy	James Ghafoor	Wakefield	Yes
Crofton Academy	Marie Locker	Wakefield	Yes

De Lacy Academy	Louise Graham	Wakefield	Yes
Evolve Academy	Marie Locker	Wakefield	No
Heart of Yorkshire Education Group	Louise Graham	Wakefield	Yes
High Well School	Marie Locker	Wakefield	No
Highfield School	Marie Locker	Wakefield	No
Horbury Academy	Louise Graham	Wakefield	Yes
Kettlethorpe High School	Marie Locker	Wakefield	Yes
Minsthorpe Community College	Lynsey Jones	Wakefield	Yes
New College Pontefract	Louise Graham	Wakefield	Yes
Oakfield Park School	Marie Locker	Wakefield	Yes
Ossett Academy and Sixth Form College	Louise Graham	Wakefield	Yes
Outwood Academy City Fields	Louise Graham	Wakefield	No
Outwood Academy Freeston	Louise Graham	Wakefield	Yes
Outwood Academy Hemsworth	Louise Graham	Wakefield	No
Outwood Grange Academy	Louise Graham	Wakefield	No
Pinderfields Hospital PRU	Marie Locker	Wakefield	Yes
St Thomas à Becket Catholic Secondary School, A Voluntary Academy	Marie Locker	Wakefield	No
St Wilfrid's Catholic High School & Sixth Form College: A Voluntary Academy	Marie Locker	Wakefield	No
The Featherstone Academy	Louise Graham	Wakefield	Yes
The King's School	Marie Locker	Wakefield	No
Trinity Academy Cathedral	Dawn Lloyd/Williams	Wakefield	Yes

# ATEP Programme

## Evaluation Report

February – July 2024

# Contents

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# Executive Summary



# Executive summary

## Overview of the project

West Yorkshire Combined Authority (WYCA) identified a lack of uptake within West Yorkshire in ATE routes amongst young people, in particular apprenticeships. The ATEP project aimed to support employers to mentor small groups of students and increase their knowledge on ATE options, give experience of apprenticeship opportunities and increase confidence in application processes.

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## Key deliverables

- WYCA to engage 3 x schools/colleges to participate in the project with 2 x groups of 7 students
- Recruitment of 6 employers (3 from WYCA and 3 from Amazing Apprenticeships)
- Delivery of training workshop to group of 6 employers
- Employers to mentor groups of 7 students each to learn more about ATE opportunities
- Creation of 3 x A4 guides to ATE for Students, Careers Leaders & Parents/Carers
- Evaluation of stakeholders to understand progress made

# Executive summary

## Key findings

- ❑ All stakeholders scored their participation in the programme as Good or Excellent
- ❑ Student knowledge of apprenticeships increased by 26% and their confidence in applying by 52%
- ❑ Although the project increased awareness of technical education, students were not as confident in their deeper understanding of other technical options (such as T Levels and HTQs)
- ❑ Where students already knew an apprentice, their existing knowledge of apprenticeships was higher than those who did not know an apprentice
- ❑ Students gained confidence around initial applications stages (applications/CVs), but need further support in preparing for later recruitment assessments (online tests/assessment centres)
- ❑ Teachers felt the strength of the programme was the employer interaction and guidance, although that more information around non-participating employers could have been included
- ❑ The timing of the project could, at times, be challenging having started a bit later in the academic year (schools sometimes struggled to reserve time for the project) and other events taking place
- ❑ Employers felt 40% more confident in informing students about apprenticeships and technical education post training

# Executive summary

## Recommendations:

1. Start the programme earlier in the academic year
2. Include greater LMI / other employer information in delivery materials for employers
3. If the programme delivery time is extended, supporting employers to deliver more guidance/sessions around interviews, assessment centres and tasks in the application process
4. Reduce the number of questionnaires for students (no session evaluations) – try and capture the pre and post evaluations in sessions
5. Developing a system to monitor and capture the progress of applications made through the project
6. Greater involvement of the employer's apprentices in the sessions

# Key findings

# Positive engagement & impact

- ❑ The project overall was scored really highly for employer and Careers Leader engagement:
  - **100% of employers** scored the project overall and the training as **Good (4/5) or Excellent (5/5)**
  - **100% of Careers Leaders** scored the project overall as **Good (4/5)**
- ❑ The number of students considering an apprenticeship increased by the end of the project
  - **80% of students** were considering an apprenticeship prior to the project, which increased to **94%**

“The project was great.  
The support from Helen  
has been brilliant.”  
Careers Leader

“Thank you for giving our  
students this opportunity  
– it’s been great! 😊”  
Careers Leader

# Increased awareness

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- ❑ **Student understanding of ATE and application processes increased across each area, with the below % of students scoring 4 or 5 (out of 5) in their knowledge levels of:**
  - Understanding apprenticeships: **45% pre-project > 71% post-project**
  - How to apply for apprenticeships: **19% pre-project > 71% post-project**
  - Understanding T Levels: **5% pre-project > 26% post-project**
  - How to apply for T Levels: **5% pre-project > 29% post-project**
  - Awareness of local opportunities: **30% pre-project > 52% post-project**
  - Awareness of other routes into work: **30% pre-project > 62% post-project**
  - Awareness of local employers offering apprenticeships: **18% pre-project > 55% post-project**
  
- ❑ **Student awareness of apprenticeship topics increased if they knew an apprentice**
  - Students who already knew an apprentice felt between **15% - 30% more knowledgeable** on apprenticeship topics than students who did not know an apprentice

# Confidence in applications

- Student confidence in applying for apprenticeships increased in 3 areas, stayed the same in 1 and decreased in 3, with the below % of students scoring 4 or 5 (out of 5) in their confidence in:
  - Writing a CV: 60% pre-project > 80% post-project
  - Writing a cover letter: 30% pre-project > 54% post-project
  - Telephone interviews: 59% pre-project > 63% post-project
  - Face to face interviews: 57% pre-project > 51% post-project
  - Online tests/quizzes: 75% pre-project > 66% post-project
  - Assessment centres: 66% pre-project > 51% post-project
  - Presenting/completing a task: 57% pre-project > 57% post-project

# Employer confidence in delivery

- Employers felt more confident to deliver the programme after the training, with the below % of employers scoring 'Very Confident' or 'Confident' in the below areas:
  - Informing students about apprenticeships: 40% 'Very Confident' pre-project > 80% 'Very Confident' post-project
  - Informing students about technical education: 20% pre-project > 60% post-project
  - Giving students guidance on applying: 60% pre-project > 100% post-project
  - Mentoring students: 100% pre-project > 80% post-project
  - Hosting a business visit: 100% 'Confident' pre-project > 40% 'Confident', 40% 'Very Confident' post-project



# Employer engagement

# Overview

- 6 local employers were invited to participate in the ATEP project, including:
  - Lloyds Banking Group (3 x colleagues)
  - Howdens (2 x colleagues)
  - FDM
  - Morgan Sindall
  - Covea
  - Yorkshire Housing
- Due to personal circumstances, unfortunately Yorkshire Housing and Covea were no longer able to participate in the project, despite Yorkshire Housing having attended the online employer training.
- With a few volunteers joining the project from Lloyds Banking Group, they were able to divide and support the cohorts in place of Yorkshire Housing and Covea.
- The individuals who volunteered all had varying levels of confidence, subject knowledge and previous experience, which was identified through the employer training. A couple of the volunteers therefore worked with colleagues to co-deliver sessions, which they noted was a great support and also benefitted the project in terms of reach and buy-in from the organisations.
- All of the employers who participated this year have confirmed they would like to continue working with WYCA going forward on careers projects.

# Employer evaluation

# Employer project feedback

- **2 employers** have completed the project evaluation – both from Lloyds Banking Group
- The employers scored the project as below:

Score	Employer 1	Employer 2
Project overall	5	4
Support in session preparation	5	3
Support in working with the school/college	5	4
Session content	5	3
Delivering the sessions / working with the students	5	3

**Employer 1**  
“Excellent experience, from training through to delivery”

**Employer 2**  
“Talks went well at the school but could be more structured. Students may want to provide us with what they are looking to get out of it before we attend so we can tailor our talks. Site visit went really well”

- Both employers would like **to participate again in future** and **sign up to become an Enterprise Adviser**.

# Employer training

# Overview

- The face to face training went really well, with **4 out of 5** attendees scoring the session as **Excellent** and **1** attendee scoring the session as **Good**
- Comments and **feedback were really positive** during and following the session (please see slide 8)
- 3 employers were represented at the face to face training and completed the post-training survey – **Lloyds Banking Group, Howdens and FDM**
- The pre-training survey, however, was completed by **Lloyds Banking Group, FDM and Yorkshire Housing Group** – and so distanced travelled is not always demonstrated where Howdens were newer to apprenticeships and school engagement and Yorkshire Housing Group have more experience
- 3 attendees noted prior to the training that they had experience of working with students & schools, whilst 2 attendees had not

The following slides provide an insight into the impact of the training on confidence around different elements of delivery of the programme. This will be updated when the virtual employers complete the survey.

# Informing students about apprenticeships

Following the training, 2 employers increased in confidence around informing students about apprenticeships.

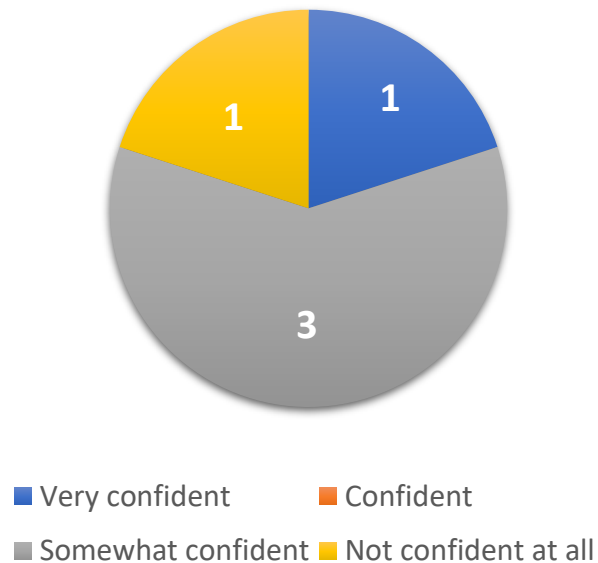


# Informing students about Technical Education

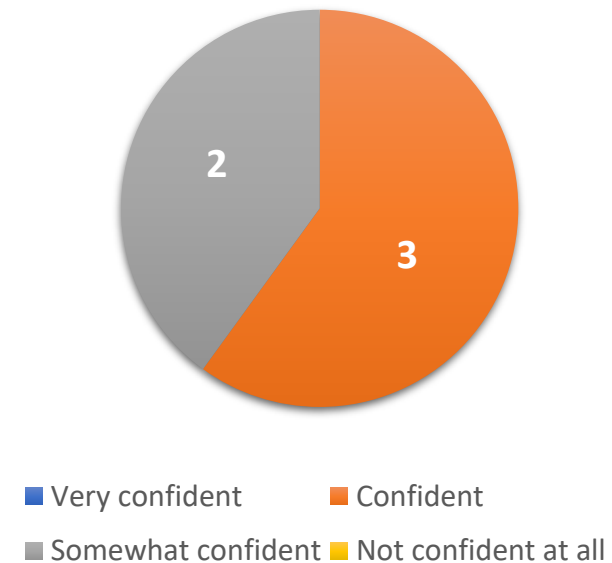
Employers increased in confidence around their knowledge of technical education. During the session, the employer who marked a higher confidence pre-training noted that they had not been fully aware of the different options across technical education and therefore reviewed their scoring.

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### Confidence pre-training



### Confidence post-training



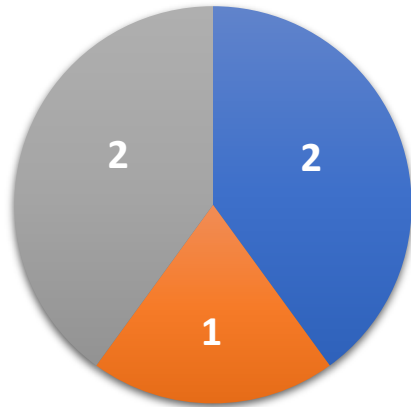


# Giving students guidance on applying

The training supported 2 employers to increase their confidence from somewhat confident to confident with regards to giving students guidance on applying for apprenticeships.

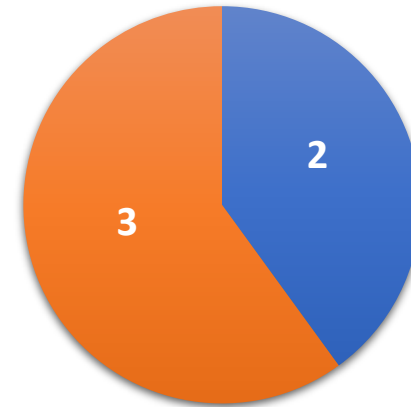
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### Confidence pre-training



■ Very confident    ■ Confident  
■ Somewhat confident    ■ Not confident at all

### Confidence post-training



■ Very confident    ■ Confident  
■ Somewhat confident    ■ Not confident at all

# Mentoring students

The feedback regarding mentoring does not completely match where Yorkshire Housing completed the pre-survey and Howdens completed the post-survey.

117



# Hosting a business visit

An attendee at the training explained that he felt less confident about who he needs to speak to internally and how he should be going about arranging a visit, but a colleague offered to support with this.

118



# Post-training survey

## What worked well ...

119  
Good interactive session with lots of ideas”

“Interactive session with listened to input and feedback”

“A great session”

“The support on offer and friendly approach”

## What was most useful ...

“The presentation slides put together and all other available resources”

“Information about the different programs T Levels etc”

“Understanding different options and meeting other people”

“Meeting others with knowledge of apprenticeship/ further education backgrounds”

# Post-training survey

## Even better if ...

- Feedback was given following the face to face session explaining that more in-depth insights into who is involved (e.g. organisations) and how would have been useful.
- This was then applied for the virtual training where more time was given to this.

120

“Would like to have seen an heir-achy/ introduction of the different organisations involved at the beginning as I’m not from a recruitment/apprenticeship background I had to get up to speed quickly on unknown territory”

# Other ways employers offered to support

121

- Candidate(s) can apply to apprenticeship programme and they could support closely through the process
- Signposting to apprenticeship network
- Linking with current/past apprentices
- Open to other ideas from WYCA and happy to help

# School engagement & feedback

# School overview



# Overview

- It was decided that small groups of students at different transition stages from across our Hub Schools/ Colleges in Leeds, Wakefield and Bradford would be the initial beneficiaries of this programme.
- Across all council areas of West Yorkshire disadvantaged pupils are less likely to enter an apprenticeship than other pupils on the completion of Key Stage 4. Only 3% of pupils eligible for free school meals enter an apprenticeship. A similar situation prevails following Key Stage 5. The overall apprenticeship entry rate is above the national average across all local authority areas in West Yorkshire, but disadvantaged young people are less likely to enter a sustained apprenticeship destination than their non-disadvantaged peers. The gap is particularly wide for pupils in Leeds and Wakefield.
- In considering the supply of skills within West Yorkshire, we took account of the inclusiveness of the skills pipeline, as well as the extent to which it is sufficient to meet needs. Apprenticeships should provide an important mechanism for social mobility, therefore the intent for this project is to work with pupils from schools particularly in Lower Layer Super Output Areas where the rate of poverty related to unemployment, low salaries and general health are low. In West Yorkshire there is a high percentage of these postcode areas in Bradford, Leeds and Wakefield.
- 2 schools and 1 college were selected to participate by the Schools Partnership Team. The establishments and cohorts were as follows:
  - Ossett Academy (Year 10)
  - Bingley Grammar School (Year 12)
  - Leeds City College (Year 13)

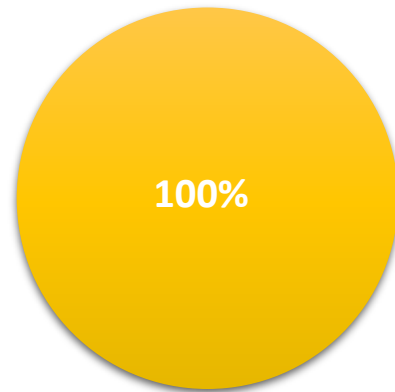
# Careers Leader feedback

# Careers Leader feedback

126

Careers Leaders (3)

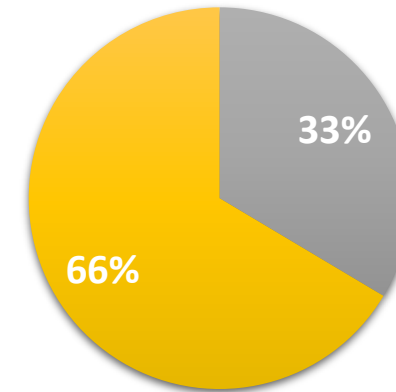
How would you score the project overall?



■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

Careers Leaders (3)

How would you score the session content?



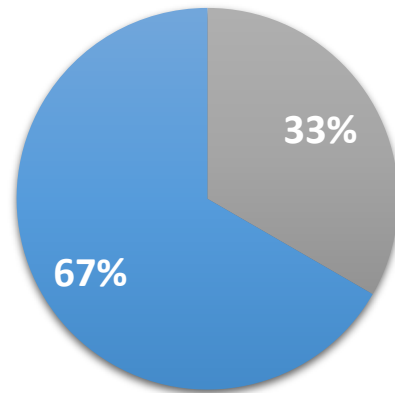
■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

# Careers Leader feedback

127

Careers Leaders (3)

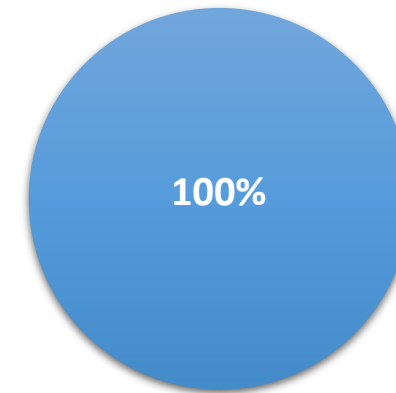
How would you score the employer engagement?



■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

Careers Leaders (3)

How would you score the school/college support?



■ 1 (Poor) ■ 2 ■ 3 ■ 4 ■ 5 (Excellent)

# Careers Leader feedback

School / college	What have you found most useful about the project?	Was there anything else you may have found helpful or would have liked from the project?
Bingley Grammar	“Making a <b>connection to a good local company</b> , bringing in external employer. Providing <b>support on apprenticeships.</b> ”	“ <b>More information about other companies</b> and where to find apprenticeships. Would have been good to hear <b>more about other providers and offerings locally.</b> ”
128 Leeds City College	“The opportunity for our students to <b>learn from current apprentices</b> , also for our students to learn directly from <b>employers</b> what they are looking for on applications/in interviews and what kind of apprenticeships are available. The students also seemed to enjoy <b>visiting employers premises</b> and experiencing a workplace.”	“The project was really useful but I think that it would have been <b>easier if it was after Christmas</b> as the project was during exam season so it was hard to find available students and dates. I also <b>don't think the information on T-levels was necessary as our learners are 18+</b> so have already picked their post 16 options.”
Ossett Academy	“ <b>Insight from the two employers.</b> Students got to here first hand from employers about their experiences and understand the recruitment process for apprenticeships.”	“ <b>Better understanding of Technical Education from the providers</b> on T Levels and the realities e.g. they are an academic route and colleges only recruit students with Grade 5's and above. More time to deliver the project over a long period of time.”

# Careers Leader feedback

129

“The project was great. The support from Helen has been brilliant.”

“Thank you for giving our students this opportunity – it’s been great! 😊”

# Student survey analysis

# Respondent demographics

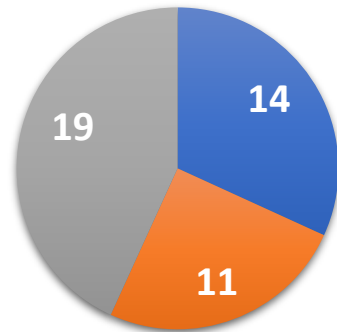


# Survey completions

132

Pre-project survey

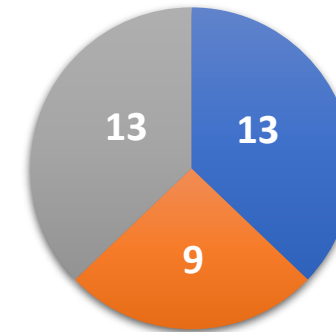
No. of respondents (44)



- Bingley Grammar School
- Leeds City College
- Ossett Academy

Post-project survey

No. of respondents (35)



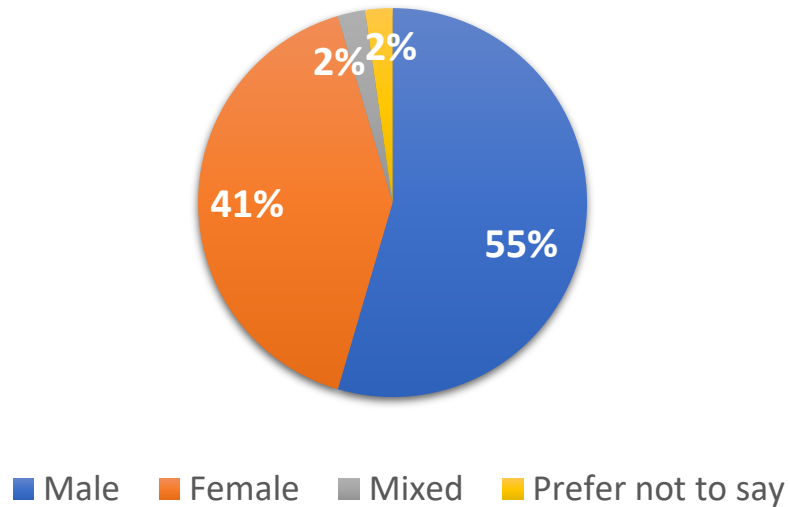
- Bingley Grammar School
- Leeds City College
- Ossett Academy

# Gender breakdown

133

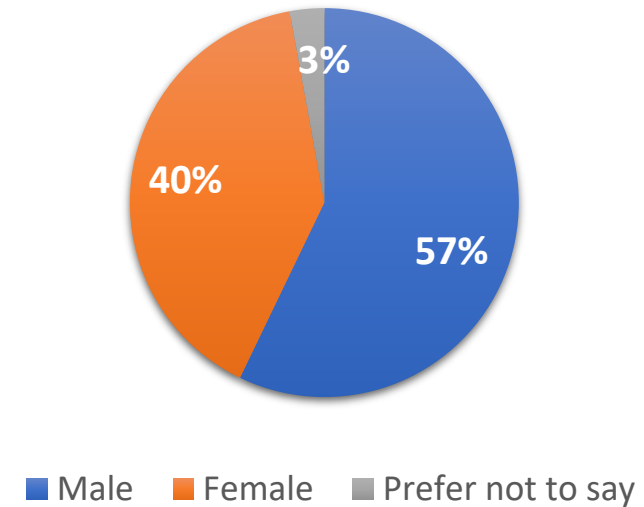
Pre-project survey

How would you describe your gender? (44 responses)



Post-project survey

How would you describe your gender? (35 responses)



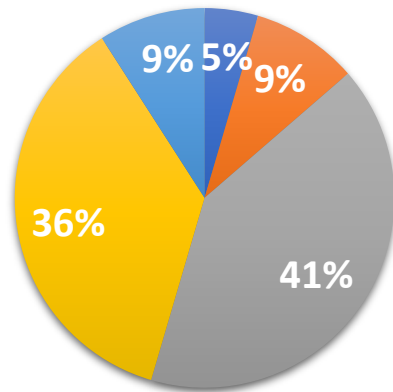
# Knowledge & awareness

# Understanding of apprenticeships

135

Pre-project

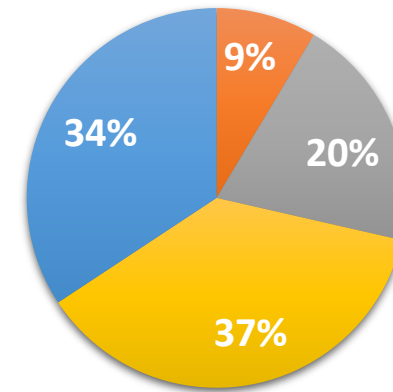
Understanding of apprenticeships



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

Understanding of apprenticeships



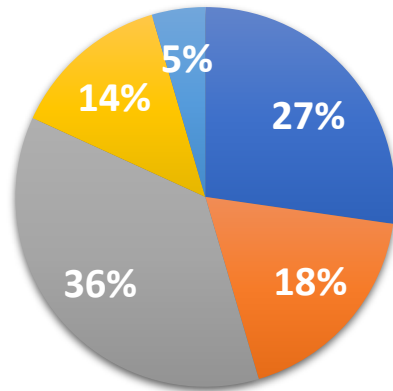
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Applying for apprenticeships

136

Pre-project

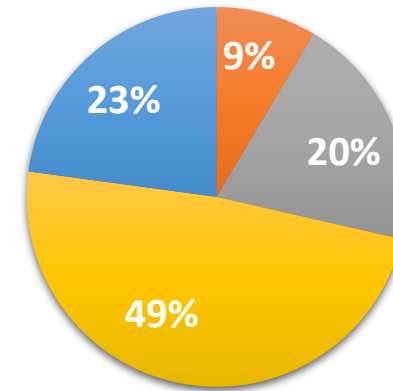
How to apply for apprenticeships



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

How to apply for apprenticeships

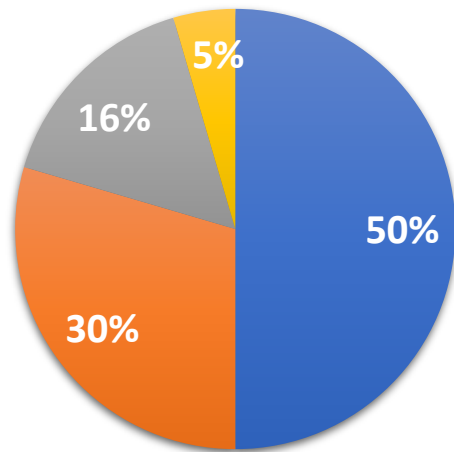


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Understanding of T Levels

Pre-project

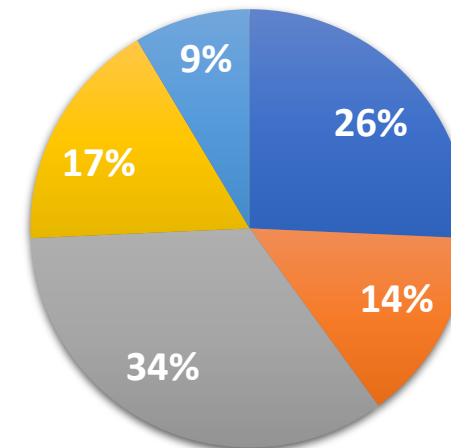
T Levels and what they are



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

T Levels and what they are

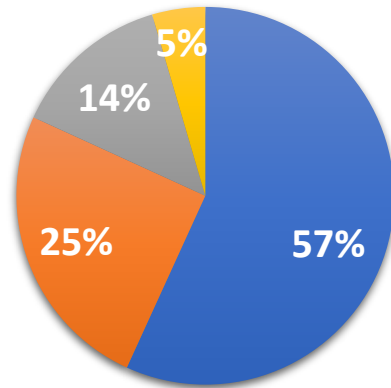


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Searching and applying for T Levels

Pre-project

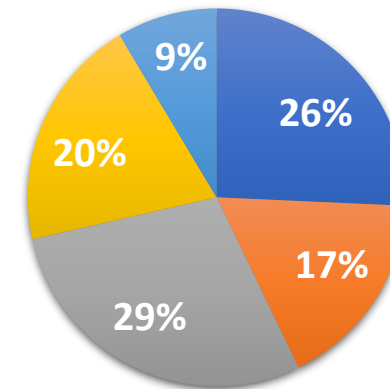
How to find an apply for T Levels



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

How to find an apply for T Levels



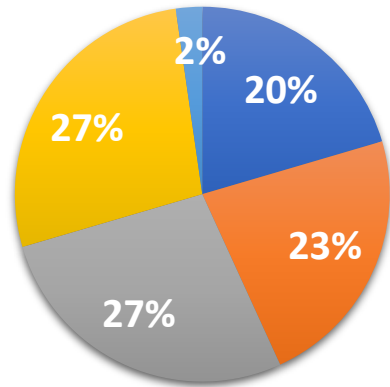
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Awareness of local opportunities

139

Pre-project

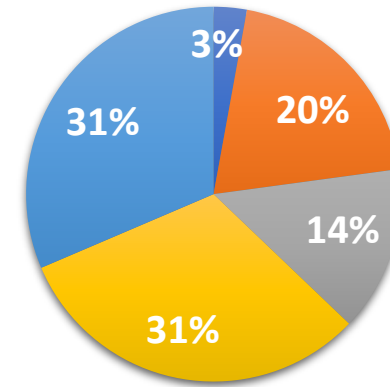
What kind of opportunities are available locally to you



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

What kind of opportunities are available locally to you



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

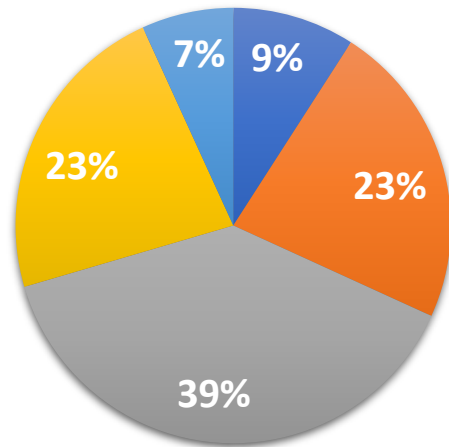


# Awareness of other options

140

Pre-project

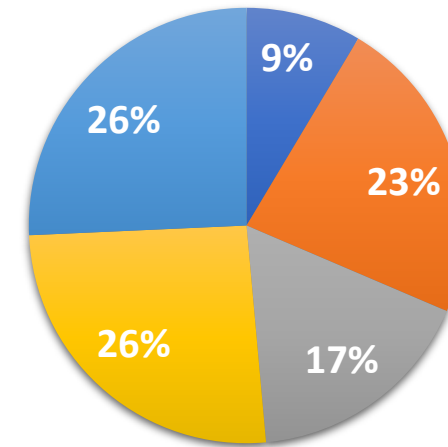
Other routes into work



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

Other routes into work



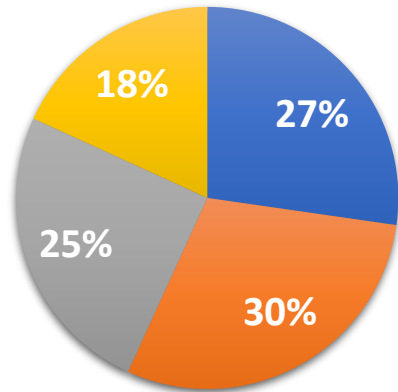
■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Awareness of local employers

141

Pre-project

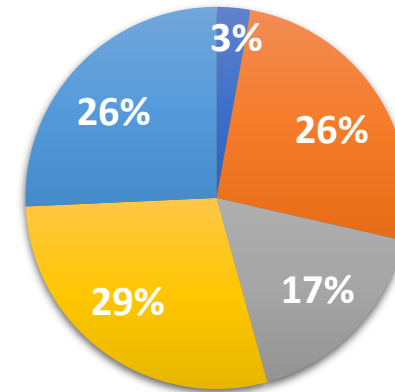
What employers offer apprenticeships in my local area



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Post-project

What employers offer apprenticeships in my local area

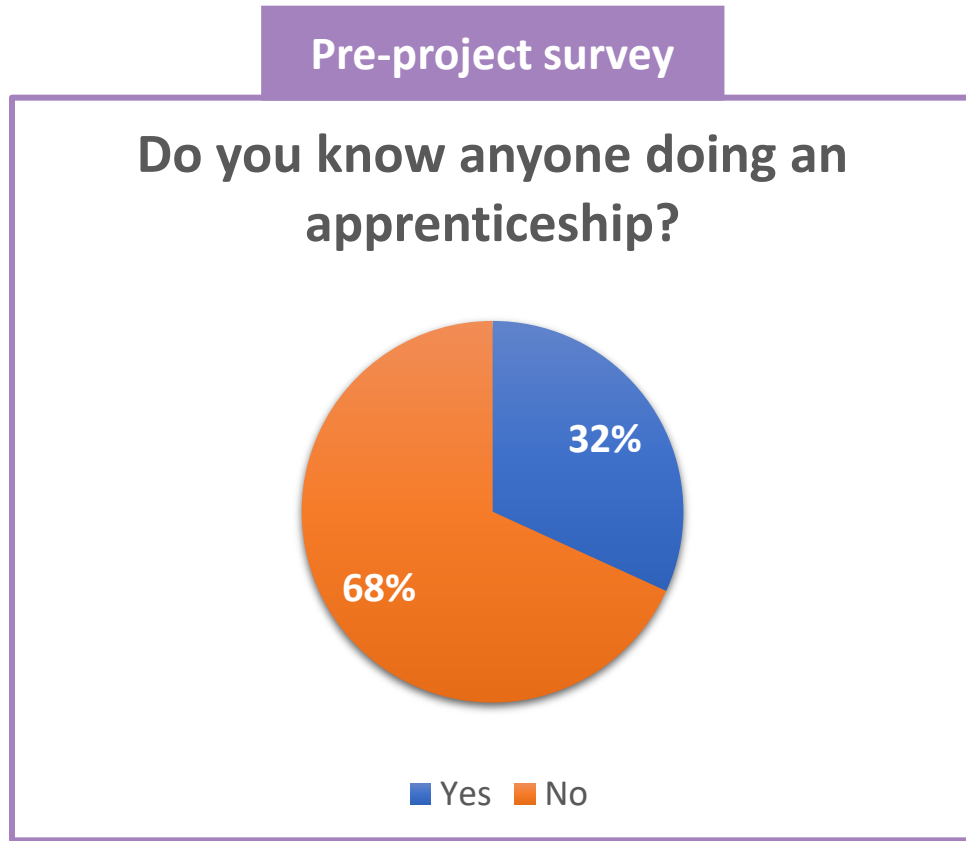


■ 1 ■ 2 ■ 3 ■ 4 ■ 5

# Apprentice connections: Impact on awareness

# Apprentice connections

143



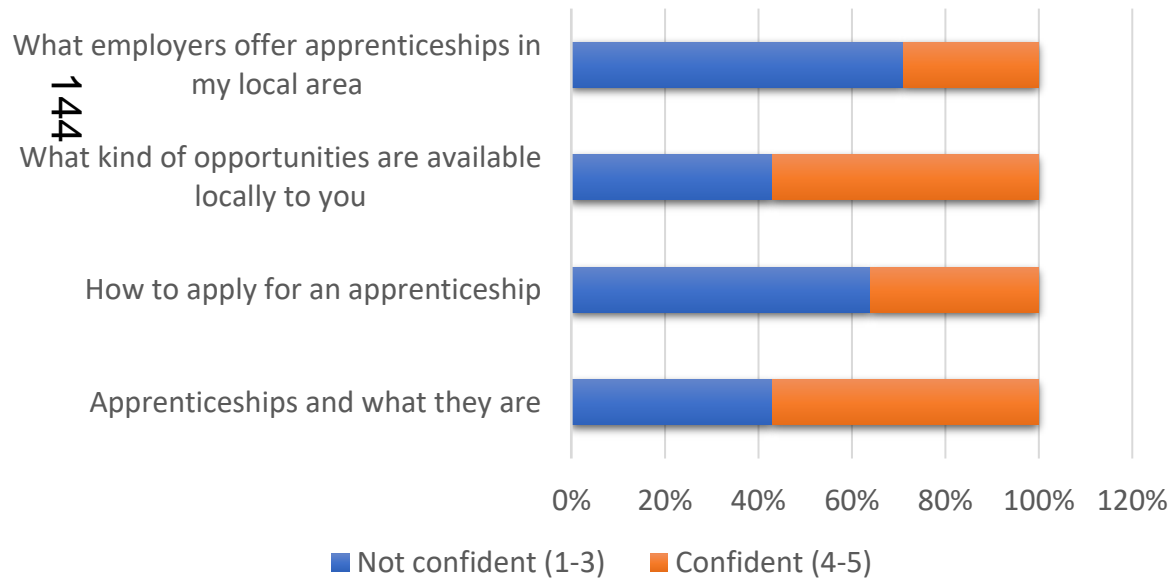
## Increased understanding

- Just over 1/3 of students already had a personal connection to an apprentice, whether through family or a friend.
- A few students had siblings on an apprenticeship with the same employer (McDonalds)
- When looking at the correlation of knowing an apprentice to understanding of them, we found that students who already knew an apprentice felt more confident in their knowledge of apprenticeship

# Apprentice connection impact on awareness

## Do know an apprentice

### Do know an apprentice



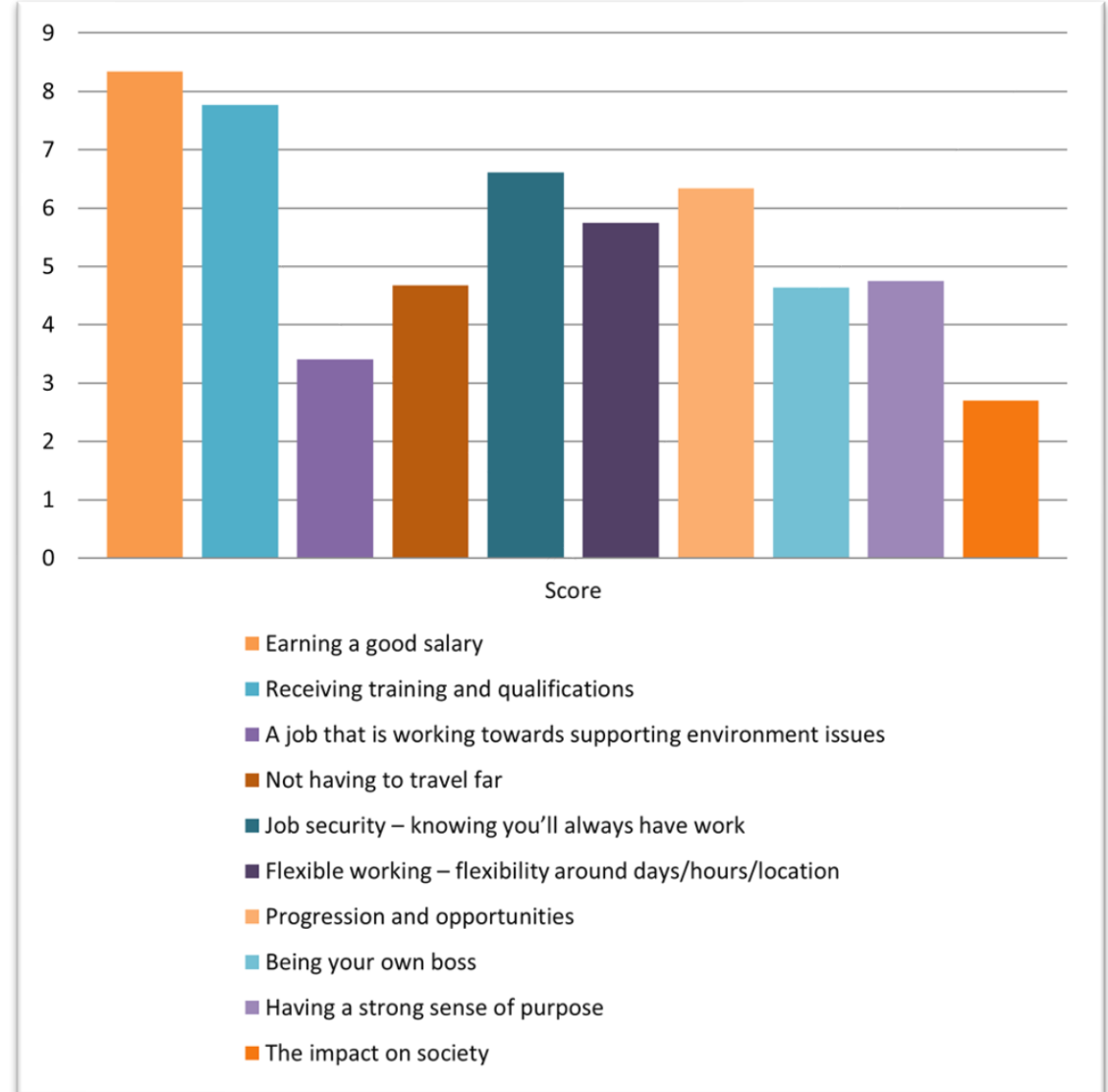
## Do not know an apprentice

### Do NOT know an apprentice



## Priorities for career consideration

- Students were asked to score their priorities when considering a career from 1-10.
- The majority of students selected:
  1. Earning a good salary
  2. Receiving training and qualifications
  3. Job security
- Fewer students selected 'Impact on society' or 'A job supporting environment issues' as main priorities

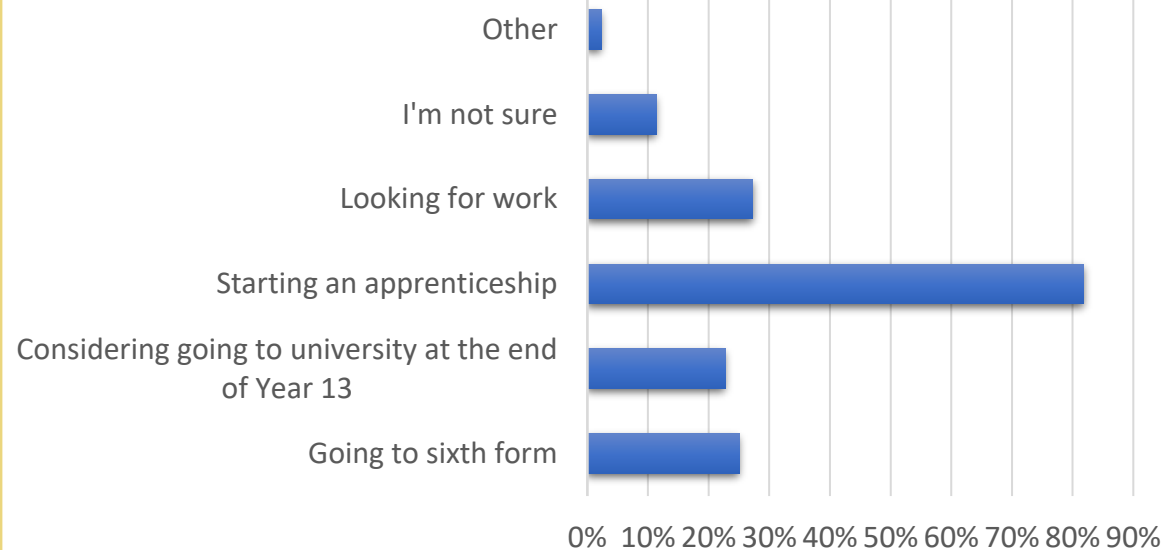


# Impact of the project

# Considering an apprenticeship

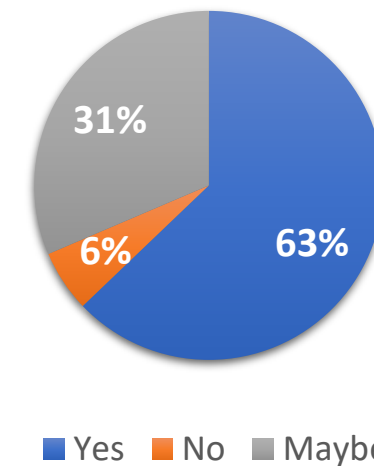
Pre-project survey

When you finish school, do you have any plans or ideas on your next steps? (Tick all that apply)



Post-project survey

Would you consider doing an apprenticeship following the project?

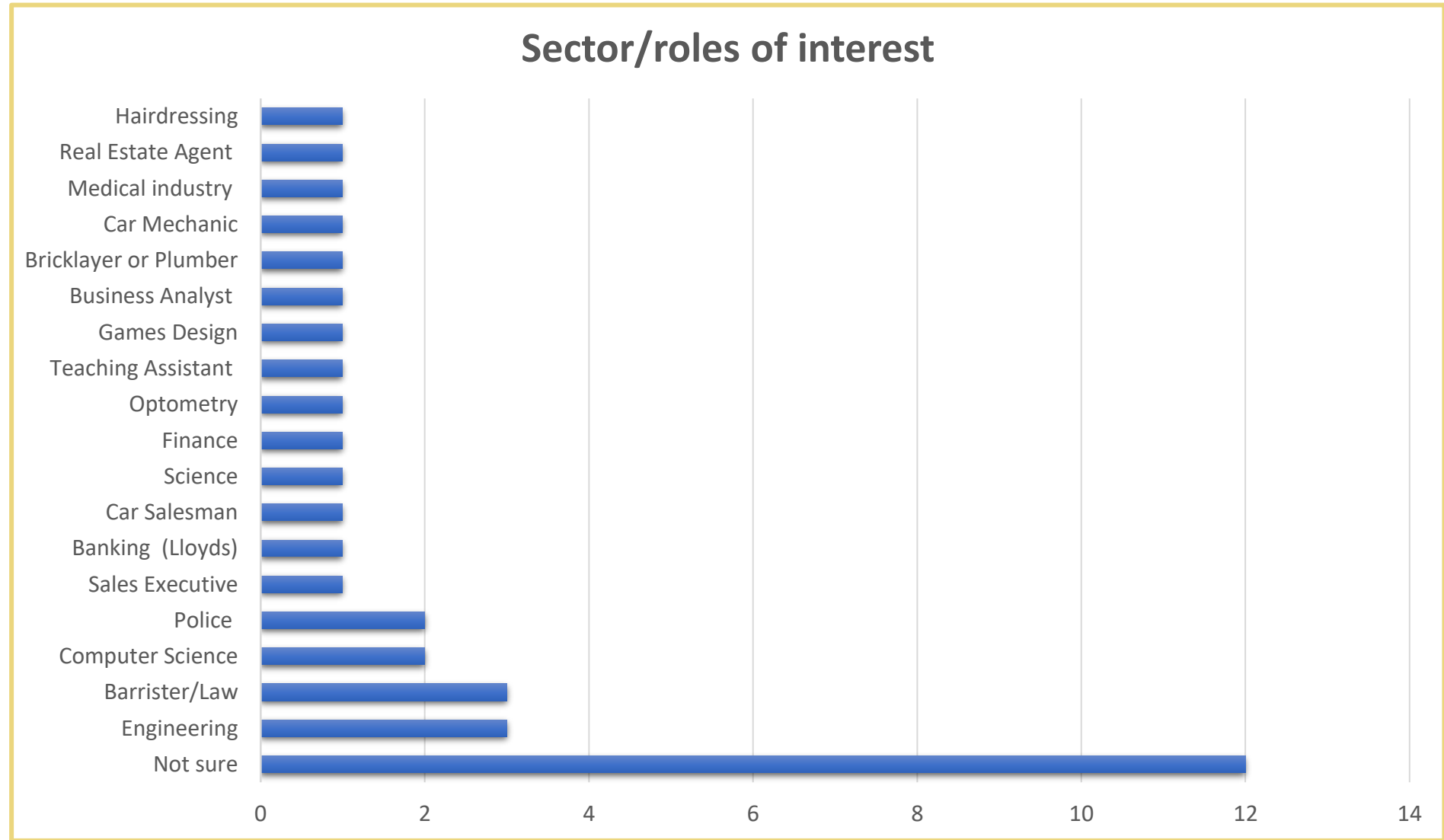


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# Areas of interest

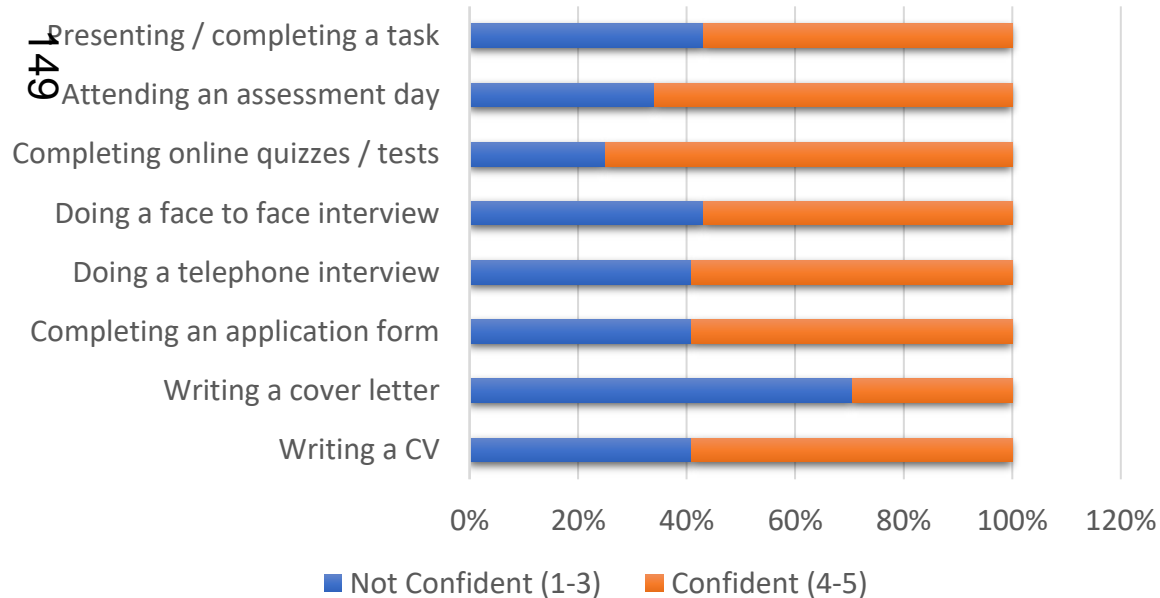
148



# Confidence in apprenticeship applications

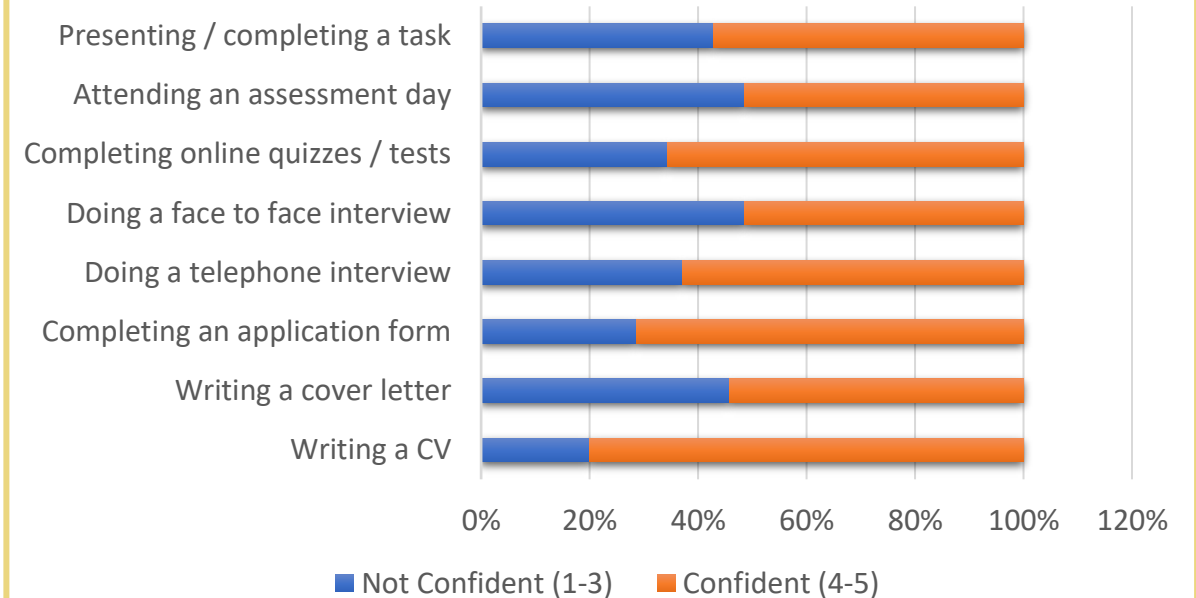
## Pre-project survey

### Confidence in application stages



## Post-project survey

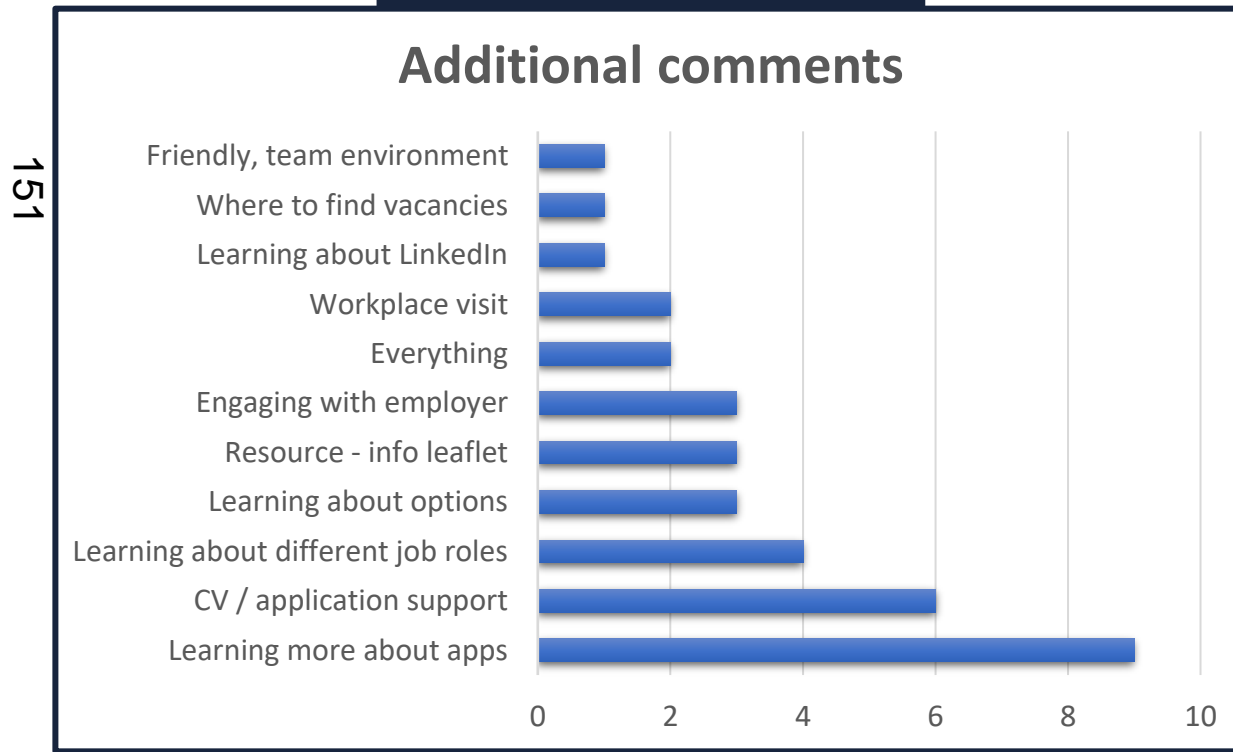
### Confidence in application stages



# Student feedback

# Student feedback

## Best parts of the project



## Even better if

### Bingley Grammar

2 x students from Bingley commented on the first session being **too heavily focussed on kitchens** and thus, was less engaging. The second session was preferred where it supported students to prepare for applications and interviews.

*"I would have liked to hear about some other companies as well."*

*"I would have liked to find out more about where to find apprenticeships and applying."*

# Student feedback

**“Thank you, it was very helpful”**  
Bingley Grammar student

**“The sessions had helpful information and the lady was very nice”**  
Bingley Grammar student

**“I enjoyed this project”**  
Leeds City College student

**“I would like an offer from you guys to do apprenticeship in your program if you are by any chance looking for an apprentice”**  
Leeds City College student

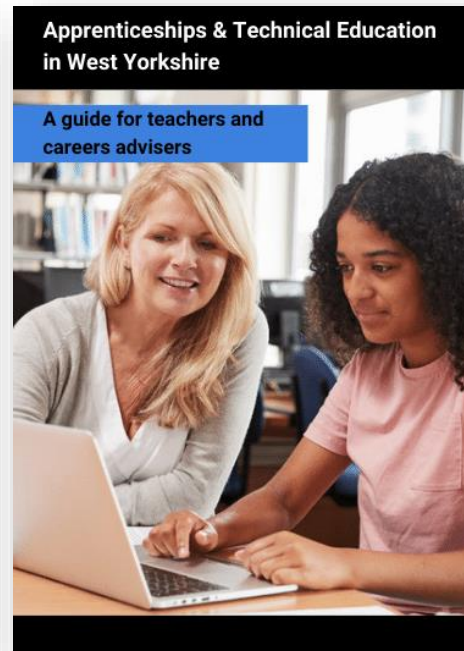
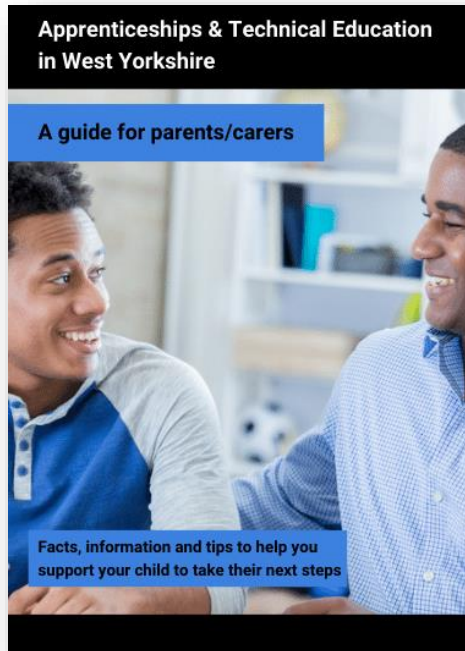
**“I really enjoyed doing this apprenticeships, it was very factual to my information”**  
Ossett Academy student

152

# Project assets

# ATEP Guides

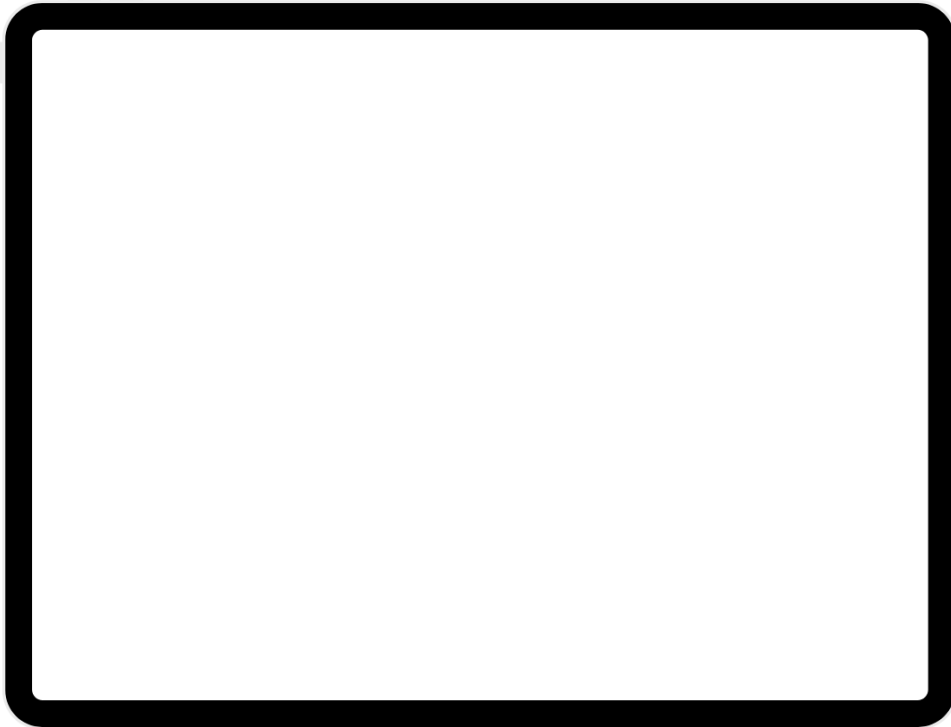
154



The guides will be available on [FutureGoals.co.uk](https://www.futuregoals.co.uk) and will be regularly updated.

# Project films

155



Employer film

**View here:**

<https://vimeo.com/user/94832320/folder/16974505>



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## Analysis of apprenticeship take-up in West Yorkshire in 2021/22 academic year

### Summary

- Apprenticeship starts grew by 9% in West Yorkshire in 2021/22 academic year, the same rate of growth as nationally, but remain 16% below pre-pandemic levels.
- Starts grew for all age groups year on year and under-19 starts grew at the strongest rate after several years of decline.
- There was growth for all levels of apprenticeship, with Advanced seeing the highest rate of growth.
- There was year on year growth in starts in all five West Yorkshire local authorities, with Wakefield and Calderdale seeing the fastest rates of growth.
- All broad subject areas saw growth in 2021/22 – the biggest increases in starts were for *Engineering and Manufacturing Technologies, Construction, Planning and the Built Environment* and *Information and Communication Technologies*.

The following analysis focuses on take-up of apprenticeships in West Yorkshire<sup>1</sup> during the 2021/22 academic year. It is based on recently finalised (R14) data provided by Education and Skills Funding Agency via gov.uk.

### Overall starts and achievements

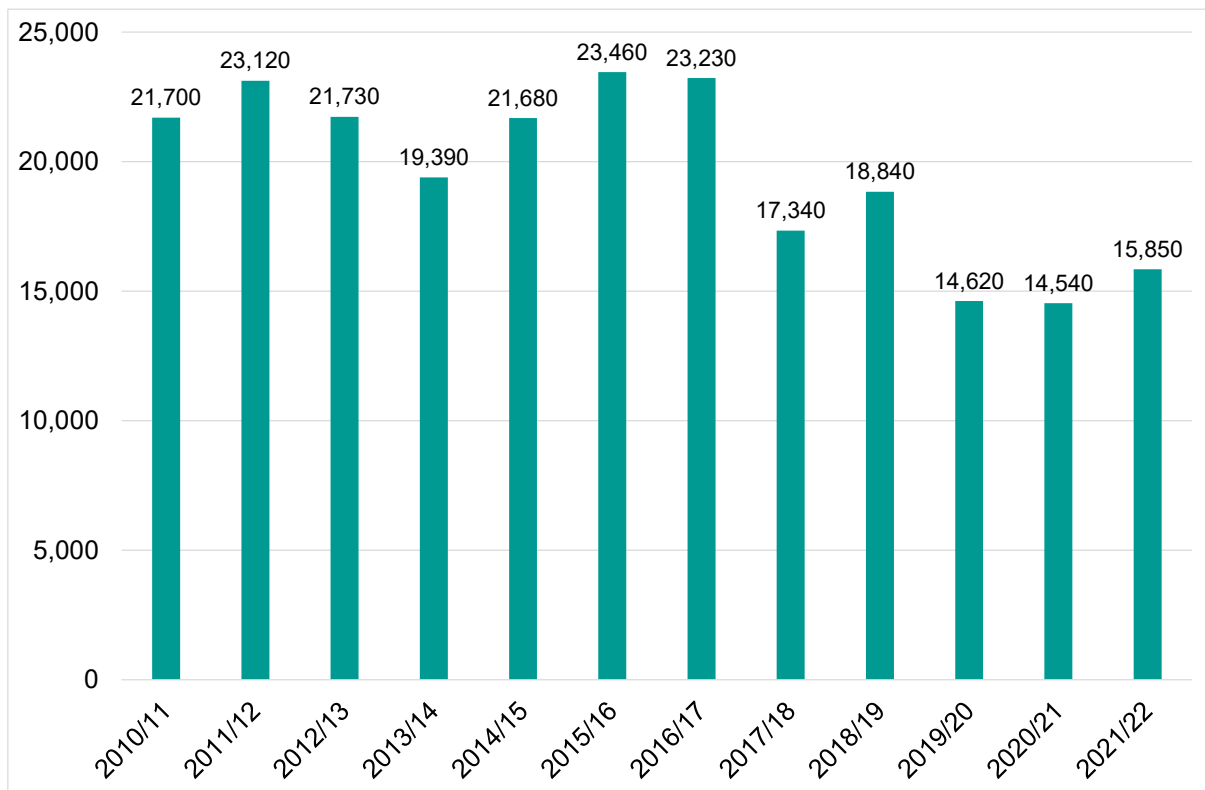
There were 15,849 apprenticeship starts in West Yorkshire during the academic year. Starts grew by 1,310 (9%) compared with the previous year; this is similar to the national average picture, which also saw growth of 9%. Starts in West Yorkshire in 2021/22 remained almost 3,000 (or 16%) below their pre-pandemic level of 2018/19 compared with a deficit of .

During 2021/22, there were 6,470 apprenticeship achievements, a decrease of 12% on 2020/21, the same rate of decline as nationally.

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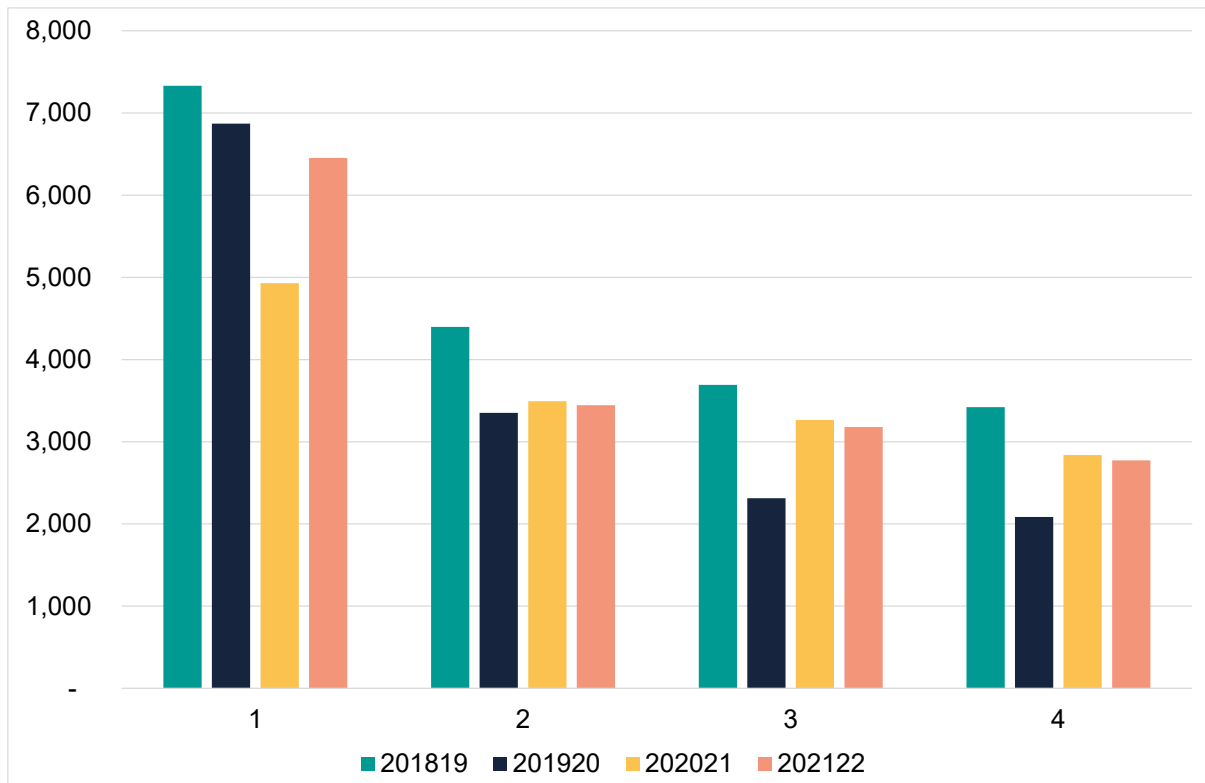
<sup>1</sup> Unless otherwise stated, the analysis relates to all apprentices whose home address lies within one of the 5 local authorities of West Yorkshire.

**Figure 1: Trend in total apprenticeship starts, West Yorkshire**



Apprenticeship starts in West Yorkshire are well below their peak – falling by nearly a third between 2015/16 and 2021/22. This is due to introduction of apprenticeship reforms in 2016/17, followed by the impact of the health crisis from 2019/20 onwards.

**Figure 2: Apprenticeship starts by quarter, West Yorkshire**

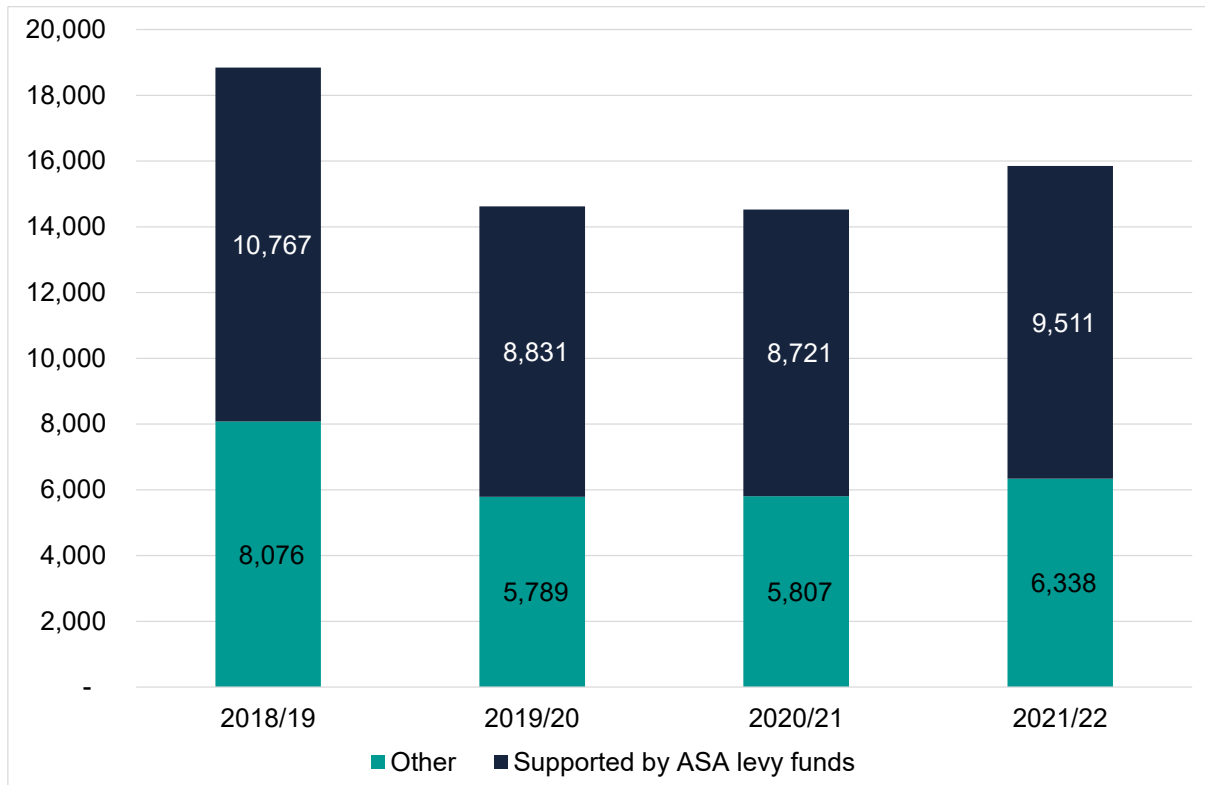


Most of the year on year growth in starts in 2021/22 was generated in the first quarter of the academic year. Performance then fell back to levels similar to the previous year in the remaining three quarters of 2021/22.

### Funding

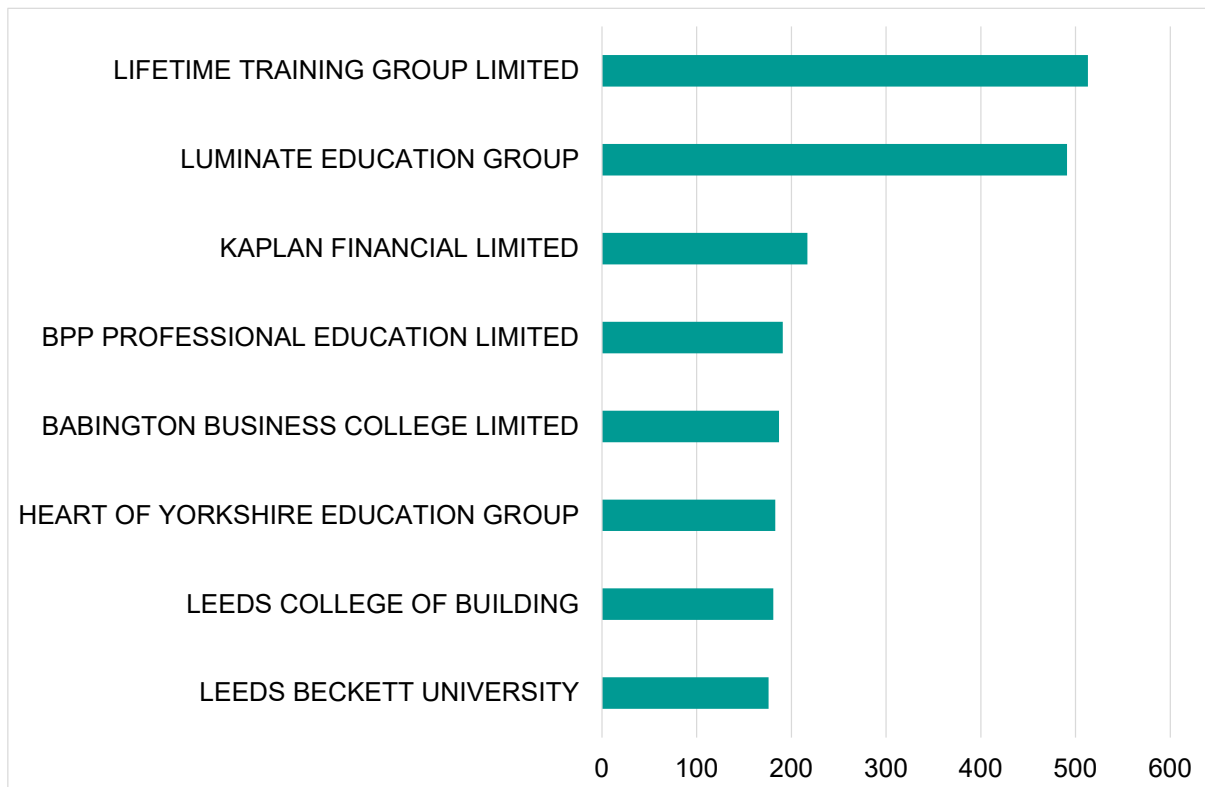
Levy-funded starts now account for the majority of starts in West Yorkshire, contributing 60% of the total. Levy and non-levy starts saw the same year on year growth in 2021/22 of 9%. Although levy starts in 2021/21 were 19% down on 2018/19 (pre-pandemic), non-levy starts fell by 28% over the same period.

**Figure 3: Apprenticeship starts by funding source, West Yorkshire**



Nearly 80% of Higher Apprenticeships were funded through the levy, compared with just under a half of Intermediate Apprenticeships. More than three quarters of starts for 25+ year olds but only 31% of starts for under-19s were levy-funded.

**Figure 4: Levy-funded apprenticeship starts by provider**



Lifetime Training Group and Luminate Education Group delivered the biggest volumes of levy-funded apprenticeship starts to West Yorkshire residents in 2021/22.

**Sex**

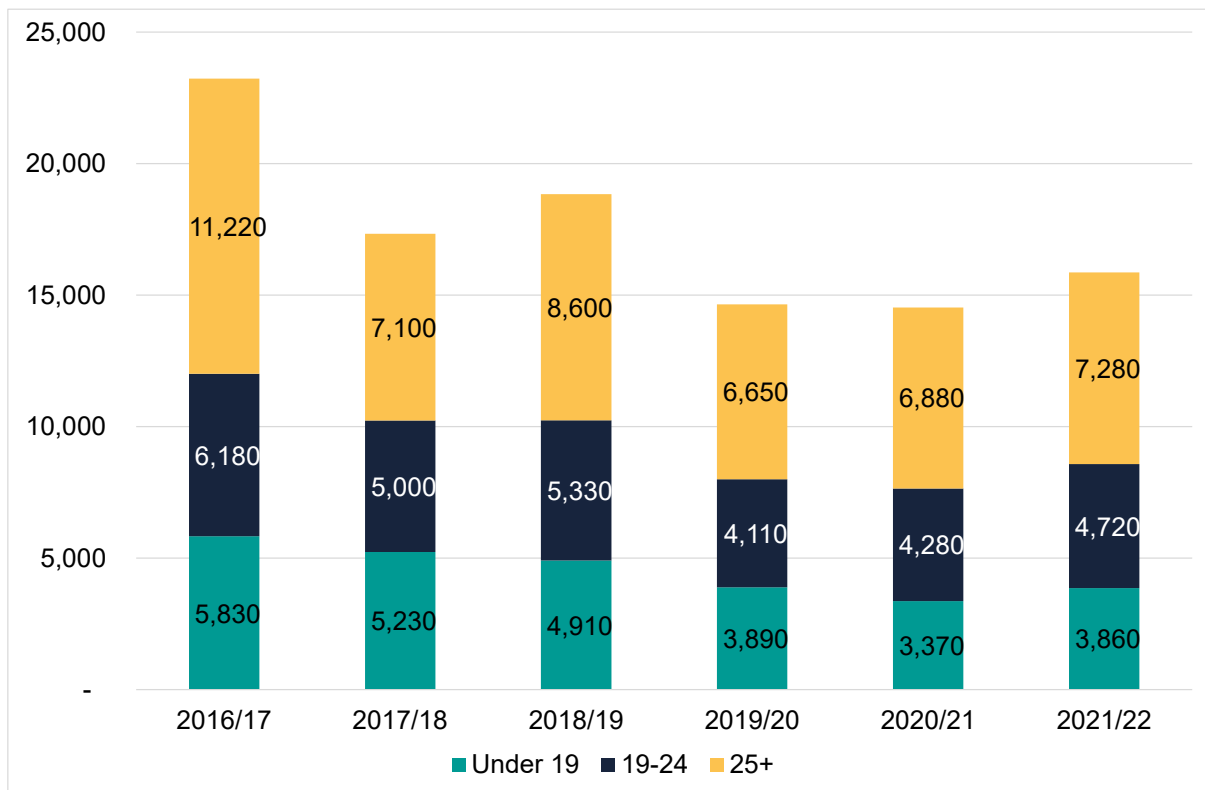
Fifty-two per cent (8,310) of apprenticeship starts were for females, slightly down on the 55% seen in 2020/21.

**Age**

During 2021/22, 46% of starts were for apprentices aged 25 and over, with 30% aged 19-24 and 24% aged under 19.

Starts grew year-on-year for all broad age groups. Under-19 starts recovered somewhat during the year, growing by 15% but are still one-fifth (21%) lower than in 2018/19. 19-24 starts grew by 10% and starts for those aged 25+ grew by 6%.

**Figure 5: Trend in apprenticeship starts by age, West Yorkshire**

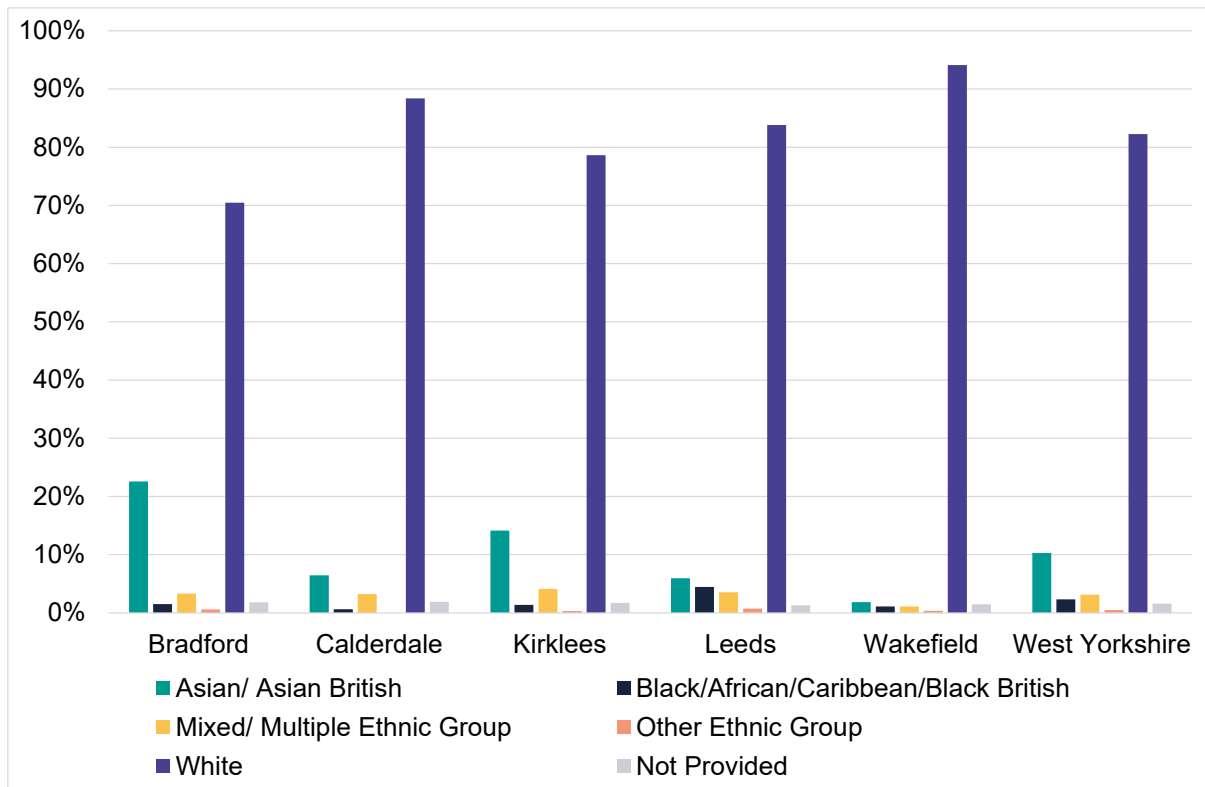


### **Ethnicity**

There were around 2,800 starts on apprenticeships by people from an ethnic minority during 2021/22, 18% of total starts.

This proportion is an increase on the 16% recorded in 2020/21.

**Figure 6: Proportion of total apprenticeship starts by ethnicity and local authority, West Yorkshire**



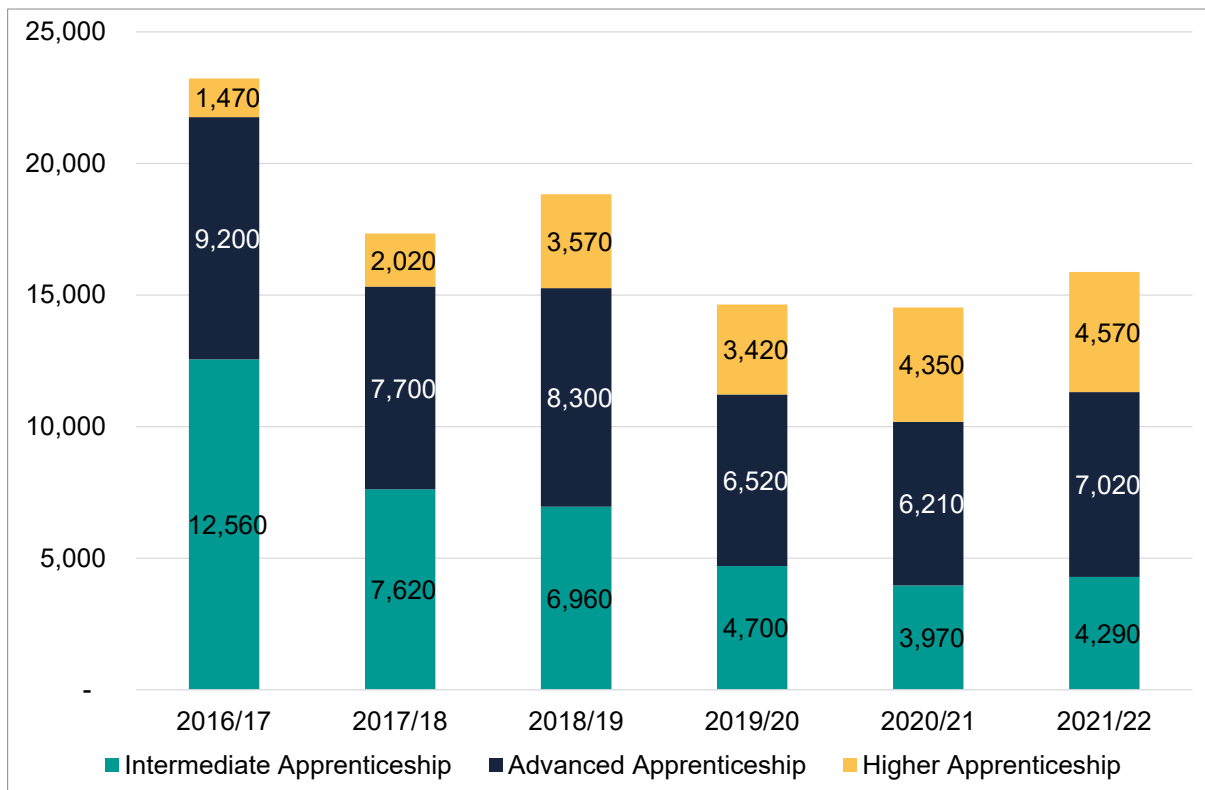
Ethnic minority participation varies at local authority level, from 6% in Wakefield to 22% in Kirklees and 30% in Bradford.

People from an Asian / Asian British background formed the largest minority group, with around 10% of total starts (rising to 23% in Bradford and 14% in Kirklees).

### Level

During 2021/22, starts on Intermediate apprenticeships accounted for 27% of total starts (the same proportion as 2020/21 but down from 37% in 2018/19), Advanced apprenticeship starts contributed 44% (similar to the previous year) and Higher apprenticeships 29% (similar to the previous year but up from only 19% in 2018/19).

**Figure 7: Trend in starts by level, West Yorkshire**



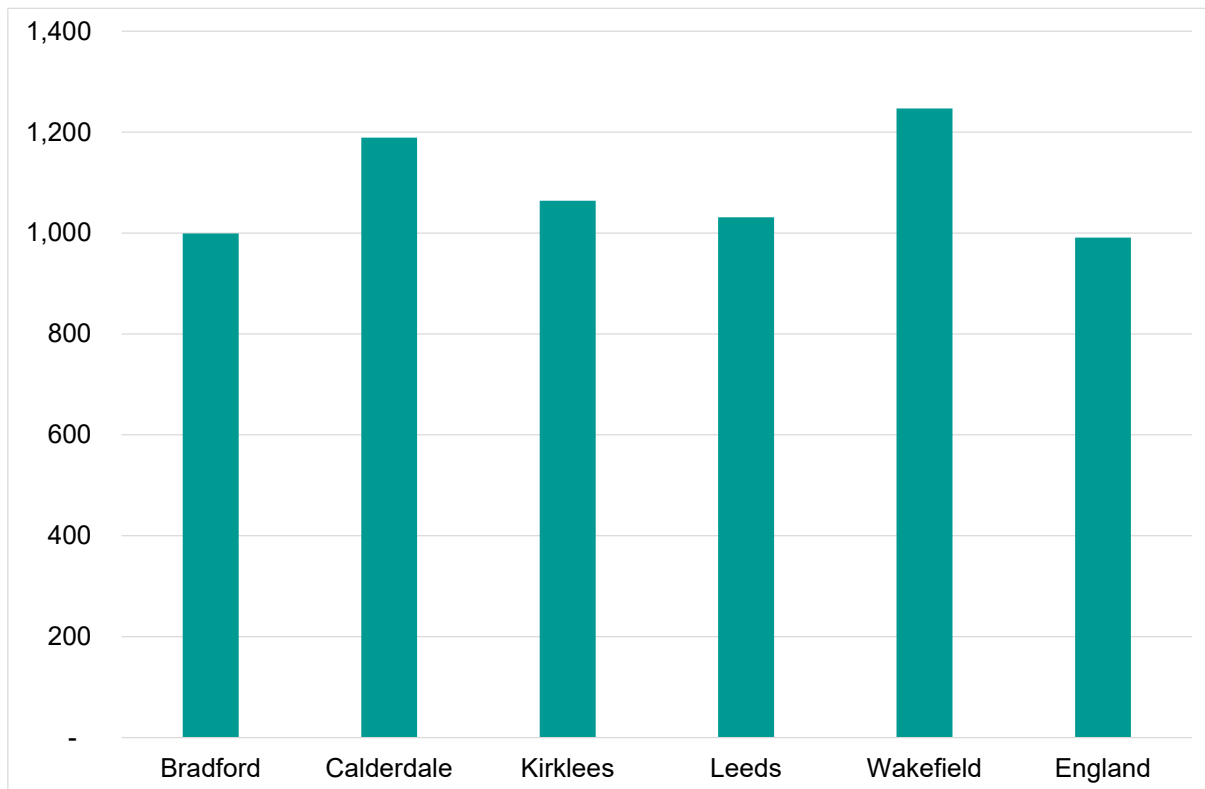
All levels of apprenticeship saw a growth in starts during 2021/22. Advanced apprenticeships increased by 13%, Intermediate by 8% and Higher by 5%.

### Local authorities

Based on location of learner residence, Leeds contributed the greatest number of apprenticeship starts during 2021/22 (34% of the West Yorkshire total) followed by Bradford (21%), Kirklees (18%), Wakefield (17%) and Calderdale (10%).



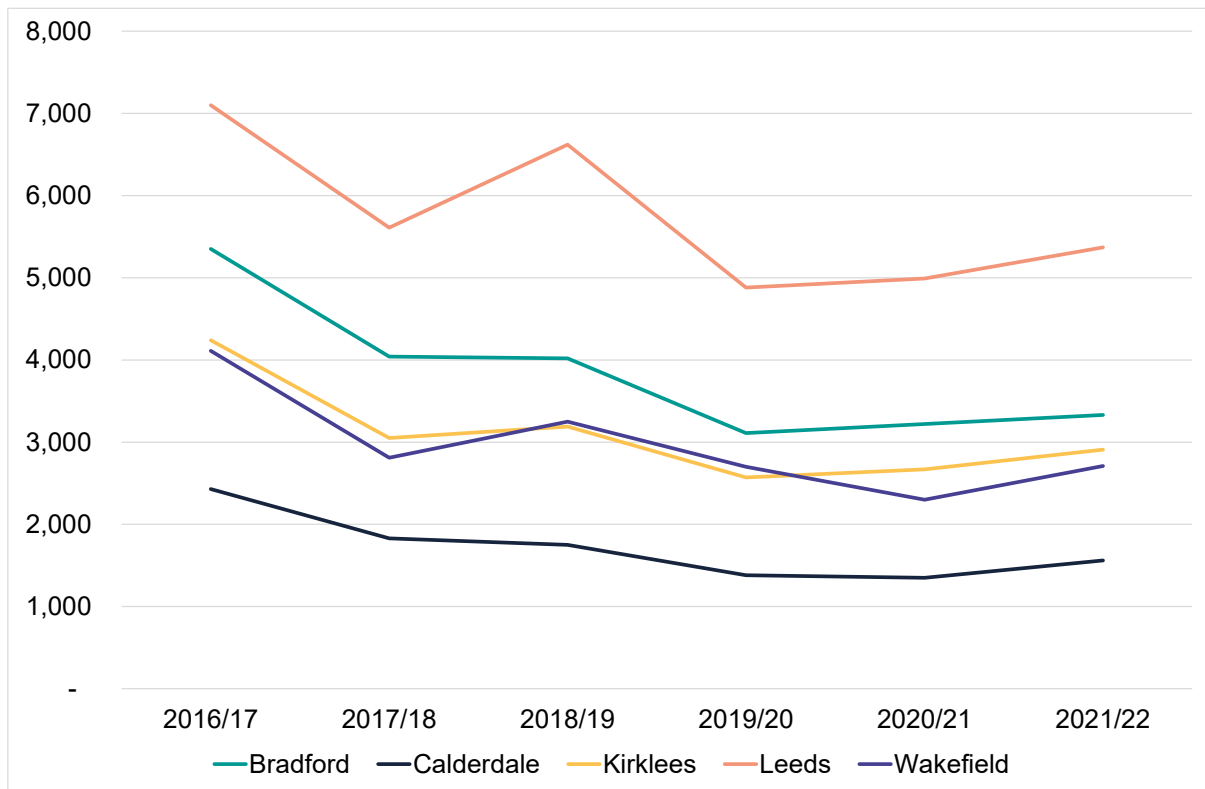
**Figure 8: Apprenticeship start rate per 100,000 population**



Wakefield and Calderdale have the highest rate of apprenticeship take-up relative to population, whilst Bradford and Leeds have the lowest.

All local authorities saw growth in starts during the year, ranging from a 3% increase in Bradford to 18% growth in Wakefield and 16% in Calderdale. The rate of growth in Kirklees (9%) and Leeds (8%) were similar to the West Yorkshire average.

**Figure 9: Change in total apprenticeship starts by local authority**



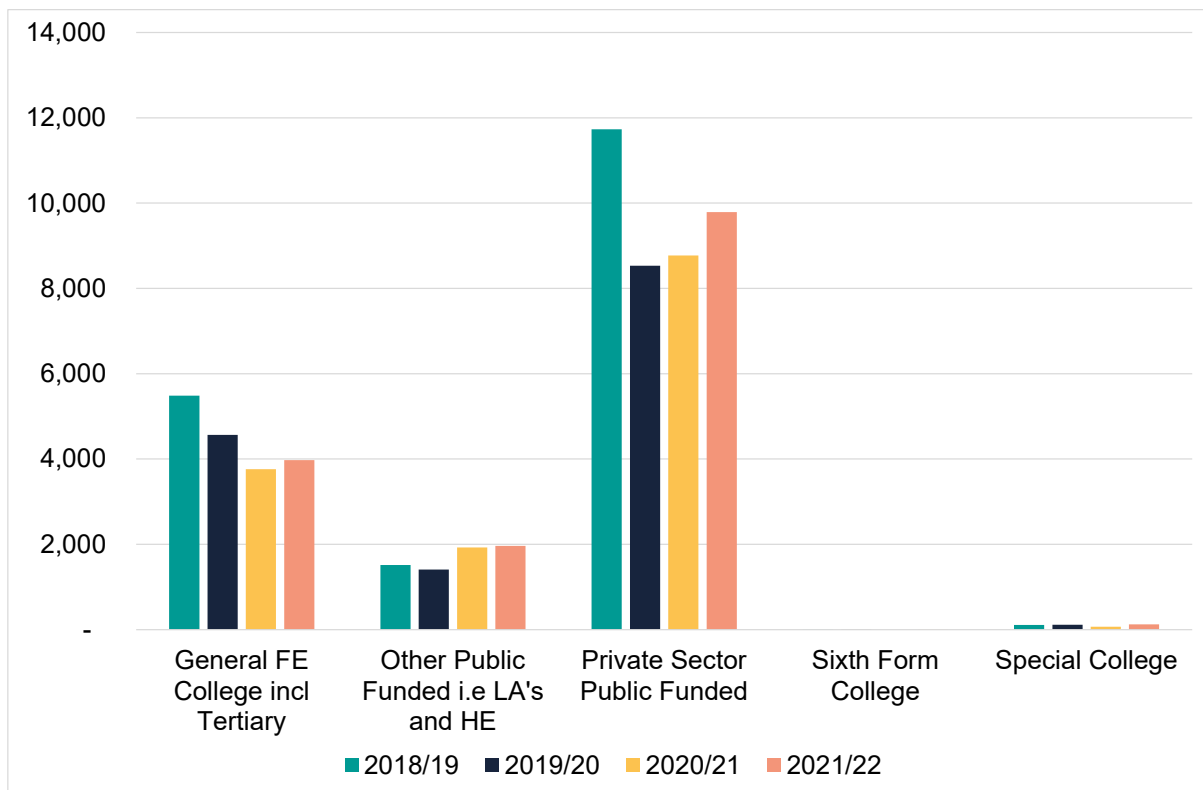
**Provider type**

Private-sector public funded providers delivered 9,789 apprenticeship starts in West Yorkshire in 2021/22, a majority (62%) of total starts.

General FE colleges contributed 3,975 starts, 25% of the total and a similar share to the previous year.

Other publicly funded providers (including local authorities and HEIs) were responsible for 12% of total starts.

**Figure 10: West Yorkshire apprenticeship starts by provider type**



Note: figures relate to apprenticeship starts by West Yorkshire residents

### Subject area

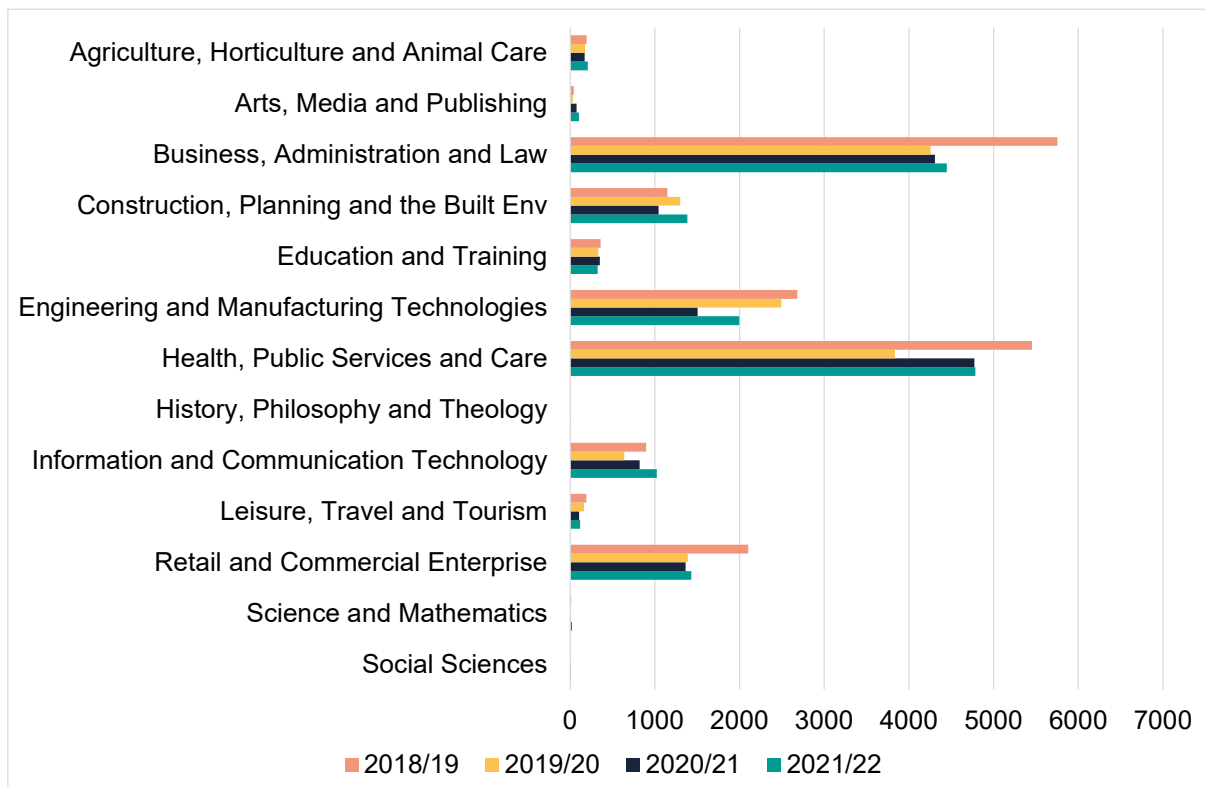
All subjects except one had more starts in 2021/22 than in 2020/21. The biggest increases were for *Engineering and Manufacturing Technologies* (+492; +33%); *Construction, Planning and the Built Environment* (+340; +33%); and *Information and Communication Technology* (+201; +24%). The only subject to see a small decline in starts was *Education and Training*.

However, the majority of subjects recorded fewer starts in 2021/22 than in 2018/19 (pre-pandemic). The biggest areas of deficit are:

- Business, Administration and Law (-1,305; -23%)
- Engineering and Manufacturing Technologies (-687; -26%)
- Retail and Commercial Enterprise (-674; -32%)
- Health, Public Services and Care (-669; -12%).

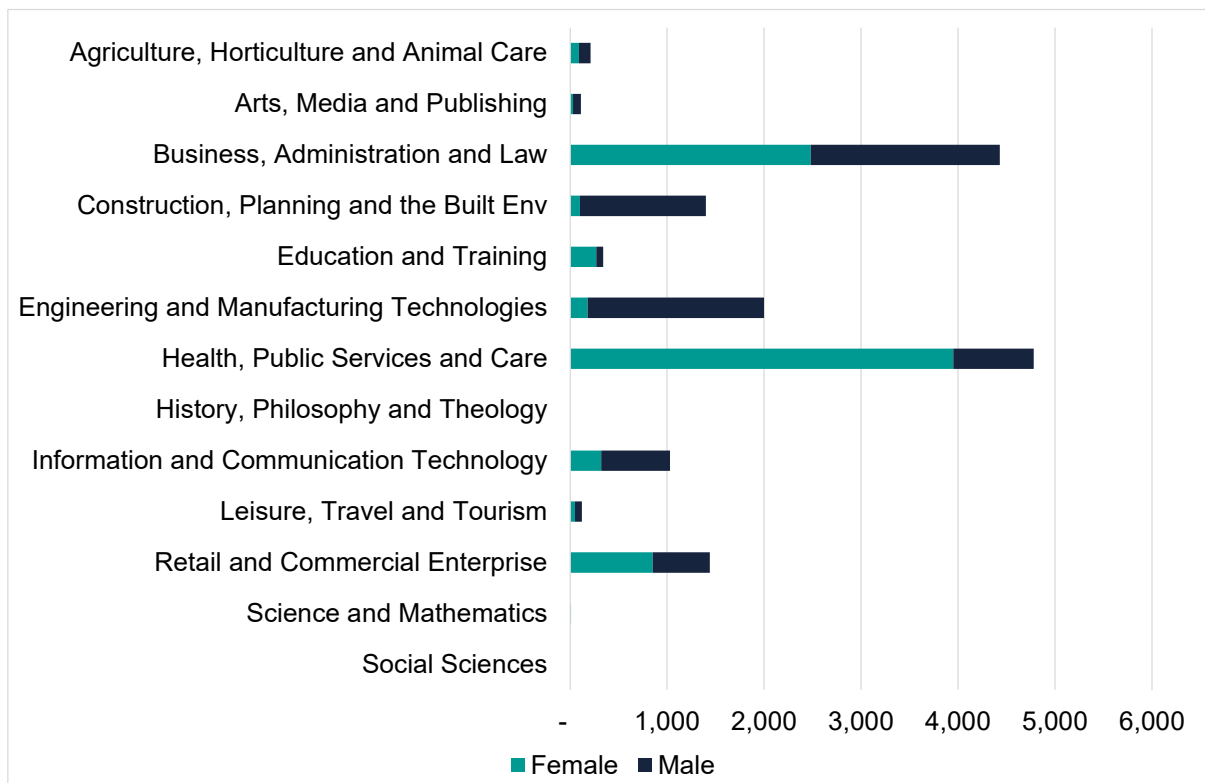
*Information and Communication Technology* and *Arts, Media and Publishing* are the only subjects of substantial size which have seen growth compared with 2018/19.

**Figure 11: Trend in apprenticeship starts by sector subject area, West Yorkshire**



There are marked differences in the subject profile of starts by sex. The largest areas in terms of volume of female starts are *Health, Public Services and Care, Business, Administration and Law* and *Retail and Commercial Enterprise*.

**Figure 12: Apprenticeship starts by sex and subject, West Yorkshire**



Females accounted for 83% of total starts in *Health, public services and care* but females starts were in a small minority for *Construction* (7%), *Engineering and Manufacturing* (9%), whilst in *Information Technology* they accounted for just under one-third (31% up from 24% in 2019/20).

### Higher apprenticeships

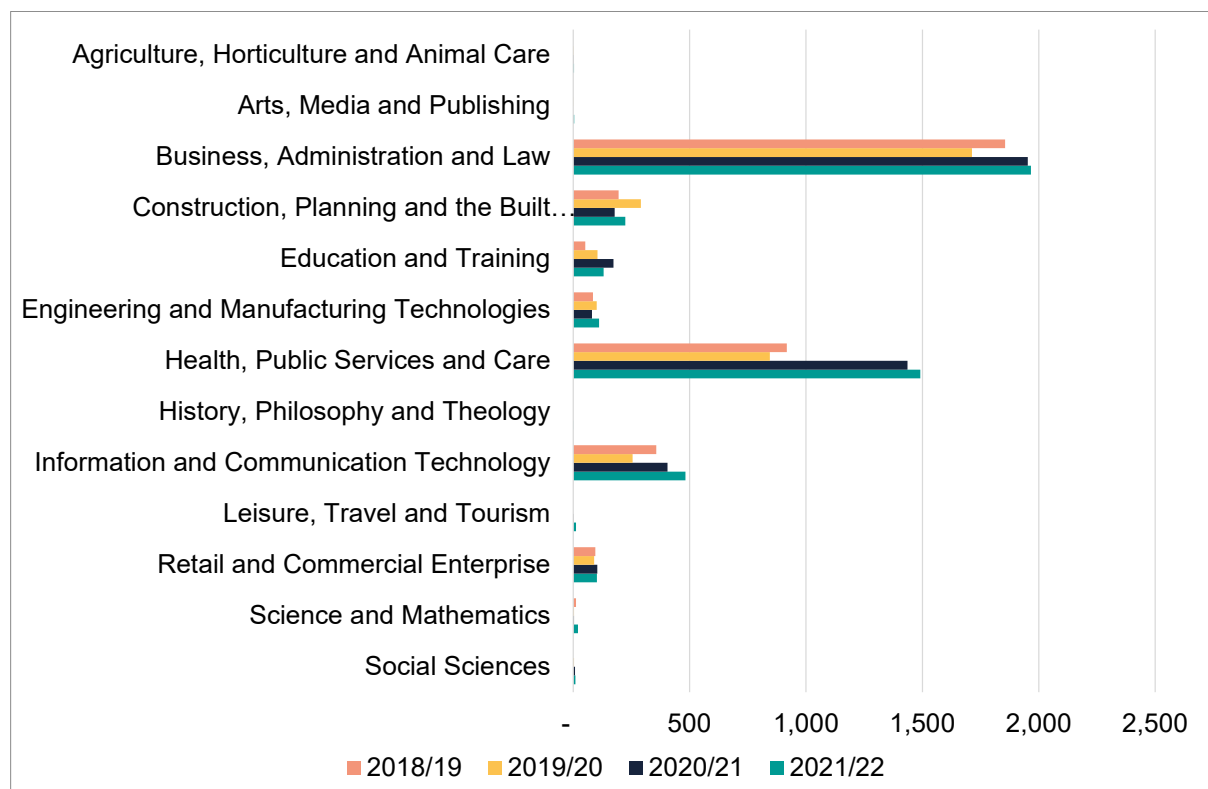
Higher apprenticeship starts continue to be strongly concentrated in two subjects in West Yorkshire: *Health, Public Services and Care* (most notably Health and Social Care and Nursing apprenticeships) and *Business, Administration and Law* (principally Business Management and Accounting and Finance apprenticeships). Together, these account for three-quarters of total starts.

As noted above, the number of higher apprenticeship starts in West Yorkshire increased by 5% in 2021/22. All subject areas shared in this growth, except *Education and Training* and *Retail and Commercial Enterprise*.

The subjects seeing the strongest growth were:

- Information and Communication Technology (+77; +19%)
- Health, Public Services and Care (+55; +4%)
- Construction, Planning and the Built Environment (+46; +26%)
- Engineering and Manufacturing Technologies (+30; +37%).

**Figure 13: Trend in higher apprenticeship starts by sector subject area, West Yorkshire**

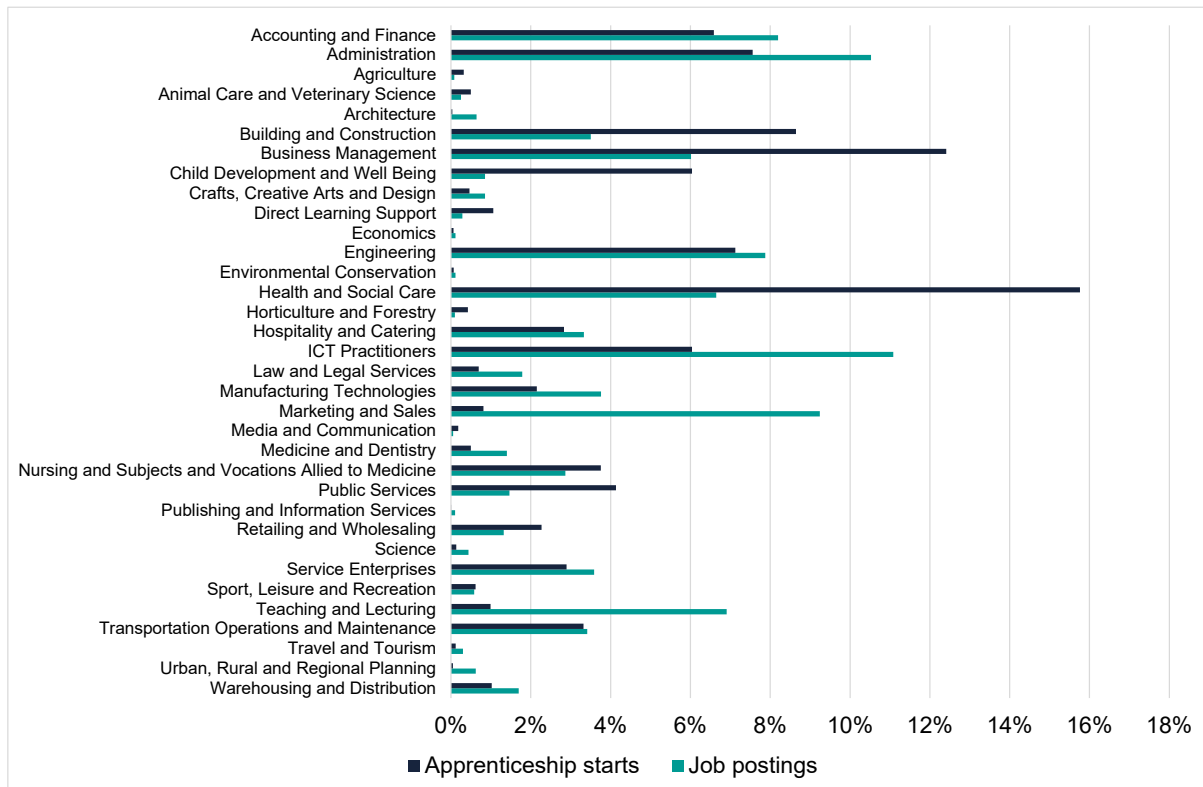


All subjects had a bigger number of starts in 2021/22 than in 2018/19, reflecting the relatively strong performance of higher apprenticeships during the pandemic. In particular, the number of starts in *Health, Public Services and Care* was 573 or 62% higher.

## Profile of apprenticeships relative to labour market demand

The following figure provides a comparison of the subject profile of apprenticeships to the profile of labour market demand, based on vacancies (online job postings). To facilitate this analysis occupational categories have been mapped to associated subject categories.

**Figure 14: Subject profile of apprenticeship starts mapped to associated vacancy (online job postings) profile, West Yorkshire**



Source: Department for Education apprenticeship data and Lightcast job posting data

The analysis shows that there are a range of subjects which are strongly served by apprenticeships in West Yorkshire, including *Building and Construction*, *Business Management*, *Health and Social Care* and *Public Services*. Conversely there are subjects that appear to be under-served, relative to labour market demand, including *ICT Practitioners*, *Marketing and Sales*, *Manufacturing Technologies* and *Teaching and Lecturing*. Other subjects, like *Engineering* appear to be in balance.

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<b>Report to:</b>	Economy Scrutiny Committee
<b>Date:</b>	17 November 2023
<b>Subject:</b>	<b>Scrutiny Work Programme 2023/24</b>
<b>Director:</b>	Alan Reiss, Chief Operating Officer
<b>Author:</b>	Khaled Berroum, Statutory Scrutiny Officer

## 1. Purpose of this report

- 1.1 To note the current Work Programme.
- 1.2 To consider any additional agenda items, formal referrals to scrutiny, reviews, call in, and any other tasks, issues or matters the Committee resolves to undertake or consider further.

## 2. Information

### Work Programme 2023/24

- 2.1 The Work Programme is set at the beginning of the year and considered at each meeting where it can be amended and changed as the year progresses. It outlines the work the Committee has agreed to undertake, investigate, and focus on in the municipal year (June 2023 – June 2024) within the resources, remit, and powers available.
- 2.2 The Work Programme was decided over the summer following an initial work planning meeting between Members in July, and subsequent discussions between the Scrutiny Chairs, Scrutiny Members, scrutiny officers and the lead directors and officers for each committee. During discussions, amongst other things, they considered:
  - The Committee's remit and terms of reference
  - Combined Authority's main strategic priorities and the Mayors Pledges
  - The committee's work last year and what should be rolled over
  - Major ongoing and upcoming challenges for West Yorkshire residents
  - Members' areas of expertise and interests
  - The number of meetings: three, excluding Mayors Question Time, each being two hours long
- 2.3 The joint work programme (as of the date of publication), including the other two scrutiny committees, is attached as **Appendix 1**.



### **Referrals to scrutiny**

- 2.4 Under Scrutiny Standing Order 7, any CA Scrutiny Member, any Combined Authority Member, or any elected Member of a West Yorkshire council (or the City of York Council) may formally refer a matter to a scrutiny committee for consideration. The referral must be in writing to the Statutory Scrutiny Officer. The relevant scrutiny committee must then consider and discuss the referral and respond to the referrer explaining whether or not it will consider the matter further and why.
- 2.5 There are no formal referrals for this committee to consider at this meeting.

### **Key decisions and call in**

- 2.6 Scrutiny members may call in any decision of the Mayor, Combined Authority, a decision-making committee, and any key decisions taken by an officer (with the exception of urgent decisions). Key decisions are defined as any decision incurring a financial cost or saving of £1 million or more, or a decision likely to have a significant effect on two or more wards.
- 2.7 Decision-makers (both committees and officers) have two days to publish notice of a decision, at which point scrutiny members have five working days to decide whether to call in the decision, delaying its implementation, and formally requiring the decision maker to reconsider. The call-in process is outlined Section 14 of the Scrutiny Standing Orders.
- 2.8 Any five members of a scrutiny Committee – including at least one member from two different constituent councils (West Yorkshire) – may call-in a decision by notifying the Statutory Scrutiny Officer in writing by 4.00 pm on the fifth working day following publication of a decision notice. The relevant scrutiny chair must then decide whether to approve the call-in and delay the implementation of the decision, after which the committee has 14 days to meet, scrutinise the decision and make any recommendations. Further information is set out in Scrutiny Standing Order 14.
- 2.9 The latest key decisions and forward plans of key decisions are published and available for viewing on the [key decisions section of the Combined Authority's website](#).

### **Changes in membership**

- 2.10 Since the last meeting, the following changes to memberships have occurred:
- Cllr Richard Hunt (Wakefield, Independent) has stepped down.
  - Cllr John Ford (Calderdale, Conservative) has stepped down.
  - Cllr Manisha Kaushik (Kirklees, Labour) has been appointed.
  - Cllr Peter Caffrey (Calderdale, Conservative) has been appointed.
  - There remains one vacancy (Wakefield, Conservative) which is in the process of being filled.

### **Actions for the Statutory Scrutiny Officer**

- 2.11 As outlined in Scrutiny Standing Order 17, the statutory scrutiny officer provides support to a scrutiny committee's work programme and all scrutiny members in exercising their scrutiny duties and fulfilling their objectives.

### **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 That the Committee notes or amends the Work Programme

### **11. Background Documents**

[Scrutiny Standing Orders](#)

[Key Decisions Forward Plan \(as of this month\)](#)

### **12. Appendices**

Appendix 1 – Joint Scrutiny Work Programme (as of the date of publication)

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## Scrutiny Work Programmes 2023/24

### Summary of main topics and meeting dates

Committee	Main topic areas	Meetings
<b>Corporate</b>	<ul style="list-style-type: none"> <li>• Corporate performance monitoring</li> <li>• Budget, finances and resources (incl staff capacity)</li> <li>• Deeper devolution</li> <li>• Decision making and governance</li> <li>• Projects: ICS, Wellington House refurbishment, MCA Digital Programme, Procurement and social value</li> </ul>	<ul style="list-style-type: none"> <li>• 22 September 2023</li> <li>• 24 November 2023</li> <li>• 19 January 2024 (MQT)</li> <li>• 8 March 2024 (PM)</li> </ul>
<b>Transport &amp; Infrastructure</b>	<ul style="list-style-type: none"> <li>• Bus franchising and improvement (incl BSIP+)</li> <li>• Mass Transit</li> <li>• Strategy and policy (Local Transport Plan 4 pre-scrutiny)</li> <li>• Performance monitoring of transport network, bus services, passenger experience and transport projects</li> <li>• Housing (mayoral pledge)</li> <li>• Projects: Flexi Bus</li> </ul>	<ul style="list-style-type: none"> <li>• 29 September 2023</li> <li>• 1 December 2023 (MQT)</li> <li>• 26 January 2024</li> <li>• 22 March 2024</li> </ul>
<b>Economy</b>	<ul style="list-style-type: none"> <li>• Economic outlook/data</li> <li>• Economic strategy development: strategic challenges, current / future challenges</li> <li>• Adult Education Budget, school engagement, training providers, and apprenticeships</li> <li>• Approach to business investment and support, including culture / creative industries</li> <li>• Monitoring performance/outputs and funding</li> </ul>	<ul style="list-style-type: none"> <li>• 15 September 2023</li> <li>• 17 November 2023</li> <li>• 12 January 2024 (MQT)</li> <li>• 8 March 2024</li> </ul>

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## Corporate Scrutiny Committee

Topic	Sub-topics/focuses	Date
Strategic focus and performance monitoring	<ul style="list-style-type: none"> <li>How is performance monitored – how does the process work? (Who monitors it? What data is collected and how is it presented?)</li> <li>Logic and assumptions behind deciding the actual KPI/target/objective numbers; evidence based, need based, capacity based? Is it 'arbitrary'?</li> <li>Focus on long term progression 'journey of delivery' for greater context – past KPIs, current, future.</li> <li>What impact is the CA actually making? What 'levers' does it actually have? Is there proof of 'additionality'?</li> <li>Strategic alignments: Region-first thinking, avoiding local parochialism; Levelling up within WY vs Leeds centricity (inclusion in KPIs and performance monitoring of it?); Competition between districts and in district priorities (especially in bidding)?</li> </ul>	22 September 2023  8 March 2024 (possibly returning the item)
176 Budget and resources (including staff capacity)	<p><u>Budget and finances:</u></p> <ul style="list-style-type: none"> <li>Usual budget monitoring and pre-scrutiny.</li> <li>Gainshare spending + Gateway Review 2023/2024.</li> <li>Reserves policy/level – Audit's view of risks and viability.</li> <li>Corporate borrowing – possibility, rules, amount.</li> <li>Revenue raising and additional sources of funding.</li> <li>Use of past data to contextualise current budget against past budgets and future projected budgets.</li> </ul> <p><u>Staff capacity:</u></p> <ul style="list-style-type: none"> <li>Does the organisation have the staff to deliver? Pressures between efficiency savings (e.g. vacancy management, lower pay awards in competitive market) and delivery capacity.</li> <li>Recruitment and retention challenges in local government – what are the areas of concern, what can be done, where can the five authorities work together (e.g. pooling resources).</li> <li>Progress and changes since the last staff survey analysis (and historic context).</li> </ul>	24 November 2023 (+ Gateway Review as separate item)  December 2023 (workshop)  19 January 2024 (update)  8 March (update – possibly including staff focus)
Deeper devolution	<ul style="list-style-type: none"> <li>Current status of promised powers that have not yet been devolved e.g. planning. (Autumn update?)</li> <li>Future status (re trailblazer schemes in GMCA/WMCA) and more devolved funding model.</li> </ul>	TBC – after government progresses workstream

<p>Decision making and governance.</p>	<ul style="list-style-type: none"> <li>• What powers are needed.</li> <li>• Governance rules and structure etc.</li> <li>• How are decisions made – from the origin point (inception) of an idea (or need) to policy/service development, to scrutiny/discussion, to decision, to monitoring delivery, to evaluation.</li> <li>• Role of members and level of control and influence over process.</li> <li>• Role of officers and internal decision-making structures – when do officers decide, when do members decide.</li> <li>• How each stage is communicated to stakeholders (members, public) and how they are involved.</li> <li>• The Assurance Framework and role of PAT in project decisions/management/scrutiny/evaluation etc.</li> <li>• Scrutiny system.</li> </ul>	<p>22 September 2023 (Assurance Framework element and project decision-making)</p> <p>TBC – other elements, possibly after/alongside deeper devolution item</p>
<p>Project: ICS</p>	<p>Update on progress since last year.</p>	<p>TBC – Chair to receive briefing and suggest way forward</p>
<p>Project: Wellington House refurbishment</p>	<p>Post-project Evaluations report.</p>	<p>TBC – Chair to receive briefing and suggest way forward</p>
<p>Project: MCA Digital Programme</p>	<p>Briefing on project and progress.</p>	<p>TBC – Chair to receive briefing and suggest way forward</p>
<p>Project: Procurement and social value</p>	<p>Update from last year: methodology, risks, real value.</p>	<p>TBC – Chair to receive briefing and suggest way forward</p>

## Transport & Infrastructure Scrutiny Committee

Topic	Sub-topics/focuses	Date
Bus reform and improvement	<p>Overview of long-term bus reform plans (Franchising) and short-term efforts to improve bus services in the meantime (BSIP, etc)</p> <p>Long term reforms – Bus franchising:</p> <ul style="list-style-type: none"> <li>• Background and update on bus franchising and upcoming consultation (<i>to be approved at 28 Sept CA meeting, held the day before TSC</i>)</li> </ul> <p>Short term improvements – BSIP update and performance:</p> <ul style="list-style-type: none"> <li>• Update/changes in BSIP since 2021/22 (<i>when the committee last looked at it</i>)</li> <li>• Most updated quarterly report and KPIs – including update on RTI accuracy (<i>considered by committee last Sept</i>).</li> <li>• Bus network performance and passenger experience data</li> </ul> <p>Areas of interest:</p> <ul style="list-style-type: none"> <li>- Current bus service / operator performance issues</li> <li>- Effects of service cuts and possible solutions</li> <li>- Public engagement, customer service quality re complaints, consultations and service changes</li> </ul>	<p>20 September 2023 – Overview, background and update (ahead of bus franchising consultation)</p> <p>26 January 2024 – Further update on franchising consultation and BSIP</p> <p>TBC – look at consultation report and results before March 2024 final approval</p>
Mass Transit	<p>Overview of the background to the scheme, level of funding, short term and long term timelines, main challenges, legal questions, type of systems being considered, whether it is future proof, public consultation, level of connectivity</p>	<p>26 January 2024</p> <p>Any further update based on timelines</p>
Overview and Monitoring – transport services and projects/schemes	<ul style="list-style-type: none"> <li>• KPI, projects, objectives – performance and achievement.</li> <li>• Understand transport schemes, funding/bidding, strategic and ROI criteria, impact assessments on non-transport areas.</li> </ul>	<p>29 September 2023 – buses/passenger experience</p> <p>26 January 2024</p>
Strategy/policy and Local Transport Plan 4	<ul style="list-style-type: none"> <li>• Decarbonisation (and government assessment methodology)</li> <li>• Behaviour Change and Active Travel (including bikes, e-bikes, e-scooters, and motorbikes)</li> <li>• Freight and waterways as a resource</li> <li>• Current and future transport trends; the pandemic and beyond (bus/rail footfall, homeworking positives vs rise in deliveries)</li> </ul>	<p>22 March 2024</p> <p>(LTP4 consultation in Summer 2024, for adoption in 2025)</p>

	<ul style="list-style-type: none"> <li>• Infrastructure, energy and sustainability challenges and opportunities of future proof transport system (electricity demand vs sources, lithium dependency and mining, effect on other industries and sectors)]</li> <li>• Pollution, health and clean air zones</li> </ul>	
Housing	<ul style="list-style-type: none"> <li>• Definitions of 'affordable' and 'sustainable'</li> <li>• Challenges and solutions (target vs need in region)</li> <li>• Available funding and what it is being spent on</li> </ul>	TBC
Projects: Flexi Bus	Review July Transport Cttee report and reason for non-viability and early termination, and circumstances of decision	TBC – workshop



## Economy Scrutiny Committee

Topic	Sub-topics/focuses	Dates
Economic outlook and strategic challenges	<p><u>Current situation/data:</u></p> <ul style="list-style-type: none"> <li>• Latest data and economic outlook since last year e.g. economic figures, inflation, cost of living effects</li> <li>• Any comparisons with neighbouring regions with overlapping economic footprints e.g. NY and GM.</li> </ul> <p><u>Current/persistent challenges:</u></p> <ul style="list-style-type: none"> <li>• Continuing post-pandemic challenges: effects on town centres / hospitality businesses and plans to deal with this (e.g. shopfront grants, cultural exhibitions, IT/study areas); changes in work habits and effects of people being able to work remotely on local economies and other areas.</li> <li>• Persistent economic challenges: NEETs, people 'missing' from data, part time work trends, over-50s/retirees returning to work, green sector/skills growth and preparation, manufacturing in need of support, inter-regional imbalances in economic growth/jobs within WY, and retention of talent within WY.</li> </ul> <p><u>New/Future challenges:</u></p> <ul style="list-style-type: none"> <li>• AI, automation, green/decarbonisation (+ any other disruptions?) which have accelerated recently and their potential consequences on the regional economy, businesses and jobs.</li> <li>• Are we prepared for these challenges? Can we get ahead of other MCAs/areas and position ourselves as leaders in these emerging markets?</li> <li>• Potential conflict between productivity/growth/tech advancement vs job creation/community/place/diversity considerations.</li> </ul> <p><u>Economic Strategy update:</u></p> <ul style="list-style-type: none"> <li>• How we are addressing the above challenges through the economic strategy + current thinking/progress + timeline for finalisation and adoption</li> </ul>	<p>15 September 2023 – intro and main discussion</p> <p>12 January 2024 – minor update on strategy</p> <p>8 March 2024 – update on final strategy</p>
Adult Education Budget, Schools and Training Providers	<ul style="list-style-type: none"> <li>• Update on last year's AEB performance and this year's spending and outputs.</li> <li>• School engagement and young people opportunities and apprenticeships</li> <li>• Apprenticeships and non-university career routes</li> </ul>	17 November 2023
Business investment and outcomes (including culture + creative industries) and	<p><u>Business investment:</u></p> <ul style="list-style-type: none"> <li>• How we are investing in businesses and generating outcomes</li> </ul> <p><u>Culture and creative industries:</u></p>	8 March 2024

<p>performance monitoring/outputs/funding</p>	<ul style="list-style-type: none"> <li>• A mayoral objective, an increasing percentage of the region's economy and upcoming/recent city of culture events (in Bradford and Leeds)</li> </ul> <p><u>Performance monitoring and KPIs</u></p> <ul style="list-style-type: none"> <li>• Monitoring achievement of economy targets/KPIs from the corporate plan.</li> <li>• "Follow the money": where is funding coming from, how is it spent, what are the revenue opportunities.</li> <li>• Inter-regional levelling up, avoidance of Leeds-centricity, ensuring certain areas/towns are not forgotten, place-based element of targets/KPIs e.g. number of jobs/houses/businesses supported in different districts</li> </ul>	
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