

EMPLOYMENT AND SKILLS PANEL

**MEETING TO BE HELD AT 2.00 PM ON WEDNESDAY, 4 MARCH 2020
IN ASPIRE-IGEN GROUP LTD, OPPORTUNITY CENTRE, 21-27
CHEAPSIDE, BRADFORD, BD1 4HR**

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 27 NOVEMBER 2019**
(Pages 1 - 4)
- 5. CHAIR'S UPDATE**
- 6. EMPLOYMENT AND SKILLS PROGRAMMES**
(Pages 5 - 10)
- 7. POLICY UPDATES**
(Pages 11 - 18)
- 8. DIGITAL FRAMEWORK AND ANALYSIS OF LOCAL DIGITAL OFFER**
(Pages 19 - 80)
- 9. ADULT EDUCATION BUDGET**
(Pages 81 - 152)

Signed:



**Managing Director
West Yorkshire Combined Authority**

**MINUTES OF THE MEETING OF THE
EMPLOYMENT AND SKILLS PANEL
HELD ON WEDNESDAY, 27 NOVEMBER 2019 AT COMMITTEE ROOM
A, WELLINGTON HOUSE, 40-50 WELLINGTON STREET, LEEDS**

Present:

Mark Roberts	Beer Hawk Ltd
Glynn Robinson	BJSS
Councillor Imran Khan	Bradford Council
Councillor Ian Cuthbertson	City of York Council
Councillor Peter McBride	Kirklees Council
Nav Chohan (Advisory Representative)	Leeds City Region Skills Network

In attendance:

Kate Holiday	NHS
Diana Towler	Department of Work and Pensions
Michelle Burton	West Yorkshire Combined Authority
Peter Glover	West Yorkshire Combined Authority
Tom Stannard	Wakefield Council
Lindsey Daniels	West Yorkshire Combined Authority
Janette Woodcock	West Yorkshire Combined Authority

11. Apologies for absence

In the absence of Rashik Parmar, Mark Roberts chaired the meeting.

Apologies for absence were received from Rashik Parmar, Simon Barratt, Martin Booth, Amanda Stainton, Cllr Susan Hinchcliffe, Cllr Imran Khan, Cllr Adam Wilkinson, Cllr Patrick Mulligan, Cllr Michael Graham, Professor Margaret House, Nick Bowen, Mike Curtis, Sue Soroczan, Alex Miles, Sam Alexander and Merran McRae.

12. Declarations of disclosable pecuniary interests

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

13. Exempt Information - Exclusion of the press and public

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

14. Minutes of the meeting of the Employment and Skills Panel held on 12 September 2019

To note that Diana Towler was present at the last meeting.

Nav Chohan noted that the change of criteria for AGE re new apprentices has impacted the take-up and that this wasn't just due to the non-levy funding issue; he also noted that WYCC and the CA are waiting for an answer to a question about participant eligibility on (re)boot from DWP as Managing Agent for ESF.

Officers to follow up with Cllr Imran Khan re Bradford Linkage with SEND Hub

The Panel was asked to note the following:

Item 7, the inclusive Growth and Public Policy Meeting for November was cancelled but a paper will go to the next meeting in March including the evaluation of the work wellness pilot.

Item 8, a technical labour market workshop has been held for stakeholders on the 2019 data.

Resolved: That subject to the above amendments the minutes of the Employment and Skills Panel held on 12 September 2019 be approved and signed by the Chair.

15. Chair's update

The Chair updated members to say that the interim report for the Future-Ready Skills Commission was published earlier this month and sets out 10 things that need to change with the current skills system. In its next phase, the Commission will design a blueprint for how the skills system needs to work to deliver local outcomes.

16. Employment and Skills Programmes

The Panel considered a report to update on the progress of delivery of LEP-led employment and skills programmes in the Leeds City Region including School Partnerships, Careers, Apprenticeships and Employment and Skills for Business, Work Wellness.

The Panel was asked for their help in raising awareness of the Apprenticeship Levy transfer service among their networks and to note and comment on the progress of delivery of employment and skills programmes in the Leeds City Region.

It was highlighted that the Kirklees Careers Hub is making good progress in supporting hub schools and colleges to achieve the Gatsby benchmarks of good careers guidance. The average number of benchmarks achieved by the 33 secondary schools and two colleges in the Hub is 4.27, against a national average of 3.9. This included six secondary schools fully achieving Gatsby benchmarks, of only 99 nationally.

It was also highlighted that the Special Educational Needs and Disability (SEND) Hub officially launched in September 2019. The hub is geographically based in the bordering local areas of Calderdale, Leeds, Wakefield and York and includes 29 schools. Two key themes have been identified for the Careers Hub with a focus on; improving positive destinations and increasing employer engagement. The Hub will develop a jointed up and collaborative approach, allowing more young people to gain access to the relevant support. Schools will share best practice with each other and will prepare students for employment by providing meaningful encounters. The aim is for students – who are currently significantly disadvantaged in the labour market – to make a successful transition into the world of work.

Resolved:

- (i) That the contents of the report be noted.
- (ii) That the comments of the Panel on the progress of delivery of employment and skills programmes in the Leeds City Region be noted.
- (iii) That offers of help in raising awareness of the Apprenticeship Levy transfer service across their networks be confirmed.

17. Skills Advisory Panel Governance

The Panel considered a report for proposed changes in the governance of the Employment and Skills Panel to reflect the requirements of its Skills Advisory Panel remit. The Panel was asked to recommend approval of the draft protocol setting out the ESP's specific responsibilities with regard to its role as the Skills Advisory Panel for Leeds City Region and that the Combined Authority revise the membership of ESP to include two additional non-voting members who will represent education and training providers.

Skills Advisory Panels (SAPs) have been initiated by Government and their purpose is to bring together local employers and skills providers in order to develop a shared understanding of local skills needs and to define clear skills priorities. These deliberations are under-pinned by an evidence-based approach grounded in high quality labour market analysis.

Resolved:

- (i) That the draft protocol setting out the ESP's specific responsibilities regarding its role as the Skills Advisory Panel for Leeds City Region be recommended for approval.

- (ii) That the Combined Authority revise the membership of ESP to include 2 additional non-voting members who will represent education and training providers be recommended for approval.

Report to: Employment and Skills Panel

Date: 4 March 2020

Subject: **Employment and Skills Programmes**

Director(s): Brian Archer, Director of Economic Services

Author(s): Michelle Burton, Head of Employment and Skills

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

School Partnerships

- 2.1 The **Enterprise Adviser Network** and the Combined Authority's Enterprise Coordinators are currently engaged with 185 (92%) of secondary schools and colleges. From April 2019 to December 2019 the network has delivered over 186,000 employer encounters and 20,075 employer encounters for pupil premium learners, 13,313 of whom have had at least two employer encounters as part of the network. Leeds City Region is one of the only LEP areas where Compass¹ results have increased across the board with an increase of 3.8% compared to a national 3.6%.
- 2.2 Targeted activity in **Bradford Opportunity Area** is currently ahead of profile for employer encounters for the programme. Two more businesses are joining the programme as "Cornerstones" this quarter; Turner and Townsend and Morgan Sindall. As Cornerstones, employers utilise their networks to share good practice and to encourage others to engage with education.
- 2.3 As previously reported, 16 schools have been awarded grants through the BRP-funded **Raising Aspirations** pilot in order to trial innovative approaches to raising the aspirations of their most disadvantaged young people. Of these, 15

¹ Compass is a self-assessment tool for schools to track progress towards the Gatsby benchmarks of good careers guidance

have successfully started on time. An independent evaluation has commenced with engagement and consultation activities in process.

- 2.4 The **Kirklees Careers Hub** is continuing to make progress in supporting hub schools and colleges to achieve the Gatsby benchmarks of good careers guidance, although the rate of improvement is slowing. The average number of benchmarks achieved by the thirty three secondary schools and two colleges in the Hub is 4.3, an increase from the previous quarter which was 4.27. equal to the national average of 4.6% of Wave One results. Five schools have maintained their achievement of all Gatsby Benchmarks.
- 2.5 The **Special Educational Needs and Disability** (SEND) Hub has now successfully recruited five cornerstone employers. These employers act as “Career Champions” for their business sector, providing Enterprise Advisers to the network as well as stimulating their own business network to be more involved in supporting schools with their careers provisions. Since last quarter the Hub has seen good engagement with the working group members, an active steering group formed, and the first Employer and Educator Stakeholder Event held in January.

Careers

- 2.6 Following the re-launch of the **FutureGoals** careers campaign as an all-age platform in October 2019, the website has had 4,086 new users, 1,780 page views and reached 35,180 local people through online social media campaigns.
- 2.7 Curriculum-linked resources have been developed in partnership with the Burberry Foundation and form part of a Creative Industries Toolkit. A suite of inspiring educational careers resources will sit on the FutureGoals educator’s platform and promote the breadth of opportunities across the creative sector. The resources are mapped to the Maths, English and Science curriculum and link to the Gatsby Benchmarks for good careers guidance. The resources will be launched to educators in March 2020 through a campaign as part of National Careers Week. This will include a series of online tutorials, press mailers, a social media campaign and teacher CPD. The campaign is expected to reach over 190,000 influencers of young people in the Leeds City Region.
- 2.8 FutureGoals briefing sessions have been delivered to 965 local influencers (educators, advisers, partners) between September-December 2019 to promote the FutureGoals platform and new resources that influencers can use to inspire young people and adults about the local labour market. Sessions have been welcomed and feedback has been very extremely positive.
- 2.9 The Combined Authority’s adult re-training programme, **[re]boot**, part-funded through European Social Fund (ESF), has successfully reached 87 individuals since October. The first three courses have been in Digital, Hybrid Vehicle technology and Screen production skills (linked to the growth projected in the

independent There have been 50 achievers who have benefited from completing a level 2 or 3 course in.

- 2.10 To date [re]boot courses have attracted individuals from the under 50's age range, including recent graduates and graduates who are underemployed. A local marketing survey will take place in March to inform a marketing campaign targeting harder to reach groups, particularly over 50s.
- 2.11 A [re]boot steering group has been established and met in February for the first time. The meetings will be quarterly and have sector representation from business. This group will disseminate ideas and strategies to the delivery partners on how to effectively meet contractual targets.
- 2.12 Despite a delayed start and being slightly behind profile, [re]boot is delivering high quality courses developed and delivered by employers and numbers are profiled to accelerate over the next quarter.

Apprenticeships and Employment

- 2.13 The **Apprenticeship Grant for Employers (AGE)** programme closed in November for new applications. The final applications in the system will be processed before the end of March 2020.
- 2.14 The Apprenticeship **Levy Transfer Service** was launched on 1 November 2019. Discussions are currently underway with several large national businesses who are interested in transferring some of their Levy funds although governance and approval arrangements within larger organisations means that decisions are not made quickly. Many of the levy payers are also stipulating how they would like their Levy transfer commitment using, mainly in respect of Corporate Social Responsibility (CSR) with many wanting to address the social mobility agenda.
- 2.15 Since the Levy Transfer Service was launched the government has announced that it will provide additional funds to support businesses with training of up to three apprentices, via the Apprenticeship Service (an online system that will manage all apprenticeship activity in the future). This is for the first quarter of 2020. As yet funding arrangements beyond March 2020 for providers is unknown. There remains a need for the Levy Transfer Service to 1) ensure that providers and businesses have access to funding to support new apprenticeship training and 2) ensure that the Levy paid by local businesses is used to support local businesses and citizens.
- 2.16 <https://www.the-lep.com/for-businesses/skills-and-training/apprenticeship-levy-support/> provides the link to the Levy Transfer Services webpages, including the only registration form for training providers to request support from the matching service on behalf of businesses.

2.17 The **LCR Employment Hub** programme, launched in January 2019, is being delivered in partnership with Local Authorities and will support over 6,000 young people aged 15-24 to access apprenticeships and employment. At the end of year one of the programme (as at December 2019) we have:

- Engaged 1668 15-24-year-old participants against a profile of 1779 (94%). Of these:
- 454, against a profile of 203 (224%), were recorded as being from ethnic minorities
- 368 declared they had disabilities against a target of 156 (236%)
- Of the participants starting the programme 217 have been supported with finding education/ training, employment or self-employment against a target of 498 (44%) and have
- Engaged with 853 businesses against a target of 1458 (59%).

Although initial engagements for the programme are strong, key results of people into employment and further learning will be more challenging to achieve within programme timescales.

2.18 National Apprenticeship Week 2020 (NAW20) ran from 3 to 7 February. There was a lot of activity during the week from schools, providers and businesses to celebrate and showcase apprenticeships including Apprenticeship Fairs in Leeds, Wakefield and Kirklees and staff from the LEP and Employment Hubs contributing to conferences and celebration events.

Delivery Agreements

2.19 Reviews with the seven West Yorkshire FE institutions are being scheduled to take place during March when performance for academic year 2018/19 will be reviewed along with discussions around future aspirations of the institutions and response to the Combined Authority/LEP priorities.

Skills for Business

2.20 As previously reported, the Combined Authority has submitted a bid to the Managing Agent for European Social Fund to deliver a Skills for Growth programme which will support businesses to engage with the full breadth of the education system, from primary schools to universities. A decision is anticipated imminently.

Work Wellness

2.21 The Work Wellness pilot project in Calderdale has completed its 12 months of delivery. A total 785 clients have been referred in the 12-month period of which 319 have been eligible for work wellness support. 45 (14%) of the eligible group have returned to work. In the final quarter of delivery, only 6 out of a total 236 clients seen have required clinical intervention.

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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Report to: Employment and Skills Panel

Date: 4 March 2020

Subject: **Policy Update**

Director(s): Alan Reiss, Director Policy, Strategy and Communications

Author(s): Sonya Midgley

1 Purpose of this report

- 1.1 The purpose of this report is to update the Panel on policy items relating to employment and skills in Leeds City Region, clarifying the structure and hierarchy of the planned policy work.
- 1.2 The Panel is asked to consider the proposal for an updated Employment and Skills Plan.

2 Information

Strategic Economic Framework

- 2.1 This panel has informed a number of policy statements as part of the strategic economic framework (SEF), which builds on and replaces the Strategic Economic Plan (SEP). The SEF provides a new, agile, long-term strategic framework, incorporating both the Local Industrial Strategy (LIS) and a full range of policies and strategies, reflecting the scale of our vision and priorities for the City Region.
- 2.2 The SEF sets our vision for the City Region and the four key priorities for realising this are:
 - Boosting productivity
 - Enabling inclusive growth
 - Delivering 21st century transport
 - Tackling the climate emergency
- 2.3 All strategies produced by the Combined Authority and Local Enterprise Partnership are aligned with the SEF, with a clear focus on meeting our priorities. The diagram below outlines the revised Framework structure.

LEEDS CITY REGION STRATEGIC ECONOMIC FRAMEWORK			
OUR VISION			
<i>To be a globally recognised, thriving and happy region with talented people, superb environment and clean, integrated transport.</i>			
OUR PRIORITIES			
BOOSTING PRODUCTIVITY Helping businesses to grow and bringing new investment into the region to drive economic growth and create good jobs.	ENABLING INCLUSIVE GROWTH Enabling as many people as possible to contribute to - and benefit from - economic growth.	DELIVERING 21ST CENTURY TRANSPORT Creating efficient transport infrastructure that makes it easier to get to work, do business and connect with each other.	TACKLING THE CLIMATE EMERGENCY Ensuring that the City Region is net carbon zero by 2038.
OUR POLICIES AND STRATEGIES			
Education and Skills		Clean Growth	
Digital		Energy	
Inclusive Economy			
Innovation	Connectivity		Green and Blue Infrastructure
Housing and Regeneration		Transport	
Healthy Lives			
Place Narratives			
Bus			
Business Growth and Good Work		Future Mobility	Flooding
Culture		Rail	
Local Industrial Strategy			
PARTNERSHIP PLANS AND STRATEGIES			
MONITORING AND IMPACT			

Local Industrial Strategy

- 2.4 The new Government have not yet made clear their intentions with regard to Local Industrial Strategies and the planned co-writing process. We are continuing our development work on the Local Industrial Strategy (LIS), which is in the final stages following extensive consultation with panels and partner organisations, and the LEP Board on 25 February received an update on progress.
- 2.5 The LIS foundations with the most implications for the Employment and Skills Panel sit within Business Environment, People and Ideas. The strategic priorities for each of these foundations have been shared with this panel previously, and are outlined below.
- 2.6 *Business Environment:*
- Inspiring a 'No Wrong Door' ethos to simplify and refocus the business support ecosystem.
 - Increasing the supply of relevant finance products that will better equip businesses, supporting start-ups and scale-up businesses
 - Improving the supply, viability and availability of quality business premises.
 - Collaborating with the private sector to exploit new market opportunities

2.7 *People:*

- *Skills: increase supply and demand*
 - Develop a fully integrated business and skills system that is more responsive to changing employer demand and economic needs
 - Align the supply of skills needed for the City' Region's future economy with sectoral demand and strategic opportunities
 - Widen and retain the pool of talent through integrated planning
- *Boost earning power*
 - Universal access to all ages to high quality careers and retraining services
 - Leadership development that supports innovation and good growth
 - Embed resilience and creativity within pre-16 education to improve attainment, social mobility and health outcomes
- *Inclusive growth*
 - Make learning and labour markets more inclusive
 - Act to boost basic, intermediate and advanced digital skills to support progression
 - Boost wellbeing by bringing together health and employment support, helping people to access and sustain work and improving business productivity

2.8 *Ideas:*

- *Frontier and Cautious Innovators*

We will focus our efforts on supporting our brightest innovators to do more, working in partnership with key agencies to incentivise business R&D investment, whilst ensuring that the new ideas, practices and technologies reach all our businesses.
- *Innovation diffusion*

We will support all businesses to benefit from the diffusion of innovation by encouraging the adoption of new technologies and leadership and management practices.

2.9 Some priorities have clear implementation plans, whereas others will require more collaboration to develop a Leeds City Region solution. Following the decision made at ESP and at the Business Innovation and Growth Panel, 'Strategy to Action' squads are being assembled to focus on different ways to implement a range of the priorities. These squads will focus on 'Business Leadership' and 'Inclusive and agile workforces'. Existing working groups and structures are being utilised to further other implementation discussions: e.g. the Digital Board, the Skills Commission.

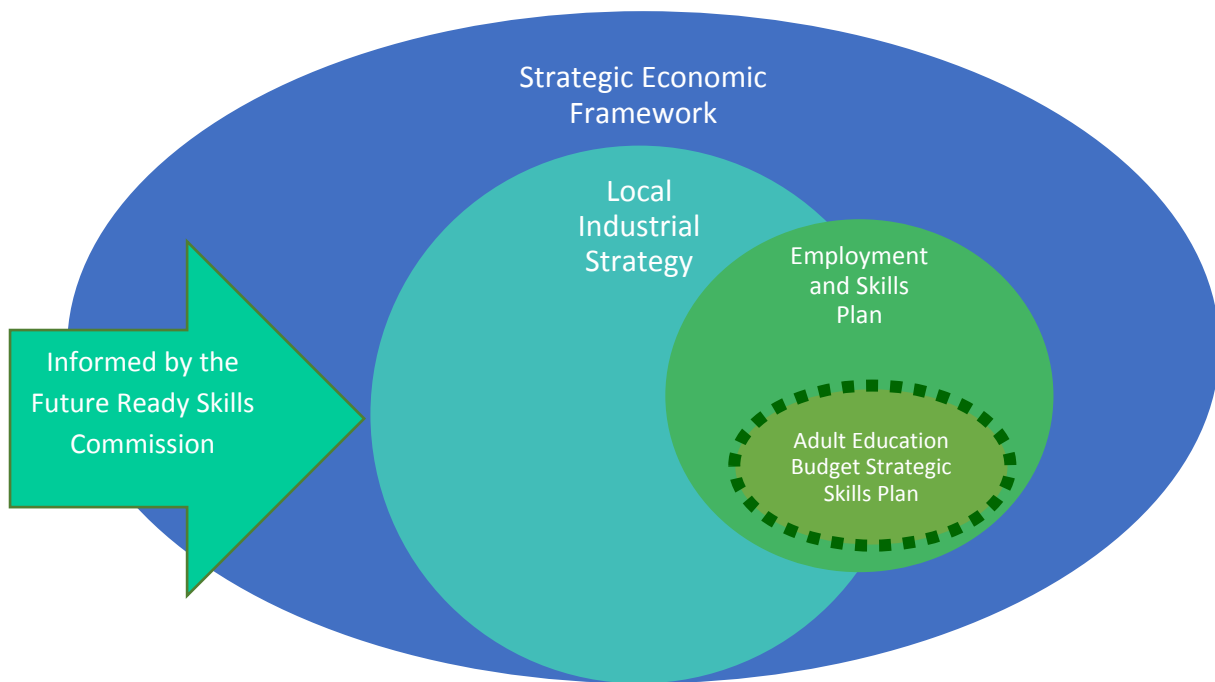
Employment and Skills Plan

2.10 The lifespan of the current Employment and Skills Plan ends during this year, 2020. The panel has received regular updates on the progress and performance of this work through the employment and skills update papers.

- 2.11 The Employment and Skills Plan (2016-2020) was well received and set out the actions of the Combined Authority in response to the skills and employment needs of the local labour market.
- 2.12 It is proposed that the Employment and Skills Plan is updated and republished in the Autumn. The Employment and Skills Plan will sit within the SEF and encompass the policy statements approved by the Employment and Skills Panel, the LIS priorities and the Skills Commission recommendations.
- 2.13 The updated Employment and Skills Plan will collect the relevant priorities and strands from the above strategies together into one clear plan, that is accessible to the wider sector (e.g. training providers, schools, college, universities, careers providers, employers), clearly stating our ambitions around Employment and Skills within the Leeds City Region, and actions that will be undertaken to address skills and employment needs.
- 2.14 It is proposed that the following is included on the agenda at the next Employment and Skills Panel meeting:
- Proposals from Skills Commission
 - Business Plan priorities from employment and skills programmes
 - Framework for proposed Employment and Skills Plan
 - Forward workplan for consultation on Employment and Skills Plan

Possible Devolution

- 2.15 Devolution discussions between Leaders and Ministers were revived in January 2020. As with other areas that have devolution deals, the Adult Education Budget (AEB) is a possible element of a future deal. Even if a devolution deal is agreed, there are still a range of requirements that must be met in order to secure the funding for AEB: demonstrating our readiness to plan, manage, administer and assure this funding stream.
- 2.16 One of the requirements would be to submit a Strategic Skills Plan specific to the Adult Education Budget (AEB) to the Department for Education (DfE). This would be separately consulted on to the Employment and Skills Plan, given the implications of the changes to funding and the timescales set by DfE. The AEB Strategic Skills Plan would feed into the wider Employment and Skills Plan, with its activity contributing to our strategic objectives.
- 2.17 The Skills Commission has identified a number of areas of change in relation to the national skills system and is developing strategic recommendations for Combined Authorities and regional partnerships to consider. A further step in this work is to consider how the Leeds City Region can incorporate the recommendations into AEB planning, if required.
- 2.18 The diagram below outlines the relationship between elements of the current policy work.



Skills Commission

2.19 The Skills Commission met in January to discuss the scope for a blueprint for a future-ready skills system. The Commission agreed that the blueprint would include:

- Roles and responsibilities of government, regions and local areas
- Data requirements to measure outcomes
- Funding
- Improved benefits for employer, individuals, training providers and the economy
- Recommendations to government and regions

2.20 The Commission is holding further workshops with experts from a range of disciplines on:

- apprenticeships; focusing on how regions can better support apprenticeship reform, and
- improved integration of health, employment and skills offer to individuals to supported sustained work.

2.21 The Commission has received a number of positive news stories following the publication of its interim report in November 2019

<https://www.fenews.co.uk/press-releases/41603-10-things-that-need-to-change-to-create-a-skills-and-training-system-that-works-for-all>

<https://feweek.co.uk/2019/11/17/only-localism-can-unlock-the-skills-sectors-true-potential/>

<https://www.fenews.co.uk/press-releases/37951-current-skills-and-training-system-failing-those-who-need-it-the-most-10-things-that-need-to-change>

- 2.22 The final report including the blueprint and recommendations will be launched in May in London.
- 2.23 An options appraisal and proposed forward workplan falling out of the final recommendations will be developed and shared with the Panel for projects and programmes that the Combined Authority could take forward as part of its employment and skills programmes and updated Employment and Skills Plan.

Skills Advisory Panels

- 2.24 Skills Advisory Panels (SAPs) have been initiated by government and their purpose is to bring together local employers and skills providers in order to develop a shared understanding of local skills needs and to define clear skills priorities. These deliberations are under-pinned by an evidence-based approach grounded in high quality labour market analysis.
- 2.25 It has been agreed that the Employment and Skills Panel should serve as the Skills Advisory Panel for the Leeds City Region area.
- 2.26 The Department for Education has set out standards that local bodies need to meet if they are to be recognised as Skills Advisory Panels by government. These standards relate to local capability in terms of producing the required labour market analysis and to the nature of governance arrangements put in place to support SAP decision-making.
- 2.27 Following a review of the LEP's SAP arrangements by the Department, actions were taken by officers to ensure full compliance with the standards, based on the feedback received. The most notable changes were the addition of two education and training providers to the membership of the Employment and Skills Panel and the approval by the Panel of a protocol that sits alongside the existing terms of reference and further clarifies the ESP's role and responsibilities as a Skills Advisory Panel.
- 2.28 Department for Education have confirmed that Leeds City Region is now fully compliant with the SAP standards in respect of both the quality of our labour market analysis and of our governance arrangements.
- 2.29 With regard to its analytical remit, the LEP published its annual labour market analysis report in October 2019. This was followed up with a programme of dissemination activity, including two public stakeholder workshops on 31 October and 19 November.
- 2.30 The labour market evidence base will be used to inform the development of the priorities contained within the new Employment and Skills Plan (see above). It will also be taken into account when determining the content / indicators to be taken forward as part of a refreshed Delivery Agreement process with local education and training providers.

- 2.31 The Department for Education has announced that further grant funding will be made available to LEPs in 2020/21 to support the continued development of SAPs. There will be a requirement for each SAP to produce a local Skills Report by March 2021, highlighting progress made to date and future challenges and opportunities.

Place-based solutions

- 2.32 The Government released its Towns Fund Prospectus in November, writing to the lead Local Authorities of selected towns advising on the first steps in preparing a Town Deal. Across the Leeds City Region, 8 towns have been selected to develop Town Deal proposals: Keighley, Shipley, Todmorden, Brighouse, Dewsbury, Morley, Castleford, Wakefield.
- 2.33 Each Local Authority has been tasked with convening a Town Deal Board, which is charged with developing a Town Investment Plan which should outline context, vision for the town and a high level description of priority areas for investment demonstrating how they will boost productivity in the area.
- 2.34 One of the three overarching objectives of the Towns Fund is 'Skills and enterprise infrastructure: driving private sector investment and ensuring towns have the space to support skills and small business development'.
- 2.35 Town Deal Boards are advised to ensure their Town Investment Plans (as they develop) use evidence from LEP Skills Advisory Panels to identify challenges people face and coordinate strategies for how people can be supported locally to meet labour market needs in a way that complements existing skills initiatives and funding streams.
- 2.36 The Combined Authority will support Local Authorities in the development of Town Deal proposals providing a strategic overview across the region and have been invited to attend most Town Boards. Information regarding the Future Ready Skills Commission and the Digital Framework has already been shared.

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 ongoing overall approach to strategy and policy issues in relation to employment and skills in the Leeds City Region.
- 7.2 The Panel is asked to comment and agree the proposal for a revised Employment and Skills Plan.

8 Background Documents

None.

9 Appendices

None

Report to: Employment and Skills Panel

Date: 4 March 2020

Subject: **Digital Framework and analysis of local digital offer**

Director(s): Alan Reiss, Director of Policy, Strategy and Communications

Author(s): Lindsey Daniels

1 Purpose of this report

- 1.1 To share the headline findings of an analysis of the current local digital skills offer, undertaken on behalf of the Leeds City Region Digital Board. The Panel are asked to consider the findings, together with the conclusions and recommendations highlighted by the Board.

2 Information

- 2.1 The remit of the Digital Board is to advise the LEP Board and its Panels, including the Employment and Skills Panel. The Board provides oversight for the implementation of the Digital Framework across the five priority outcomes, ensuring connections are made between them.
- 2.2 The Digital Framework articulates the overall vision for the digital economy in the Leeds City Region, whilst setting out clear ambition statements and proposed interventions. One of the five strands / outcomes relates to “Digital skills for all – giving everyone access to the skills they need to thrive in the digital economy”.
- 2.3 The vision of the Digital Framework is recognised within the Local Industrial Strategy. Specifically, regarding skills, the ‘People’ foundation states ‘Act to boost basic, intermediate and advanced digital skills to support progression’ as one of its inclusive growth priorities.
- 2.3 At its meeting of the 25 November 2020, the Board discussed opportunities to strengthen the coordination of the local digital skills offer and the potential benefits of putting in place a Digital Skills Partnership for the City Region. Further to this discussion, the Digital Board requested that an analysis of the City Region’s current offer be prepared, to provide a basis for discussion around actions required to enhance the offer.

- 2.4 The results of the analysis were presented to the Digital Board at its 13 February 2020 meeting. The slide pack used for the presentation is appended to this paper.
- 2.5 In response to the presentation the Board asked officers to consider the following additional aspects of the digital skills landscape:
- Employer practice around the development of digital skills, including leading edge examples.
 - The role of code clubs and digital bootcamps in developing required digital skills.
 - The potential role of employer-endorsed courses and programmes in view of the barriers associated with formal accreditation.
 - Skills convergence, as different technologies become more closely integrated and the formal divisions between digital and other skills become less significant
 - Implications of future challenges in the labour market for digital skills, including automation.
- 2.6 Officers were also asked to undertake work on strategic thinking around digital workforce and skills issues as part of a wider strategy for the digital sector, including consideration of the following:
- An assessment of what's working and not working in terms of digital skills provision.
 - Proposals on how to increase the role of the employer voice in the digital skills landscape and to bring the wider digital community together.
 - Highlighting proposed priorities for action to provide the basis for a more focused role for the Board.
 - To review the potential added value of moving forward with a Digital Skills Partnership for the area.

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 consider and comment on the findings of the analysis work and the recommendations highlighted by the Digital Board.
- 7.2 The Panel is asked to support the areas of focus for future work identified by the Digital Board, as part of the overall package of skills policy work being undertaken by the LEP.

8 Background Documents

None.

9 Appendices

Analysis of digital offer slide pack

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Digital Skills Mapping

23

Lindsey Daniels and Peter Glover

Purpose and Intro

1. Provide an overview of the digital skills needs and training opportunities available the Leeds City Region, including:
 - Vocational programmes for 16-18 yr olds
 - Adult training opportunities:
 - Inclusion/basic skills
 - General skills
 - Advanced skills
 - Targeted interventions
2. Discuss potential areas for action, comparing coverage to need

24

National Policy

- Apprenticeships: Reformation – Standards, levy and highers
- T Levels
- 25 • Digital entitlement
- Institutes of Technology
- Digital Skills Partnerships

Summary

Context

- Around 40,000 people are employed in specialist digital roles in the City Region
- There is strong demand for specialist digital workers in terms of current recruitment activity
- IT user skills are in widespread demand among employers as part of their general recruitment requirements
- Specialist digital roles are subject to acute skill shortages whilst digital skills are in widespread deficit across the City Region's wider workforce

26

Key stage 4

- A small minority of pupils take up computing qualifications at key stage 4

Summary

Apprenticeships

- Digital apprenticeships account for a small proportion of total provision but have grown steadily over recent years unlike apprenticeships as a whole
- Digital apprenticeships for 16-18 year olds and at intermediate level have declined
- The picture at district level is variable but most districts have seen an upward trend in digital apprenticeship take-up
- A majority of digital apprenticeships are now covered by standards – these standards often have a specialist focus
- Private providers deliver the majority of digital apprenticeships
- Digital apprenticeships offer a strong positive destination rate

Summary

Higher Education

- Around 3% of qualifiers from LCR HEIs are in computer science – lower than the national average
- 28 • Leeds Beckett University is the leading provider of computer science at degree level in volume terms whilst the University of York leads on postgraduate opportunities

Summary

16-18 Further Education

- Around 2,500 young people took up a digital qualification in 2017/18, around 25% lower than in 2015/16

29

- A majority of this learning is at level 3, spread across a range of qualifications at this level.

Summary

Adult Further Education

- Around 7,500 adult learners took up a digital course during 2017/18 – this a decline of around one fifth on the figure for 2015/16
- Colleges and councils are the main providers of these digital adult education courses
- Positive destinations from digital courses are lower than the overall average for adult education courses
- Specialist training is predominantly provided by independent training providers

Interventions

- ESF projects
 - [Skills service](#) – subsidised professional training with TNA
 - [\[re\]boot](#) - career changer courses
 - [Let's talk real skills](#) - sector engagement to drive adaptation in skills offers
 - Basic digital skills – under commission
- [Future goals](#) - all age careers platform
- [Delivery agreements](#) - influencing FE provision
- Local Authority initiatives: e.g. Industrial Centers of Excellence, Tech Talent Charter

31

Commercial Provision

- Generic IT business skills
- Specialist industry training
 - Programming and coding
 - Networking
 - Software/system specific
 - Cybersecurity
 - Augmented and Virtual Reality
 - Methodologies
- Individual focused
- Scheduled and on demand

32

Areas for discussion

- Employer experience of provision?
- What are our areas for action?
 - *Focus on gaps in provision?*
 - *Increase number of apprenticeships?*
 - *Focus on youth participation and/or adult re-training?*
 - *Influencing AEB and Community Learning usage?*
 - *National lobbying - i.e higher level specific units, standards?*
- How can employers get more involved?
- How would the group like to get involved in this agenda?

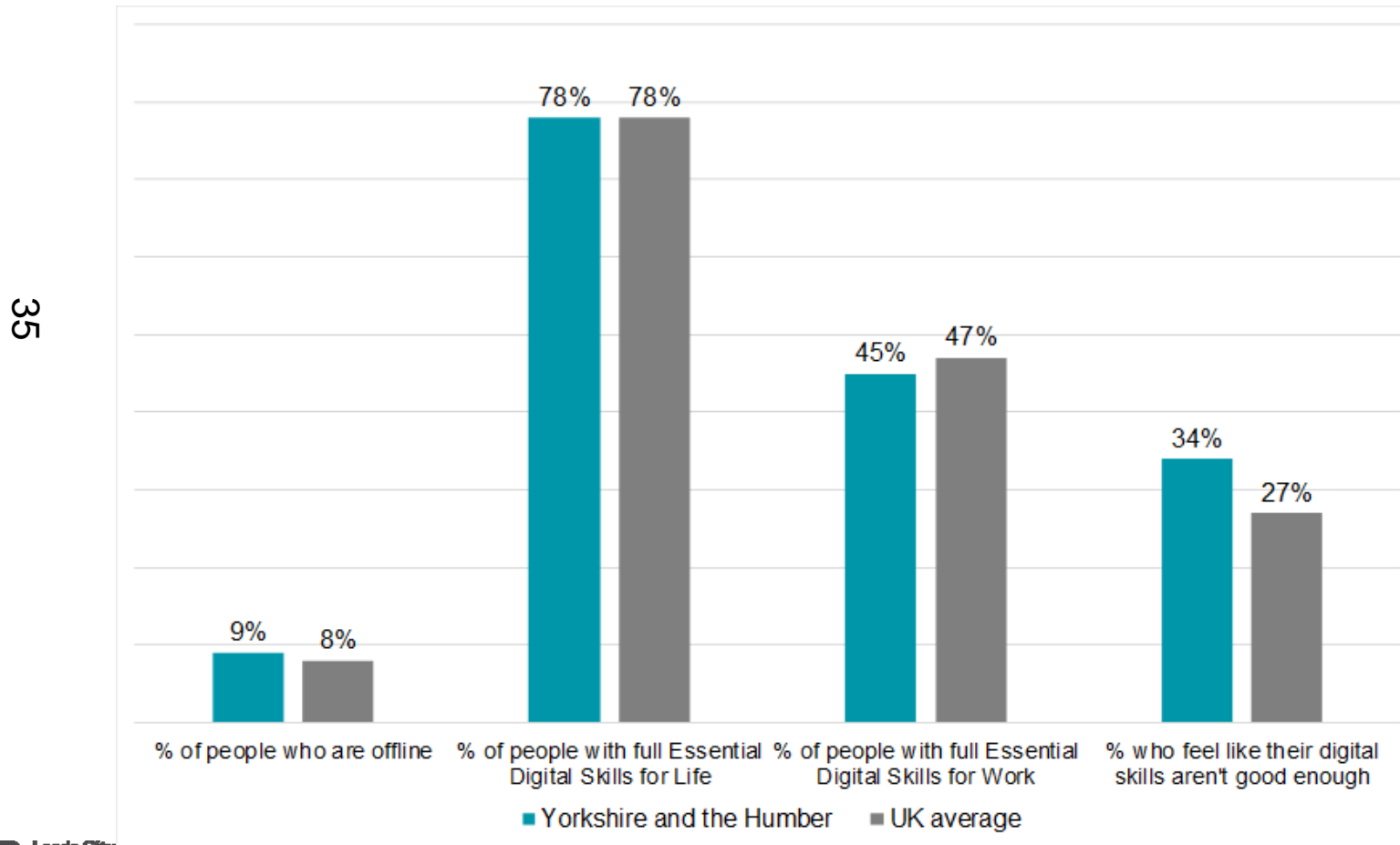
33

Context

34

A significant minority of people lack the full range of Essential Digital Skills for Life

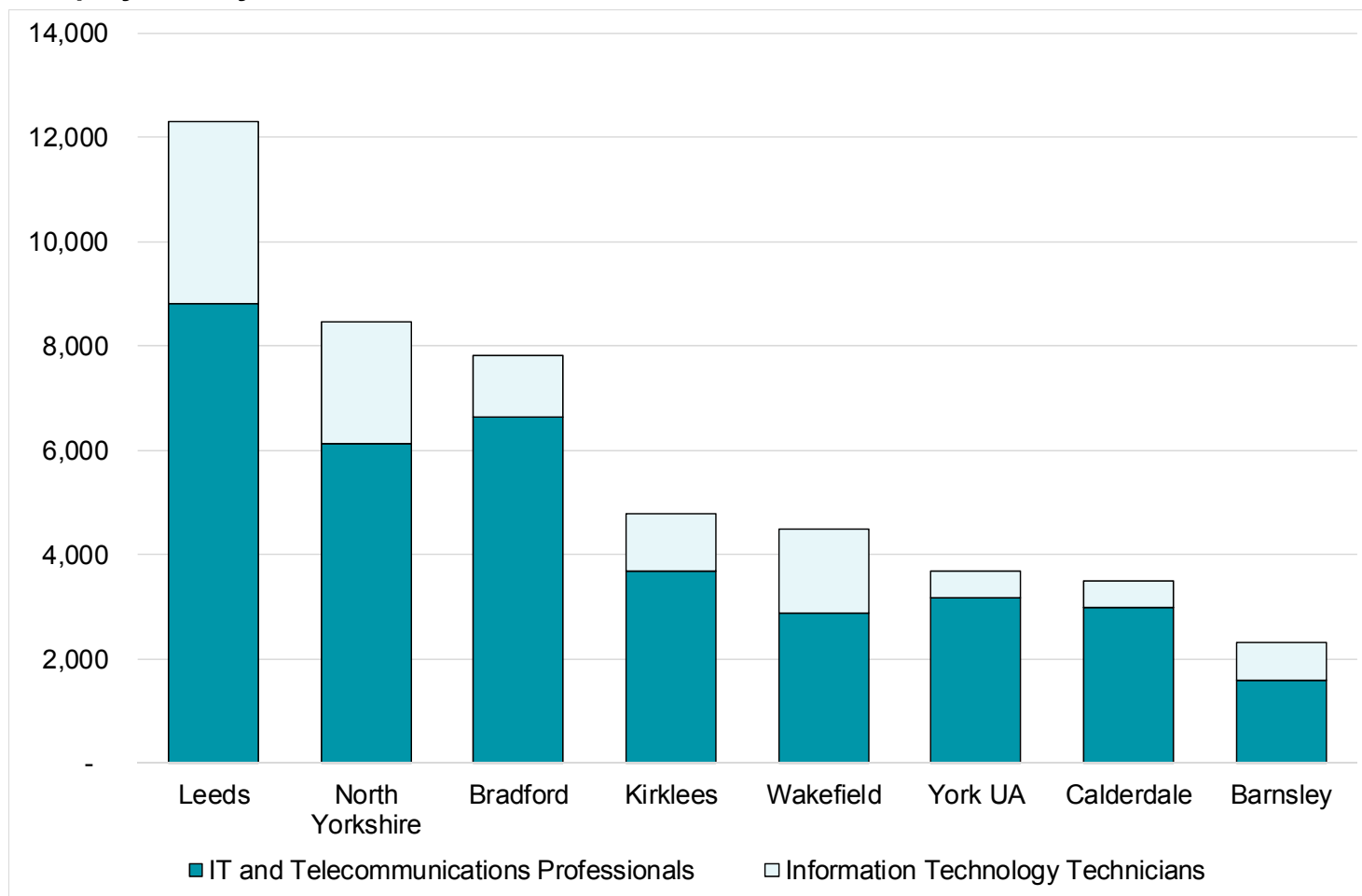
Figure: Key digital inclusion indicators



Source: UK Consumer Digital Index 2019: Spotlight on Consumers in Yorkshire and the Humber

Specialist digital jobs are concentrated in Leeds district but with significant employment in most other districts

Figure: Digital employment by district

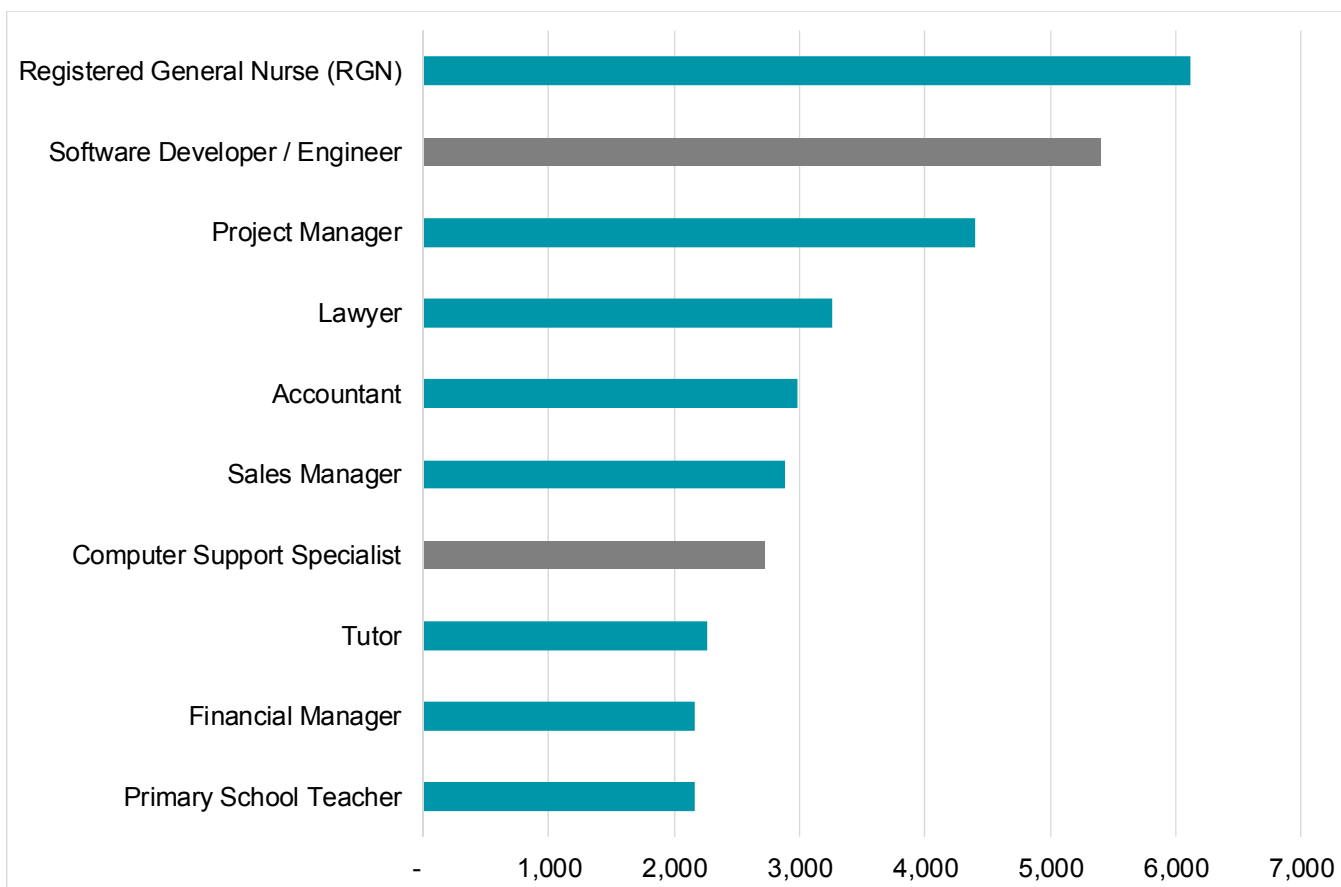


Source: Annual Population Survey, 2017

36

Digital occupations are among those with the greatest current demand in the City Region, based on online postings

Figure: Top occupations in greatest demand by number of online job postings, November 2018 to October 2019, Leeds City Region

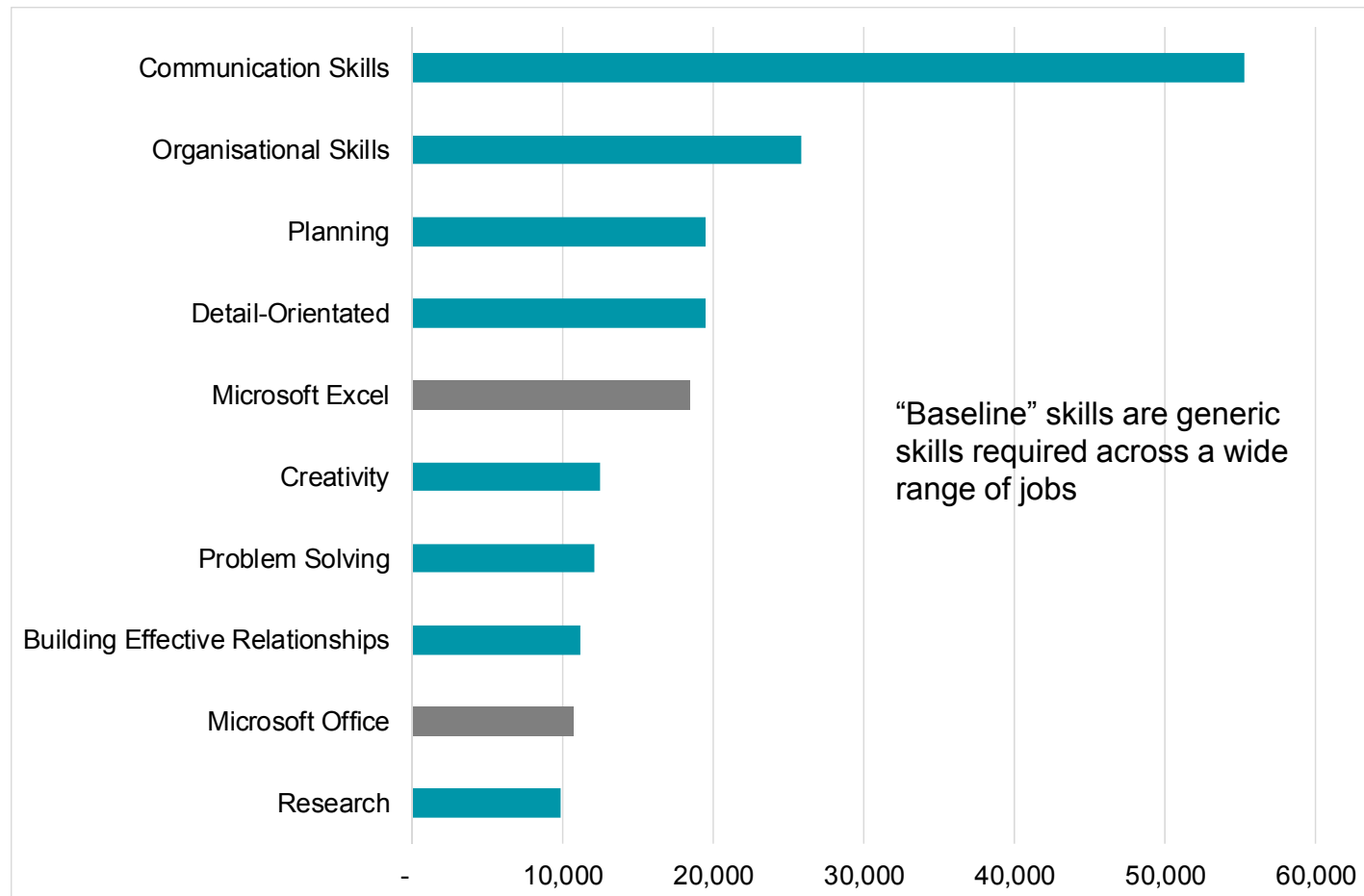


37

Note: Analysis limited to occupations at management, professional and associate professional level
Source: Labour Insight

IT user skills are among those in greatest demand among employers in the City Region, based on online postings

Figure: Top baseline skills in greatest demand by number of online job postings, November 2018 to October 2019, Leeds City Region

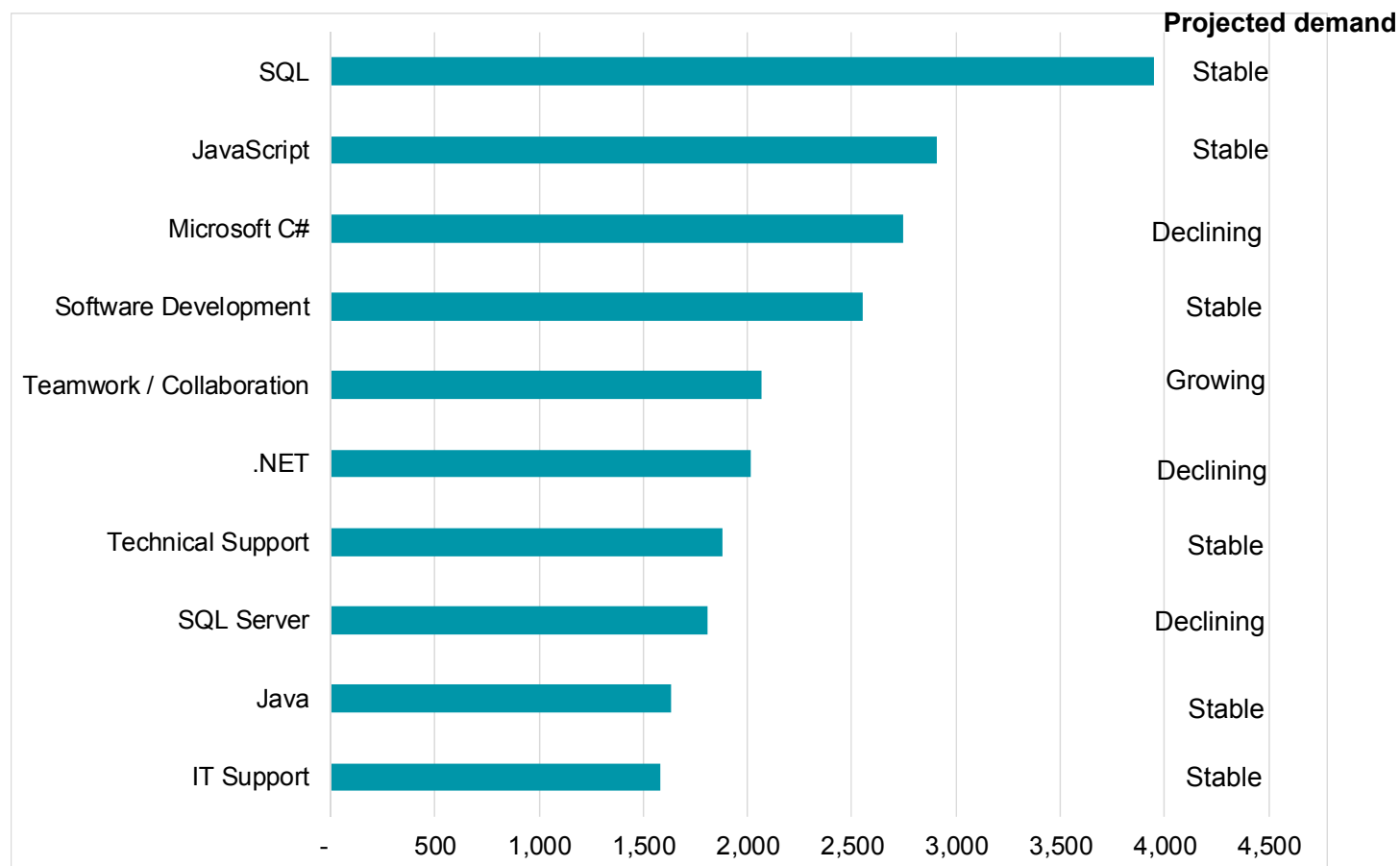


38

Source: Labour Insight

In specialist digital occupations, technical skills requirements dominate along with team work and support skills

Figure: Top specialised skill types in greatest demand in digital occupations, Leeds City Region, November 2018 to October 2019

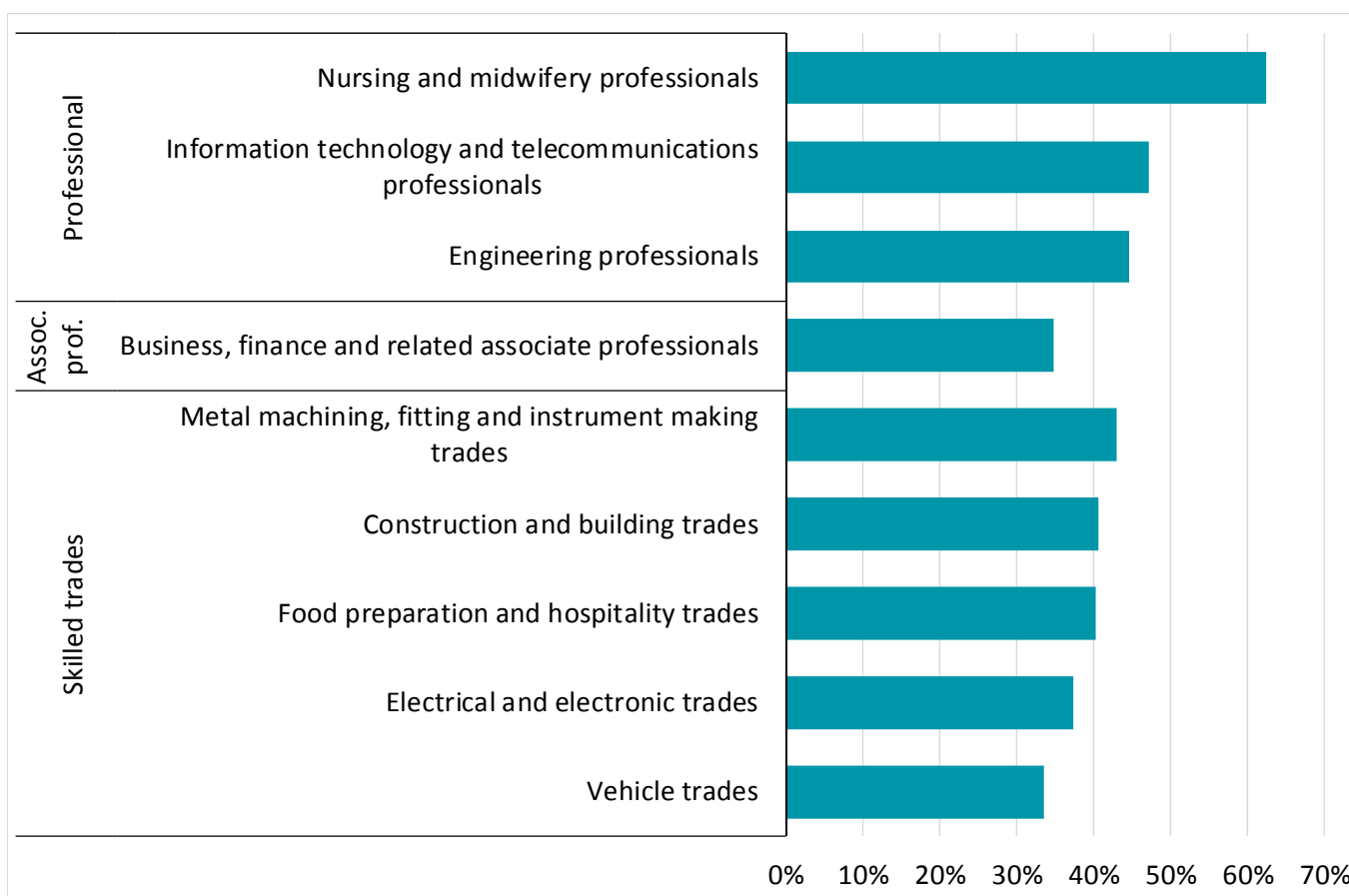


39

Source: Labour Insight

Digital professional occupations are among those facing the most acute shortages

Figure: Occupational minor groups with highest density of skill shortage vacancies, Yorkshire and the Humber



40

Source: Employer Skills Survey 2017

Note: Density measure shows skill-shortage vacancies as a proportion of all vacancies

Around a third of skills gaps among workers are linked to a deficit of IT skills

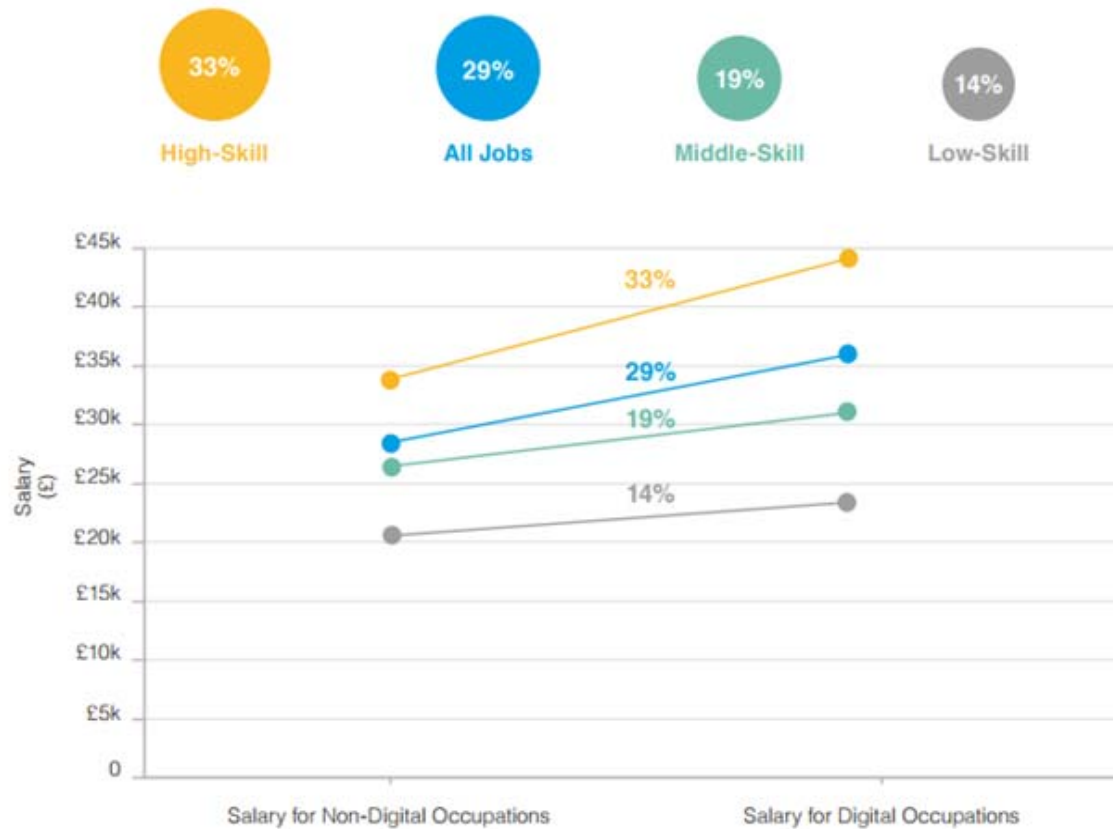
Figure: Technical / practical skills that need improving in occupations with skills gaps



41

Acquiring specific digital skills makes career progression as well as a pay increase more likely across a wide range of occupations

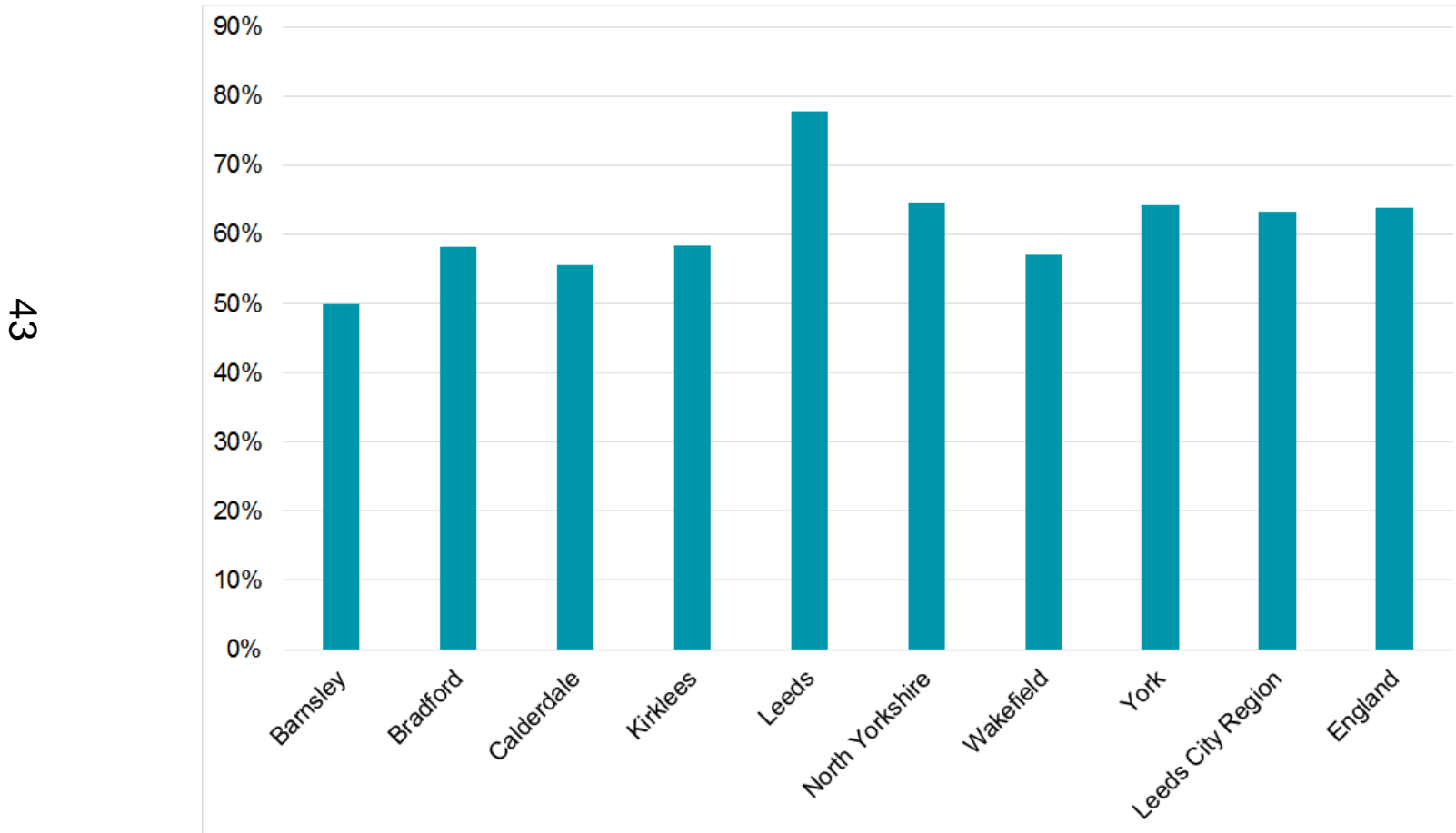
Figure: Annual salary by skills level, showing digital salary differential



42

Around 60% of schools in the City Region had entries for Computer Science GCSE in 2019

Figure: Proportion of schools with Computer Science GCSE entries in 2019

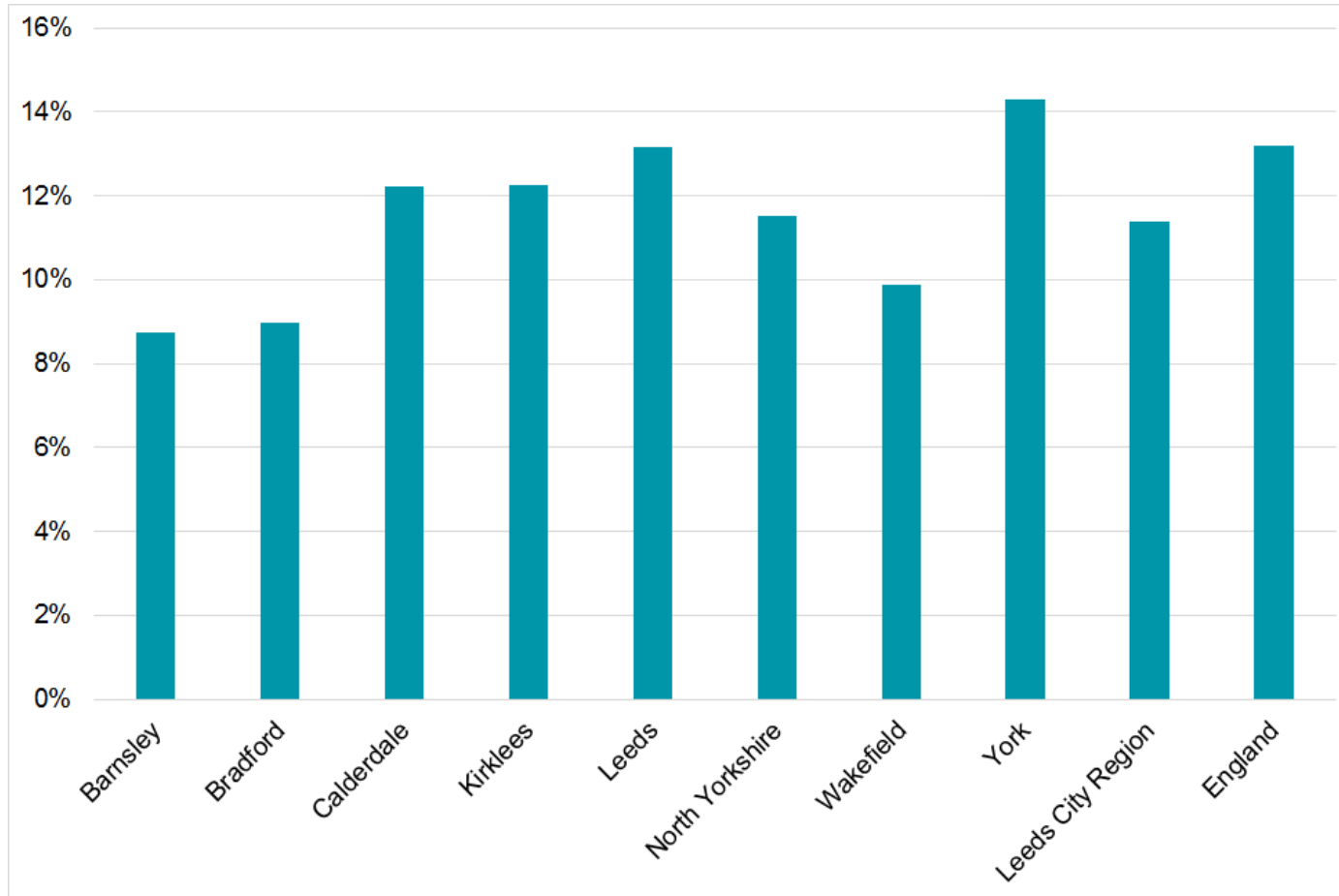


Note: LCR figure includes whole of North Yorkshire

Source: Department for Education 2019 secondary performance tables qualification and subject data

Just under 12% of Key Stage 4 pupils in the City Region took Computer Science GCSE in 2019

Figure: Computer Science GCSE entries as a proportion of total pupils at end KS4



44

Note: LCR figure includes whole of North Yorkshire

Source: Department for Education 2019 secondary performance tables qualification and subject data

Summary

Context

- Around 40,000 people are employed in specialist digital roles in the City Region
- There is strong demand for specialist digital workers in terms of current recruitment activity
- 45 • IT user skills are in widespread demand among employers as part of their general recruitment requirements
- Specialist digital roles are subject to acute skill shortages whilst digital skills are in widespread deficit across the City Region's wider workforce

Key stage 4

- A small minority of pupils take up computing qualifications at key stage 4

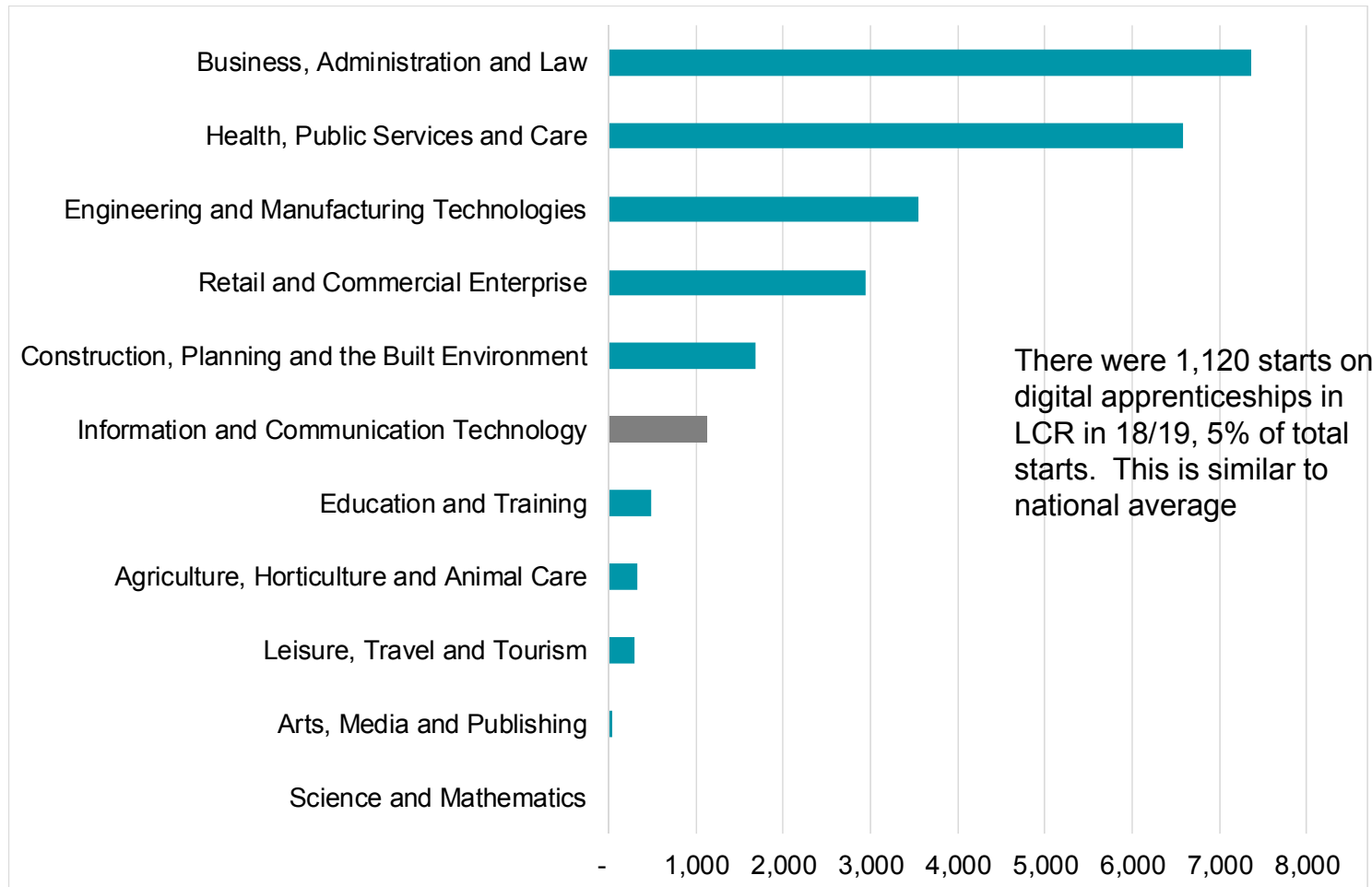
Apprenticeships

46

Digital apprenticeships account for 1 in 20 of all apprenticeships

Figure: Profile of apprenticeship by subject area, 2018/19, Leeds City Region

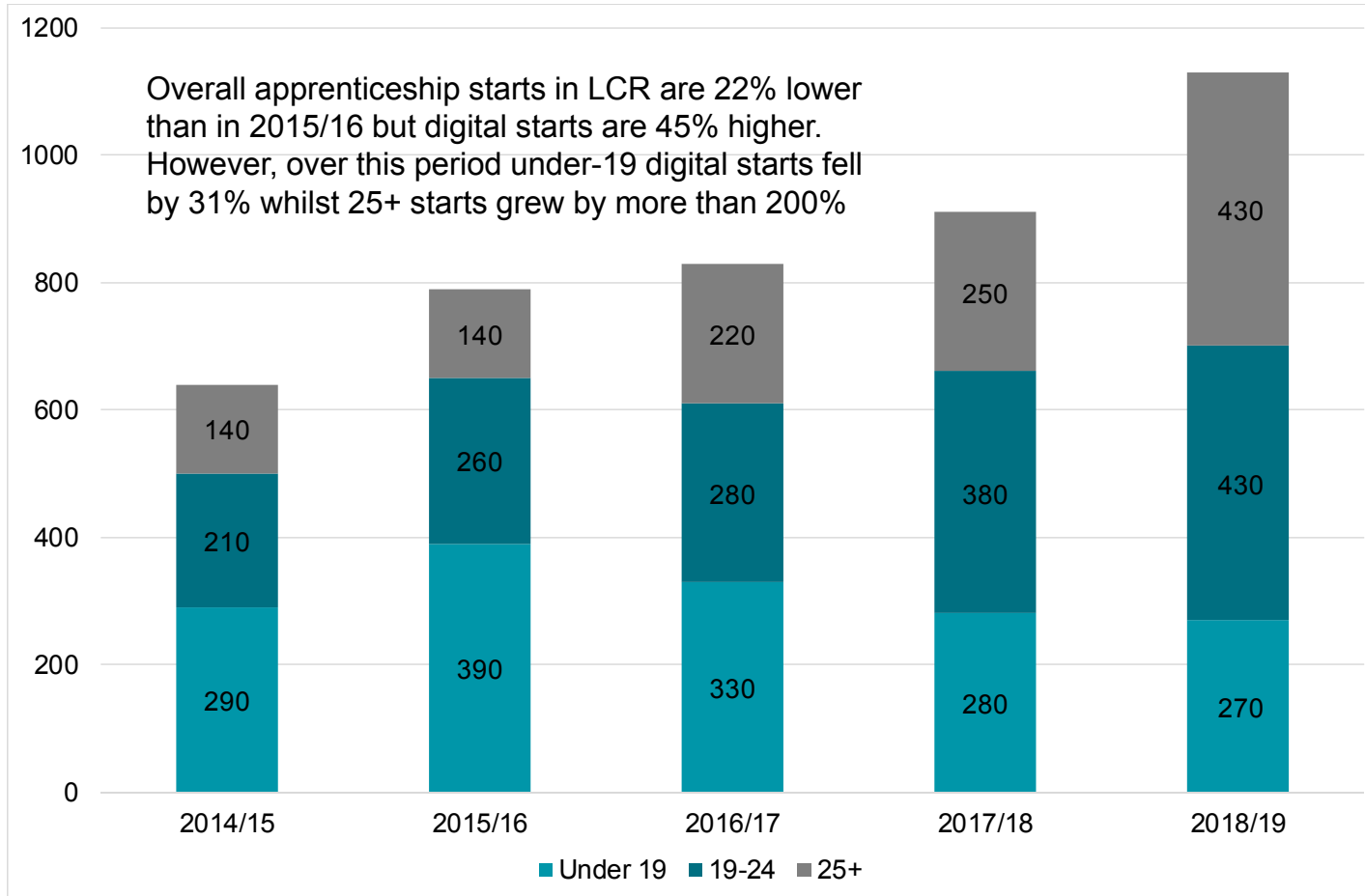
47



Source: Education and Skills Funding Agency

Apprenticeship starts in digital have grown steadily but not for under-19s

Figure: Trend in digital apprenticeship starts by age band, Leeds City Region

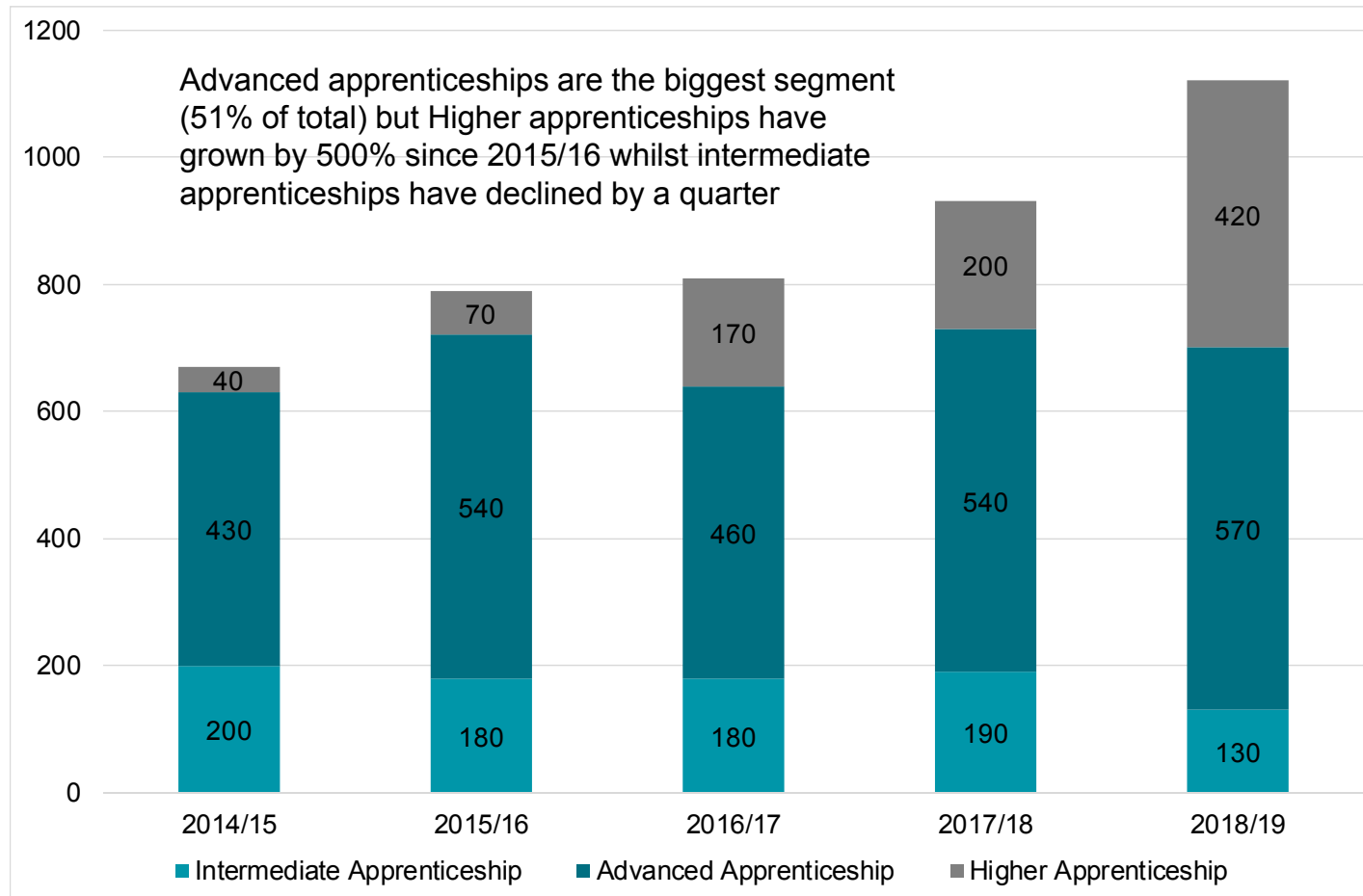


48

Source: Education and Skills Funding Agency

Higher apprenticeships in digital have grown rapidly

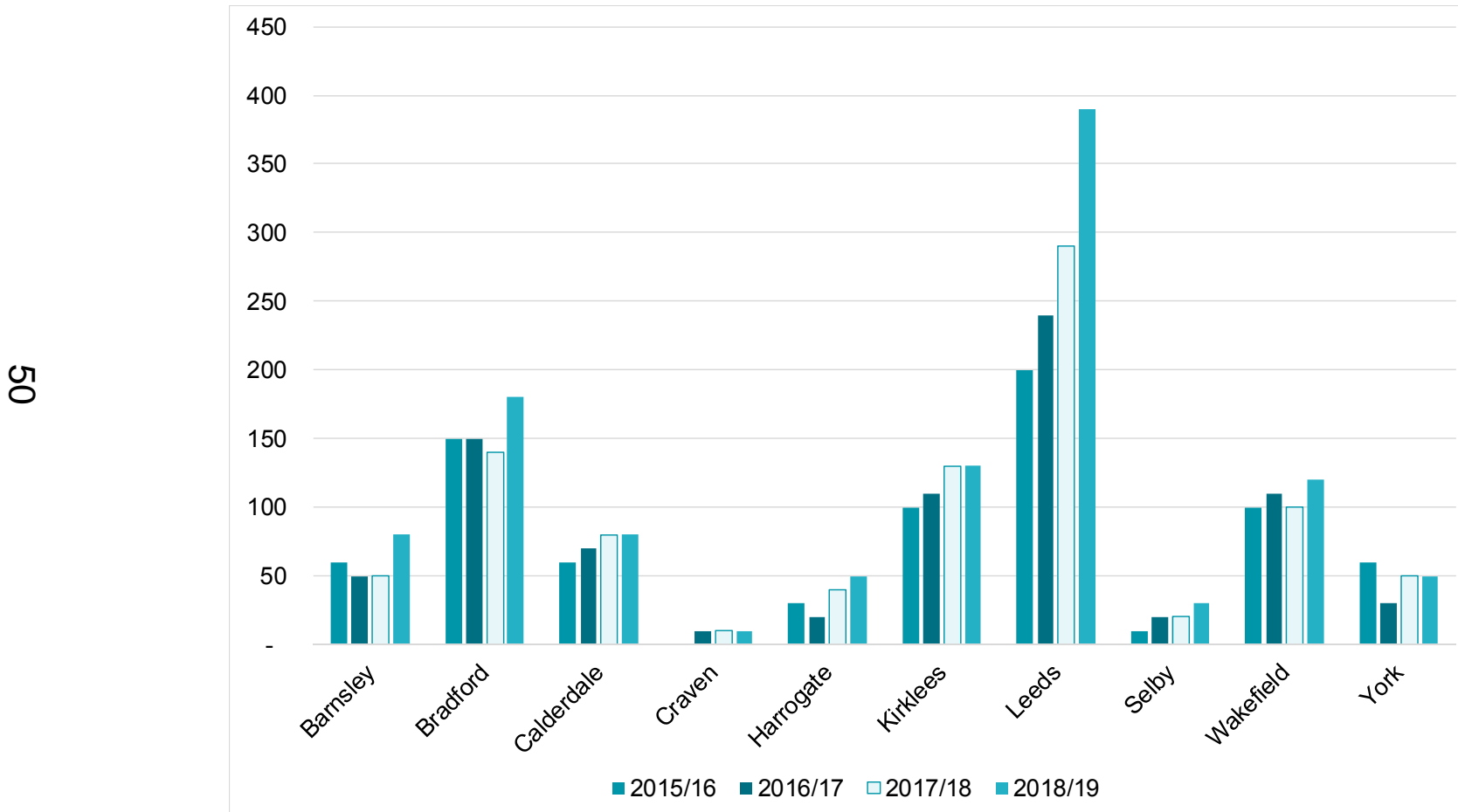
Figure: Trend in digital apprenticeship starts by level, Leeds City Region



49

Most districts have seen a positive trend in digital apprenticeship starts

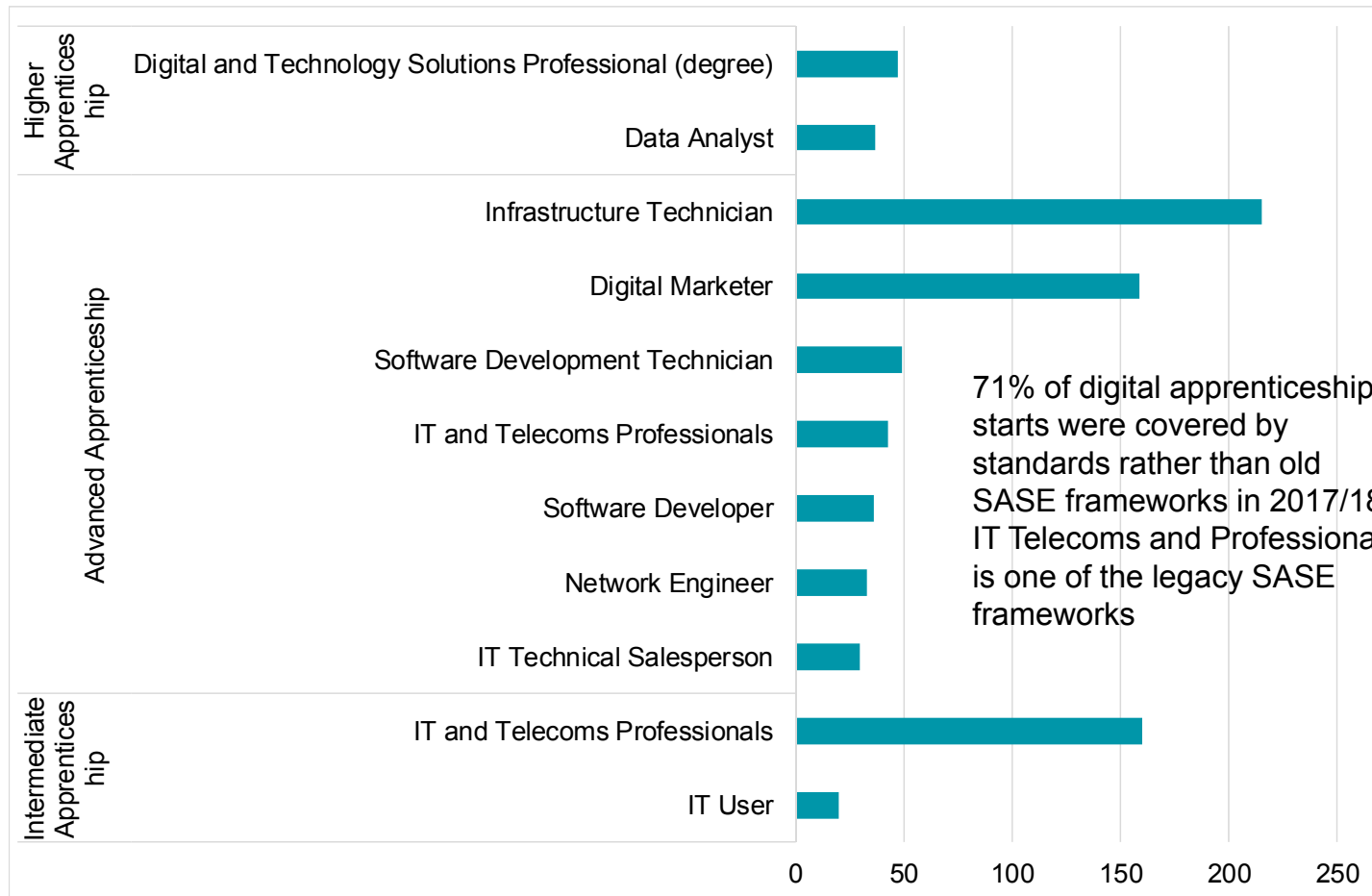
Figure: Trend in digital apprenticeship starts by district, Leeds City Region



Source: Education and Skills Funding Agency

Highest take-up is of old IT / Telecoms framework, followed by infrastructure technician and digital marketer standards

Figure: Digital apprenticeship starts by most in-demand frameworks / standards, 2017/18, Leeds City Region



51

Source: Education and Skills Funding Agency

Private providers, rather than colleges, deliver the majority of digital apprenticeships in the City Region

Figure: Digital apprenticeship starts by provider type, 2017/18, Leeds City Region

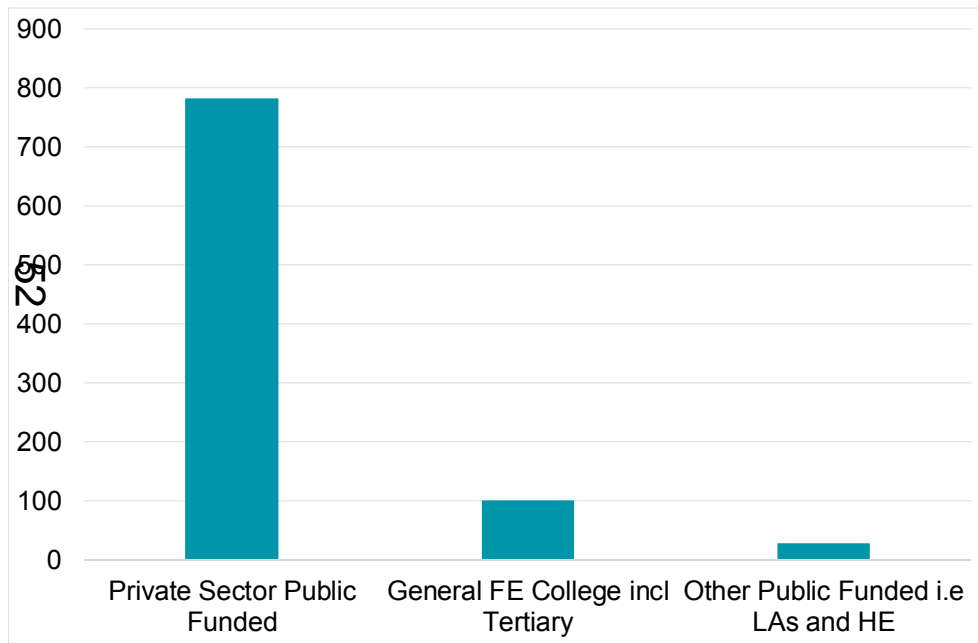
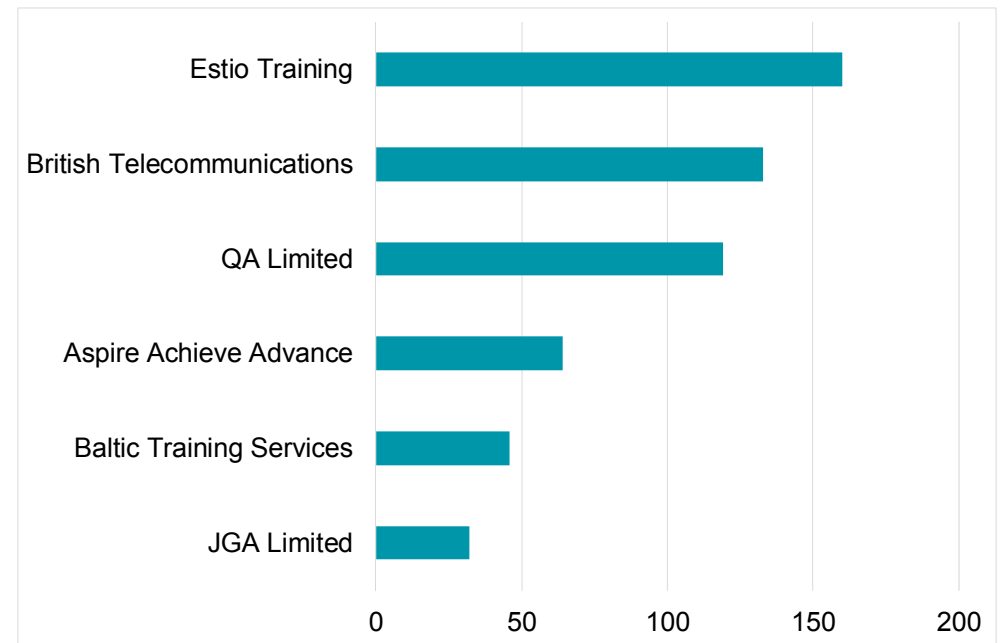
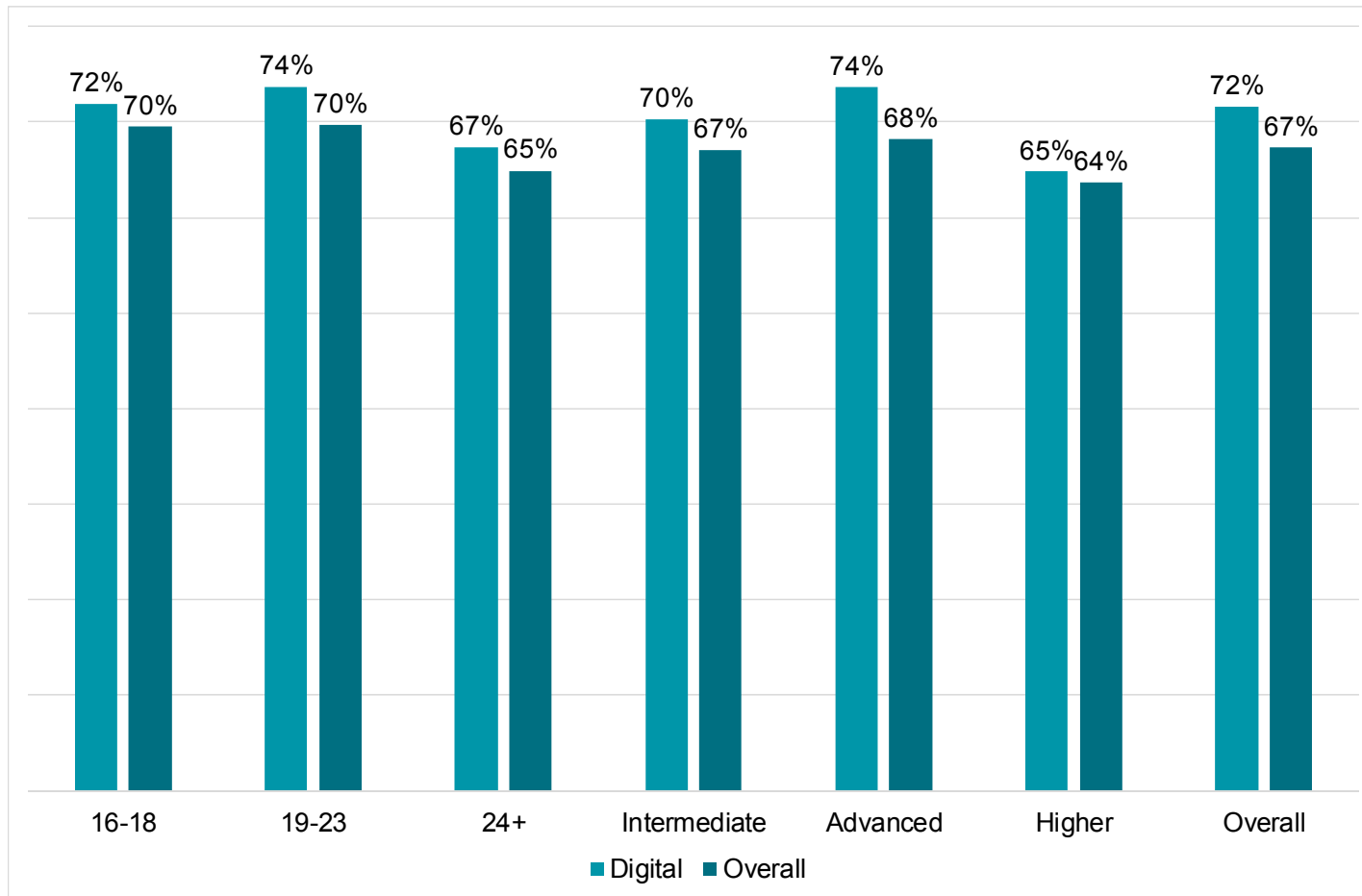


Figure: Digital apprenticeship starts by top providers, 2017/18, Leeds City Region



At national level digital apprenticeships perform strongly with regard to achievement rates

Figure: Apprenticeship achievement rates by age and level, 2017/18, England

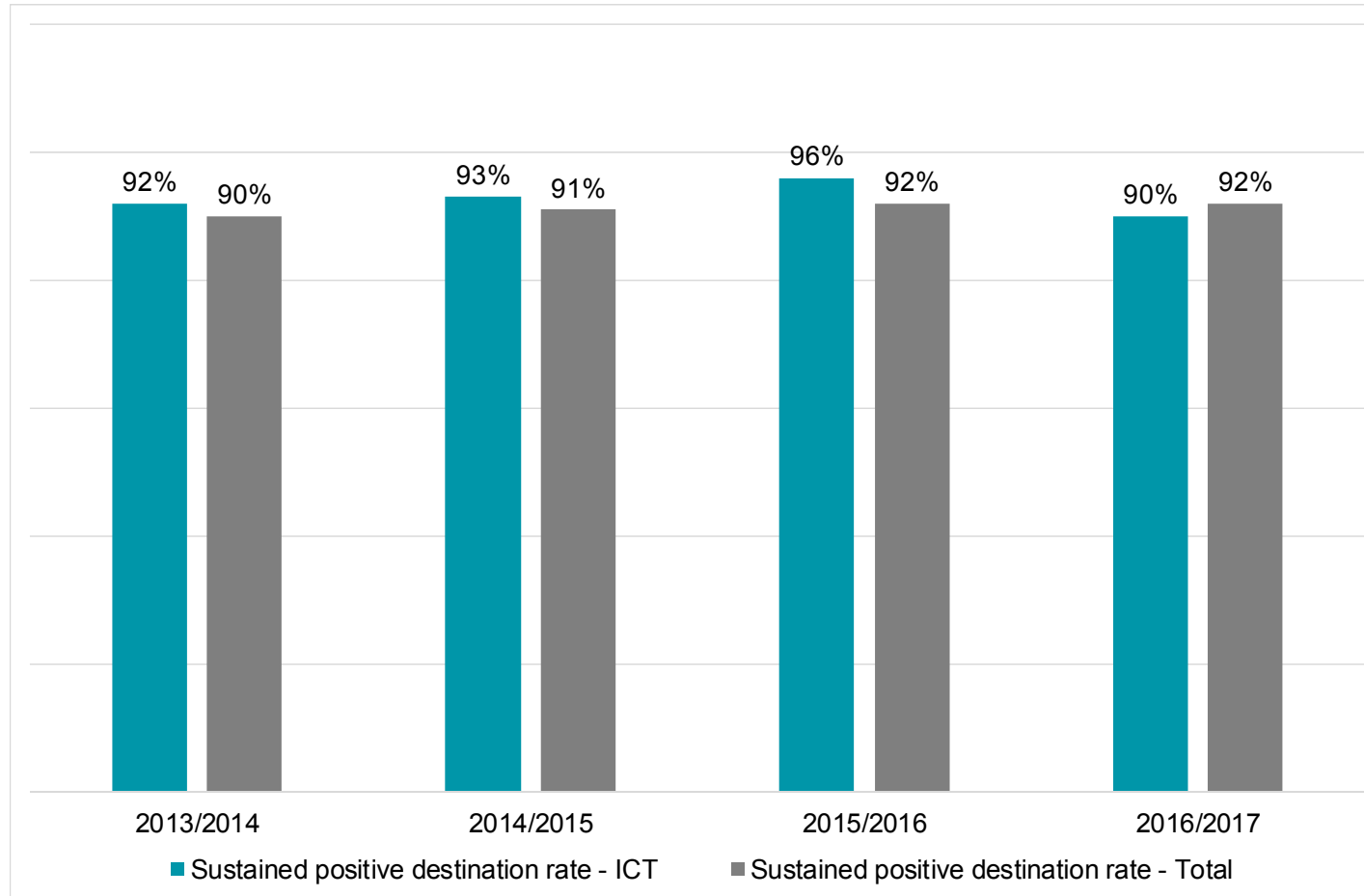


53

Source: Education and Skills Funding Agency

More than 90% of apprenticeship achievers enter a sustained positive destination

Figure: Sustained positive destination rate by academic year of achievement, apprenticeships, Leeds City Region



54

Summary

Apprenticeships

- Digital apprenticeships account for a small proportion of total provision but have grown steadily over recent years unlike apprenticeships as a whole
- Digital apprenticeships for 16-18 year olds and at intermediate level have declined
- The picture at district level is variable but most districts have seen an upward trend in digital apprenticeship take-up
- A majority of digital apprenticeships are now covered by standards – these standards often have a specialist focus
- Private providers deliver the majority of digital apprenticeships
- Digital apprenticeships offer a strong positive destination rate

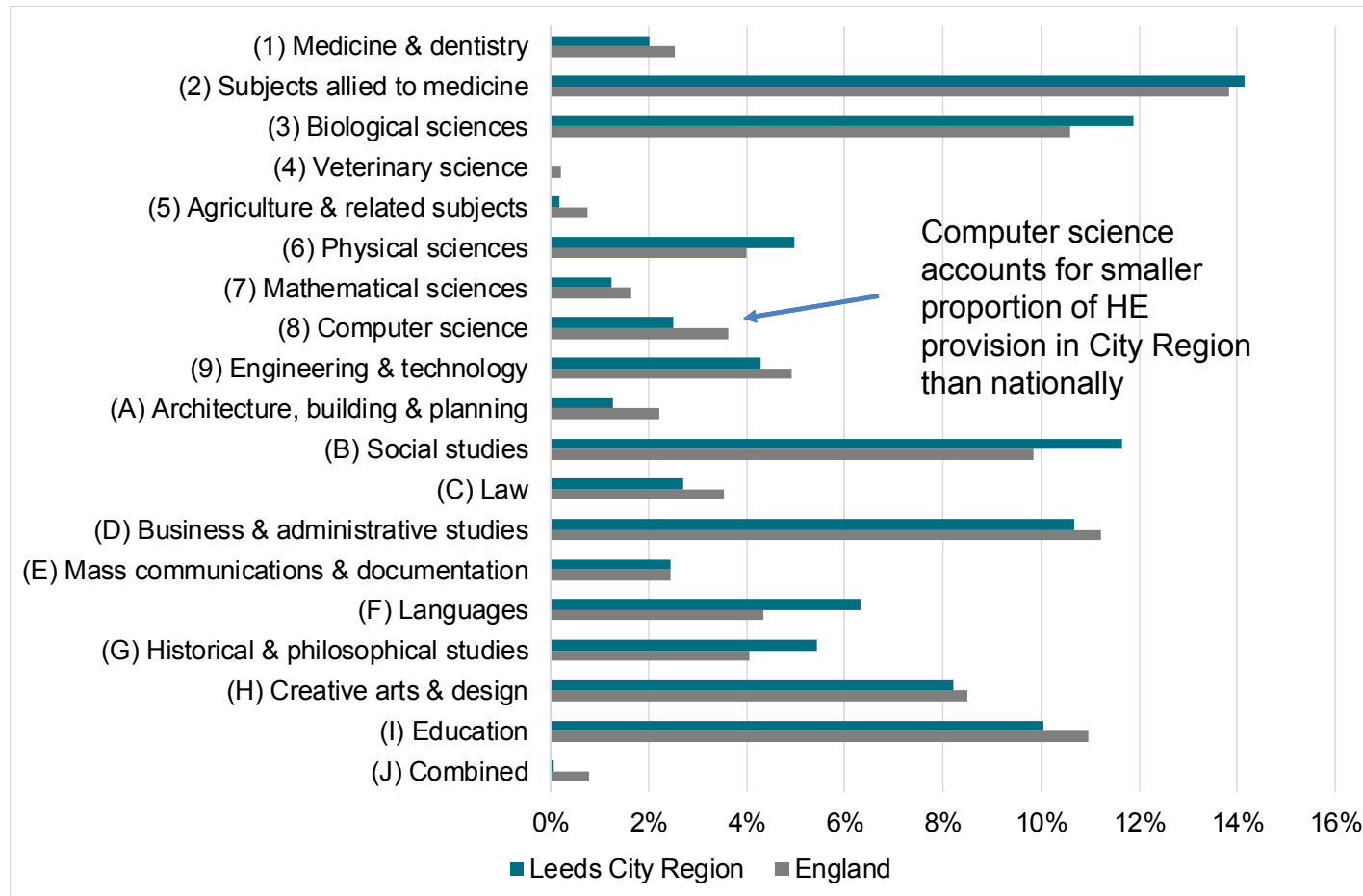
Higher Education

56

Computer science qualifiers account for 3% of total graduates in the City Region

Figure: Qualifiers from local HE institutions by subject, 2017/18, Leeds City Region

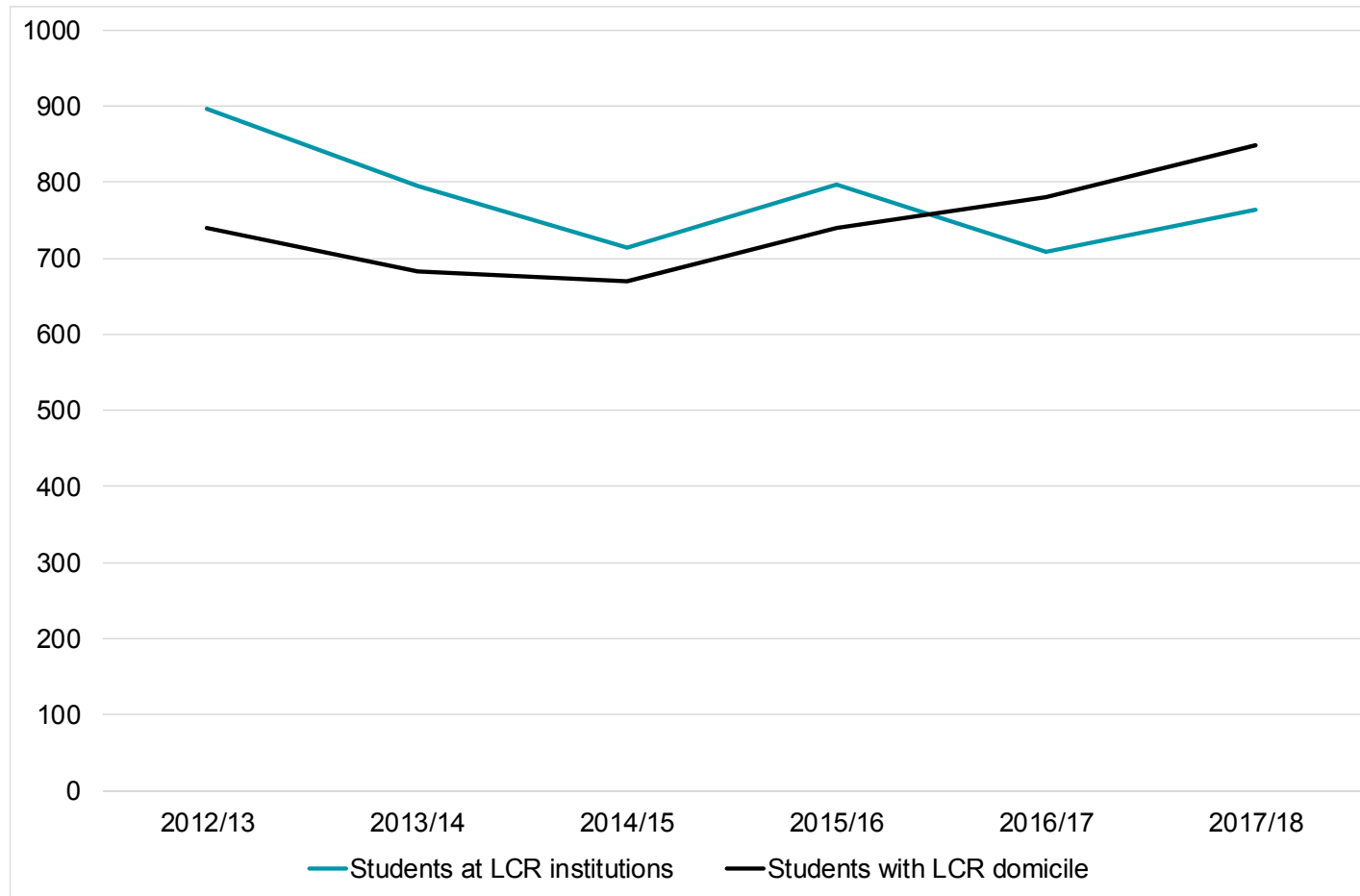
57



Source: Higher Education Statistics Agency

The number of digital graduates from the City Region has increased in recent years

Figure: Trend in number of local HE qualifiers in computer science, Leeds City Region

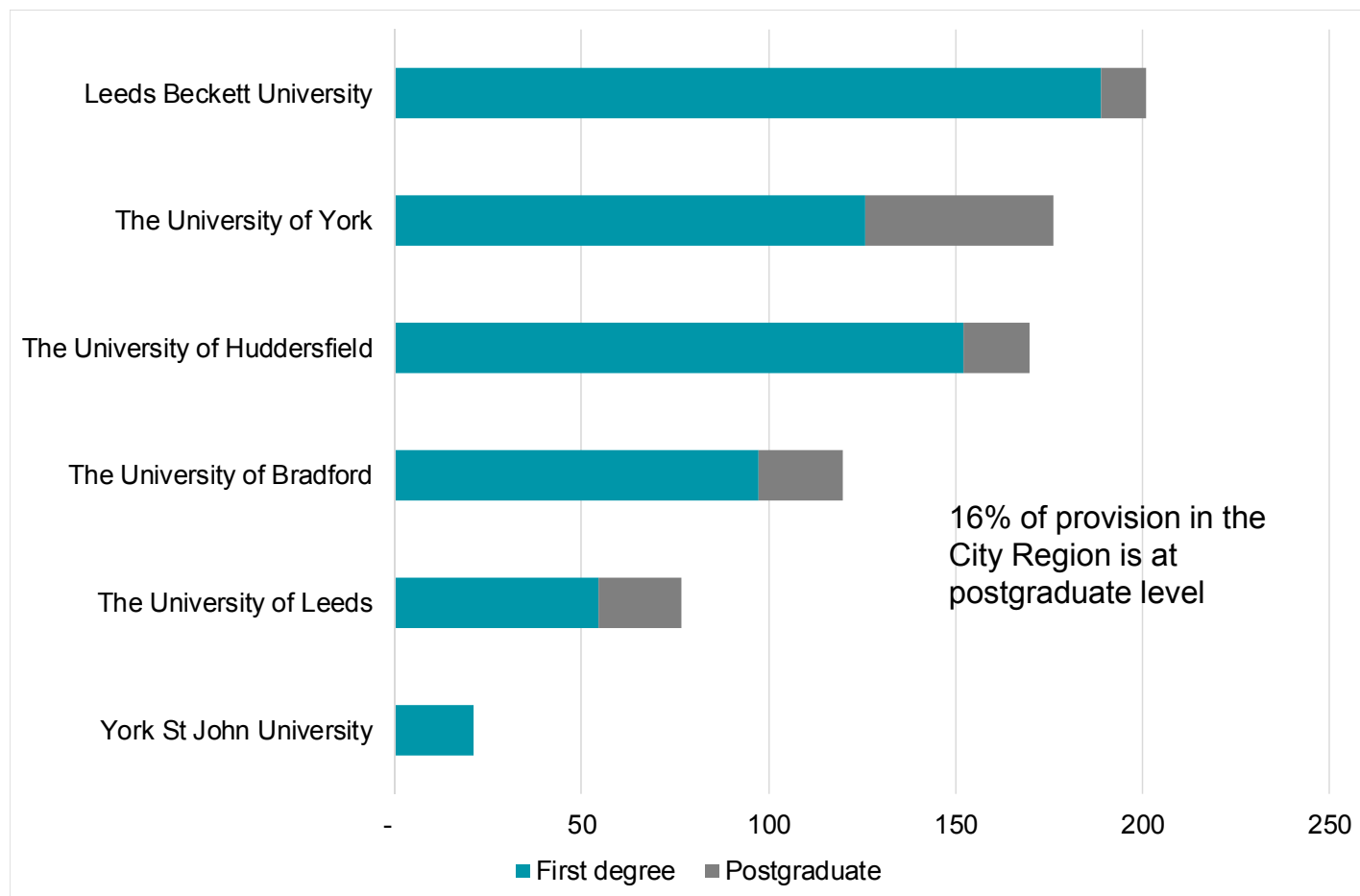


58

Source: Higher Education Statistics Agency

Leeds Beckett has the highest number of computer science qualifiers of institutions in the City Region

Figure: Computer science qualifiers (UK domicile) by institution, 2017/18, Leeds City Region

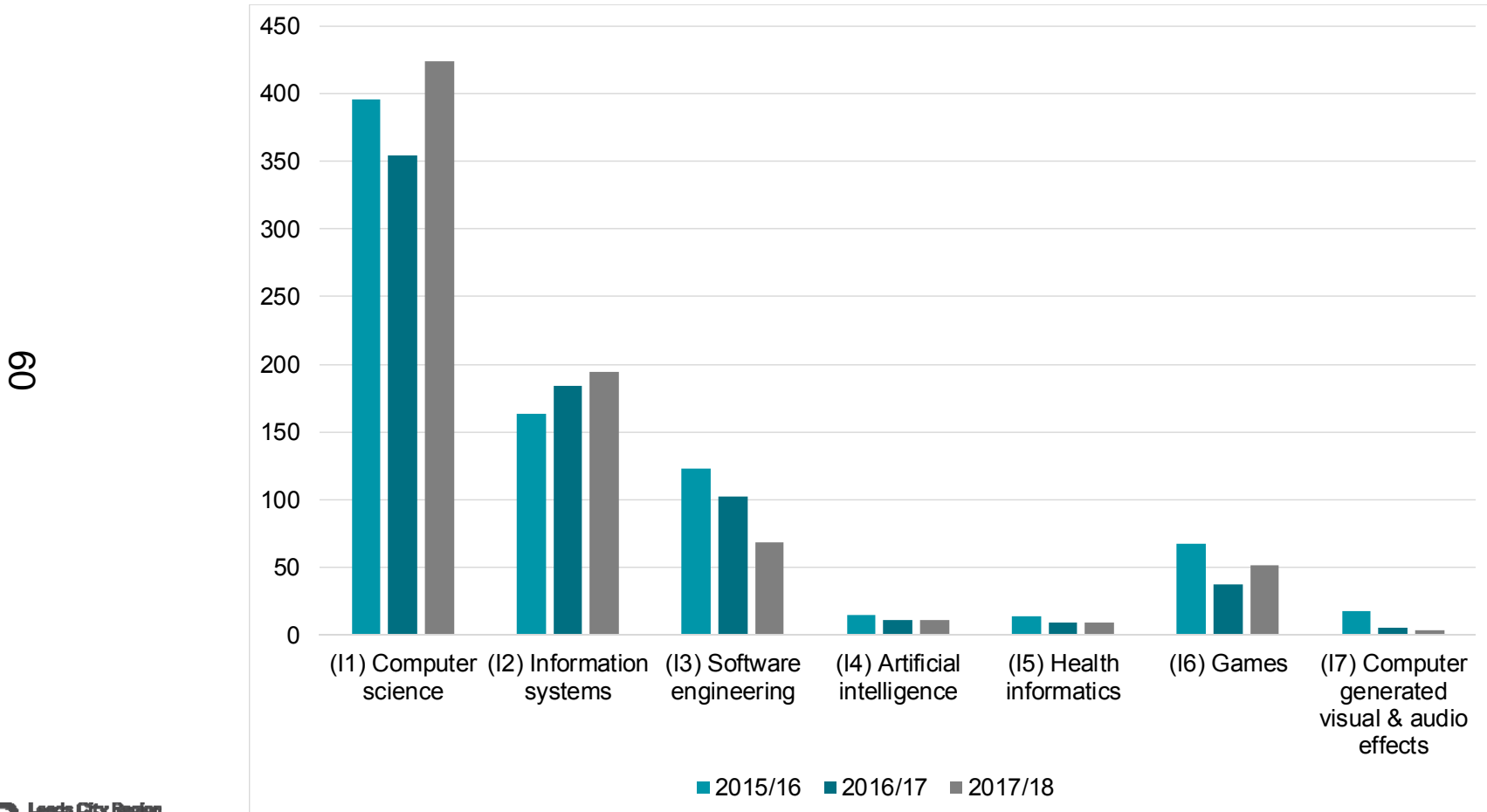


59

Source: Higher Education Statistics Agency

Information systems is the largest specialist discipline within computer science

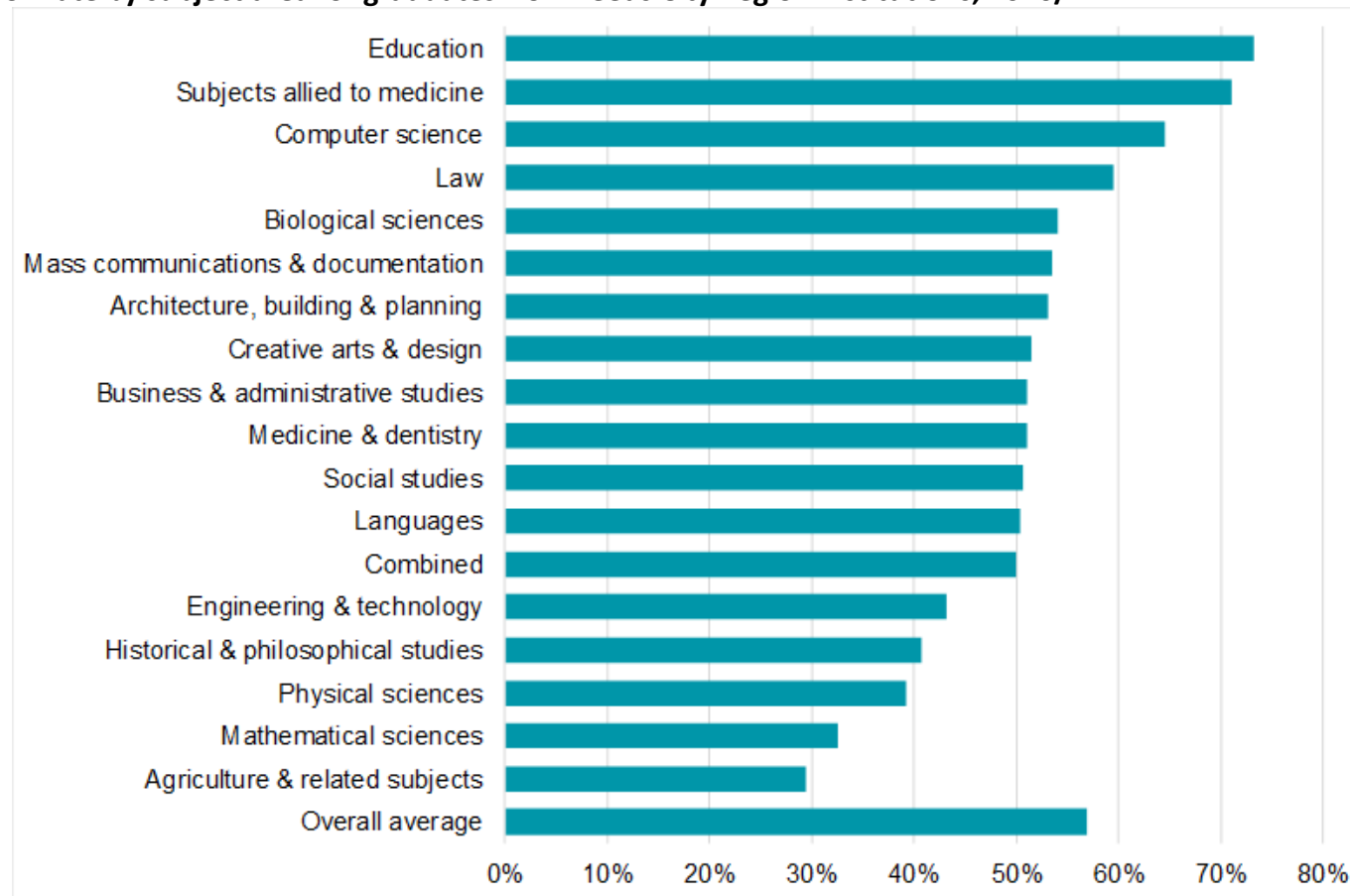
Figure: Computer science qualifiers (UK domicile) by subject area, 2017/18, Leeds City Region



Source: Higher Education Statistics Agency

Retention rates for computer science are relatively high

Figure: Retention rate by subject area for graduates from Leeds City Region institutions, 2016/17



61

Note: chart shows the proportion of graduates from LCR institutions in employment in Yorkshire and the Humber six months after qualifying

Source: Higher Education Statistics Agency

Summary

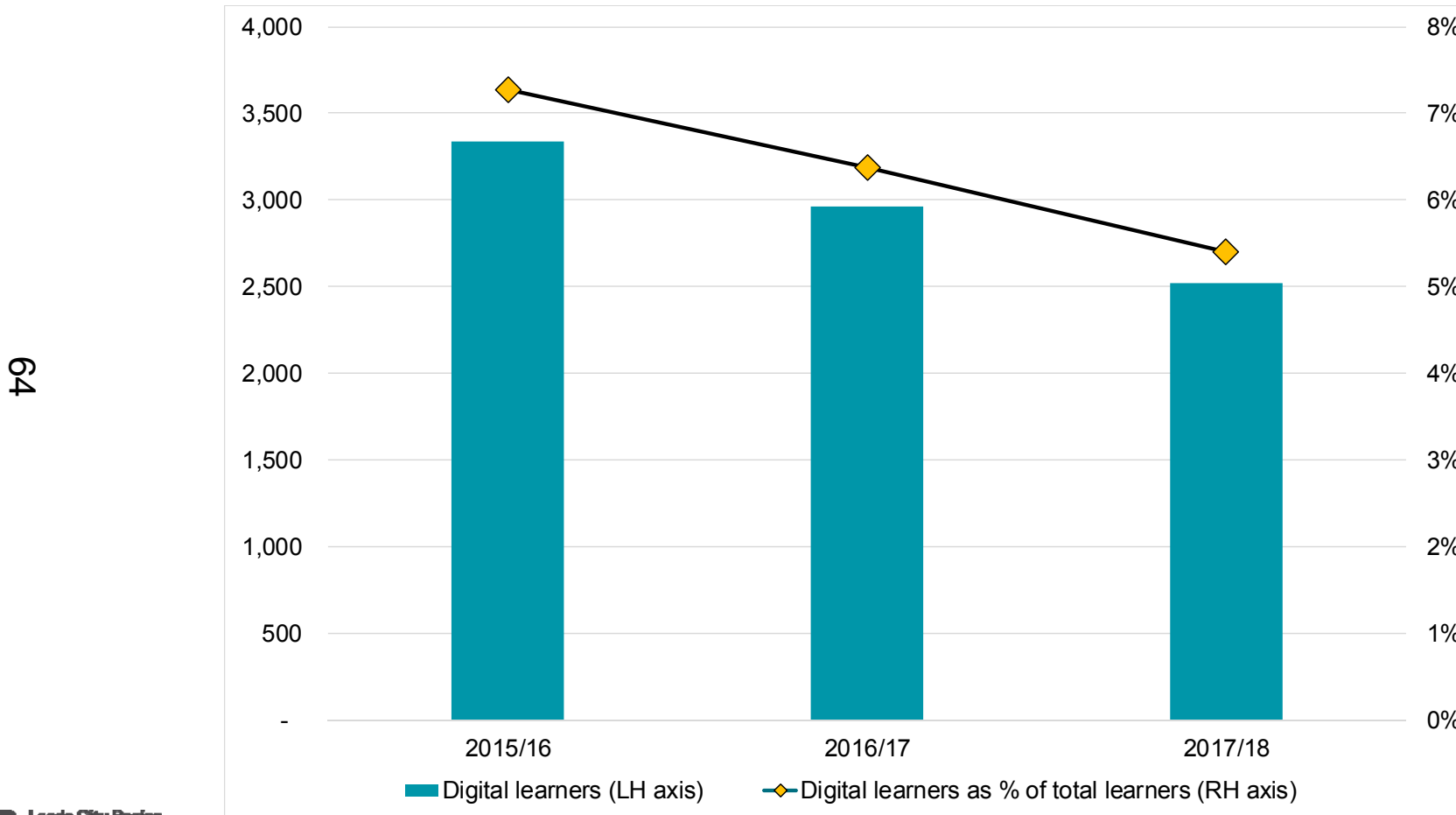
Higher Education

- Around 3% of qualifiers from LCR HEIs are in computer science – lower than the national average
- Leeds Beckett University is the leading provider of computer science at degree level in volume terms whilst the University of York leads on postgraduate opportunities

63 16-18 Education

16-18 digital learners in FE are falling in absolute terms and as a % of total learners

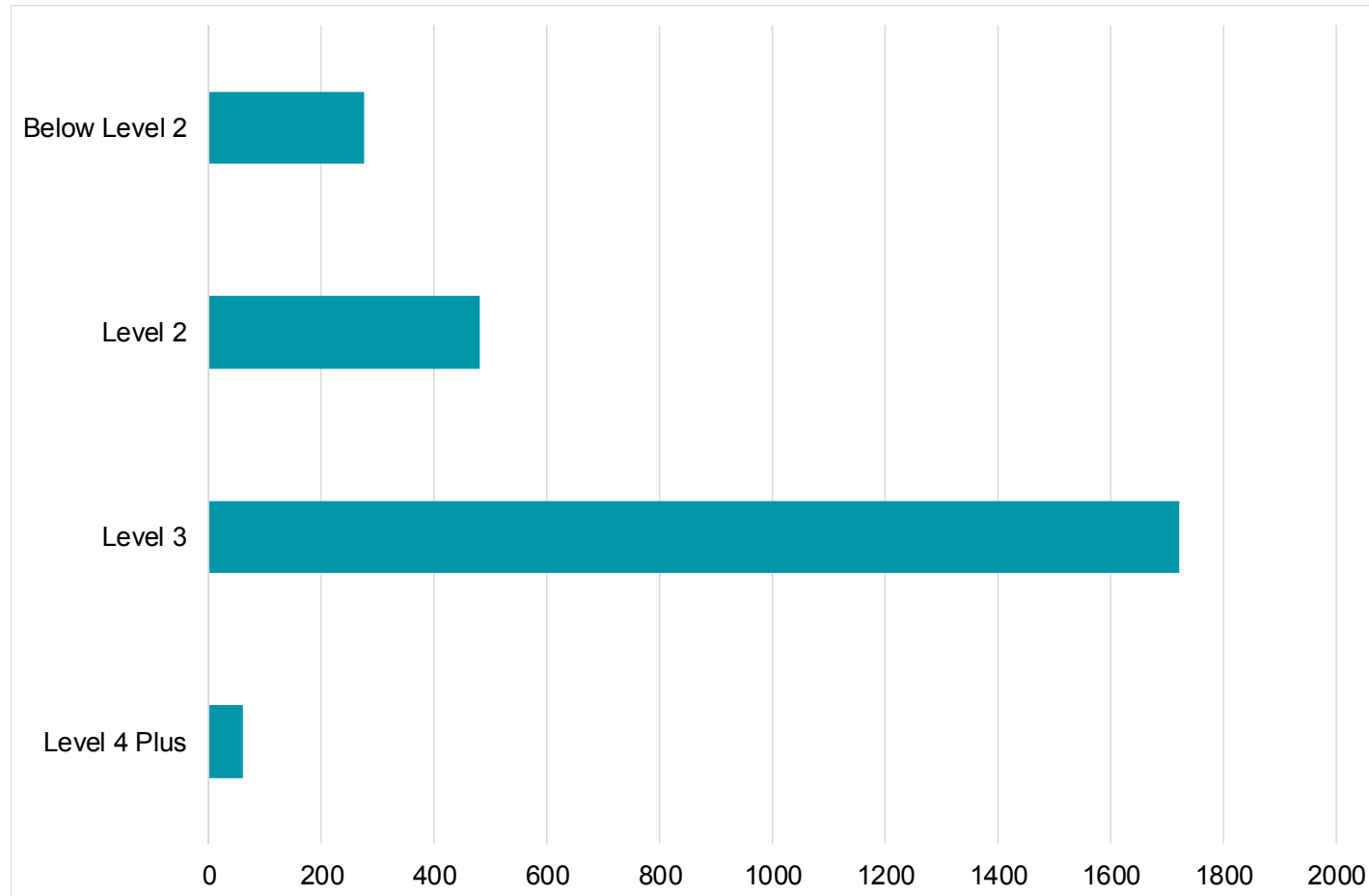
Figure: Trend in 16-18 learners undertaking ICT courses in further education, Leeds City Region



Source: Education and Skills Funding Agency

Two-thirds of 16-18 digital learners in FE are studying at level 3

Figure: Profile of digital learners aged 16-18 by qualification level, Leeds City Region

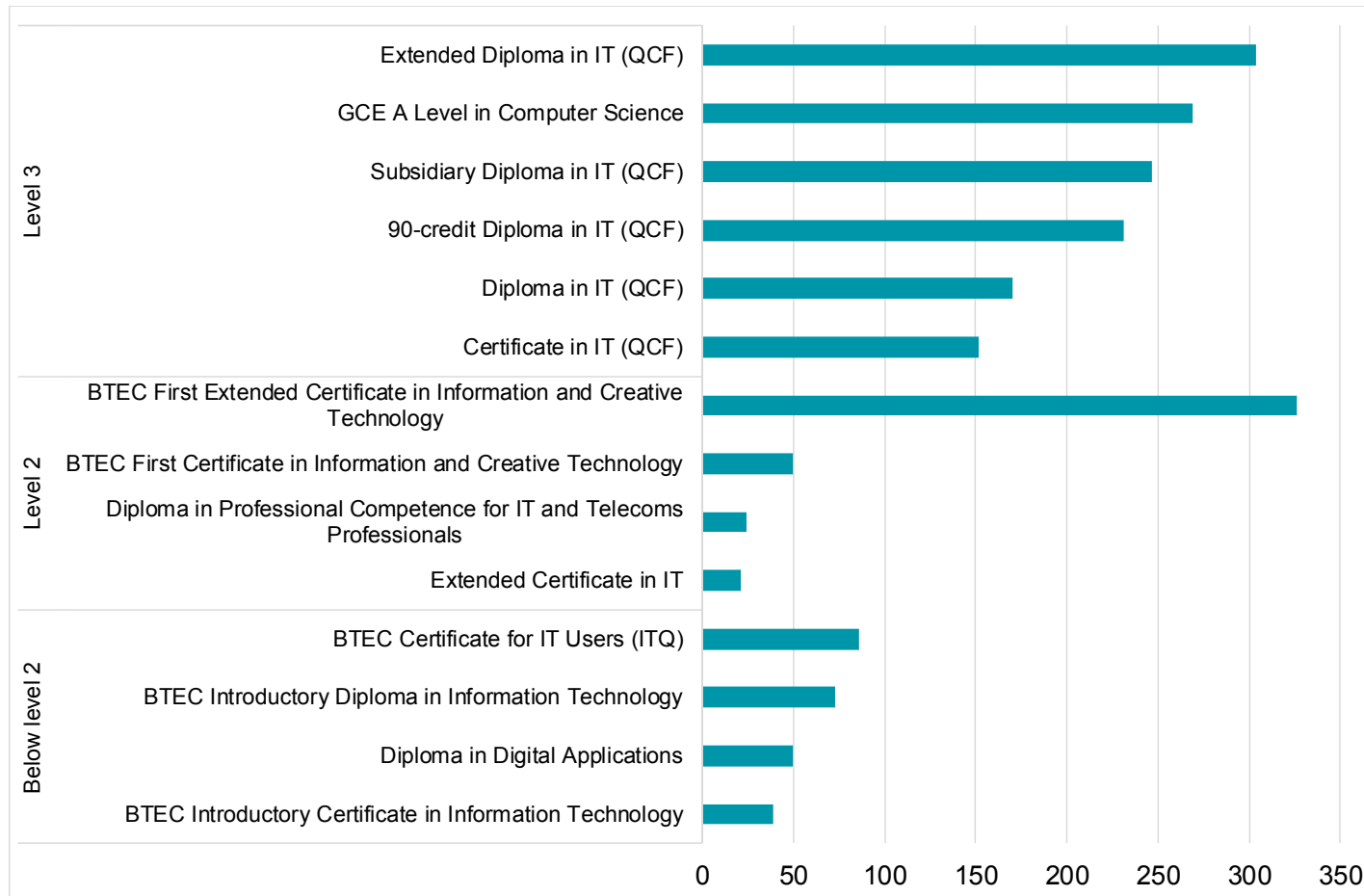


65

Source: Education and Skills Funding Agency

Level 3 learners are spread across a range of qualifications

Figure: Most popular ICT qualifications by number of 16-18 learners, 2017/18, Leeds City Region



Source: Education and Skills Funding Agency

Summary

16-18 Further Education

- Around 2,500 young people took up a digital qualification in 2017/18, around 25% lower than in 2015/16
- A majority of this learning is at level 3, spread across a range of qualifications at this level.

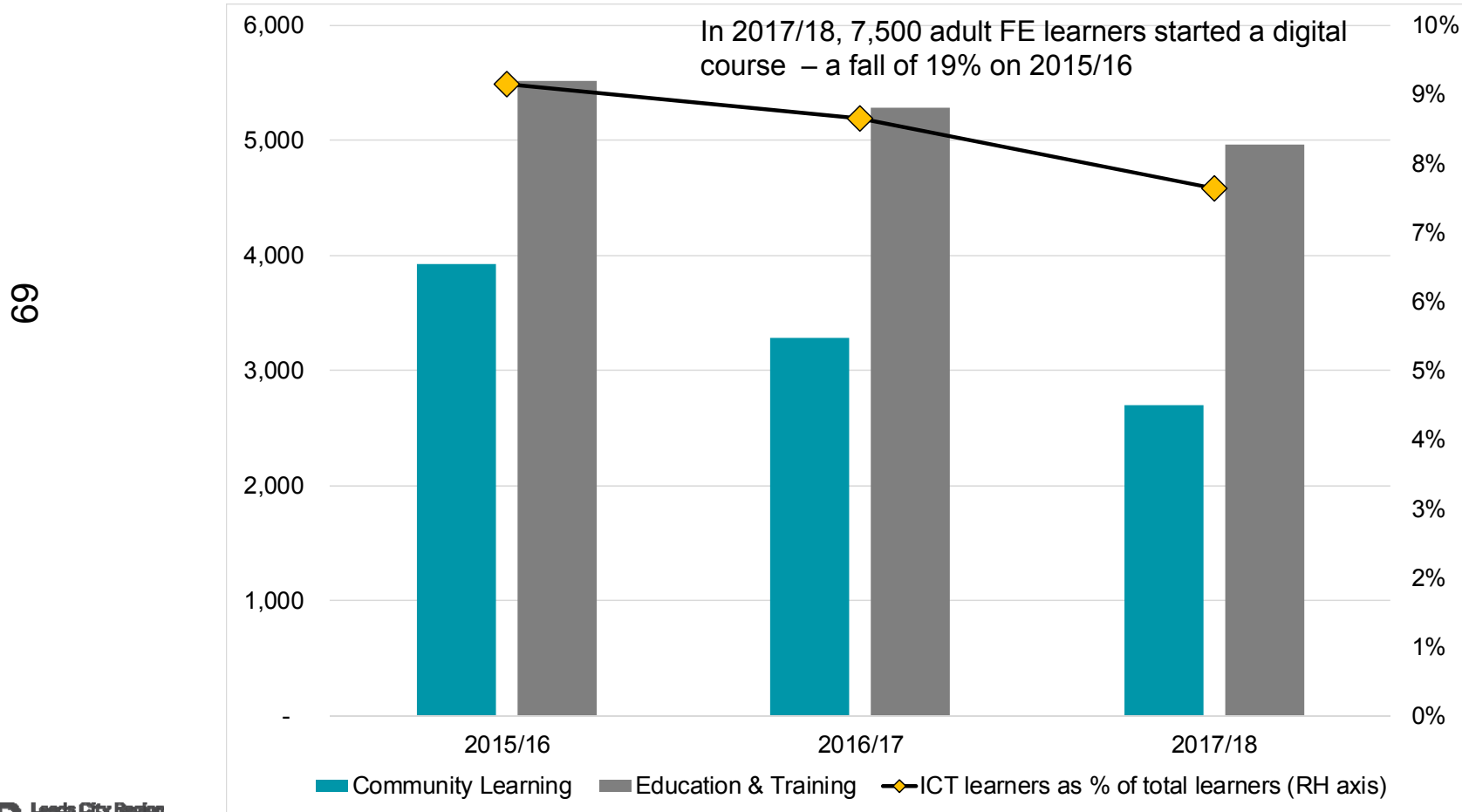
67

Adult Education

88

Adult digital learners in FE are falling in absolute terms and as a % of total learners

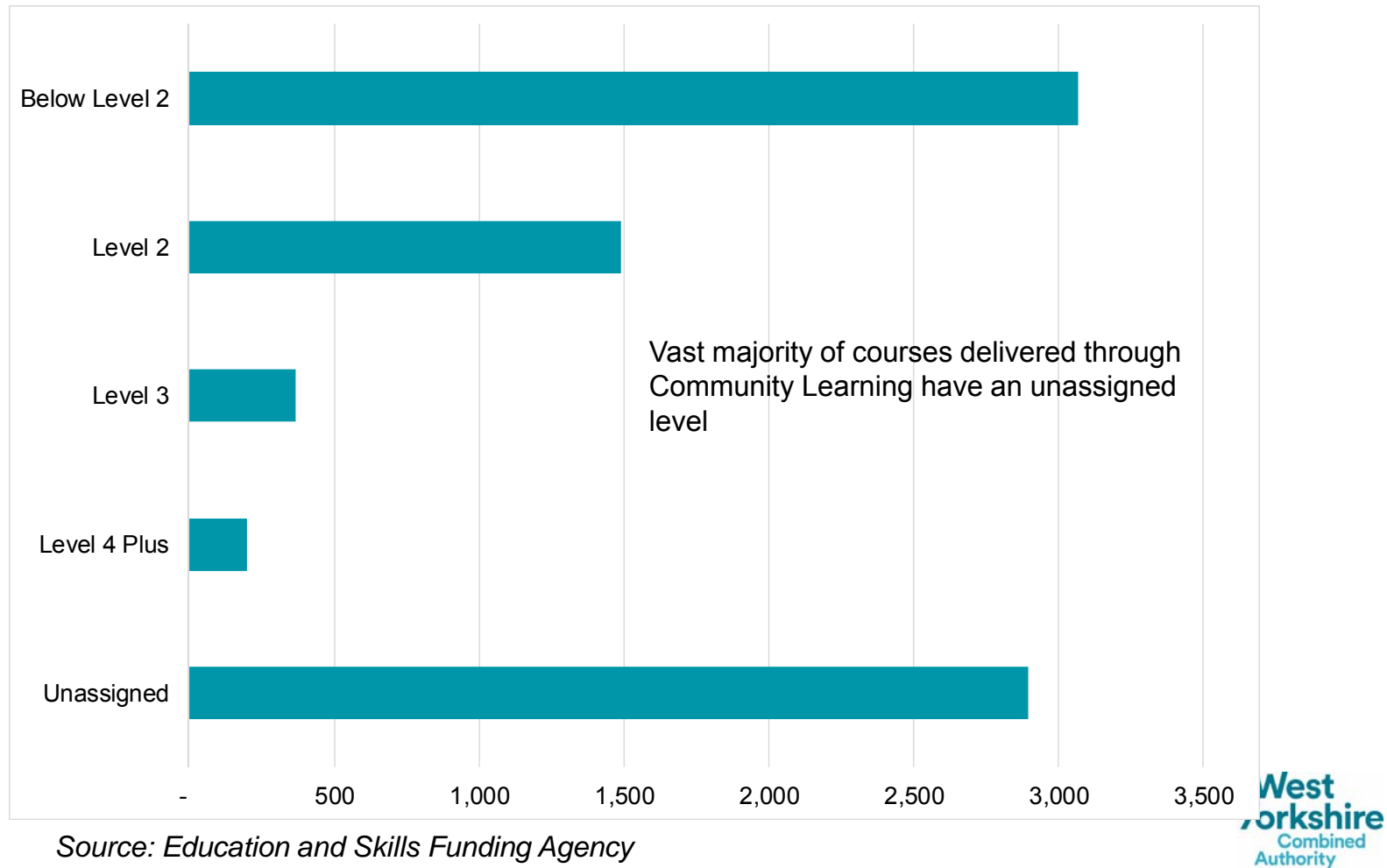
Figure: Trend in adult (19+) learners undertaking ICT courses, Leeds City Region



Source: Education and Skills Funding Agency

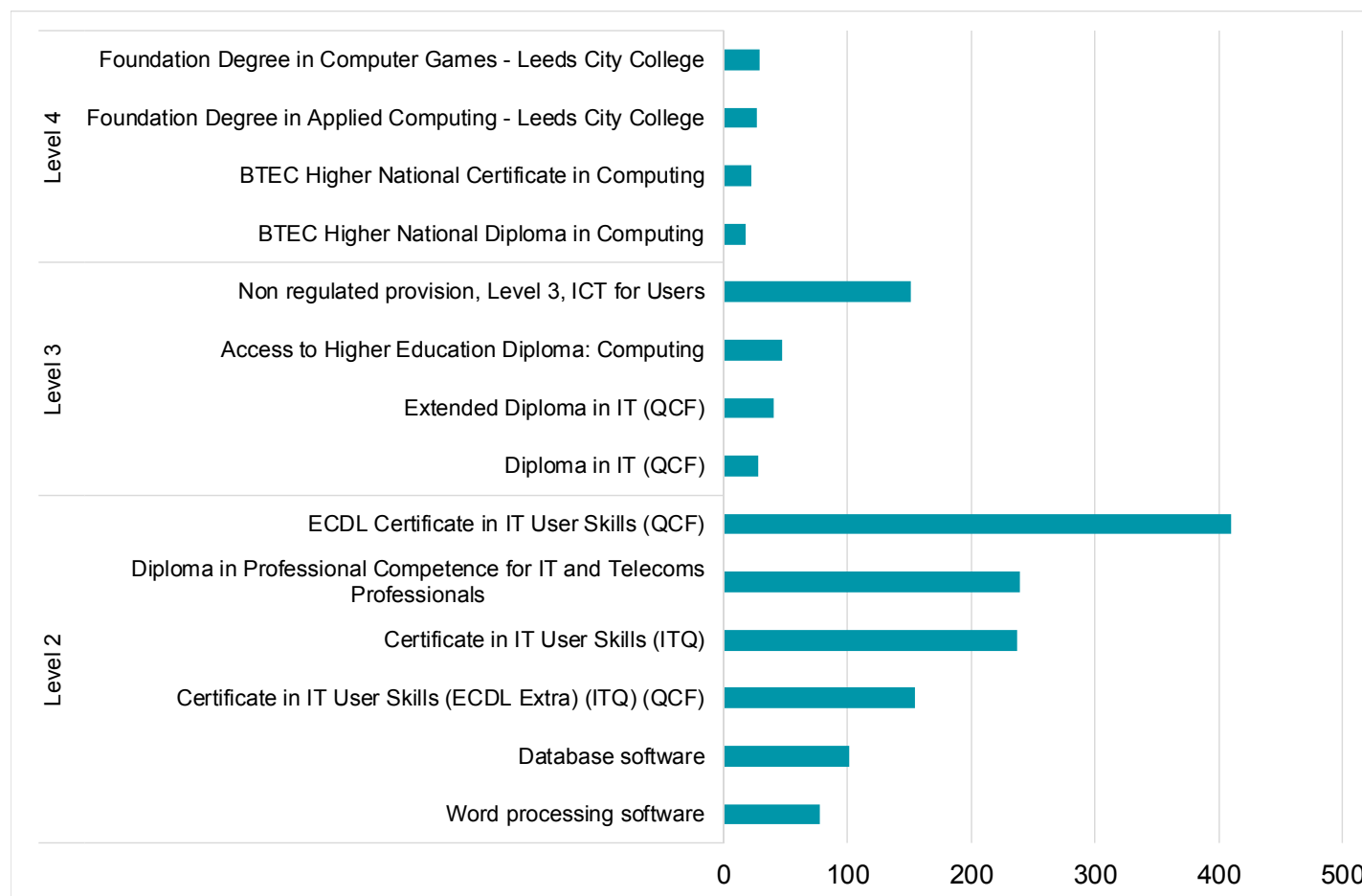
Four-fifths of adult learners pursue digital courses that are below level 2 or have an unassigned level

Figure: Profile of adult (19+) learners undertaking ICT courses by qualification level, 2017/18, Leeds City Region



ECDL certificate has the highest take-up in terms of specific qualifications

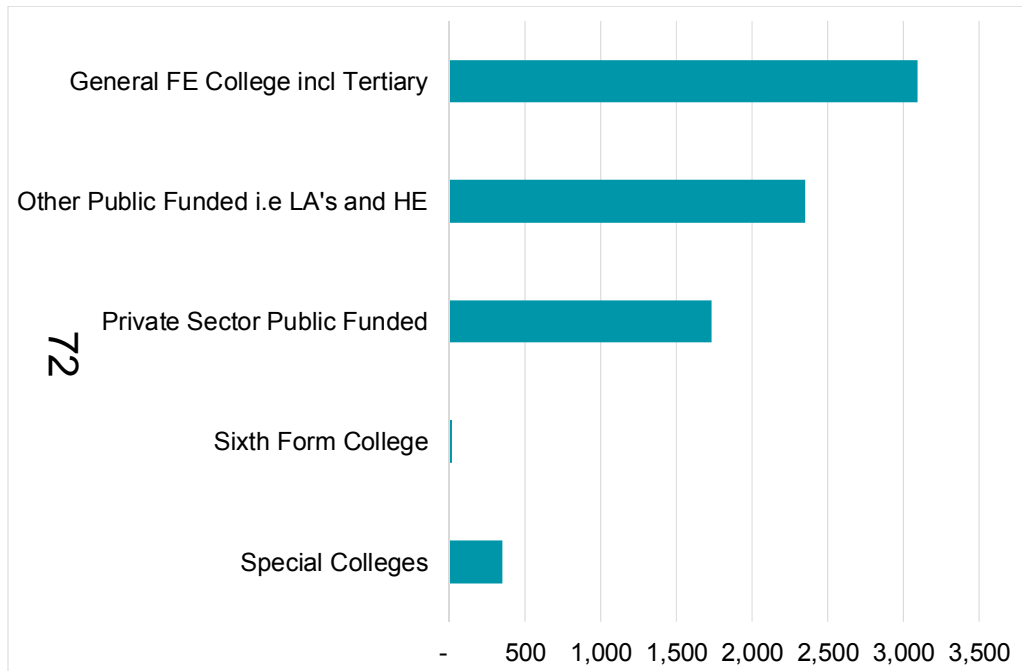
Figure: Most popular ICT qualifications by number of adult learners, 2017/18, Leeds City Region



Source: Education and Skills Funding Agency

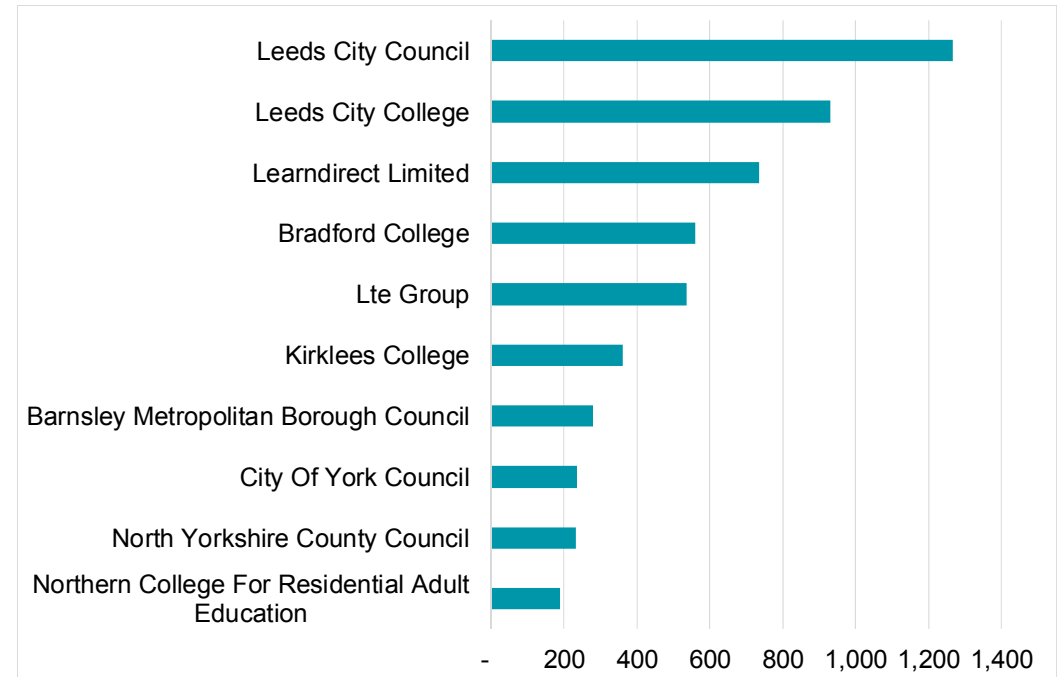
Local colleges and councils account for the majority of digital learners via the FE route

Figure: Digital learners (aged 19+) by provider type, 2017/18, Leeds City Region



Colleges account for 41% of adult digital learners and councils 31% of the total

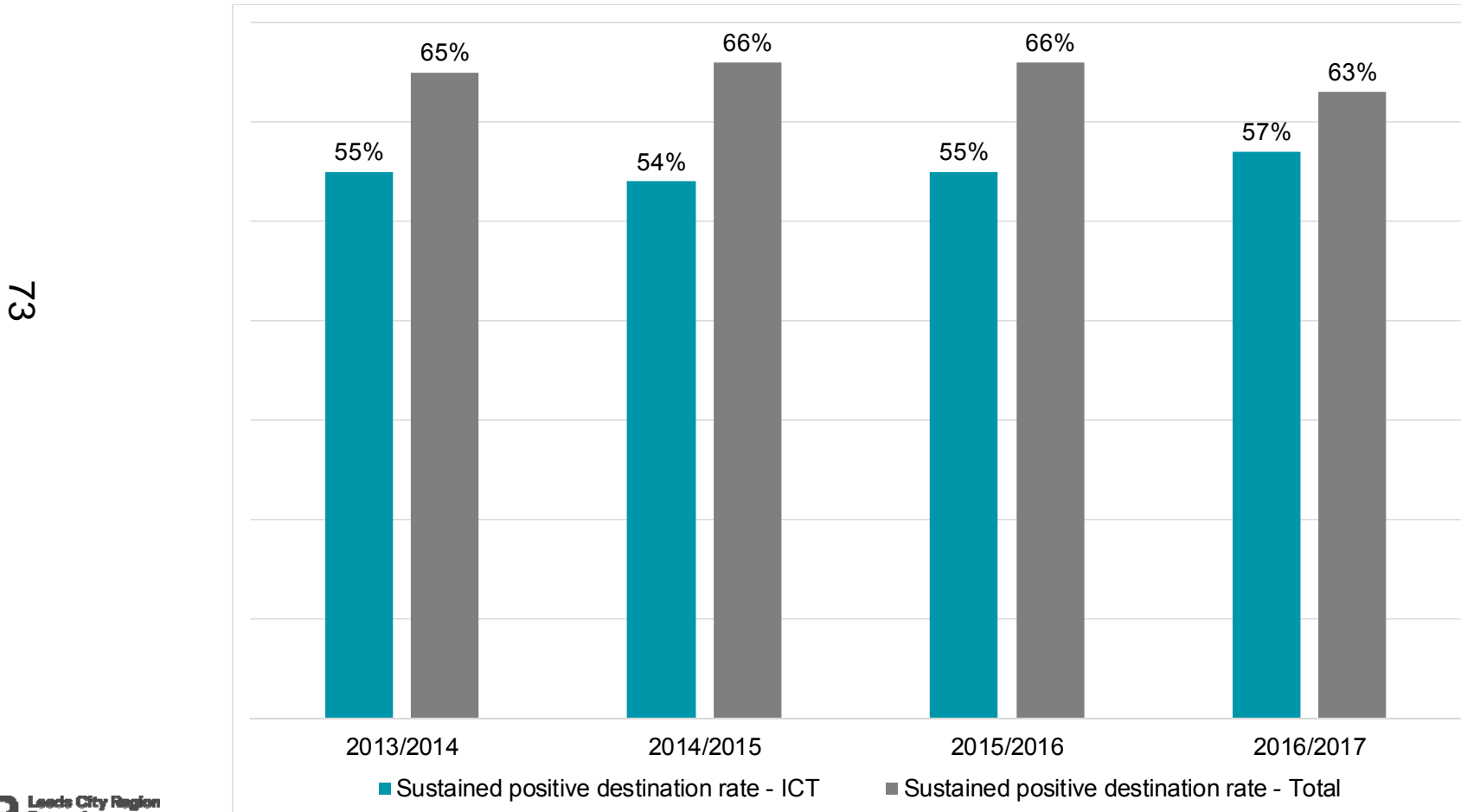
Figure: Digital learners (aged 19+) by top providers, 2017/18, Leeds City Region



Leeds City Council alone accounts for 17% of adult digital learners in City Region

Sustained positive destination rate is lower than average for digital qualifications in adult education

Figure: Sustained positive destination rate by academic year of achievement, adult education provision, Leeds City Region



Source: Longitudinal Education Outcomes (LEO) dataset

Interventions

- ESF projects
 - [Skills service](#) – subsidised professional training with TNA
 - [\[re\]boot](#) - career changer courses
 - [Let's talk real skills](#) - sector engagement to drive adaptation in skills offers
- Basic digital skills – under commission
- [Future goals](#) - all age careers platform
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74

Commercial Provision

- Generic IT business skills
- Specialist industry training
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75

Summary

Adult Further Education

- Around 7,500 adult learners took up a digital course during 2017/18 – this a decline of around one fifth on the figure for 2015/16
- Colleges and councils are the main providers of these digital adult education courses
- Positive destinations from digital courses are lower than the overall average for adult education courses
- Specialist training is predominantly provided by independent training providers

76

77 Discussion

Areas for discussion

- Employer experience of provision?
- What are our areas for action?
 - *Focus on gaps in provision?*
 - *Increase number of apprenticeships?*
 - *Focus on youth participation and/or adult re-training?*
 - *Influencing AEB and Community Learning usage?*
 - *National lobbying - i.e higher level specific units, standards?*
- How can employers get more involved?
- How would the group like to get involved in this agenda?

78

69 Thank you

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Report to: Employment and Skills Panel

Date: 4 March 2020

Subject: **Adult Education Budget (AEB)**

Director(s): Alan Reiss, Director of Policy, Strategy and Communications

Author(s): Lindsey Daniels

1 Purpose of this report

1.1 The purpose of this report is to update the panel on the purpose of the Adult Education Budget (AEB), the national funding priorities which determine its use and an overview of the current practice and impact in the Leeds City Region.

2 Information

2.1 AEB forms a key strand of activity supporting progression within the broader delivery of the skills and employment system linking with other provision, including technical education and apprenticeships/traineeships.

2.2 The Department for Education funds AEB and it is currently administered by the Education and Skills Funding Agency (ESFA) in non-devolved areas. AEB has been a core component of devolution deals to Mayoral Combined Authorities, who have incorporated local priorities and flexibilities into their commissioning strategies.

2.3 Leeds City Region currently has no formal influence over AEB planning or delivery. It is possible that responsibility for the Adult Education Budget could come to the region as part of a future devolution deal. This involves the responsibility of commissioning, administering and assuring the fund. National entitlements must be upheld, however devolution provides the ability to focus on local priorities through commissioning.

2.4 The principle purpose of the AEB is to engage adults and provide them with the skills needed for entering and sustaining work, an apprenticeship, or other further learning.

2.5 The AEB is a single funding stream which replaced what had previously been three separate budget lines: the Adult Skills Budget (namely skills provision for

adults aged 19years+), Community Learning, and Discretionary Learner Support.

- 2.6 It encompasses a range of statutory entitlements for learners, including the right to fully funded provision for basic English and maths qualifications and, depending on the resident's age and employment status, an entitlement to a first level 2 and 3 qualifications. Unemployed learners attract more funding per learning aim, in order to incentivise skills delivery that supports progression to employment.
- 2.7 The ESFA estimates that circa £63 million of Adult Education Budget funding is spent in Leeds City Region. Approx 72% of the AEB budget is utilised by Colleges and Local Authorities through grant funding, with the remaining 28% contracted to Independent Training Providers.
- 2.8 Currently around 30% of AEB formula funding in Leeds City Region is used to support statutory entitlements (English and Maths, Level 2 and Level 3 qualifications for those 19-23 year olds).
- 2.9 To provide the basis for discussion a presentation will be given at the Panel meeting that will cover the following areas:
- Current national policies
 - Funding entitlements and eligibilities
 - The delivery landscape in Leeds City Region
 - Questions to inform discussion by the Panel

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 current delivery of Adult Education Budget, and its utilisation in the Leeds City Region.

8 Background Documents

None.

9 Appendices

Appendix 1

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Welcome

Purpose of this session:

- To give an overview of the Adult Education Budget (AEB) funding policy
 - how the funding is allocated
 - who is funded
 - low wage trial
 - legal entitlements
 - AEB programmes / policies
- How AEB is currently used within the Leeds City Region

85

Adult Education Budget Overview

88

Funding Rules

87

- Rules published each year in advance of next funding year
- Apply to all providers of education and training who receive AEB funding
- Includes eligibility for government funding, specific AEB funding policy and performance management rules



ESFA funded adult education budget (AEB): funding and performance management rules 2019 to 2020

For the 2019 to 2020 funding year (1 August 2019 to 31 July 2020).

This document sets out the funding rules that apply to all providers of education and training who receive adult education budget funding from the Education and Skills Funding Agency

Version 3

September 2019

Adult Education Budget (AEB)

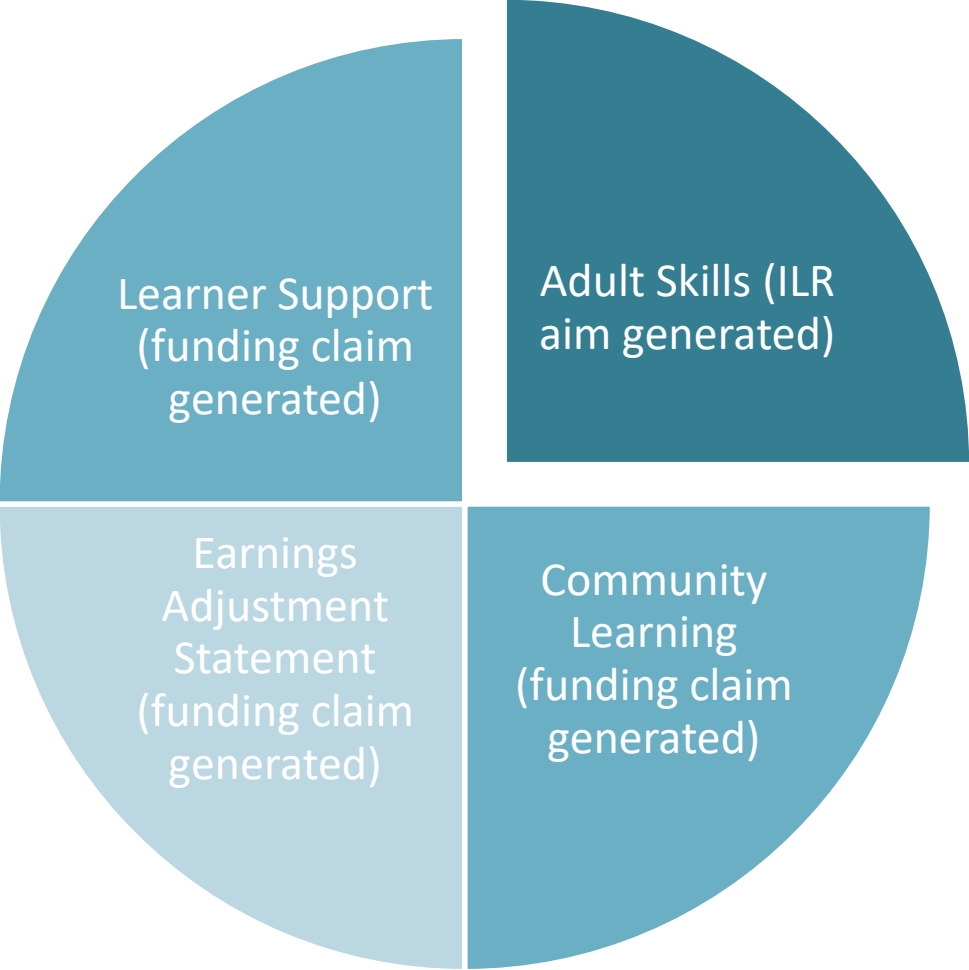
- Includes all ESFA participation and support funding for eligible learners aged 19 and over
- Principal purpose to engage adults and provide them with skills and learning needed for work, an apprenticeship or further learning
- Supports three legal entitlements to full funding for eligible learners
- Also enables adults to enrol on flexible tailored programmes of learning, which do not need to include a qualification, to help those furthest from learning or employment

∞

How funding is allocated

- Traditionally grant providers including colleges, Local Authorities and specialist colleges
- Allocations set based on previous years delivery and any government annual grant adjustments
- 8 • Adjusted historically at a national level based on growth/reduction business cases
- Market opened up for the first time for 2016/17 delivery to include ITP's through contracts for services
- Sub contracting used to provide capacity

AEB Funding Lines



06

Payment based on qualification 'size'

91

	Funding band – hours	Activity type	Programme weighting (PW)				
			A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
Units	Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
	3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
	5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
	7 to 12	Small provision (1)	£50	£56	£65	£80	£86
	13 to 20	Small provision (2)	£100	£112	£130	£160	£172
	21 to 44	Small provision (3)	£150	£168	£195	£240	£258
Awards	45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
	69 to 92	Medium provision (2)	£450	£504	£585	£720	£774
	93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
Certificates	101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
	197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
Diplomas	293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
	389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
	581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
	1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

Eligible Learners

- Three groups, those aged:
 - 19 to 23, including unemployed
 - 24+ who are unemployed
 - 24+ other*

92

NB - all of the above must meet residency requirements to be eligible for government funding

*Other includes individuals who do not meet the definition of unemployed, or are employed

93 Policies and Programmes

Policies and programmes

- Legal Entitlements
 - English and maths (digital to follow in 2021/22)
 - First full level 2 / first full level 3, including unemployed
- Provision for unemployed individuals
- Learning and Learner Support
- Community Learning
- ESoL
- 19 to 24 Traineeships
- Princes Trust Team Programme

94

National Priorities – 3 Legal Entitlements

95

First Full
Level 2
Aged 19-23

First Full
Level 3
Aged 19-23

English &
Maths
Aged 19+
*+ digital
(2021/22)*

Learners eligible for legal entitlements have access to full funding – they **must not** incur course fees

National Priorities – eligibility and priorities

- **Unemployed eligibility:** this prioritises funding to unemployed individuals to undertake learning programmes up to Level 2 which support them to move into work.

96

- **Low wage eligibility:** as with the above, this incentivises those earning less than £16,009.50 to develop new skills up to Level 2

Non-entitlement Provision

97

- ‘Catalogue’ of learning aims for qualifications and units at **Entry, Level 1 and Level 2**
- ‘Non-regulated’ learning - no qualifications
- Eligible learners aged 19+ are either fully or co-funded, depending on their prior attainment and circumstances

The screenshot shows the HM Government Learning Aims search page. At the top, there is the HM Government logo and a navigation bar with 'Home' and 'Learning Aims' tabs. Below the navigation bar, there is a breadcrumb trail: 'You are here: Home > Learning Aims'. A message states: 'We are looking to improve the Learning Aim Reference Service (LARS) and would really appreciate your feedback. Please register for a research session here: <https://www.smartsurvey.co.uk/s/Learning-Aims-Search/>'. The main search area includes a 'Keyword or code:' input field. Below this is a 'Filter results' section with the following options: 'Type of Learning:' set to 'All', 'Teaching year:' set to '2019/2020', and 'Include:' options for 'All Aims' (selected) and 'All Funded Aims'. Under 'Only the following Aims', there are several checkboxes: '16-19 EFA', 'Adult Skills', 'Advanced Learner Loan', 'Apprenticeships', 'Community Learning', 'EFA Funding condition - English qualification validity', 'EFA Funding condition - Maths qualification validity', 'European Social Fund', 'OLASS', 'Other', and 'Unemployed Offer'. At the bottom of the filter section, there are 'Start Date:' and 'End Date:' fields, both set to '01/08/2019' and '31/07/2020' respectively. Below the filter section is a 'Level:' section with a 'Select all:' checkbox and a grid of checkboxes for levels: Level 1, Level 1/2, Level 2, Level 3, Level 4, Level 5, Level 6, Level 7, Level 8, Entry Level, Higher Level, Mixed Level, and Not Applicable/ Not Known. At the bottom, there is an 'Awarding Org code or name:' input field.

Community Learning

- Helps adults of different ages and backgrounds develop their skills, self-confidence, motivation and resilience in order to improve their wellbeing and/or progress towards formal learning or employment
- Offers flexible teaching and learning approaches, to engage a diverse range of individuals
- Non-formula funded – enables operation of pound plus and local fee remission policies
- Supports Government's social mobility objectives - [Unlocking Talent, Fulfilling Potential](#)
- [RARPA](#)

86

Learning Support

- We fund adult learners with learning difficulties or disabilities (LLDD) as set out in Apprenticeships, Skills, Children and Learning Act 2009
- Learning support enables providers' to meet the cost of putting in place a reasonable adjustment as part of Equality Act 2010:
 - £150 fixed monthly rate for each learner
 - Excess learning support (above monthly rate) can be used for costs up to £19,000
 - can apply for Exceptional Learning Support where costs exceed £19,000

66

Learner Support

- Provides financial support for learners with specific financial hardship preventing them from taking part in, or completing learning
- Provides for childcare, transport, hardship and residential costs
- ‘Dispersement of funds’ to learners based on actual costs and usually means tested by providers who must have a learner support policy
- Non-formula funded:
 - grant funded providers, part of their block grant
 - contract for services - paid three times each year

100

English for Speakers of other Languages (ESOL)

101

- Government wants to support people to speak and understand English
- Specific ESOL aims and qualifications are funded
- Awards and certificates from Entry 1 up to and including level 2, and non-regulated provision
- ESOL provision is fully funded for unemployed individuals, co-funded for everybody else

Devolution and Delegation

- More than 50% of AEB now controlled by devolved areas
- ESFA continues to contract non-devolved areas
- Funding to be distributed through residency post code
- Leeds City Region allocation likely to be based on 2017/18 – approx. £63m
- Excludes 19 – 24 Traineeships

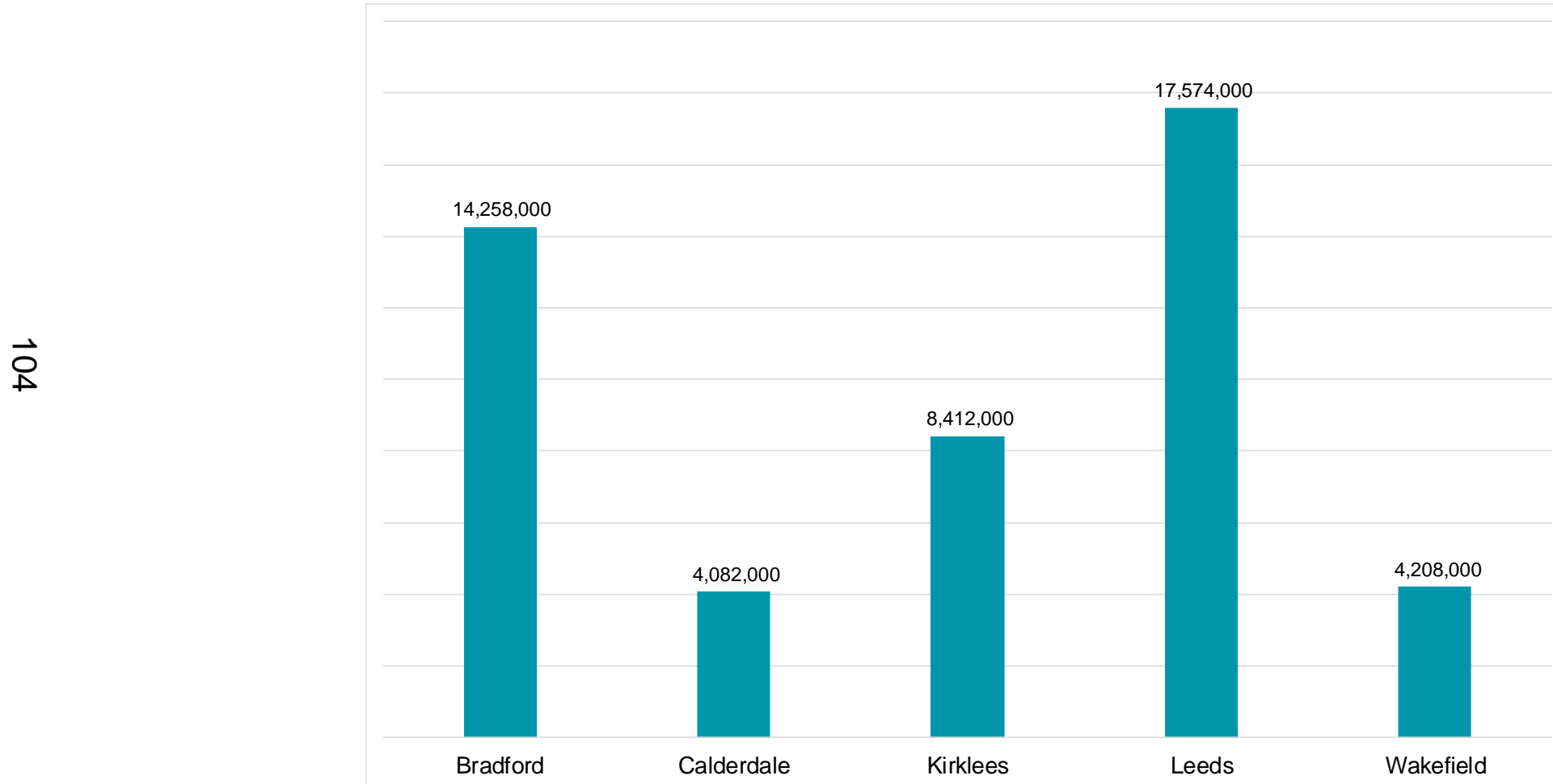
102

Consultation will follow on flexibilities and opportunities to shape delivery

Use in Leeds City Region

AEB formula funding in West Yorks worth £49m in 2017/18, around three quarters of total AEB funding

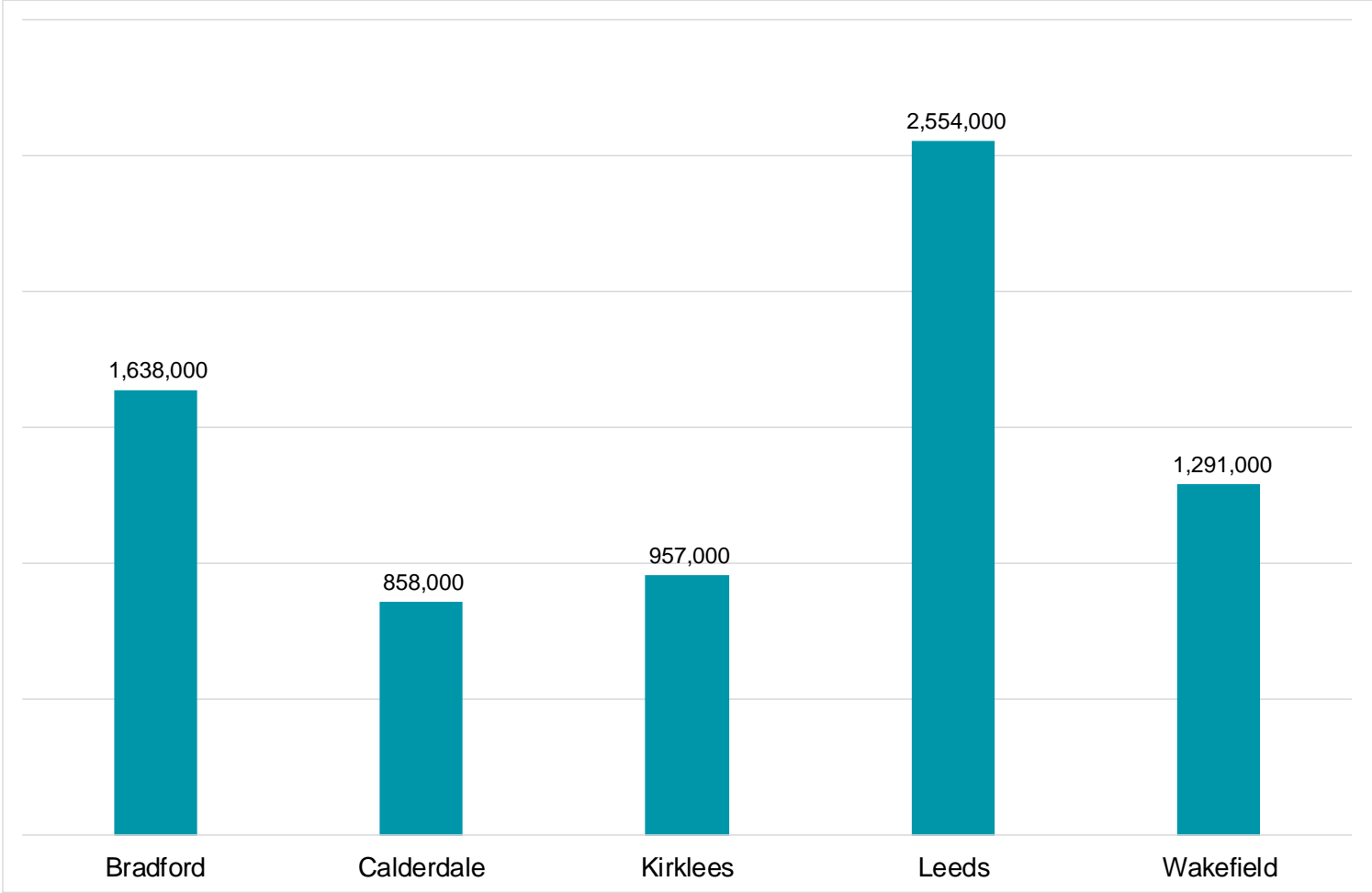
Figure: Notional AEB funding by district, learners resident in West Yorkshire, 2017/18



Community Learning Allocations to West Yorks based providers were worth a total of £7m in 2018/19

Figure: Community Learning funding allocations by district, West Yorkshire, 2017/18

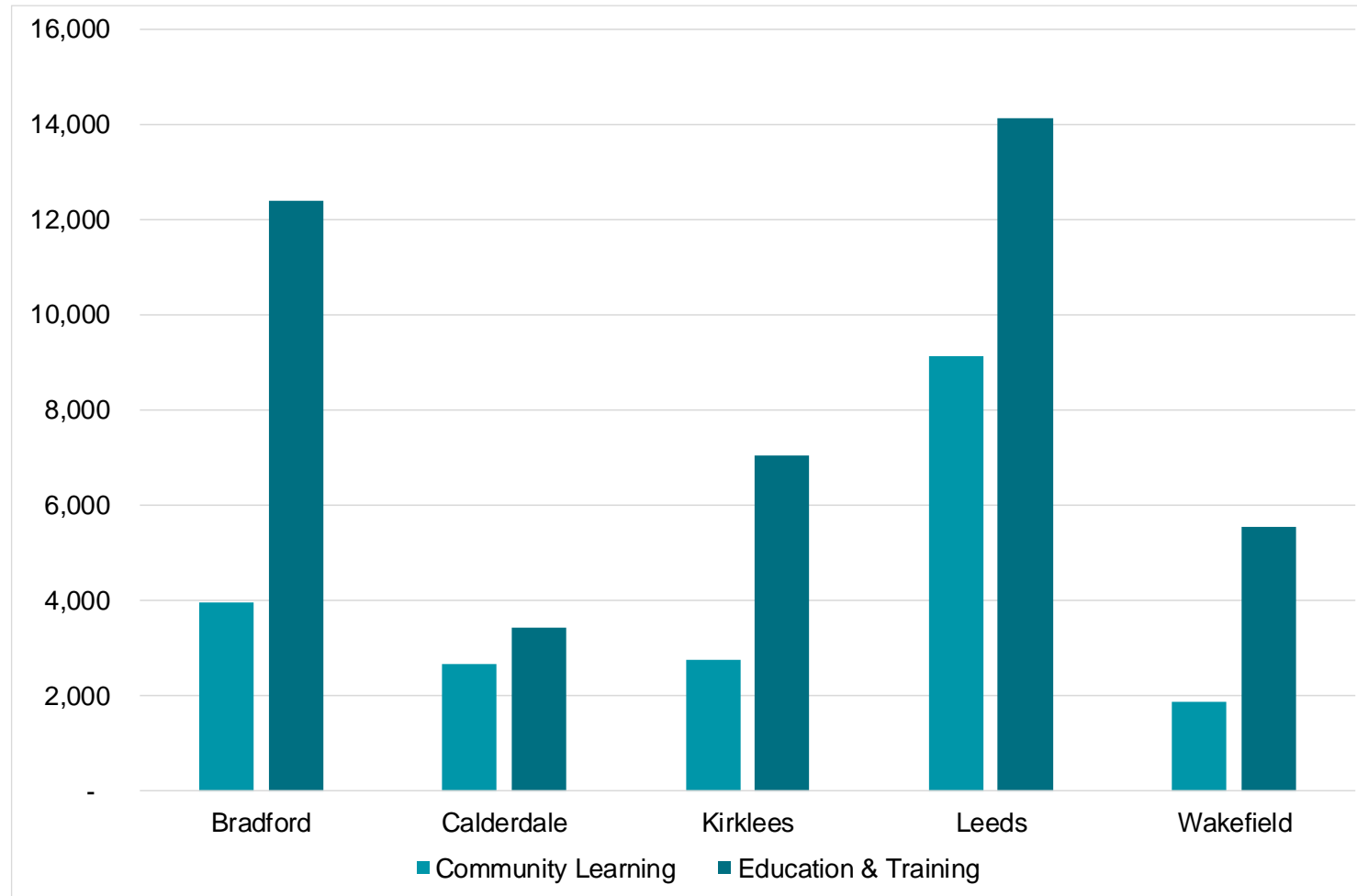
105



61,000 adult learners started a course in West Yorkshire in 2017/18

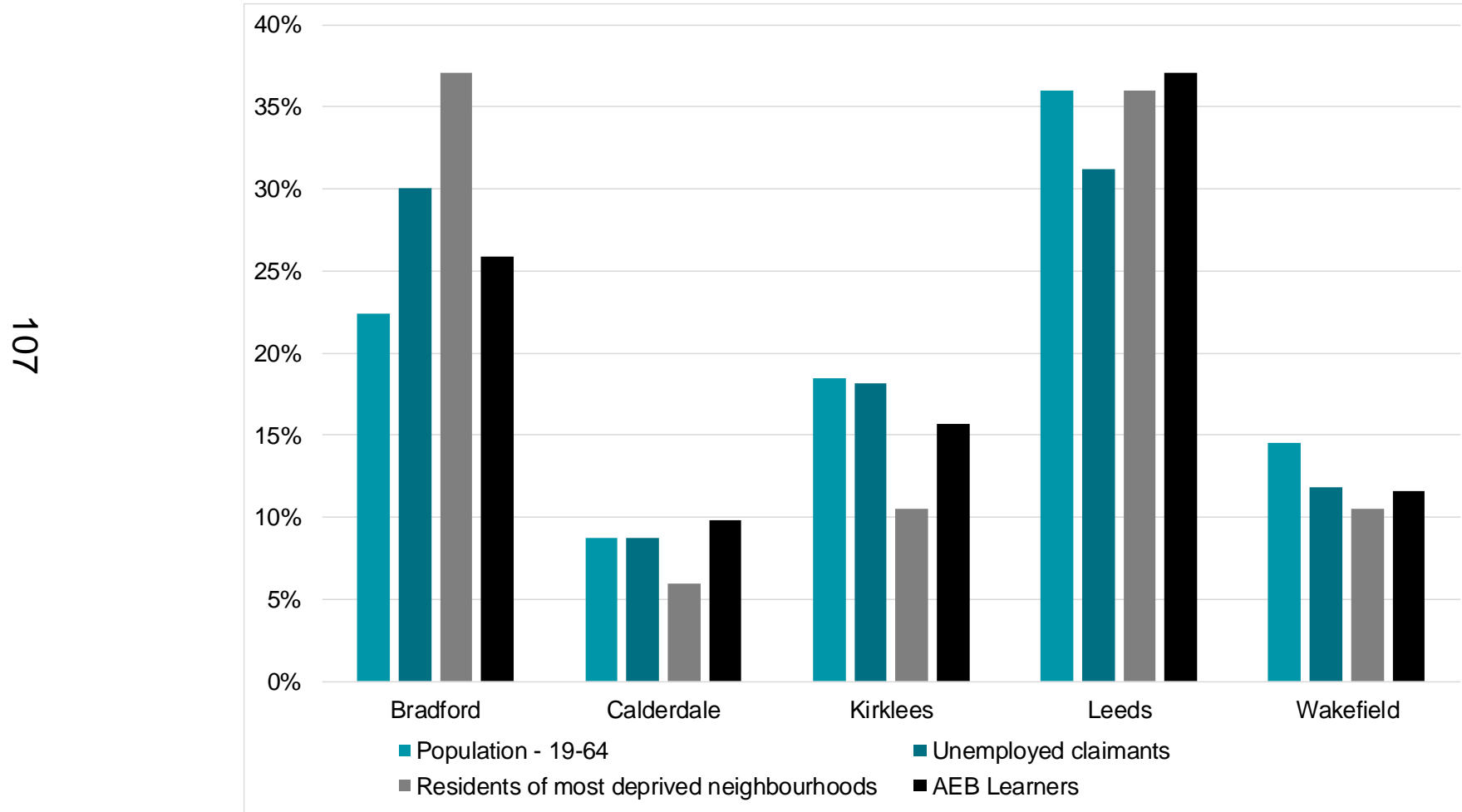
Figure: Count of learners by programme strand, learners resident in West Yorkshire, 2017/18

106



Profile of AEB-funded learners broadly reflects distribution of 19+ population

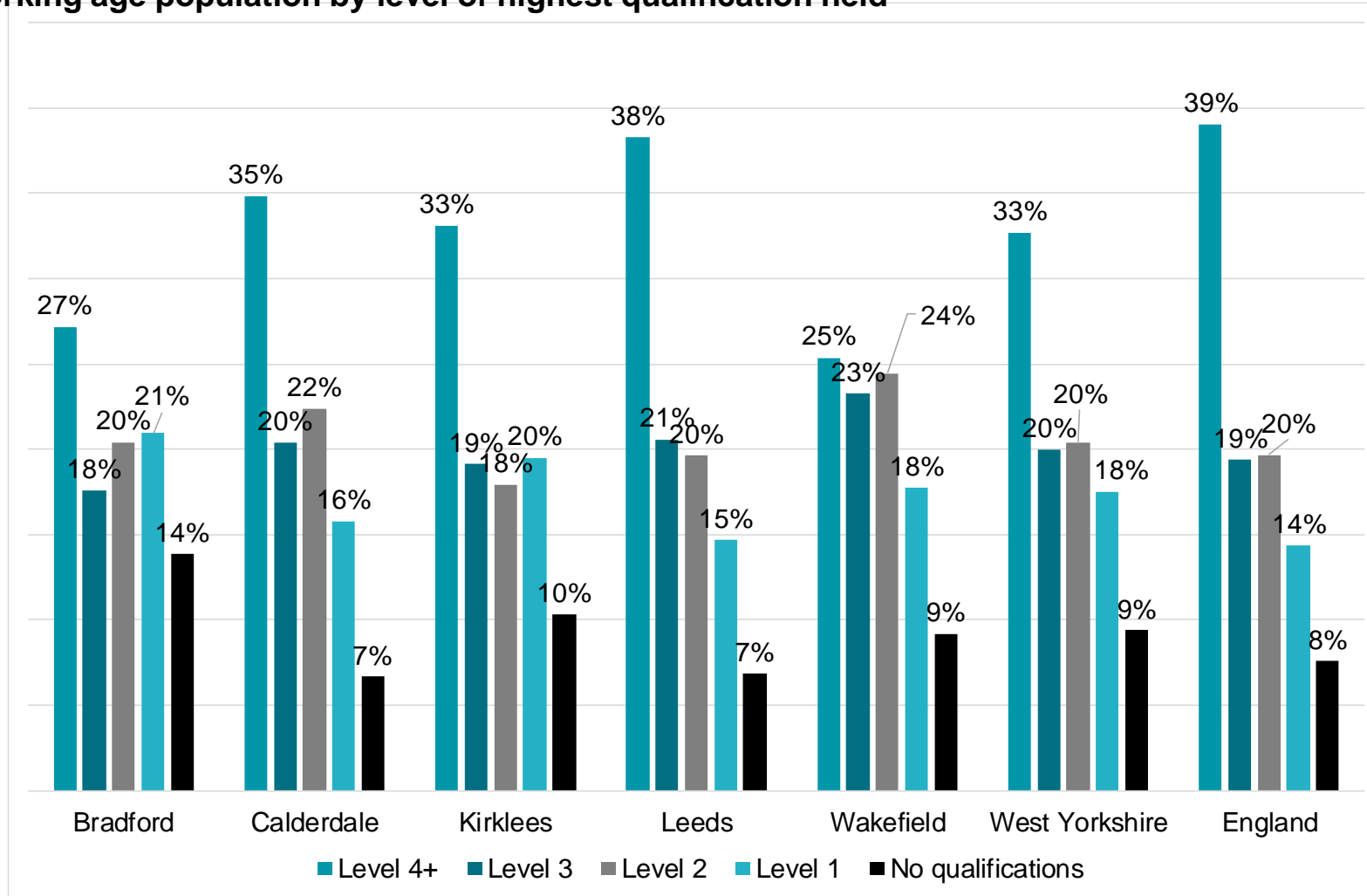
Figure: Contextual indicators - population profile by West Yorkshire district



More than a quarter of the adult population is qualified below level 2 in West Yorkshire, almost 400,000 people

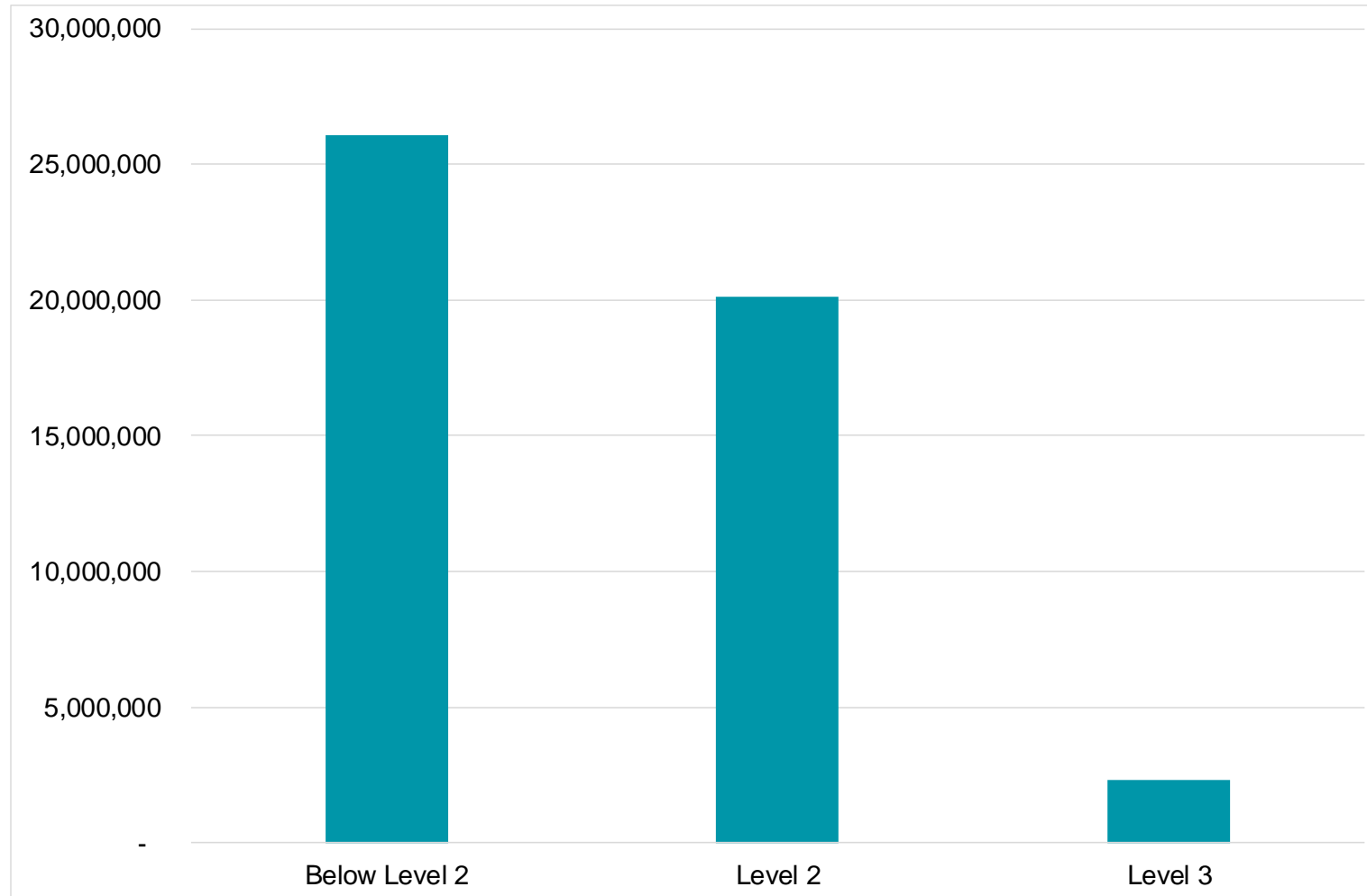
Figure: Profile of working age population by level of highest qualification held

108



54% of AEB funding is used for learning aims below level 2, with a further 41% at level 2 and only 5% at level 3

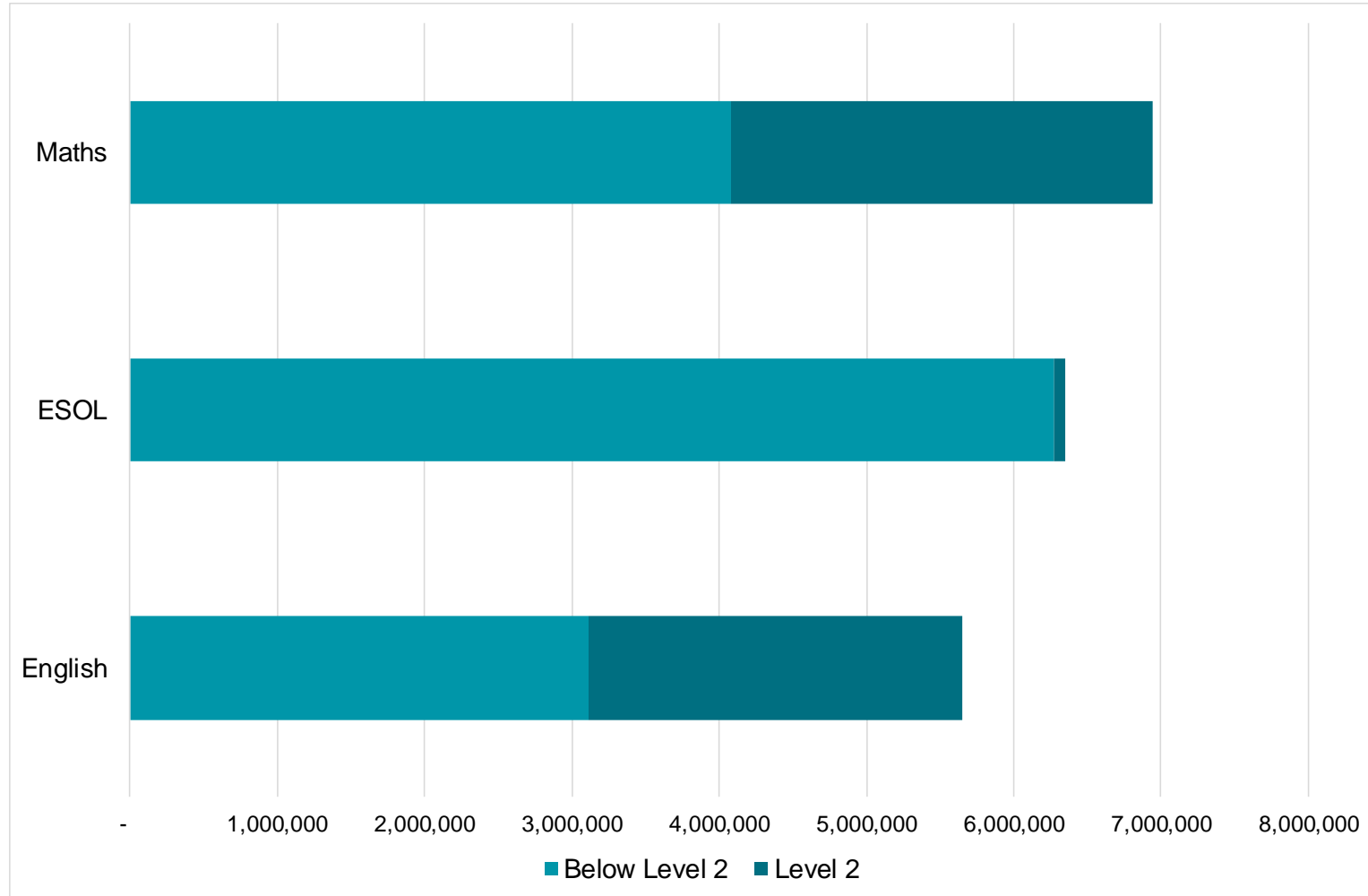
Figure: Adult Education Budget notional funding (£) by level, 2017/18, West Yorkshire



109

Basic skills provision accounts for 39% of AEB notional funding

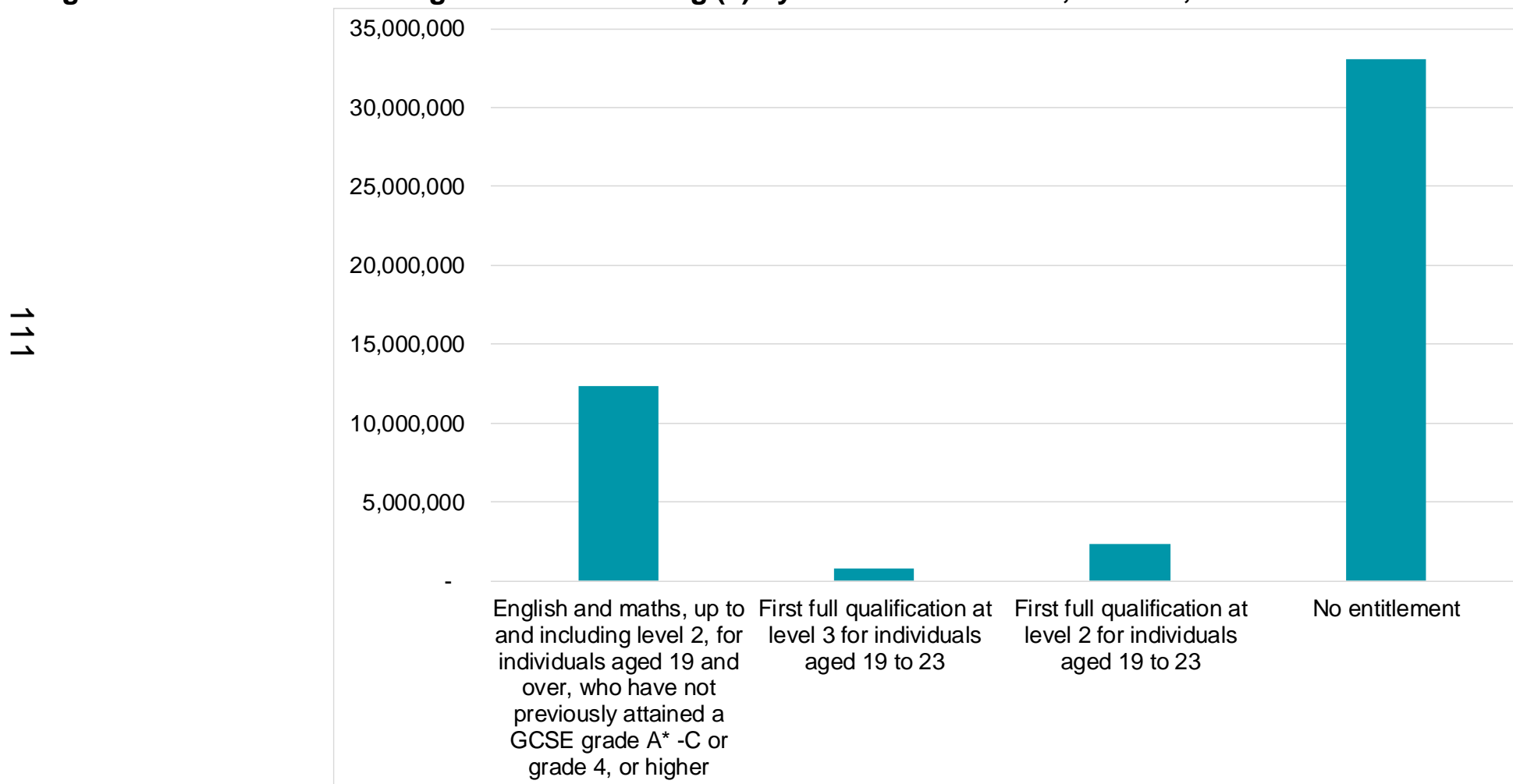
Figure: Adult Education Budget notional funding (£) by basic skills type, 2017/18, West Yorkshire



110

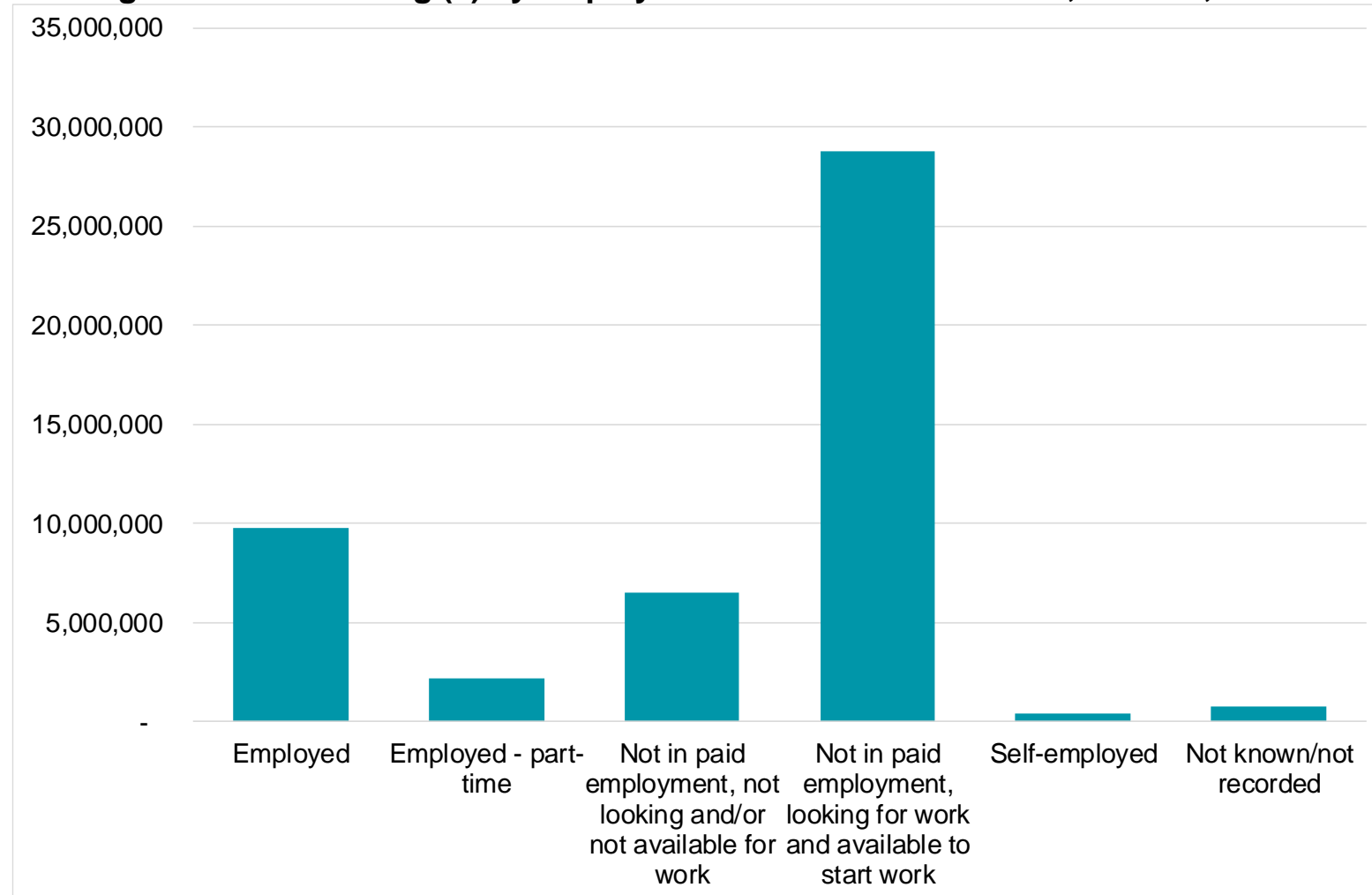
Around a third of AEB formula funding is used to support statutory entitlements

Figure: Adult Education Budget notional funding (£) by learner entitlement, 2017/18, West Yorkshire



73% of AEB formula funding is used to support jobless learners

Figure: Adult Education Budget notional funding (£) by employment status FDL of learner, 2017/18, West Yorkshire

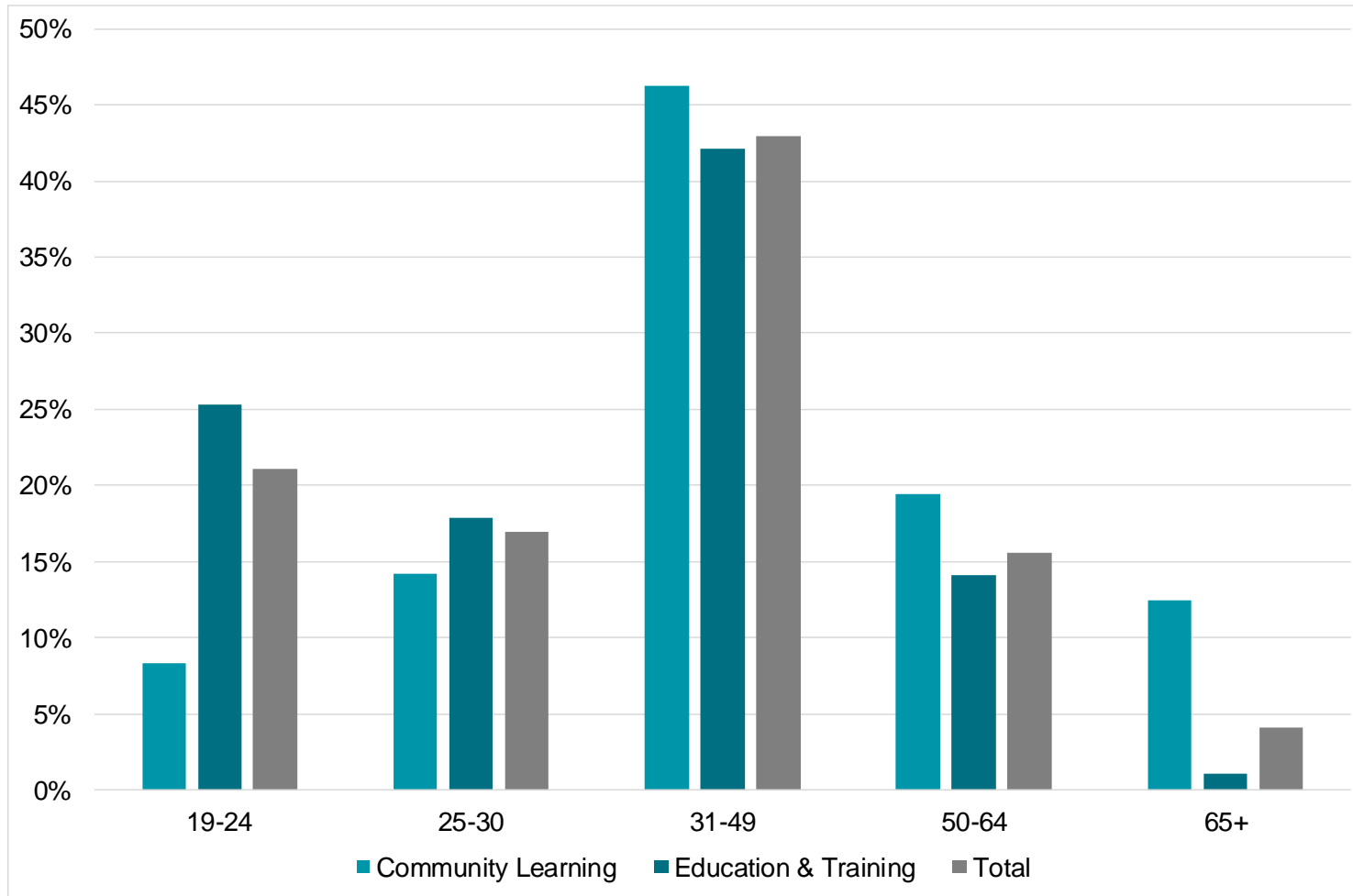


112

44% of learners are aged between 31 and 49 with only 5% aged 65+

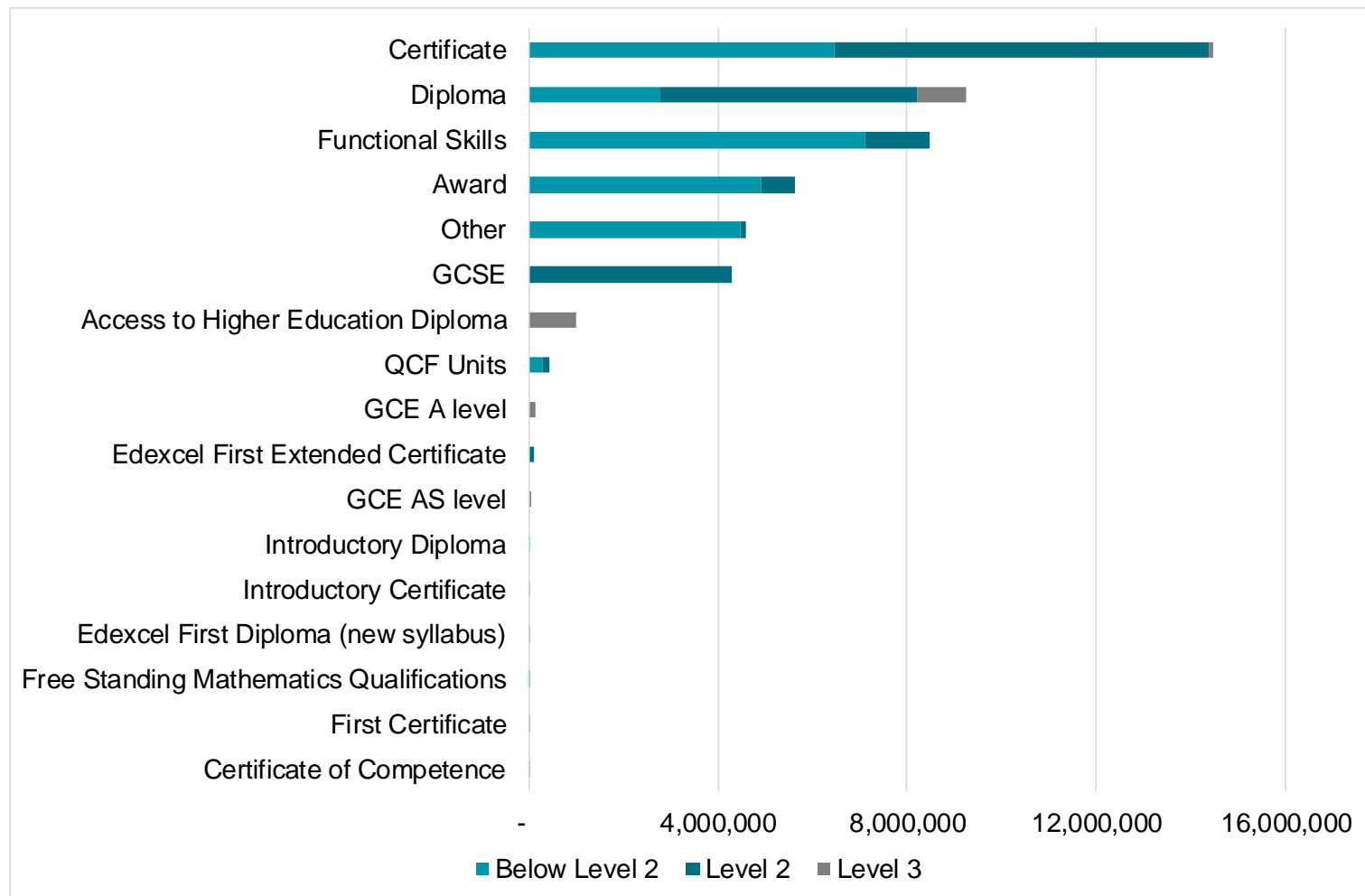
Figure: Count of learners by age band, learners resident in West Yorkshire, 2017/18

113



In terms of aim type, certificates, diplomas and functional skills account for largest funding shares

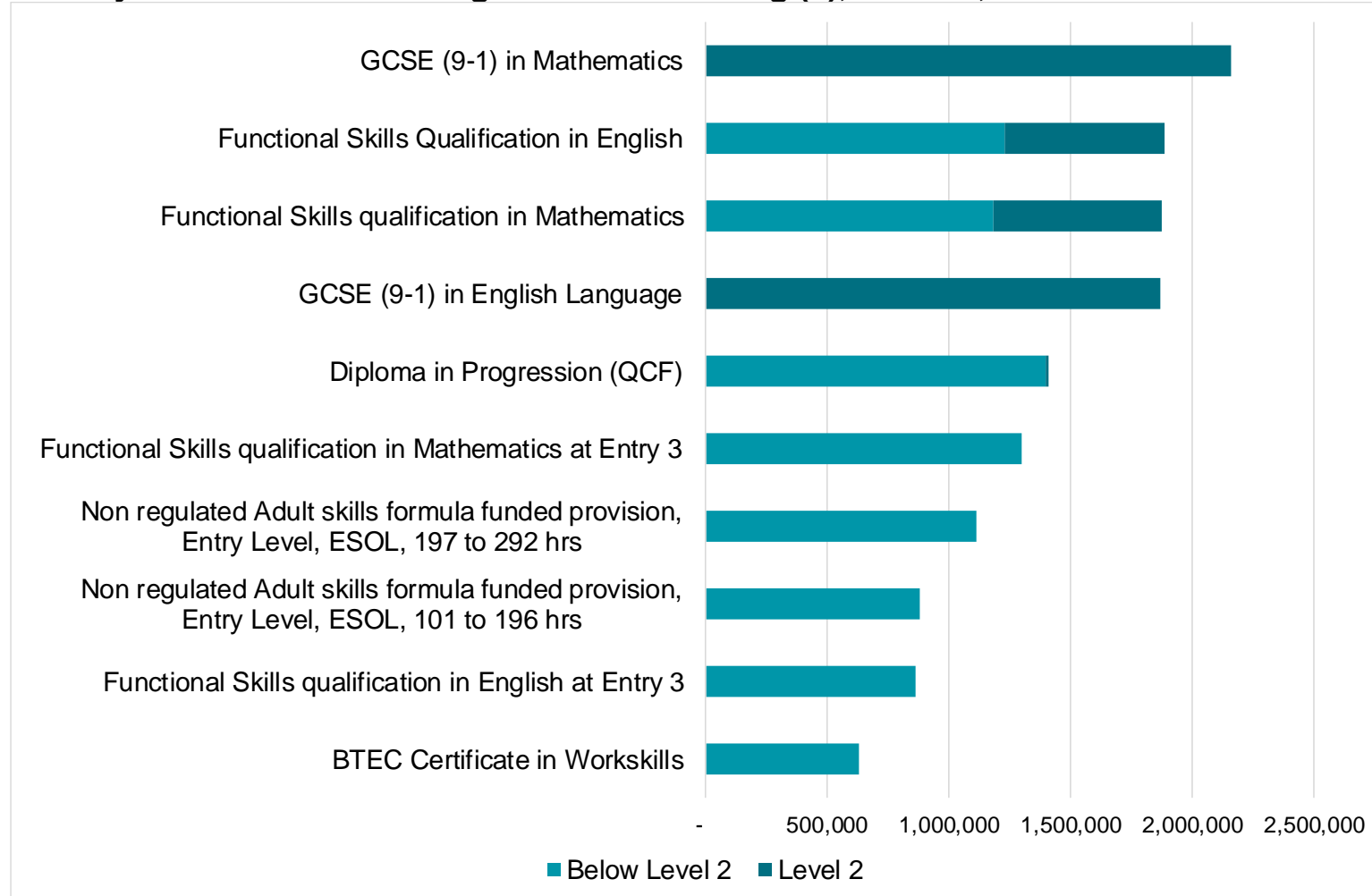
Figure: Adult Education Budget notional funding (£) by aim type, 2017/18, West Yorkshire



114

With regard to specific aims, GCSEs and functional skills quals attract the greatest funding

Figure: Top learning aims by Adult Education Budget notional funding (£), 2017/18, West Yorkshire

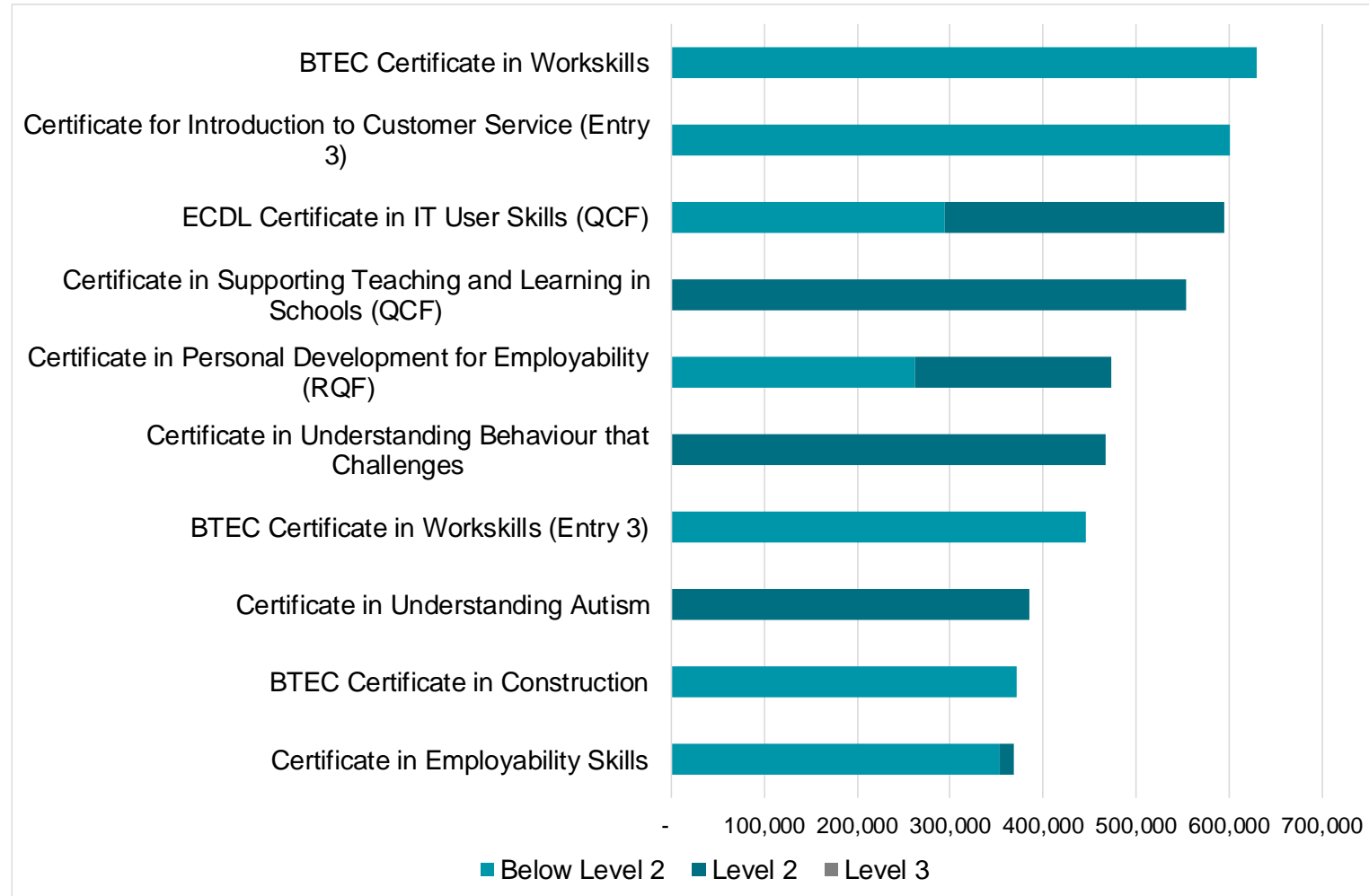


115

With regard to Certificates, workskills, customer service and IT user skills rank highest in terms of funding

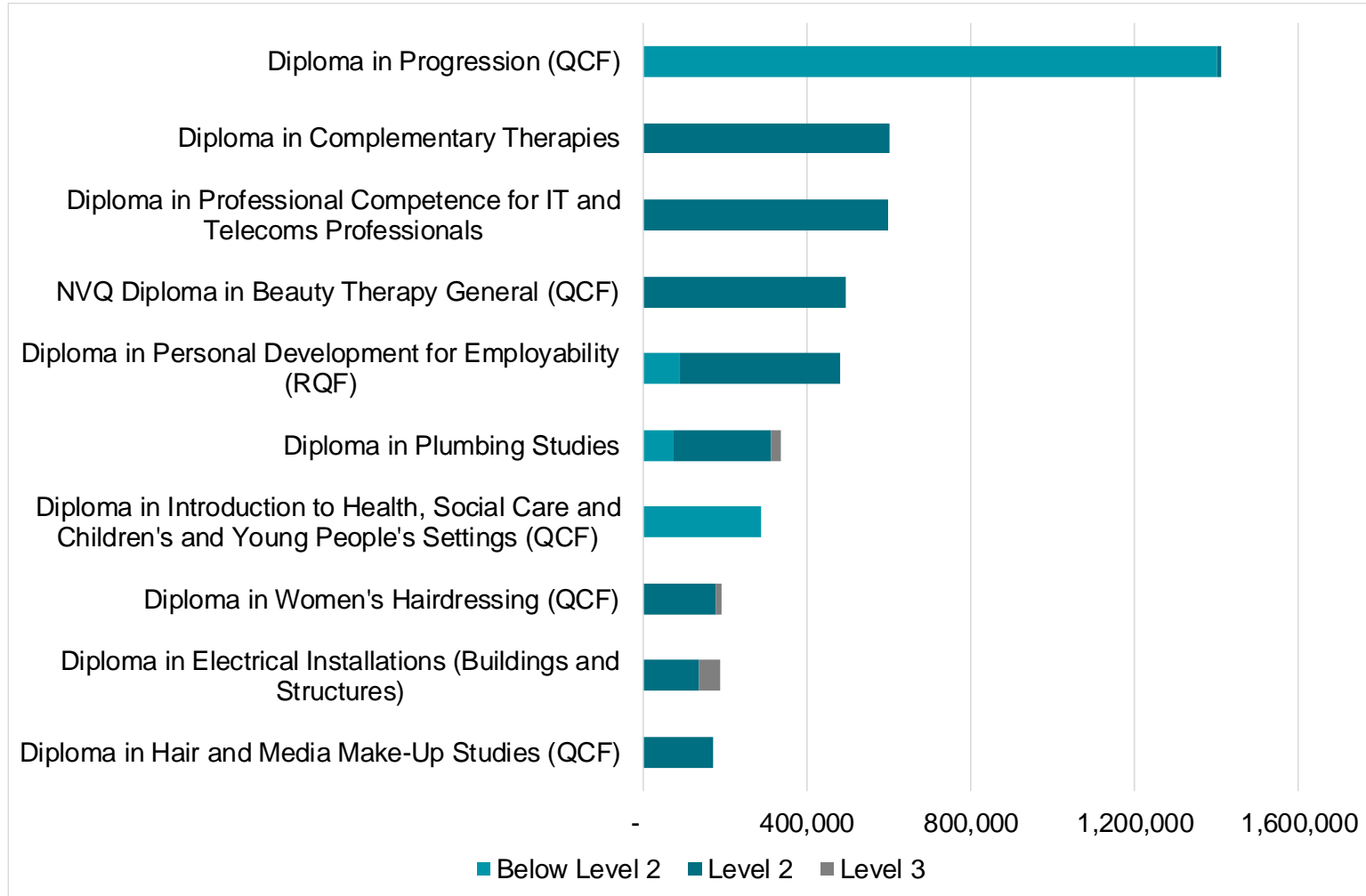
Figure: Top learning aims (certificates only) by Adult Education Budget notional funding (£), 2017/18, West Yorkshire

116



With regard to Diplomas, Progression, Comp. Therapies and IT/Telecoms aims rank highest in terms of funding

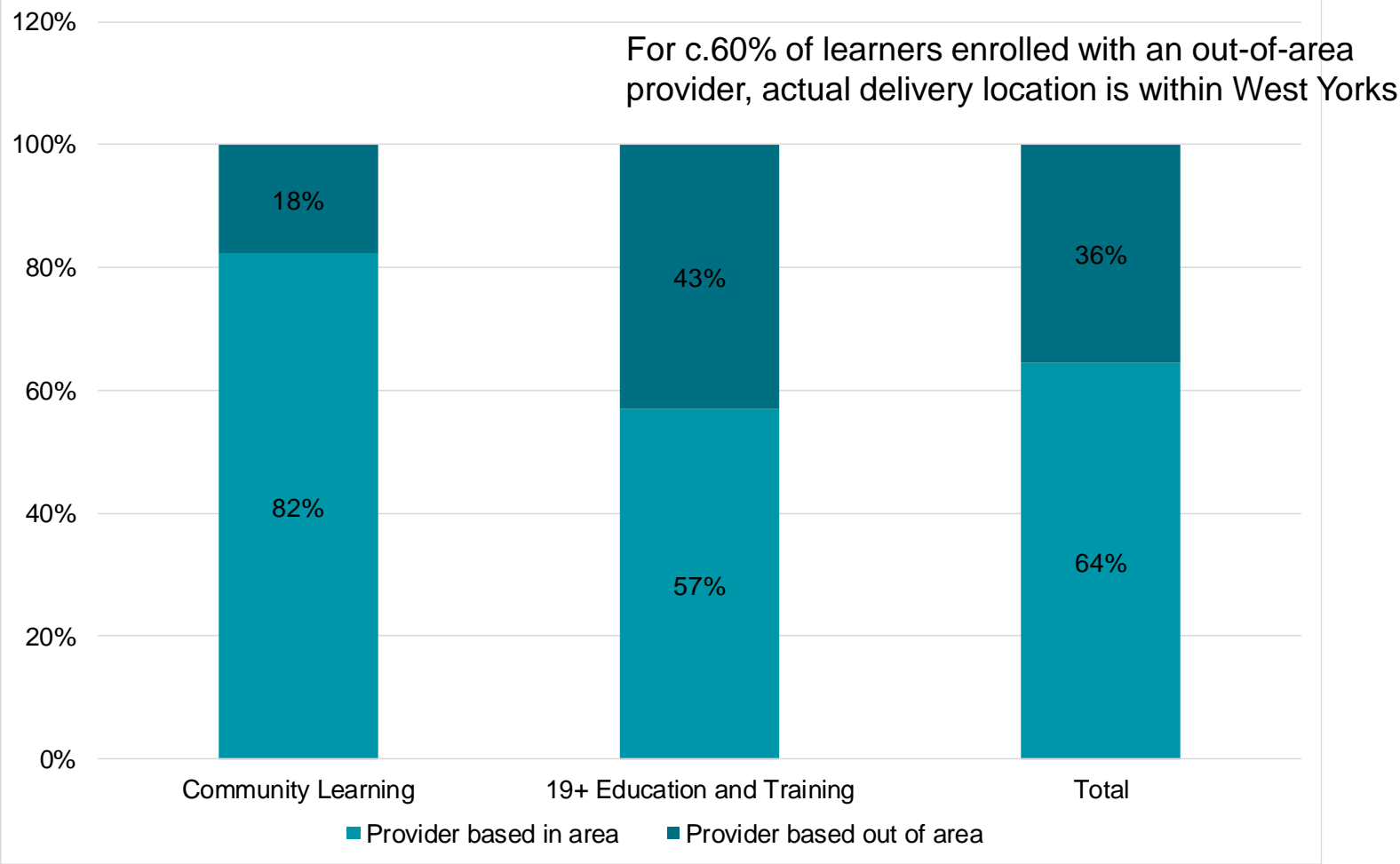
Figure: Top learning aims by Adult Education Budget notional funding (£), 2017/18, West Yorkshire



117

More than a third of WY learners are enrolled with an out of area provider

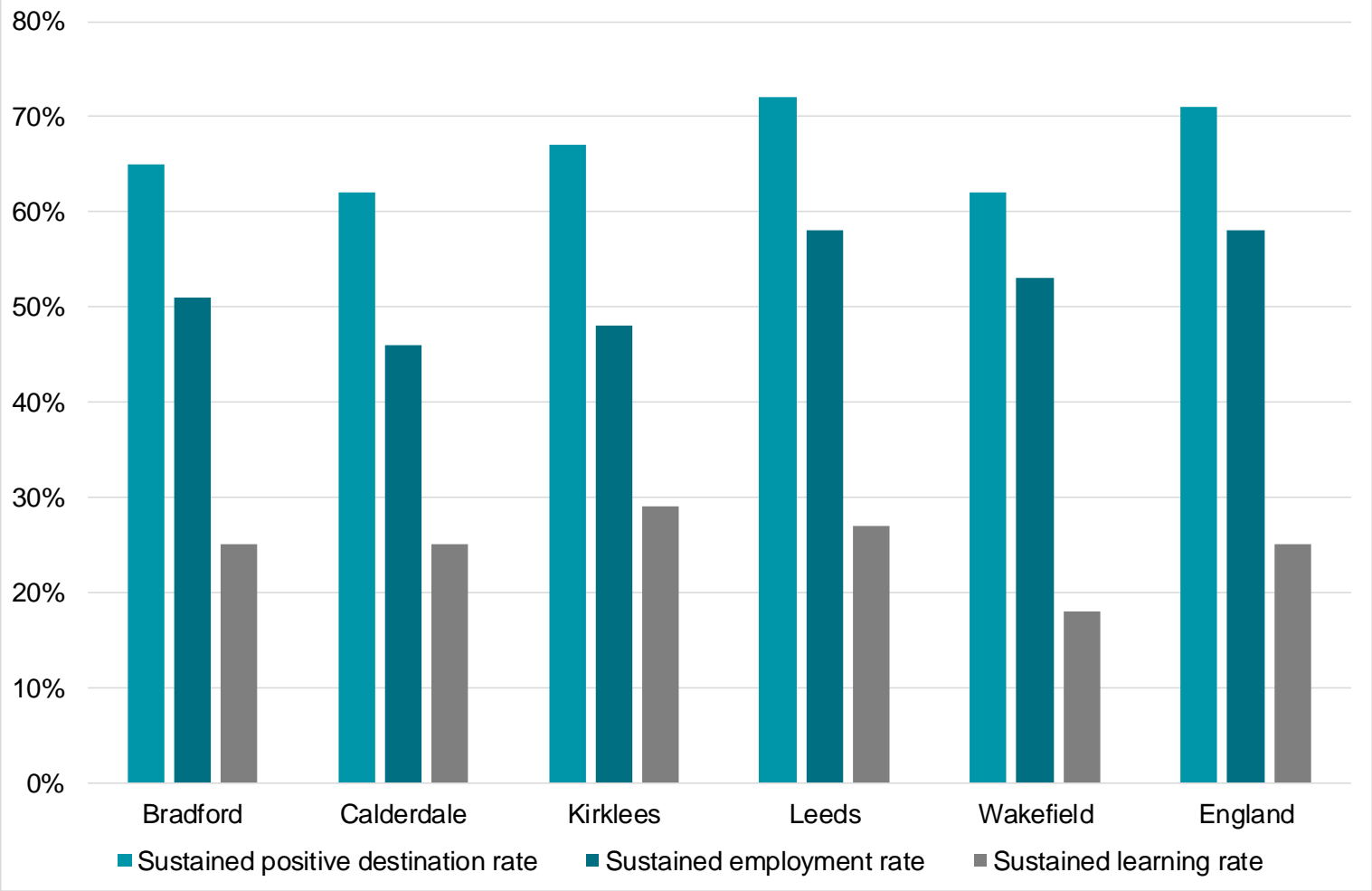
Figure: Count of learners by location of provider, learners resident in West Yorkshire, 2017/18



118

Sustained positive destination rates are below the national average in some districts

Figure: Local authority outcomes for 19+ Skills provision, learners who achieved in 2016/17 academic year



119

Thank you
