

EMPLOYMENT AND SKILLS PANEL

**MEETING TO BE HELD AT 2.00 PM ON THURSDAY, 28 FEBRUARY
2019 IN COMMITTEE ROOM A, WELLINGTON HOUSE, 40-50
WELLINGTON STREET, LEEDS**

A G E N D A

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF DISCLOSABLE PECUNIARY INTERESTS**
- 3. EXEMPT INFORMATION - EXCLUSION OF THE PRESS AND PUBLIC**
- 4. MINUTES OF THE MEETING OF THE EMPLOYMENT AND SKILLS PANEL HELD ON 29 NOVEMBER 2018**
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- 5. CHAIR'S UPDATE**
- 6. POLICY INSIGHTS**
 - (a) SKILLS ADVISORY PANELS**
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 - (b) 'T' LEVELS**
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 - (c) APPRENTICESHIPS ACROSS THE LEEDS CITY REGION**
(Pages 21 - 34)
 - (d) EDUCATION INSPECTION FRAMEWORK**
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9. EMPLOYMENT AND SKILLS PROGRAMMES

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Signed:

A handwritten signature in black ink, consisting of the letters 'BSM' in a stylized, cursive font, followed by a horizontal line that extends to the right.

**Managing Director
West Yorkshire Combined Authority**



**MINUTES OF THE MEETING OF THE
EMPLOYMENT AND SKILLS PANEL
HELD ON THURSDAY, 29 NOVEMBER 2018 AT COMMITTEE ROOM A,
WELLINGTON HOUSE, 40-50 WELLINGTON STREET, LEEDS**

Present:

Councillor Carol Runciman
Peter Duffy
Karen Milner
Mark Roberts
Glynn Robinson
Councillor Darren Byford
Councillor Susan Hinchcliffe
Councillor Naheed Mather
Councillor Patrick Mulligan
Councillor Daniel Sutherland
Councillor Keith Wakefield OBE

(Chair) City of York Council
Peter Duffy Limited
Paths and Progress
Beer Hawk Ltd
BJSS
Wakefield Council
Bradford Council
Kirklees Council
North Yorkshire County Council
Calderdale Council
Leeds City Council

In attendance:

Ian Billyard
Nick Bowen

Diana Towler
Ros Tolcher
Merran McRae
Sue Cooke
Alan Reiss
Michelle Burton
Peter Glover
Sonya Midgley
Megan Hemingway

Leeds City Region Skills Network
Leeds City Region Headteachers
Network
Department of Work and Pensions
NHS Yorkshire & Humber
Wakefield Council
West Yorkshire Combined Authority
West Yorkshire Combined Authority
West Yorkshire Combined Authority
West Yorkshire Combined Authority
West Yorkshire Combined Authority
West Yorkshire Combined Authority

20. Apologies for absence

In the absence of Rashik Parmar, Councillor Carol Runciman chaired the meeting.

Apologies for absence were received from Rashik Parmar, Simon Barratt, Tom Keeney, Amanda Stainton, Professor Margaret House, Sue Soroczán and Mike Curtis.

21. Declarations of disclosable pecuniary interests

There were no pecuniary interests declared by members at the meeting.

22. Exempt Information - Possible Exclusion of The Press and Public

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

23. Minutes of the meeting of the Employment and Skills Panel held on 11 September 2018

Resolved: That the minutes of the Employment and Skills Panel held on 11 September 2018 be approved and signed by the Chair.

24. Chair's update

The Chair welcomed new members, Councillor Wakefield and Councillor Mather and Ros Tolcher, who was attending as an advisory representative for the Yorkshire and Humber NHS instead of Mike Curtis. The Chair also noted it was Ian Billyard's last meeting and thanked him for his contributions to the Panel. His replacement as Chair of the Leeds City Region Skills Network from January 2019 will be Nav Chohan, Principle of Shipley College.

Channel 4 Bid

The Chair gave an update on the bid to host the new National Headquarters for Channel 4 in the Region. Members were advised of the success of the bid and its impact in already attracting other business to the region. The news was warmly welcomed by the Panel.

LEP Review

The Chair updated the Panel on the recent outcome of the Government's LEP review. The Leeds City Region LEP will combine with York, North Yorkshire & parts of the East Riding LEP to create a new larger LEP. The Panel welcomed the proposed wider geography of the LEP and the opportunities it would create.

Workshops

The Chair gave an update on the recent workshops which brought together stakeholders to create six personas based on analysis of cohorts in the Leeds City Region. The group brought these six individuals to life, imagining their current circumstances and where they could be in five years. The next stage will be to identify the interventions needed to get them there.

The personas approach was used to explore the issue of 'starter jobs' at an 'agile squad' meeting, as to how to support individuals to take their first steps into work or into a new career. The 'agile squad' created three personas: a young person in school, struggling to get a Saturday job but

keen to develop employability skills; an older worker displaced from manufacturing and unsure of options and a 40 year old who had worked in retail for a major employer since they were 18, seeing job cuts in the sector. Recommendations were made by the group that:

- The training offer needed to be suitable for individuals who are in work including flexible models of delivery and funding for part-time learning.
- Individuals need better access to accurate locally relevant information and face-to-face advice.
- Engagement with businesses that may automate and restructure their workforce was important, in order that support can be provided for individuals affected.

25. Topic Insights: a) Careers and b) Policy Statement Metrics

a) Careers

The purpose of topic insight sessions is to provide detailed input to ESP on a particular topic of interest in order to promote discussion and to identify practical steps that can be taken forward, including the development of a policy statement in that area.

The main focus of the topic insight session was our future ambition for careers support in the City Region, including careers education, information, advice and guidance.

A presentation was given to the panel, which provided a definition of careers, highlighted the importance of careers support to individuals and the economy, examined the current careers offer in the City Region and reflected on challenges posed by current arrangements. This provided the basis for a panel discussion around the future priorities for action in the City Region and the messages the LEP and Combined Authority should be highlighting to government with regard to careers.

The panel discussion highlighted a number of key points:

- The need for a clear vision for careers support in the City Region.
- The importance for all pupils of meaningful encounters with employers – it's not just about prolonged work experience opportunities.
- The need for a mechanism to challenge schools and hold them accountable with regard to their careers remit – we need to avoid careers becoming a “bolt-on” role for schools as for many of them academic results are the over-riding priority.
- The potential value of creating CPD networks for teachers who specialise in providing careers support.
- The need to consider the potential of digitally-enabled conversations in the context of careers information and advice, in order to increase the numbers of people both giving and receiving advice.

- The importance of prioritising the flow of information on the labour market to young people and others who are making career decisions and the need to raise the visibility of occupational roles not just among young people but among adults.
- The problem of gender stereotyping of roles and the value of showcasing women who work in atypical occupations.
- The key potential role for HE in providing careers support and the need to encourage them to contribute more in this space.
- The importance of making the connection between careers support and the emerging local industrial strategy.
- These points will be considered in the drafting of a policy statement on careers support that will be submitted to the next ESP meeting for consideration, as one element of the refreshed Skills Plan.

b) Policy Statement Metrics

The Panel was invited to comment on the Policy Statement and to feedback on its development.

The Panel was updated on the draft metrics which had been included in the Policy Statements for Apprenticeships and High Level Skills.

The following comments and suggestions were made by Panel in relation the draft metrics:

- To include an indicator relating to the proportion of apprenticeships converting into employment.
- To include an indicator to show entry into apprenticeships by SEND (special educational needs and disabilities) pupils.
- To aim to increase the 14% apprenticeship levy take up.
- Could agreements with Universities be considered in future.

Resolved:

- (i) That the contents of the report and presentation be noted.
- (ii) That the Panel's comments and suggestions on the Key Metrics be considered and incorporated in to the previously endorsed Policy Statements.

26. Skills Commission

The Panel was updated on the launch of a review of the education and skills system.

Councillor Hinchcliffe informed the Panel that she would chair a commission to carry out a radical review of the Post-16 vocational skills system. The commission will launch in January 2019 and is currently recruiting members. It will run for 12 months and culminate in a high profile conference.

The Panel discussed the breadth of membership and commented that the Health and Construction sectors should be included.

Resolved:

- (i) That the update on the Post-16 Education and Skills system be noted.
- (ii) That future updates will be brought to the Panel.

27. Preparing for Brexit - Skills

The Panel was updated on the skills implications of Brexit.

The Panel noted the update and commented that more attention should be given to the reliance on EU workers in the health sector, particularly in highly skilled occupations. Panel members also commented that a high proportion of EU migrant workers in the construction sector in London could have a knock-on effect on the sector in the City Region by drawing labour to the capital.

The Panel welcomed the skills services being offered to individuals and businesses and emphasised the importance of these services being presented in an accessible way.

Resolved: That the update be noted and the Panels comments actioned.

28. Digital Framework and Digital Skills

The Panel was updated on the development of the Leeds City Region Digital Framework and Digital Skills programmes.

The recent consultation was discussed, with feedback having now been incorporated into the revised framework. Of the five outcomes, two will be owned by the Employment and Skills Panel, 'Digital opportunities for all businesses' and 'Digital skills and inclusion for all'.

Resolved:

- (i) That the planned digital skills programmes are noted and that the Panel's feedback actioned.
- (ii) That adoption of the Digital Framework be endorsed.

29. Progress Reports on the Delivery of Services

The Panel considered a report to update on the progress of delivery of Leeds City Enterprise Partnership (LEP) - led employment and skills programmes in the Leeds City Region.

The Panel was updated on the Apprenticeship Grant for Employers (AGE) which went live 1 August 2018. It was noted that applications had been slow to date in contrast with the popularity of previous AGE schemes run by the

LEP. This may be due to changes to the eligibility for AGE grants (sector focus, businesses new to apprenticeships and paying the minimum wage) or due to the learning for most apprenticeships starting in mid-September/October.

Further information regarding options as to the continuation of the AGE will be circulated to members and a report brought to the next Panel on 28 February 2019.

Resolved:

- (i) That the contents of the report on LEP-led employment and skills programmes be noted.
- (ii) That the AGE scheme is reviewed and feedback collated prior to the next Panel for decision and recommendations to LEP to be made.

30. Date of next meeting

The next meeting will be held on Thursday 28 February 2019 at 2pm in Committee Room A, Wellington House, Leeds



Report to: Employment and Skills Panel

Date: 28 February 2019

Subject: Skills Advisory Panels

Director(s): Alan Reiss, Director of Policy, Strategy and Communications / Sue Cooke, Executive Head of Economic Services

Author(s): Peter Glover

1. Purpose of this report

- 1.1 To update the Panel on the implementation of Skills Advisory Panels (SAPs). Skills Advisory Panels are a government initiative to strengthen the capability of LEPs with regard to understanding and addressing local skills challenges.
- 1.2 To seek approval for a proposed approach and timetable for an initial programme of work in the City Region to take forward the SAP agenda.
- 1.3 To seek advice from the Panel on the most effective way of managing the processes linked to the SAP remit.

2. Information

Policy background

- 2.1 The role of Skills Advisory Panels (SAPs) is to help local enterprise partnerships and combined authorities to fulfil their local leadership role in the skills system by developing a better understanding of local skills needs, as a basis for setting out skills priorities and working with skills providers to address these priorities.
- 2.2 SAPs will bring together local employers and skills providers so that they can develop a shared understanding of local skills needs and the actions required to address them, by marrying supply with demand. This will be under-pinned by an evidence-based approach grounded in high quality labour market analysis. SAPs will consider current skills needs and skills challenges that are likely to emerge in future.

- 2.3 As part of their wider remit to ensure that the profile of skills provision takes account of local needs, SAPs have been charged with several specific objectives:
- To ensure that the range of T-Levels available in each local area reflects local labour market needs. Providers will start to deliver the first tranche of T-Levels in autumn 2020.
 - To inform the content of Local Industrial Strategies, by providing an assessment of local skills priorities to sit within the “People” pillar of the Industrial Strategy framework.
 - To ensure that high quality intelligence is available to inform careers choice, drawing on the local labour market analysis evidence base overseen by SAPs.
- 2.4 Support is being made available on a one-off basis by DfE to ensure that all SAPs have strong governance arrangements and have the capability to produce high quality analysis. This will be formalised through a Memorandum of Understanding between the department and each LEP / combined authority.
- 2.5 All areas are expected to have SAP arrangements in place by autumn 2019. DfE plans to undertake a review of local implementation of SAPs commencing summer 2019.

Proposals for a Leeds City Region Skills Advisory Panel

- 2.6 The SAP concept is broadly in line with the LEP’s existing policy around providing leadership to the local skills system in order to ensure that skills provision addresses economic needs and fosters individual career progression.
- 2.7 DfE acknowledges that in those areas where LEP employment and skills sub-boards and panels are working well, that it makes sense to build on existing arrangements and allow them to take on the additional functions of Skills Advisory Panels. The LEP believes that Leeds City Region falls into this category in view of our established analytical capability and long-standing and robust governance arrangements embodied through our Employment and Skills Panel (ESP). This is the position that the LEP has adopted with DfE.
- 2.8 We already have an established annual cycle for producing our labour market analysis, sharing it with the ESP and disseminating it more widely. The LEP has practical arrangements in place to influence provision (through Delivery Agreements) and to translate labour market intelligence into engaging careers materials (e.g. Futuregoals). With regard to governance, the existing terms of reference of the ESP and the composition of the Panel are broadly in line with the requirements of SAPs, as set out in the published guidance.
- 2.9 Therefore, we have proposed to DfE that the ESP should take on the Skills Advisory Panel functions as part of its existing remit. The existing terms of reference of the ESP would be retained and there would be one change to the

composition / membership of the panel, as detailed below. In addition, we do not propose to change the name of the Employment and Skills Panel.

Additional activities

- 2.10 Although the LEP has proposed to DfE that the ESP should adopt the SAP functions for the Leeds City Region, there are a number of proposed areas where our approach should be enhanced in order to fulfil the additional requirements of the SAP remit. The cost of undertaking these activities will be met through the seed funding provided by DfE.
- 2.11 We propose to meet the additional **analytical** requirements of the SAP in the following ways:
- Dedicating increased staff time (within existing headcount) to relevant analytical work, including assessment of T-Level requirements, integration of SAP analysis within the local industrial strategy evidence base and development of engaging intelligence products for careers applications.
 - Investing in targeted primary research (e.g. around T-Levels)
 - Widening the reach of our dissemination activity, particularly with providers
 - Exchange of best practice with other LEPs and combined authorities.
- 2.12 With regard to the **governance** arrangements of the Employment and Skills Panel it is proposed that a representative of the voluntary sector should be added to the existing Panel.
- 2.13 To fully address SAP functions, it is proposed that dedicated task and finish groups should be created under the ESP, comprising sub-groups of Panel members, in order to facilitate detailed deliberations relating to specific issues within the SAP remit; such as determining investment priorities in respect of T-levels. This would build on the existing “agile squad” approach and would be supported through additional officer time. This approach also presents the opportunity to widen education and training provider representation with regard to specific issues, in line with the additional role of co-ordinating local provision that is envisaged for SAPs.
- 2.14 Joint working arrangements are being put in place with York and North Yorkshire LEP in order to develop an evidence base that will reflect the footprint of the proposed merged LEP area and which will address the needs of a Local Industrial Strategy for the new area.
- 2.15 **Appendix 1** contains a high level schedule of activity for Skills Advisory Panel work. A key proposed milestone is the use of the September 2019 meeting of the Employment and Skills Panel to review the labour market analysis and set out key recommendations around skills investment. A report setting out the analysis and recommendations would then be published in October 2019.
- 2.16 In late-2019 it is proposed that a review of the impact of our Skills Advisory Panel work is undertaken, in order to assess the Panel’s influence on decision-making, actions and outcomes in respect of skills investment. This

will be presented in the form of a short written report to be shared with DfE and other stakeholders.

Securing influence over local provision

- 2.17 A key concern that has been raised with DfE by the Combined Authority and others is the lack of genuine powers / incentives to back up the recommendations that SAPs will make around skills investment, at least for areas which currently lack devolved powers. Although their funding agreements with government require providers to give due account to the recommendations made by SAPs, the approach is voluntary. The only recourse for SAPs, in exceptional circumstances, is to make a case to government for additional resources to address needs that local providers are unable or unwilling to meet. Since education and training providers face a range of drivers in addition to labour market need when determining their curriculum strategy, including commercial imperatives, it may prove difficult to “co-ordinate” provision in the way that DfE envisages. The LEP will continue to raise this issue with DfE and make the case for discretionary funding assigned to SAPs to incentivise providers to address specific needs.

Link to Skills Commission

- 2.18 The LEP will seek to maximise the potential links between the SAP agenda and the work of the Commission for a Future-Ready Skills System. The Commission has a remit to shape the future of the skills system, with a particular focus on how the system can better serve the ambitions of local areas. The work of the SAP will provide a direct insight into the question of how local partners can most effectively influence the operation of the skills system to meet local economic needs. A number of ESP members are represented on the Commission and can serve as a direct transmission mechanism for the learning generated through the SAP process. Conversely, the work of the Commission is expected to identify lessons and best practice that are likely to be of value to the ESP in meeting its SAP remit.

3. Financial Implications

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

4. Legal Implications

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

5. Staffing Implications

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

6. External Consultees

- 6.1 No external consultations have been undertaken.

7. Recommendations

- 7.1 Panel to note developments around implementation of Skills Advisory Panels (SAPs).
- 7.2 Panel to consider and adopt the proposed approach and timetable for taking forward the Skills Advisory Panel remit through the Employment and Skills Panel.

8. Background Documents

None.

9. Appendices

Appendix 1 – High level schedule of activity for Skills Advisory Panel work

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Appendix 1

High level schedule of activity for Skills Advisory Panel work

Quarter	Activities	Risks	Mitigations
Jan-Mar19	Develop high level plan for SAP work and secure sign-off from Panel Confirm governance arrangements for SAP with existing Panel, including task and finish groups	Stakeholders are not aware of the planned work at the outset	Communicate plan to key audiences including providers and employers at an early stage
Apr-Jun19	Conduct analysis of latest labour market and skills data in line with SAP guidance	Analysis does not meet requirements of SAP guidance Unable to access full range of data that is required	Seek support / advice from DfE on an ongoing basis; draw on peer support from LEP network Seek advice from DfE SAP team around data availability at an early stage
Jul-Sep19	Present SAP analysis to September meeting of Panel Integration of analysis within evidence base for LIS Interim review of lessons learnt from SAP process Undertake T-level analysis	Panel are not able to agree on skills priorities based on evidence Disconnect between SAP analysis and LIS	Ensure that members of the Panel are closely involved in development of evidence base Close liaison between SAP and LIS teams from outset

Quarter	Activities	Risks	Mitigations
Oct-Dec19	<p>Publication of report</p> <p>Dissemination of key messages from analysis and SAP priorities to wider audiences</p> <p>Undertake review of SAP arrangements and impact on skills investment</p> <p>Commence dissemination of T-level analysis</p>	Recommendations fail to gain traction with key audiences including providers	Ensure that relevant audiences are engaged during development of evidence base and that priorities are communicated effectively
Jan-Mar20	<p>Publish local industrial strategy</p> <p>Incorporate lessons from our SAP review into future plans</p> <p>Plan for refreshment of evidence base in coming year as part of annual cycle</p> <p>Review position around T-level provision</p>		
Apr20-Mar21	Refresh evidence base as appropriate as basis for ongoing review of agreed priorities		
Beyond April 2021	Maintain established analytical cycle as above	Lack of resources to maintain analytical work at this level	Promote value of work internally and externally to ensure that it remains a future priority

Report to: Employment and Skills Panel

Date: 28 February 2019

Subject: T Levels

Director(s): Alan Reiss, Director of Policy, Strategy and Communications / Sue Cooke, Executive Head of Economic Services

Author(s): Christian Denison

1. Purpose of this report

- 1.1 To update Panel members on the development and implementation of Government's T Levels programme.
- 1.2 To seek the Panel's views in relation to T Levels. Panel members will also receive a presentation alongside this report at the meeting.

2. Information

Background

- 2.1 Panel Members have previously received presentations on the Government's new T Levels programme¹. T Levels are being developed as a result of commitments made in the Post-16 Skills Plan, which was a response to the Independent Panel on Technical Education (the widely quoted Sainsbury Report).
- 2.2 T Levels are new courses which will start roll out from September 2020, which will follow GCSEs and will be equivalent to three A Levels. These 2-year courses have been developed nationally in collaboration with employers and businesses with the aim of ensuring that the content meets the needs of industry and prepares students for work. They will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of around three months. They are intended to provide the knowledge and experience needed to access skilled employment, further study or a higher apprenticeship.

¹ 1 September 2018 and 2 March 2018

- 2.3 The Institute for Apprenticeships (IfA) and Technical Education is responsible for the content of T Levels and the Department for Education (DfE) will provide funding for delivery.
- 2.4 The first three T Levels (digital production, design and development; design, surveying and planning; education) will be available at selected colleges and schools (providers) across England in September 2020 (Barnsley College, Notre Dame Catholic Sixth Form College, Shipley College and York College in the City Region)². This means pupils who entered year 10 in September 2018 will be the first to be able to study them.
- 2.5 The development model is that employers and providers work together to develop each T Level, with support from DfE and IfA. Groups of employers define the skills and requirements for each T Level course by participating in [T Level panels](#). This is intended to ensure that students taking T Levels will develop the technical knowledge and skills required by employers in that industry.
- 2.6 The T Level panels develop the content for the qualification based on the same standards as apprenticeships. These are then tested and reviewed with students, education providers and employers.
- 2.7 T Level courses will include the following compulsory elements:
- A technical qualification, which will include:
 - Core theory, concepts and skills for an industry area,
 - Specialist skills and knowledge for an occupation or career.
 - An industry placement with an employer.
 - A minimum standard in maths and English if students have not already achieved them.
- 2.8 Students who pass all the elements of their T Level will receive a nationally recognised certificate which will set out the details of what they have achieved on the course. This certificate will include:
- An overall pass grade for the T level, shown as pass, merit or distinction.
 - A separate grade for the occupational specialism, shown as pass, merit or distinction.
 - A separate grade for the core component, using A* to E.
 - Grades for maths and English qualifications.
 - Details of the industry placement.
- 2.9 DfE has confirmed that T Levels will be awarded UCAS points equivalent to three A Levels but there has been no further information beyond this. It should be noted that not all universities use tariff points in their entry requirement and offers.

² These providers are now eligible to bid into the T Level Capital Fund to build new facilities and upgrade equipment. Fund was launched on 30 January 2019.

Timeline

2.10 The key dates for the T Level programme are:

- Summer 2019 – Detailed funding information available for 2020 providers and indicative T Levels funding allocations
- Autumn 2020 – First T Level programmes start:
 - digital production, design and development (digital industry)
 - design, surveying and planning (construction industry)
 - education (education and childcare industry)
- Autumn 2021 – T Level courses start:
 - building services engineering
 - digital business services
 - digital support and services
 - health
 - healthcare science
 - onsite construction
 - science

Combined Authority / LEP policy position

2.11 The principle of a strong and equitable technical route for young people is broadly welcome but this needs proper investment in Further Education, which has seen its funding cut significantly in the last decade and lags behind 11-16 and Higher Education funding on a per pupil basis. This has all been fed back to DfE on numerous occasions by officers, both directly and via consultation responses.

2.12 The Combined Authority and the LEP are focusing on increasing the number of apprentices in the City Region.

Proposed next steps

2.13 DfE sees T Levels as being locally managed/influenced and is encouraging LEPs and T Level providers to work together to ensure there are sufficient industrial placements available. However, the current T Level development may risk taking young people away from apprenticeships at age 16-18. The work placement requirements place an extra burden on employers and add to the significant requirements already placed on them e.g. schools work experience, internships, vocational related placements.

2.14 The Combined Authority and LEP can include T Levels in their current programmes to raise awareness among young people, schools, parents and key influencers. This may include the Enterprise in Education programme and including them in Delivery Agreements reviews and reports with FE Colleges.

2.15 Once more information is available at a national level, the Combined Authority and LEP will use business-facing communication channels to raise awareness

of T Levels and the implications for businesses. Awareness can also be raised through the Employment Hub which will engage with businesses.

- 2.16 It is proposed that the Employment and Skills Panel will take on the functions of a Skills Advisory Panel in 2019. This remit includes a responsibility to ensure that the range of T-Levels available in each local area addresses local labour market needs, there is no new funding associated with this responsibility. This issue is considered in more detail in the accompanying paper on Skills Advisory Panels.
- 2.17 The key questions for the Combined Authority and the LEP relate to the promotion of T Levels and ensuring that T Levels meet local needs.

3. Financial Implications

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

4. Legal Implications

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

5. Staffing Implications

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

6. External Consultees

- 6.1 No external consultations have been undertaken.

7. Recommendations

- 7.1 That Panel members consider the report and give guidance, reflecting on their thoughts, views and understanding of T levels, as to future priorities and role of the LEP / Combined Authority in relation to preparing for the roll-out and awareness raising of T levels.
- 7.2 That Panel members agree that a focus of the LEP / Combined Authority should be on the quality of workplace encounters whether this is via Apprenticeships, T Levels, and other qualifications as well as work experience.
- 7.3 That the Panel note the role of the SAP/ESP in relation to the shaping of T level provision.

8. Background Documents

None.

9. Appendices

None

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Report to: Employment and Skills Panel

Date: 28 February 2019

Subject: **Apprenticeships across the Leeds City Region**

Director(s): Alan Reiss, Director of Policy, Strategy and Communications/Sue Cooke, Executive Head of Economic Services

Author(s): Peter Glover, Catherine Lunn

1 Purpose of this report

- 1.1 The purpose of this report is to provide the Panel with an update on the Apprenticeship position across the Leeds City Region.

2 Information

- 2.1 The following analysis examines take-up of apprenticeships in Leeds City Region¹ during the last academic year (2017/18). It is based on recently finalised (R14) data provided by Education and Skills Funding Agency via gov.uk.
- 2.2 There were 22,250 apprenticeship starts in Leeds City Region during the 2017/18 academic year. This represents a considerable fall of 7,970 (26 per cent) compared with the previous year, a slightly greater decline than the England average rate of 24 per cent.
- 2.3 This decline may be linked to the transitional effects of the introduction of the apprenticeship reforms during the latter part of the 2016/17 academic year, as larger employers came under the new levy arrangements while smaller employers were affected by the introduction of co-investment arrangements, which place a greater onus on them to meet the training costs of apprentices they recruit.
- 2.4 Two of the three skills areas prioritised by the Leeds City Region Enterprise Partnership (LEP) saw growth during 2017/18, with construction growing by 20 per cent and ICT growing by 12 per cent. Engineering and manufacturing starts however fell by 19 per cent.

¹ Unless otherwise stated, the analysis relates to all apprentices whose home address lies within one of the 10 districts of the City Region.

- 2.5 Pupils eligible for free school meals are less likely to enter apprenticeships when they leave school. There are also pronounced patterns of gender segregation by subject, with girls much less likely to enter apprenticeships in engineering, construction and ICT; which tend to offer strong pay and progression opportunities. There are also cultural barriers to apprenticeship take-up. Only 10 per cent of apprentices aged under 25 are from an ethnic minority compared with a representation of 20 per in the wider population in this age group.

A more detailed analysis of apprenticeship take-up by level, age, gender, location and subject is given at **Appendix 1**.

3 Financial Implications

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

4 Legal Implications

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

5 Staffing Implications

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

6 External Consultees

- 6.1 No external consultations have been undertaken.

7 Recommendations

- 7.1 The Panel is asked to note the Apprenticeship position across the Leeds City Region and comment on any areas for action identified.

8 Background Documents

None.

9 Appendices

Appendix 1 – The Apprenticeship Position Across the Leeds City Region

The Apprenticeship position across the Leeds City Region

1 Analysis of apprenticeship take-up in Leeds City Region in 2017/18 academic year

The following analysis examines take-up of apprenticeships in Leeds City Region¹ during the last academic year. It is based on recently finalised (R14) data provided by Education and Skills Funding Agency via gov.uk.

The values presented here are approximate since all figures provided via gov.uk are rounded to the nearest 10. Leeds City Region figures are based on the sum of the figures for the 10 districts, all of which are rounded in this way.

Headlines

There were 22,250 apprenticeship starts in the City Region in the 2017/18 academic year.

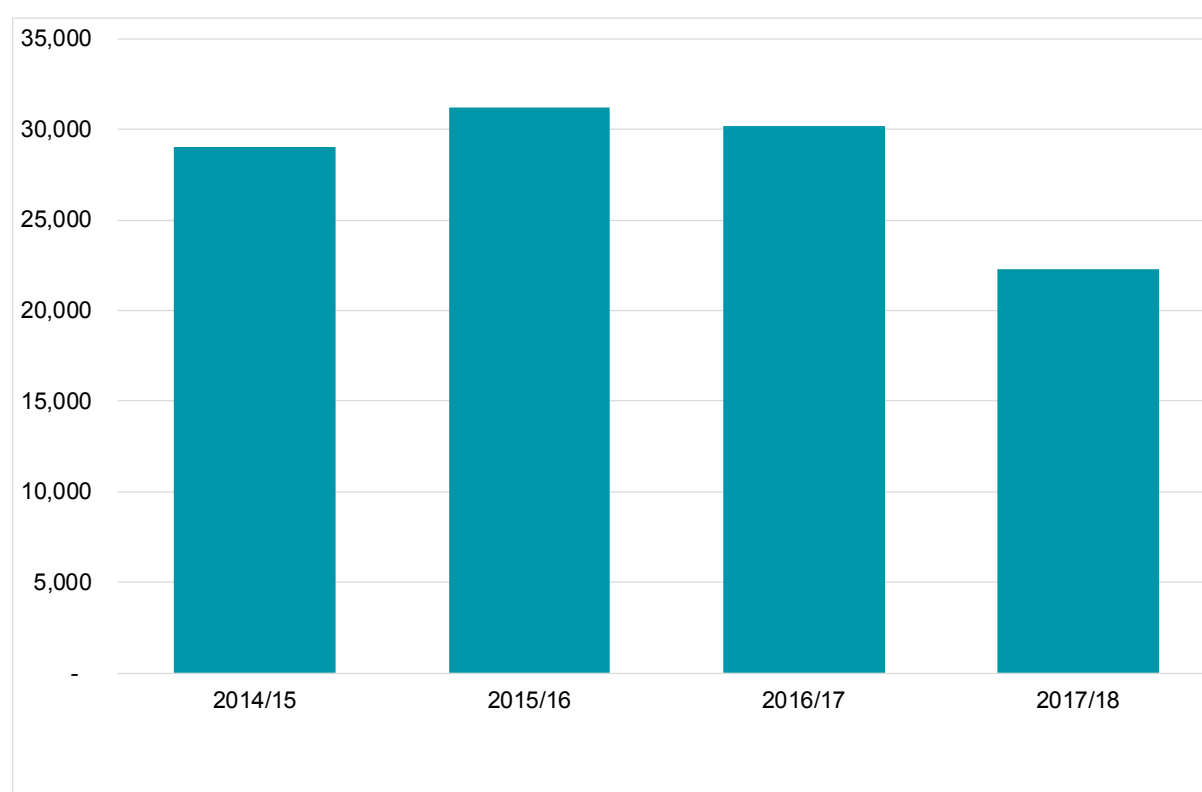
Apprenticeship starts fell by 7,970 (26 per cent) compared with the previous year, a slightly greater decline than the England average rate of 24 per cent. This follows a decline of 3 per cent in 2016/17 and growth of 8 per cent in 2015/16.

During 2017/18, there were 17,020 apprenticeship achievements, a fall of 3 per cent on 2016/17.

¹ Unless otherwise stated, the analysis relates to all apprentices whose home address lies within one of the 10 districts of the City Region.

Item 6c Appendix 1

Figure 1: Change in total apprenticeship starts, Leeds City Region, 2014/15 to 2017/18



Source: Department for Education

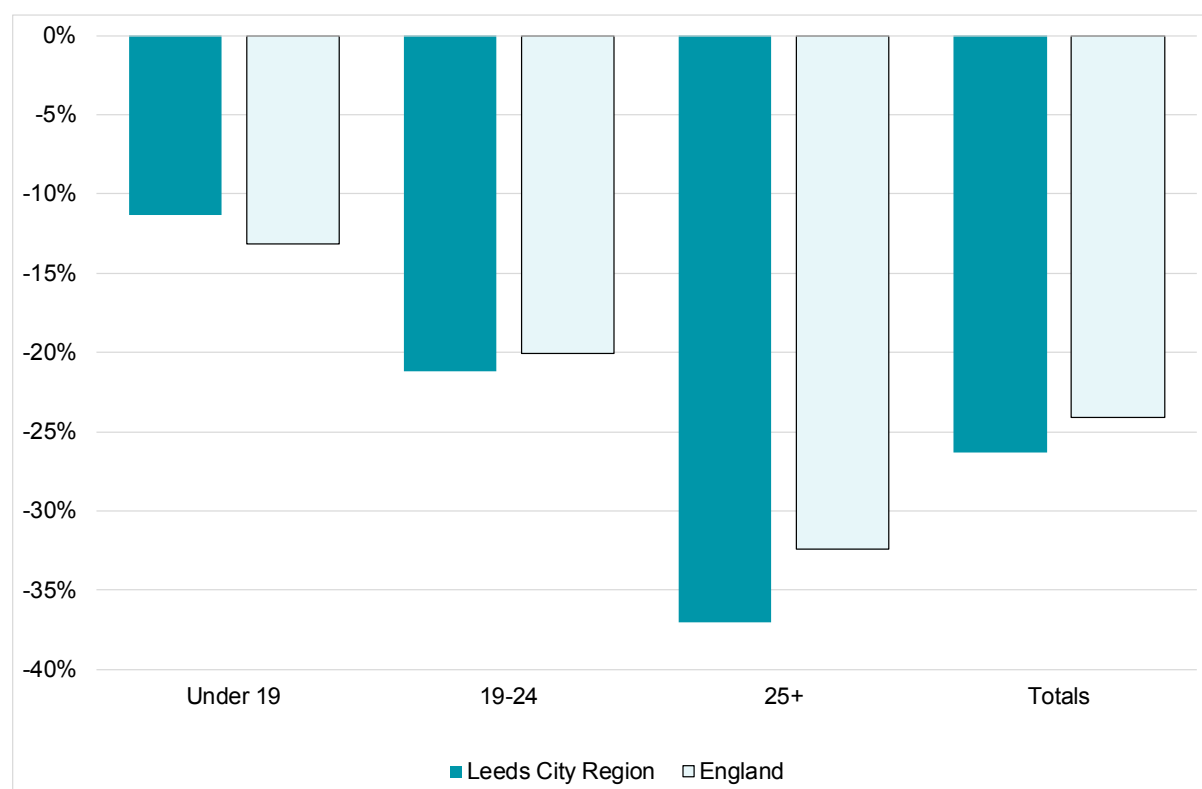
Age

During 2017/18, 41 per cent of starts were for apprentices aged 25 and over, with the remainder split almost evenly between 16-18 year olds and 19-24 year olds.

Starts among people aged 25+ fell fastest by -5,350 or -37 per cent, versus an overall rate of decline of 26 per cent; and this age group accounted for two-thirds of the total decline in starts. The fall for under 19s was much less pronounced at -11 per cent and also for 19-24 year olds – 21 per cent. The pattern of decline was similar to the national average, although 25+ starts fell to a greater degree in the City Region.

Item 6c Appendix 1

Figure 2: Change in total apprenticeship starts by age, 2016/17 to 2017/18



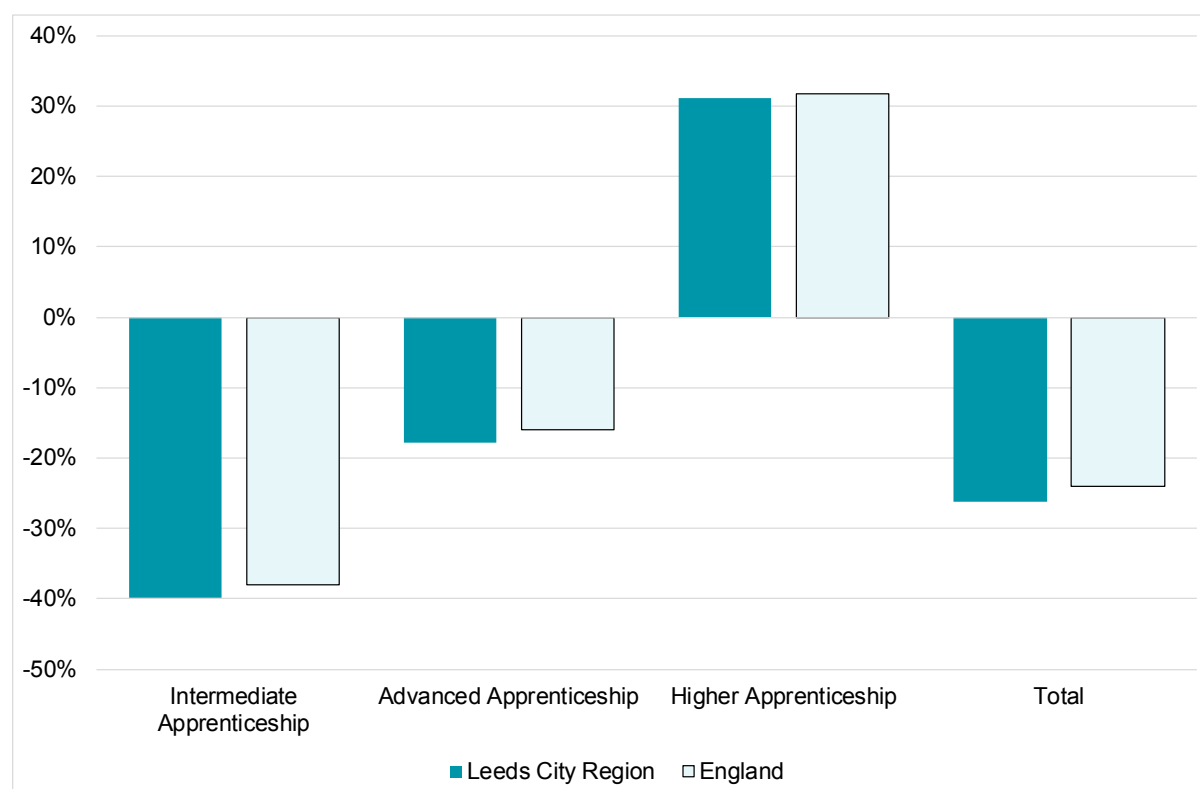
Source: Department for Education

Level

During 2017/18, starts on intermediate apprenticeships accounted for 43 per cent of total starts (down from 53 per cent in the previous academic year), advanced apprenticeship starts contributed 45 per cent (up from 40 per cent) and higher apprenticeships 12 per cent (up from 7 per cent).

Item 6c Appendix 1

Figure 3: Change in total apprenticeship starts by level, 2016/17 to 2017/18



Source: Department for Education

This change in shares reflects a pronounced decline in intermediate apprenticeship starts (by 6,380 or 40 per cent), a less marked fall in advanced apprenticeships (-2,170, -18%) and strong growth in higher apprenticeships (+630, +31 per cent). This mirrors the pattern seen at national level.

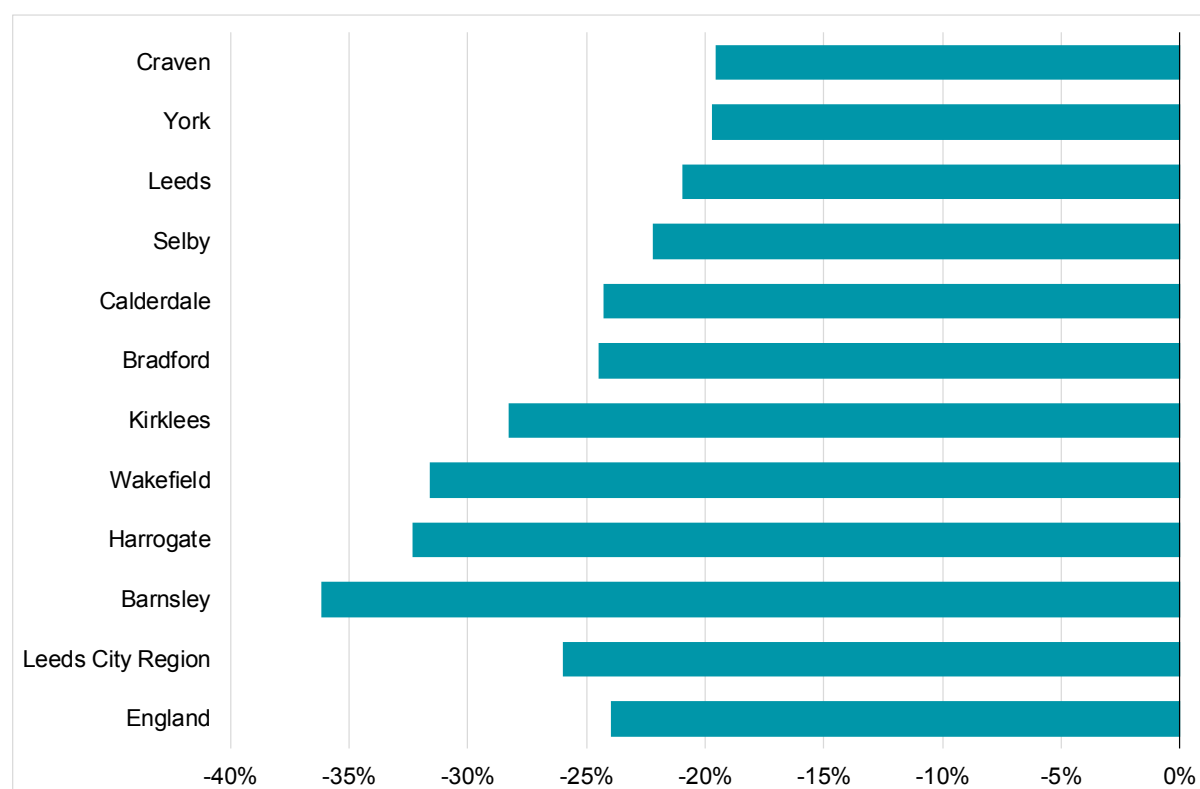
Districts

Based on location of learner residence, Leeds contributed the greatest number of apprenticeship starts during 2017/18 (25 per cent of the City Region total) followed by Bradford (18 per cent), Kirklees (14 per cent) and Wakefield (13 per cent); Craven had the fewest starts at 2 per cent.

All districts saw a decline in starts during the year but there was significant variation in the extent of the decline. Barnsley (-36 per cent), Harrogate (-32 per cent) and Wakefield (-32 per cent) saw the biggest proportionate falls, whilst Craven (-20 per cent), York (-20 per cent) and Leeds (-21 per cent) experienced the smallest declines.

Item 6c Appendix 1

Figure 4: % change in total apprenticeship starts by district, 2016/17 to 2017/18



Source: Department for Education

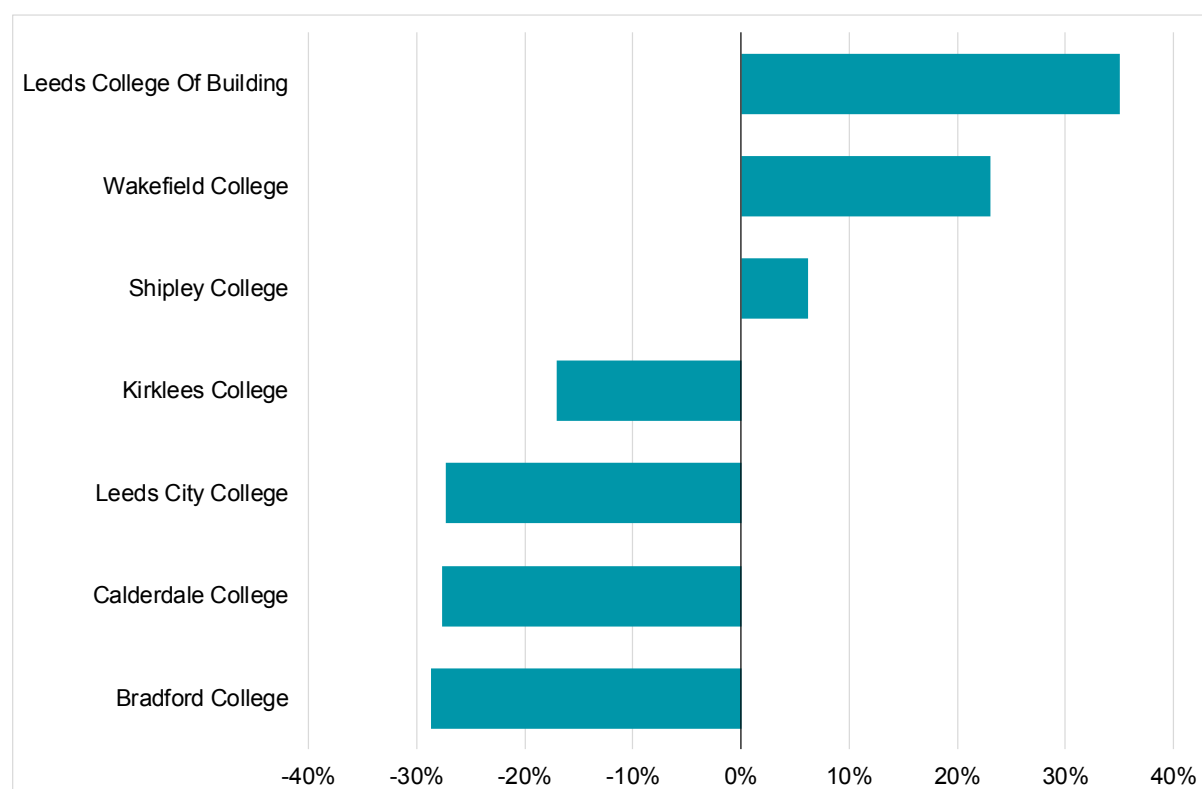
Providers

The performance of individual providers in respect of apprenticeship starts also varied markedly in 2017/18. Looking at total apprenticeship starts delivered by West Yorkshire colleges to learners resident in Leeds City Region, Bradford College, Calderdale and Leeds City College saw declines of 29, 28 and 27 per cent respectively. In contrast, Leeds College of Building and Wakefield College saw growth of 35 per cent and 23 per cent respectively. Shipley College also saw a modest amount of growth.

This variation in performance partly reflects the ability of institutions to adapt to the immediate impact of the introduction of the apprenticeship levy and other reforms. For example, Leeds College of Building has a range of existing commercial relationships with business customers in the construction sector that meant the transition to the levy presented an opportunity for growth. Other colleges faced a more difficult transition, although anecdotal evidence suggests that they are currently taking steps to capitalise on the opportunities presented by the reforms.

Item 6c Appendix 1

Figure 5: Change in total apprenticeship starts by West Yorkshire college, 2016/17 to 2017/18



Source: Department for Education

In aggregate, apprenticeship starts at the six West Yorkshire colleges fell by 13 per cent.

The Combined Authority considers that the decline was linked mainly to the transitional effects of the introduction of the apprenticeship reforms during the latter part of the 2016/17 academic year.

Subject area

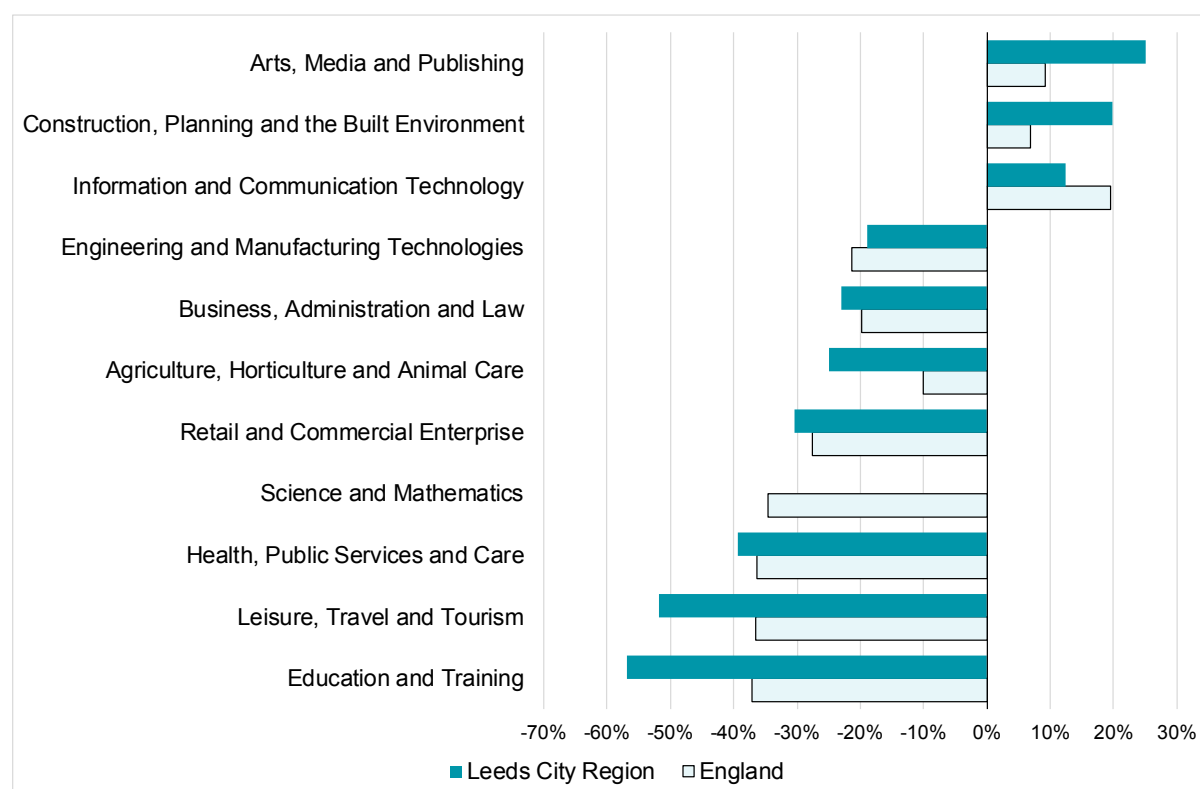
Two of the three LEP priority skill areas saw growth in starts: Construction, Planning and the Built Environment (+280, +20 per cent) and Information and Communication Technology (+100, +12 per cent).

The third, engineering and manufacturing, saw a decline of 19 per cent. All other subject areas also saw a decline in starts.

The areas of greatest absolute decline with regard to subject area were Health, Public Services and Care (-3,280, -39 per cent), Business, Administration and Law (-2,060, -23 per cent) and Retail and Commercial Enterprise -1,300, -30 per cent).

Item 6c Appendix 1

Figure 6: Change in total apprenticeship starts by sector subject area, 2016/17 to 2017/18



Source: Department for Education

2 Analysis of apprenticeship take-up in Leeds City Region in Quarter 1 of 2018/19 academic year

Provisional figures are available for the number of apprenticeship starts reported in the first quarter of the 2018/19 academic year. These provide some insight into the latest trends in apprenticeship take-up, when compared with equivalent provisional figures for quarter 1 of the 2017/18 academic year, although the figures are subject to revision during the course of the year.

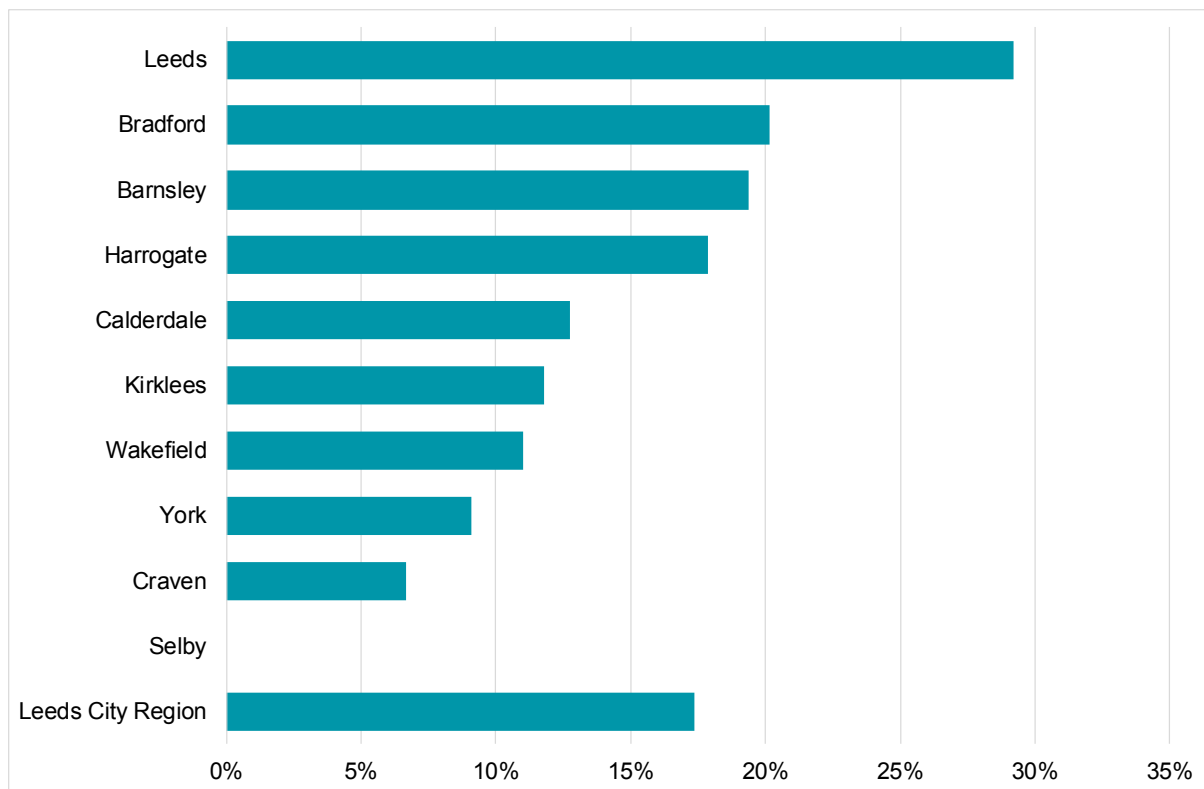
The figures suggest a partial recovery in the volume of apprenticeship starts both nationally and locally.

Nationally, 132,000 apprenticeship starts have been reported for the first quarter of the 2018-19 academic year, an increase of 15.4 per cent on the 114,400 reported at the same time in 2017-18. This is still 15 per cent lower than the figure for Q1 2016/17.

The equivalent position for the City Region is 17.4 per cent growth (1,200 additional starts) when comparing Q1 2017/18 with Q1 2018/19. The figure for Q1 2018/19 is nonetheless 20 per cent lower than for Q1 2016/17.

Item 6c Appendix 1

Figure 7: % change in total apprenticeship starts by district, Q1 2018/19 compared with Q1 2017/18

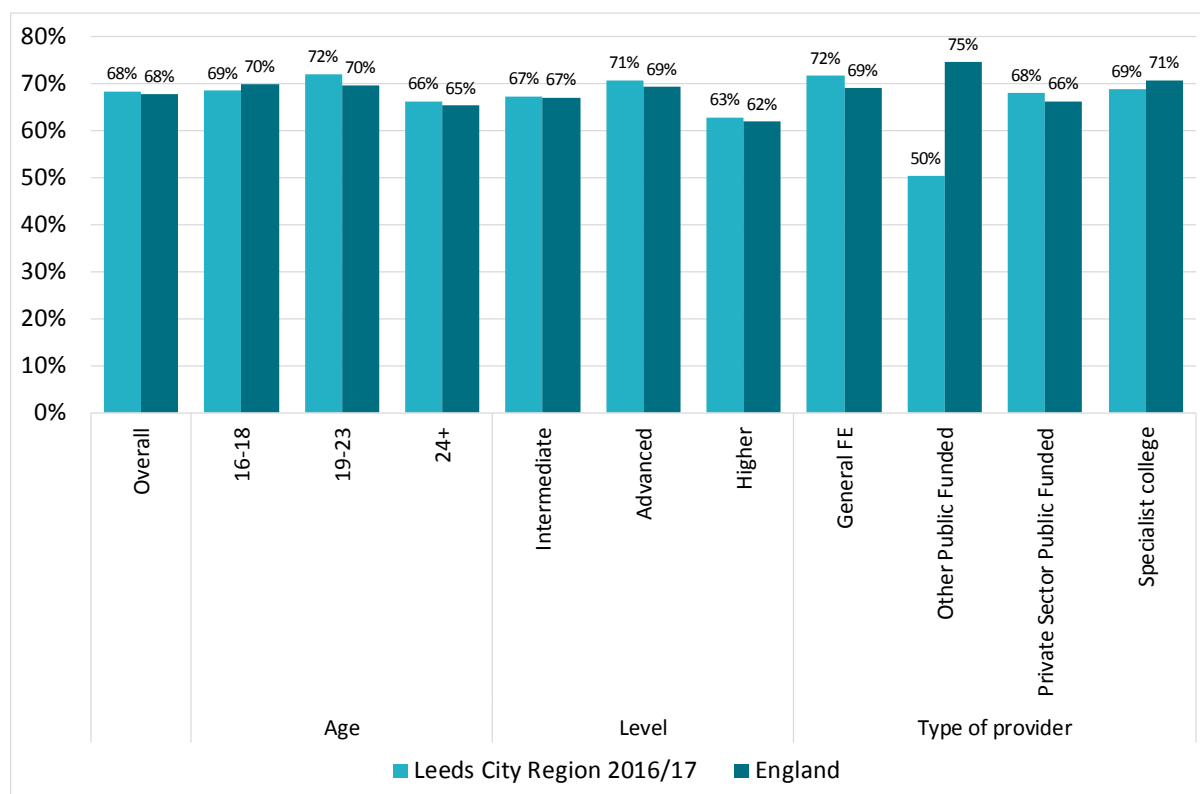


Source: Department for Education

3 Apprenticeship achievement rates

A key performance indicator for the apprenticeship programme is the proportion of apprentices who complete / achieve their apprenticeship. The most recent data currently available is for the 2016/17 academic year.

Figure 8: Overall achievement rates by apprenticeship type, 2016/17



Source: Education and Skills Funding Agency

As the chart shows the performance of Leeds City Region is similar to the national average and it ranks 16 out of 39 LEPs on overall achievement rates.

68% of apprenticeships are successfully completed in the City Region, suggesting that there is significant scope to improve the quality of apprenticeship opportunities and to increase the effectiveness of the process by which individuals are matched with apprenticeship opportunities. Unfortunately, consistent time series data are not available to allow us to track trends in performance over time.

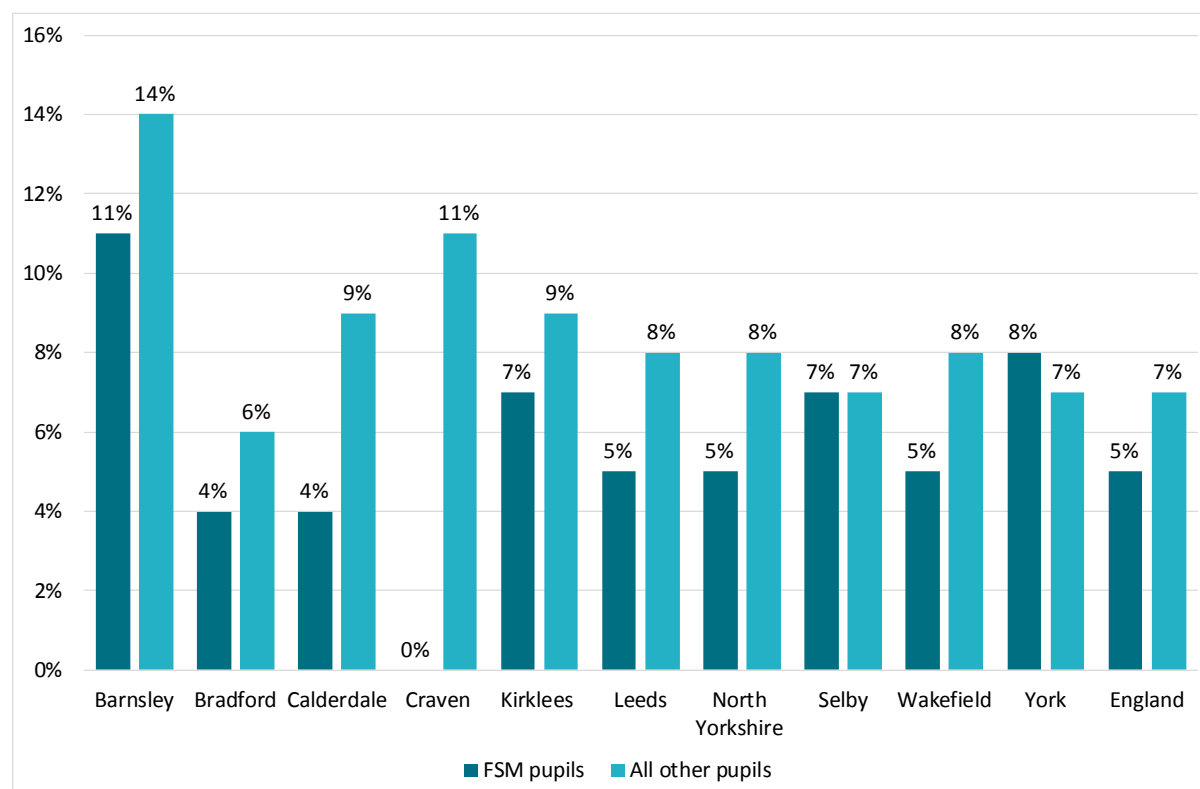
However, the City Region is similar or slightly higher than the national average with regard to most types of apprenticeship. With regard to differences in performance by type of scheme:

- Achievement rates are slightly lower for adult apprenticeship (24+) who will often be already employed rather than new recruits
- Advanced apprenticeships deliver higher achievement rates than the other levels - higher apprenticeships are around eight points lower than for advanced apprenticeships and intermediate four points lower.

4 Inclusion

In considering the supply of skills within the City Region, we need to take account of the inclusiveness of the skills pipeline, as well as the extent to which it is sufficient to meet needs. In the case of apprenticeships, which should provide an important mechanism for social mobility, there are issues about the degree to which they are inclusive.

Figure 9: % of pupils entering apprenticeships following completion of key stage 4



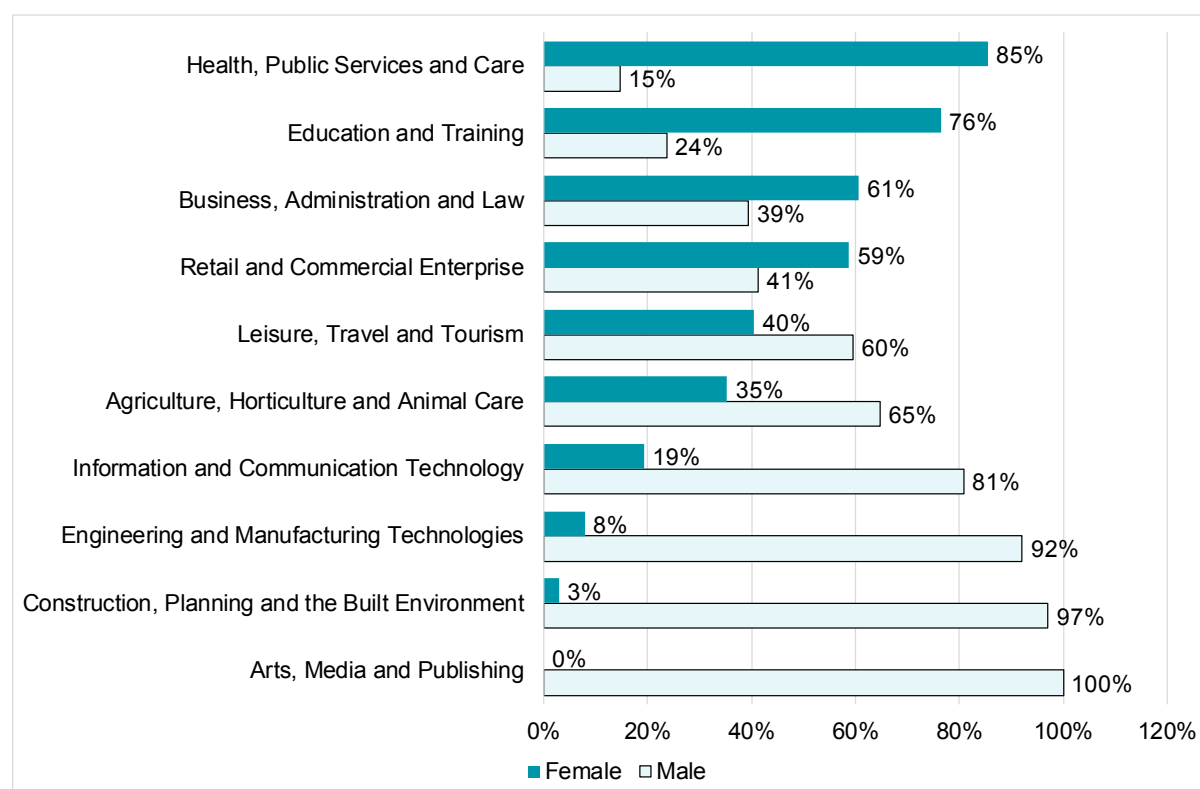
Source: Department for Education. 2015/16 destinations for the 2014/15 cohort (state-funded mainstream schools)

Across all districts of the City Region (with the exception of York, Selby and Craven) disadvantaged pupils are less likely to enter an apprenticeship than other pupils on the completion of key stage 4.

The national average figures also show a gap but this is less pronounced than for a number of districts in the City Region.

Item 6c Appendix 1

Figure 10: Apprenticeship starts by subject area and gender, Leeds City Region 2016/17



Source: Department for Education

Note: there were fewer than 10 starts in total for Arts, Media and Publishing for this period

Another issue is that take-up of apprenticeships is highly segregated by gender and subject. For example, 85 per cent of starts on health, public services and care apprenticeships were for females but the proportion for construction, planning and the built environment was only 3 per cent. A range of national research shows that male-dominated apprenticeships such as construction and engineering offer better pay and prospects than those in which women are concentrated.

Relatively few people from ethnic minorities undertake an apprenticeship. Ten per cent of apprenticeship starts among under-25s in the City Region related to ethnic minority individuals during the 2017/18 academic year. This reflects the national average, also 10 per cent, but is much lower than the 20 per cent of the working age population of the City Region in this age group who are from an ethnic minority.

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Report to: Employment and Skills Panel

Date: 28 February 2019

Subject: **Education Inspection Framework**

Director(s): Alan Reiss, Director of Policy, Strategy and Communications / Sue Cooke, Executive Head of Economic Services

Author(s): Christian Denison

1. Purpose of this report

- 1.1 To seek an initial steer from Panel members regarding Ofsted's consultation on a new education inspection framework, which will be implemented from September 2019.

2. Information

Consultation on proposed changes to the new education inspection framework

- 2.1 Ofsted have launched a consultation on a new education inspection framework which will be implemented from September 2019.
- 2.2 The key change of interest to Panel members is that the proposed framework includes an increased focus on personal development, individual outcomes and the destination of young people, which are all consistent with the position of the Combined Authority and the LEP.
- 2.3 The new framework is designed to change the behaviours of some education institutions such as 'off rolling' students, teaching to the test, discouragement of subjects such as arts languages and humanities, and encouragement of 'easy' course choices. This is welcome. The grading scale of outstanding, good, requires improvement and inadequate remain.
- 2.4 The four judgements that inspectors make under the current framework are:
- Effectiveness of leadership and management
 - Quality of teaching, learning and assessment
 - Personal development, behaviour and welfare
 - Outcomes for children and learners

2.5 The new proposed judgments are:

- Quality of education
- Behaviours and attitudes
- Personal development
- Leadership and management

2.6 The new judgement quality of education and separate judgement on personal development are designed to ensure quality over quantity. They aim to ensure that providers give equal billing to academic, technical and vocational ambitions, and that providers work to support learners by increasing their resilience and better prepare them for future success.

3. Financial Implications

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

4. Legal Implications

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

5. Staffing Implications

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

6. External Consultees

6.1 No external consultations have been undertaken.

7. Recommendations

7.1 That Panel Members comment on the changes to the new education inspection framework summarised in the paper.

8. Background Documents

None

9. Appendices

None

Report to:	Employment and Skills Panel
Date:	28 February 2019
Subject:	Skills Commission
Director(s):	Sue Cooke, Executive Head of Economic Services, Alan Reiss, Director of Policy, Strategy and Communications
Author(s):	Michelle Burton

1 Purpose of this report

- 1.1 To update the Employment and Skills Panel on the launch of the Commission for a Future-Ready Skills System in a Devolved UK.

2 Information

- 2.1 This independent Commission was launched at a meeting on 21 January 2019. It is intended to shape the future of the skills system, so that it better meets the needs of individuals, businesses and the economy. There is a particular interest in how the skills system can better serve the ambitions of local areas.
- 2.2 The Commission is chaired by Cllr Hinchcliffe as Chair of the West Yorkshire Combined Authority and Leader of Bradford Council.
- 2.3 The full membership of the Commission is provided at **Appendix 1**. Chris Jones (former College Principal) and Jonathan Barr (OECD) have also been invited to act as expert advisers to the Commission.
- 2.4 The Commissioners were provided with an overview of the proposed scope and objectives of the Commission and why skills are so important. They were also given an overview of three proposed key themes:
- Technical education and training
 - Careers information and inspiration
 - Workforce skills

- 2.5 The Commissioners provided comments on the proposed themes, including suggested amendments to the scope and description of the themes. Officers will review and amend the Overview of the Commission document and the themes in light of the comments made.
- 2.6 A Call for Evidence will be launched in February 2019 to gather views from a broad range of stakeholders.
- 2.7 A press release is available at <https://www.westyorks-ca.gov.uk/news/future-ready-skills-commission-to-challenge-status-quo/>

3 Financial Implications

- 3.1 The Commission will culminate in a high profile conference. A budget for this still needs to be identified and sponsorship will be sought.

4 Legal Implications

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

5 Staffing Implications

- 5.1 Recruitment to the posts of Policy Manager (Skills Commission) and Skills Commission Assistant is underway.

6 External Consultees

- 6.1 No external consultations have been undertaken.

7 Recommendations

- 7.1 The Panel is asked to note the update on the formation of the Skills Commission.

8 Background Documents

None.

9 Appendices

Appendix 1 - Commission Membership

FUTURE-READY SKILLS COMMISSION

Confirmed members of the Commission

Chair: Cllr Susan Hinchcliffe	Chair West Yorkshire Combined Authority and Leader City Bradford Metropolitan District Council
Rashik Parmar	Technical Executive, IBM and Chair of Leeds City Region Employment and Skills Panel
Mark Roberts	Co-Founder, Beer Hawk
Will Richardson	Senior Partner, PricewaterhouseCoopers
Mandy Ridyard	Financial Director, Produmax
Stewart Thompson	Head of Land and Partnerships, Keepmoat
Nicola Addyman	Editor of Weekly Programmes, BBC
Claire Shenton	People Director, Bupa UK Care Services
David Hughes	Chief Executive, Association of Colleges
Simon Ashworth	Chief Policy Officer, Association of Employment and Learning Providers
Nav Chohan	Principal, Shipley College and Chair of Leeds City Region Skills Network
Mandy Crawford-Lee	Director of Policy and Operations, University Vocational Awards Council
Rusian Brooks	Chair of Young Apprenticeship Ambassadors Network Yorkshire & Humber
Emily Chapman	National Union of Students Vice President (Further Education)
Sarah Longlands	Director IPPR North, Institute for Public Policy Research
Katie Schmuecker	Head of Policy and Partnerships, Joseph Rowntree Foundation
Stephen Evans	Chief Executive, Learning and Work Institute
Tony Wilson	Institute Director, Institute for Employment Studies
Merran McRae	Chief Executive, Wakefield Council
Bill Adams	Regional Secretary, TUC

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Report to: Employment and Skills Panel

Date: 28 February 2019

Subject: **Delivery Agreements**

Director(s): Sue Cooke, Executive Head of Economic Services

Author(s): Catherine Lunn, Peter Glover

Purpose of this report

- 1.1 The purpose of this report is to update the Panel on the progress and recent review of the Delivery Agreements with the seven Further Education Colleges in West Yorkshire.
- 1.2 To seek delegated approval for sign-off of the formal review reports by the Chair of the Employment and Skills Panel in consultation with Cllr Susan Hinchcliffe, Merran McRae and Ben Still.
- 1.3 To seek the views of the Panel as to next steps and how the findings of the review should be used to influence future provision, particularly in skill shortage areas.

2 Information

- 2.1 During 2016/17 Delivery Agreements were developed and published for each of the seven Further Education Colleges in West Yorkshire, setting out individualised and measurable expectations of how Colleges have agreed to work towards the Combined Authority and LEP's priorities for the Leeds City Region. Delivery Agreements are intended to influence the full range of college provision and are an important next step in strengthening broader relationships with providers and influencing the curriculum offer to meet the needs of businesses and individuals.
- 2.2 Each College developed a commentary to be published alongside the Delivery Agreements, setting out the context for the baseline figures and the actions they would put in place to align city regional priorities.
- 2.3 Following interim reviews of Delivery Agreements in autumn 2017, formal review meetings look place with representatives from each college during

autumn/winter 2018. Representatives from the relevant local authorities and DWP were also present.

- 2.4 A report recording the outcomes and findings from the first formal review of the Delivery Agreements is planned to be published in spring 2019. The report will be presented in the format reflective of the published Delivery Agreements with a progress report for each college. It will also provide data analysis of progress towards objectives and a conclusions section reflecting the combined findings, comments and feedback from the seven colleges.
- 2.5 A separate report for each of the seven colleges will provide a data update against the original aspirations and narrative on the college progress against the actions set out in the original agreements.
- 2.6 Key themes from the reviews reflect that:
- Generally colleges are aiming to respond to the requirements of the Strategic Economic Plan and associated Employment and Skills Plan (2016 – 2020)
 - There is good employer feedback on college performance with five of seven institutions achieving a satisfaction rating higher than the national average
 - The impacts (positive and negative) of Apprenticeship Reforms are being handled slightly differently by each institution. This includes wide-ranging implications for businesses offering apprenticeships, learners accessing apprenticeships, income achieved by institutions from levy companies against institution aspirations and the decline of apprenticeship starts in LEP priority subject areas, with particularly low numbers of digital apprenticeships
 - Some colleges have greater success getting learners into employment from apprenticeships than from other learning programmes, while for other colleges the reverse is the case
 - Changes in curriculum planning to reflect Labour Market Information and employer feedback is taking place, with a particular focus on skills shortage and growth sector subject areas
 - There are different approaches to careers advice and personal progression with some examples of good practice that could be adopted more widely
 - Colleges are experiencing management issues in relation to frequently changing funding rules and opportunities
 - A lack of retention of tutors especially in specialist areas such as English, maths and ICT/digital is a major concern, with a direct negative impact on colleges' ability to deliver courses in response to evidenced skills shortages
 - Preparation for the new T Levels is being undertaken with some trepidation and hesitancy due to the unproven nature of the qualifications, their potential impact on apprenticeships and the heavy work-based element.

3 Financial Implications

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

4 Legal Implications

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

5 Staffing Implications

- 5.1 This work is being carried out by officers in the Employment and Skills and Research and Intelligence teams of the Combined Authority. Additional resources would be required were this approach to be rolled out beyond the seven FE Colleges in West Yorkshire.

6 External Consultees

- 6.1 Representatives from all seven further education establishments, the appropriate local authorities and DWP were involved in the review meetings.

7 Recommendations

- 7.1 The Panel is asked to note and comment on the progress and findings from the first formal review of Delivery Agreements and make recommendations as to the next steps.
- 7.2 The Panel is asked to delegate sign off of the report of the Delivery Agreement Reviews, once finalised, to the Chair of the Employment and Skills Panel in consultation with Cllr Susan Hinchcliffe, Merran McRae and Ben Still, prior to publication in the spring.
- 7.3 The Panel is asked to provide views of the Panel as to next steps and how the findings of the review should be used to influence future provision, particularly in skills shortage areas.

8 Background Documents

None.

9 Appendices

None.

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Report to: Employment and Skills Panel

Date: 28 February 2019

Subject: Employment and Skills Programmes

Director(s): Sue Cooke, Executive Head of Economic Services

Author(s): Michelle Burton, Emma Longbottom, Catherine Lunn, Sonya Midgley

1 Purpose of this report

- 1.1 The purpose of this report is to update the Panel on the progress of delivery of LEP-led employment and skills programmes in the Leeds City Region.

2 Information

Apprenticeships

- 2.1 As reported at the November 2018 Employment and Skills Panel, take-up of the Apprenticeship Grant for Employers (AGE) has been lower than on previous grant schemes. The Panel therefore proposed a number of changes that were endorsed by the LEP Board at their meeting on 23 January 2019. These changes are intended to increase take-up of the apprenticeship grant by businesses. The revised grant criteria were launched in mid-February and will be reviewed after three months to assess their impact on take up and employer participation in apprenticeships.
- 2.2 The value of the core grant has been increased from £1,500 to £2,000 to provide a greater incentive for businesses to offer apprenticeship opportunities, the eligibility has been expanded to include businesses with 249 or fewer employees (previously 50) and to include all recognised apprenticeship frameworks and standards (previously in limited sector subject areas).
- 2.3 These changes are highlighted in red in the table below.

GRANT CRITERIA (1.8.18 – 31.1.19)	REVISED GRANT CRITERIA FROM 1 FEBRUARY 2019
Core grant - £1,500	Proposed grant – £2,000
Business must have 50 or fewer employees	Business must have 249 or fewer employees
Business has never offered apprenticeships before	Business has never offered apprenticeships before
Businesses must be based within the Local Authority areas of WY and York	Businesses must be based within the Local Authority areas of WY and York
The apprentice must be aged 19-24	The apprentice must be aged 19-24
The business must be paying the apprentice the National Minimum Wage for the age of the apprentice	The business must be paying the apprentice the National Minimum Wage for the age of the apprentice
Apprentices must be following a recognised standard or framework relating to our key priority sectors / skills gaps in Manufacturing & Engineering, Construction, planning & the built environment and IT / Digital	Apprentices must be following an apprenticeship framework or standard as recognised by the Education and Skills Funding Agency (ESFA)
Top up grant - £500	Top up grant - £500
Additional top up grant of £500 on offer if the apprenticeship is at level 4 or above	Additional top up grant of £500 on offer if the apprenticeship is at level 4 or above

Leeds City Region Employment Hub

- 2.4 The Combined Authority have received in principle approval to manage this European Social Funded programme which will be operational until 31 December 2021. Delivering through Local Authority partners, C&K Careers and Leeds Beckett University, the Employment Hub will offer:
- Enhanced centralised careers, information, advice and guidance.
 - Intensive support of young people in preparation for employment (including apprenticeships), further learning or self-employment.
 - Establishment of local Hubs in 6 Local Authority areas (Bradford, Calderdale, Kirklees, Leeds, Wakefield and York (incorporating Craven, Harrogate and Selby) who will provide a business engagement and talent matching service, particularly in relation to creation of new apprenticeship opportunities (building on the success and learning of the original City Deal wave 1 Apprenticeship Hub programme).
- 2.5 The project will support 15 to 24 year olds and businesses of any size with a particular focus on engaging with businesses who have never had apprentices

before. The approach to delivery will be through a localised delivery model which will build on, enhance and complement other existing activity, so that the programme that will respond to local need. At local level the teams will engage with local training providers to engage and signpost learners to appropriate provision.

- 2.6 A briefing event for providers and local partners will take place on 1 March <https://www.eventbrite.co.uk/e/west-yorkshire-combined-authority-partner-briefing-tickets-55958453240>

Skills Capital

- 2.7 An update on the Skills Capital programme was included in the papers for the December panel meeting. Since then:

- **Leeds College of Building** – Leeds College of Building took possession of the Ground Floor on the Hunslet Road Phase II site in December 2018 allowing teaching and learning to commence. The building will be fully occupied by spring 2019. North Street refurbishment works commenced in January 2019 which is part of the overall project.
- **Leeds City College** – construction continues on the Quarry Hill campus which will open to students in September 2019. The College will then commence works refurbishment works on its Park Lane Campus as part of the overall project. The College held an ‘Unveiling the Vision for Quarry Hill Campus’ event on the 24 January 2019 which was well attended by local stakeholders.
- **Kirklees College** - The Dewsbury Leaning Quarter involves key buildings in the heart of Dewsbury. The newly built Springfield Centre opened to students on the 3rd September 2018. It is an ultra-modern, purpose built facility that hosts courses that are aimed predominantly at 16-18 year olds. The second element is the refurbishment of iconic Pioneer House. Kirklees Council is undertaking landlord works, prior to Kirklees College undertaking fit-out works. The building is expected to open in 2020.

Enterprise in Education

- 2.8 The **Enterprise Adviser Network** and the Combined Authority’s Enterprise Coordinators are currently engaged with 175 (86%) secondary schools and colleges. The network has delivered over 134,000 employer encounters and 37,771 employer encounters for pupil premium learners, 9,238 of whom have had at least two employer encounters as part of the network.
- 2.9 A **Raising Aspirations Pilot** will soon be launched for schools and colleges with high numbers of disadvantaged pupils and / or with an intake of pupils from the most deprived wards of the Leeds City Region. The pilot aims to

support an increase in activity to raise aspirations amongst disadvantaged pupils by strengthening engagement with employers, widening pupils' experiences of jobs beyond their home communities and engagement with young role models working in priority sectors, including apprentices. The pilot aims to:

- support the Combined Authority's ambition to give extra support to the most disadvantaged learners to increase aspirations and promote social mobility.
- support secondary schools and colleges to achieve good careers education and demonstrate progress towards Gatsby benchmark 5 (encounters with employers and employees) and Gatsby benchmark 6 (experiences of workplaces).
- pilot a grant scheme that allows schools flexibility to tailor innovative solutions for employer engagement, according to the need of their students, to raise aspirations.

- 2.10 Colleges, secondary schools or a consortia of secondary schools will be able to apply for grants ranging from £7,000 to £50,000. Projects should support an increase in activity to raise aspirations amongst disadvantaged pupils by strengthening engagement with employers, widening pupils' experiences of jobs beyond their home communities or engagement with young role models working in priority sectors. An evaluation of the pilot will also be undertaken, and the pilot will culminate in a best practice workshop.
- 2.11 The Careers and Enterprise Company has announced a bidding round for a new wave of **Careers Hubs** for LEPs and Combined Authorities to bid in to. The Combined Authority has already successfully secured a first round Hub in Kirklees. Applications are to be submitted to the Careers and Enterprise Company by 22 February, with awards being made in April 2019 for Careers Hubs to be delivered from September 2019 – July 2020. An application will be submitted for a pan-regional hub to support young people with special educational needs and disabilities to develop a better understanding of careers opportunities and routes into employment and to have meaningful interactions with employers.
- 2.12 The **#futuregoals** careers campaign and activity aims to raise awareness of careers opportunities in skills shortage and high growth sectors. The next phase of the campaign commences at the end of February. Young people are the primary target audience for the marketing campaign, with parents/carers and teachers as the secondary audience, using the relevant social media channels for age profiles.
- 2.13 The campaign will include local employed people sharing their own career stories through a series of self-filmed videos which will be shared across the LEP social channels. Local influencers/bloggers/vloggers ("Social Media Celebrities") will also be recruited to share the campaign content or share their own career stories, experiences and top tips with their fans and followers on Instagram and YouTube. This approach will maximise the reach of the

campaign, tapping into wider networks that wouldn't normally be reached through LEP channels. This approach also gives the campaign more credibility as young people are more likely to trust or be influenced by their peers and social media icons.

- 2.14 A careers inspiration booklet will also be created and distributed directly to all schools, colleges and other centres throughout the region at the end of March that can be used with young people and parents. The booklet will highlight the opportunities for young people to develop the skills needed for employment and raise awareness of the careers in our region.
- 2.15 A creative industries careers toolkit for young people and parents is in development, supported by Burberry Foundation, and will be part of the piloting of the national Creative Sector toolkit's Creative Careers Programme, led by Creative & Cultural Skills and Screen Skills. The launch of this work will take place in early March at Burberry Business Services, Leeds.

Career Learning Pilot

- 2.16 The Career Learning Pilot is funded by the Department for Education and designed to test methods of outreach and subsidy for low skilled adults in work or close to the labour market. The outcomes of the pilot will be evaluated by the Learning and Work Institute and used by DfE to inform the design of the proposed National Re-training Scheme.
- 2.17 The subsidised learning offer as part of the pilot has now ended. The Combined Authority has delivered the 'Earnit' marketing campaign which has reached over 1 million individuals, with 5,617 accessing further information online. Outreach activity for the pilot has been delivered by Local Authorities who have used marketing materials and promoted the subsidy through local events and engagements with individuals including face to face and other outreach. The Information, Advice and Guidance offer (IAG) offer developed by National Careers Service (NCS) is being delivered through both this outreach activity and directly to pilot beneficiaries signposted to the service through the marketing campaign.

Social Prescribing Pilot

- 2.18 The York Work Wellness Service project has now completed. From an original target of 10, the programme has received 72 eligible referrals. 43 people have returned to work and a further 16 remain engaged in activity designed to enhance their chances of a positive outcome. The current rate of achievement shows 60% of those engaged have returned to work within a reasonable timescale. The remaining 16 will be tracked until the end of February when the final project figures will be produced.
- 2.19 The Work Wellness Service has launched this month in a deprived area of Halifax following the same principles as York, with a Work Wellness Service advisor based within a GP surgery. The pilot aims to explore the specific support and activities that can influence a successful return to work. A full

evaluation of both pilot sites is planned and the findings will be shared with the Panel once completed.

Higher Level Learning

- 2.20 The agile group meeting held on 26 November to look at higher level institutions' approaches to businesses, their offer and barriers facing businesses attracted 23 delegates. A number of recommendations were made to the meeting of the Go Higher West Yorkshire Board in January to ensure that a coherent and accessible offer can be presented to businesses.

Sector Skills

- 2.21 A round table discussion took place on in December 2018 to begin to discuss how education, the public sector and the independent production sector can work together to support increased demand for skills resulting from **Channel 4's** decision to locate its national headquarters in Leeds. A number of immediate next steps were identified, including:
1. A Board to be established early in 2019, including Channel 4 and a membership that reflects the diversity of the region
 2. A small industry working group to be held to explore the short term gaps (editing, camera-work, production) in more detail
 3. Continue to develop medium term pipeline of skills using the Screen Skills Diversity project as a test bed for ideas.
- 2.22 In the medium term, there are various areas to be explored, including how to most effectively bring education and industry together in a coordinated manner to address skills needs in the **independent TV production sector**:
- To ensure course and qualification development meets business needs,
 - Supporting the sector to make best use of higher and degree level apprenticeships including,
 - supporting the delivery of shared apprenticeships and work experience opportunities across a number of smaller businesses or shorter term projects,
 - Including meaningful business interactions in education and training, and encouraging educational institutions to make best use of business expertise,
 - Supporting people from diverse backgrounds and communities to access employment and reach their potential within the sector.
- 2.23 The **Discover Digital** campaign engages adults across the region, from graduates to career-changers, looking to retrain or upskill into a digital role and to improve their digital skills. The campaign provides a dedicated website to inspire career choices for individuals, where they can engage with businesses and training opportunities <https://discoverdigital.org.uk/>. Since its launch in August 2018, the website has reached over 100,000 people and has had 2,700 new visitors with over 15,000 individual page views across the site.

- 2.24 As previously reported, the Combined Authority submitted a full application to a competitive European funding call to develop a programme named **[re]boot** to individuals to re-train or upskill in order to access career opportunities in digital sectors, construction and engineering. The Funding Agreement has now been received from The Department of Work and Pensions (DWP) and delivery will commence in spring 2019.

3 Financial Implications

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

4 Legal Implications

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

5 Staffing Implications

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

6 External Consultees

- 6.1 No external consultations have been undertaken.

7 Recommendations

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

8 Background Documents

None.

9 Appendices

None.

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