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<b>Report to:</b>	Overview and Scrutiny Committee
<b>Date:</b>	15 November 2019
<b>Subject:</b>	<b>Cover report: Employment &amp; Skills, apprenticeships and the Skills Commission</b>

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## 1. Purpose of this item

- 1.1 The purpose of this session is for the Overview and Scrutiny Committee to:
- i. understand the work and aims of the ongoing Skills Commission led by the Combined Authority Chair.
  - ii. determine how the Skills Commission is tackling some of the issues and concerns raised by scrutiny last year (2018/19).
  - iii. determine how the Skills Commission aims to make the case for more local accountability of skills and devolution of skills policy and funding to regions.
  - iv. understand the combined authority's current powers, remit and programmes in delivery with regards to skills (in the absence of devolution), in particular in schools engagement and apprenticeships.
  - v. note information requested by scrutiny in the past includes how many schools the programme has engaged with and what constitutes an 'encounter'.
- 1.2 The following members have been invited to this meeting:
1. Cllr Susan Hinchcliffe, Chair of the Combined Authority & Chair of the Skills Commission
  2. Rashik Parmar, LEP Board Member and Chair of the Employment & Skills Panel

## 2. Information

- 2.1 Last year, scrutiny looked into the combined authority's work on apprenticeships and expressed concern at the bleak regional picture and the lack of power and resources available to local authorities to make an impact and intervene in apprenticeships and skills in their areas.

2.2 Over two sessions (18 January & 22 March 2019), the Committee considered a joint-report of the Director of Resources (now Corporate Services) and Executive Head of Economic Services providing an update on internal and external apprenticeship activity and programmes being delivered, or part funded, by the Combined Authority – and came to several conclusions, outlined below.

2.3 Regarding the wider apprenticeships landscape, the committee concluded that:

1. The **regional and national picture** regarding apprenticeships was bleak. The expected upswing in apprenticeships, at larger organisations in particular, following the introduction of the Apprenticeship Levy had not materialised.
2. There still **appear to be too many barriers to young people** being able to take on and complete apprenticeships including cost, quality of training provider's provision, quality of placement, awareness and access to opportunities, and – even when successfully completed – not enough progress from an apprenticeship to a long term, meaningful job.
3. The importance of helping to **combat any trend of apprentices being used as cheap, menial labour** and protect apprenticeships as valuable alternative learning opportunities that lead to meaningful, long term work as a primary outcome. The current policy within the Apprenticeship Grants for Employers (AGE) scheme to promote higher wages for apprenticeships than the legal minimum and not penalise young people was welcome.
4. Apprenticeships must **ultimately lead to long-term meaningful jobs** and not be a form of cheap labour. Monitoring and enabling that outcome should be a strategic priority for all apprenticeship activity.

2.4 Regarding the areas under the direct control or indirect influence of the Combined Authority, its partners and customers – the committee further concluded that:

5. **Combined Authority's impact:** The report's appendices were not clear on what action could be taken to mitigate the downturn. Statistics and data presented in reports in future should include further analysis alongside a greater insight into what actions the Combined Authority could take to help mitigate the downturn and bridge the gap.

To encourage apprenticeship starts, the Combined Authority supports businesses through the bureaucracy involved in taking on apprentices through the Employment Hub and incentivises small and medium sized businesses (SMEs) to take on apprentices for the first time through the Apprenticeship Grants for Employers (AGE) programme – however, the Combined Authority does not fund apprenticeship training directly, does not monitor the quality of apprenticeships (currently OFSTED's remit), and is not funded to perform follow-up checks on apprentices (funded through

AGE grants) while they are in training or after their apprenticeships are completed. Although, a survey of businesses funded through Phase 1 of the AGE programme was undertaken.

- 6. Intelligence and data:** While the Combined Authority cannot access much data from the private sector, it should seek to gain a greater insight into the current picture and data from partner organisations and other public sector organisations regionally which make up around 35% of the economy – such as the NHS, local councils and other agencies.
- 7. Starts versus completions:** Both nationally and locally, there appears to be a greater focus on apprenticeship starts than on completion of apprenticeships and outcomes arising from apprenticeship-related activity. Increasing the number of *completed* apprenticeships should be a key priority in the long term – not just increasing the number of starts. The difficulties of gathering this data was also noted.
- 8. It is vital that businesses take ownership of their role** in, and impact on, communities – particularly those businesses who are in receipt of Combined Authority funding and support. Funding and support should come with stronger conditions and 'strings attached' that aim to enable better practices and outcomes.
- 9. Responsibility for the success of apprenticeships** should not be left solely with the training providers and employers. The Combined Authority should consider what it can do to help through existing service delivery and in future service / programme development to 'fill the gaps' and support apprenticeships more broadly.
- 10. Monitoring quality of apprenticeships:** The Combined Authority should consider whether it is in a position to monitor the quality of what training providers are delivering and engage with apprentices directly to influence and enable higher completion rates – particularly in respect of programmes and businesses it is involved with.
- 11. Monitoring of strategic outcomes:** Where the Combined Authority provides funding or support to apprenticeship, the Committee expects that the outcomes and impact of spending / support is being monitored and evaluated and future policy and delivery models are being developed with those outcomes and conclusions in mind.
- 12. Stereotypes and unreceptive schools:** The Committee was alarmed by reports that many schools and sixth forms are not receptive to approaches from education and training providers to promote apprenticeships amongst students and that when schools do engage, they often direct apprenticeships to a regressively stereotypical cohort of students. Members offered to assist officers in any way they could either through formal correspondence or through their positions as school governors. Members also suggested officers speak to STEM coordinators that many schools have, who may be more receptive.

**13. Youth engagement:** There may be a need to develop a broader engagement strategy aimed at reaching young people and students directly and cross-selling opportunities through other services areas, such as transport services, as well as targeting the 80% of businesses in the region that have never taken on an apprentice. The Combined Authority currently aims to build apprenticeship messaging into all of its 'Enterprise in Education' activity in order to reach as many people as possible.

**14. The current gender disparity** across apprenticeship types and sectors is disappointing and Members would support a piece of work focused on unpicking the reasons for the disparity and discussing potential solutions.

**15. Internal apprenticeships at the Combined Authority:** The ongoing development of an internal staff development strategy and framework where apprenticeships feature as a key element was welcomed and progress is expected in the near future. It's essential that the Combined Authority leads by example by recruiting and strongly supporting apprenticeships internally. It cannot credibly promote externally what is not being achieved internally. Its role as an enabler is weakened if it does not meet internal targets.

**16. Approach to procurement:** Current work being undertaken within the Combined Authority to revise procurement policies is a good opportunity to support apprenticeships through a more selective approach. While it is understood that European Union regulations make too much flexibility in procurement challenging and that the Combined Authority is currently bound by existing contracts and funding agreements, in the future, stronger consideration should be given to a more being more selective in which suppliers and partners it procures and enters into contracts.

2.5 In a related item on business grants programmes at the 22 March 2019 meeting, Scrutiny made seven additional recommendations on inclusive growth criteria for business grants – adding to the two made at the 14 September 2018 meeting. One of these seven recommendations was that the business grants inclusive growth criteria should:

‘promote, incentivise, support and monitor higher level apprenticeships paid at the living wage that conclude in long term, good employment for young people’.

2.6 At an inquorate meeting held in public on 24 May 2019, scrutiny members were informed that there was a low uptake in the second iteration of the Apprenticeship Grant for Employers (AGE) programme due to ‘high bar’ on application criteria, so the Employment and Skills Panel and LEP Board, reduced the criteria in the hope of attracting more successful applicants. A briefing note was provided outlining the changes following the meeting.

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**Director:** Henry Rigg, Interim Executive Head of Economic Services

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

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## **1. Purpose of this item**

1.1 The purpose of this paper is to:

- Provide an overview of the Future-Ready Skills Commission, its progress to date, and emerging themes;
- Provide an update on the delivery of skills programmes by the Combined Authority, with particular focus on schools engagement and apprenticeships.

## **2. Information**

### **Skills Commission**

2.1 The Future-Ready Skills Commission, chaired by Cllr Susan Hinchcliffe, launched in Jan 2019, with an aim to set out a bold and ambitious blueprint of how the skills system can work better for regional and national economies, using Leeds City Region as a case study. The Commission is supported by the Combined Authority, although it sits outside LEP and Combined Authority governance arrangements.

2.2 Commissioners have been drawn from education, think tanks and businesses including representatives from Further and Higher Education, TUC and CBI at a national level. The local education and training provider landscape is represented by the Chair of the Leeds City Region Skills Network. A full list of Commissioners is available at <http://futurereadyskillscommission.com/meet-the-commissioners/>

The Commission is focused on the post-16 skills system, and is structured around three themes:

- Technical Education
- Careers Information and Inspiration
- Workforce skills

## Work plan

- 2.3 To date, the Commission has undertaken a literature review, invited responses to a call for evidence, and has considered the current performance of the skills system against each of the key themes. Visits have taken place to Mayoral Combined Authorities to hear about their experiences of, and approaches to skills devolution. In addition, in-depth meetings are taking place with each of the Commissioners in order to test potential recommendations with them. Officers are making contact with officials at the Department for Education and the Education and Skills Funding Agency to begin testing the findings of the Commission with Government.
- 2.4 The meeting of the Commission in September 2019 considered evidence relating to the changing nature of work, including as a result of automation, and the skills implications.
- 2.5 An interim report is due imminently, and will feed into the Local Industrial Strategy. Emerging recommendations have also influenced the development of 'asks' for a devolution deal. The Commission will close in January followed by the publication of a final report including recommendations. The final report will make recommendations directly to Government for how the skills system needs to change in order to deliver better local outcomes.

## Emerging recommendations

- 2.6 The following high level areas that need to change have been identified and are being explored by Commissioners:
- 1. Access for all to high quality careers information and services that are relevant to the local labour market and empower individuals to make informed decisions about learning, training and work.**
  - 2. An integrated approach to local economic strategies with employment and skills, with local leadership to deliver a system that is more responsive to employer needs and the economy.**
  - 3. A system that increases demand for adult learning at all levels, and a finance system that enables individuals to take up and progress in learning.**
  - 4. Employers need to be motivated to train and re-train staff and support progression, particularly those in lower paid work to gain higher level skills.**
  - 5. A joined up, neighbourhood level, approach to support progression to work.**
  - 6. Support and coordination to encourage high performing workplace practices and to increase the demand for skills among employers.**
  - 7. Fully integrated business and skills offer at the level of functional economic areas.**
  - 8. Return investment levels in technical education and skills to previous levels.**

9. **Increased local influence through devolved powers and funding for technical education routes, with a focus on progression.**
10. **Greater collaboration between industry and education & training providers to be responsive to local skills deficits.**

### **Skills Programmes**

- 2.7 The Combined Authority delivers a number of skills programmes in support of its strategic priorities, in partnership with Local Authorities, where it has been possible to secure funding from government, European Social Funding or other sources.
- 2.8 In this report, to provide the information previously requested by the Committee, the focus is particularly on the Combined Authority's activity to support schools engagement and apprenticeships.

### **Schools Engagement**

#### Enterprise Adviser Network

- 2.9 A team of 13 members of staff (Enterprise Coordinators) is in place and the core of its role is to deliver the Enterprise Adviser Network (EAN) which connects senior business leaders with schools and colleges. Support is provided to education institutions to embed business engagement in careers and enterprise education, giving students more opportunities to learn about the world of work and develop relevant employability skills that employers want. The project is part funded by the Careers and Enterprise Company (CEC). The team is currently engaged with 183 (89%) of secondary schools and colleges. A full list of these schools is attached at **Appendix 1**.
- 2.10 Research shows that young adults who have four or more meaningful encounters with employers whilst at school are 86% less likely to become NEET (Not in Employment, Education or Training) and can expect, when in full-time employment, to earn up to 18% more in their careers than those who had no such exposure. A meaningful encounter is defined as one in which a student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. An example of an "encounter" between young people and an employer, which the team has enabled to happen is attached at **Appendix 2**.
- 2.11 To counter their relative disadvantage in the labour market, the Combined Authority has set an ambitious target to deliver an enhanced model to support careers education to over 18,000 disadvantaged young people in 2019/20. In the financial year 18/19, the EAN delivered over 165,000 employer encounters, with over a third of the encounters with pupil premium learners. This includes 14,036 pupil premium pupils who have had at least two employer encounters, against the annual target of 12,000. This financial year, the team is on target so far with 7,870 pupil premium students having at least two encounters, working towards the target of 18,000.

### Burberry project

- 2.12 Through this project, financially supported by Burberry and the Burberry Foundation, the Combined Authority's ambition is to improve social mobility and the life chances of young people to tackle educational inequality in Yorkshire. Working in partnership with the Careers & Enterprise Company, the LEP and Combined Authority are engaging with students and teachers across Leeds city region, targeting 40 schools who are most in need. The work of the project will support the schools in achieving the 8 Gatsby benchmarks, as measures of good careers guidance.

### Opportunity Area Work

- 2.13 In 2016, the Department for Education identified 12 areas of England with particular challenges with social mobility, including Bradford. Working closely in partnership with Bradford Council, the Combined Authority's role in the Opportunity Area is to increase business engagement with schools and help young people to understand the full range of career opportunities available, particularly in skills shortage areas. The Combined Authority is currently working with 44 schools and colleges across Bradford with a further three schools wishing to join the network. Over the last two years 124,389 young people have received at least one encounter with an employer with over 61% of the schools recording that every student in their school has received one encounter per year in key stage 3 and 4. PriceWaterhouseCooper is a key partner within the EAN network. Due to the success of the partnership with Bradford they are looking to roll the approach out nationally.

### Raising Aspirations Pilot

- 2.14 The Business Rates Pool funded Raising Aspirations Pilot was launched in April 2019. The pilot gives schools an opportunity to trial innovative approaches to raising 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.
- 2.15 16 projects were awarded following a competitive application process. These projects will support 6500 disadvantaged pupils to have multiple encounters with local employers with a focus on employers within our priority sectors. The projects awarded will deliver the outputs by July 31st 2020. An independent evaluation will assess the impact of these projects including case studies on what behaviour change has taken place with the pupils benefitting from the project.

### SEND Careers Hub

- 2.16 Young people with special educational needs and disabilities (SEND) are more likely to become NEET (not in education, employment or training) and are less likely to gain access to a sustained positive destination beyond KS4 compared to those without SEND. The Combined Authority was successful in

an application to the Careers and Enterprise Company for a pan-regional Careers Hub. The aims of the Hub are to support SEND students to develop a better understanding of careers opportunities and routes into employment and to have meaningful interactions with employers. The SEND Careers Hub will develop a more joined up and collaborative approach across educational institutions, 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 the student to make a successful transition into the world of work.

### Kirklees Careers Hub

- 2.17 The Kirklees Careers Hub, established in September 2018 by the Careers and Enterprise Company and led by the Leeds City Region Enterprise Partnership. The Kirklees Careers Hub is one of twenty first wave hubs nationally, made up of 35 schools/colleges (26 Maintstream, 5 SEND, 2 Colleges and 2 PRU's) with the objective to support hub institutions to improve the careers provision and achieve the 8 Gatsby Benchmarks, supporting young people to have better and more informed choices of the career opportunities available to them. The Hub is making good progress in supporting its 35 member schools and colleges to work towards the Gatsby benchmarks of good careers guidance. The average number of benchmarks achieved is above the national average.

### Skills for Growth

- 2.18 The Combined Authority has submitted a bid to DWP as Managing Agent for the European Social Fund to deliver a Skills for Growth programme commencing in January 2020. The Leeds City Region Skills for Growth programme will build on the track record of current skills programmes, linking closely with other business-facing services and products to support businesses to engage with the full breadth of the education landscape in order to improve the relevance of education and training provision. The programme will support businesses to engage with schools, colleges and universities in the way that best address their priorities. There will be a particular focus on supporting those most disadvantaged young people to have meaningful contact with employers.

## **Apprenticeship Support**

### Employment Hub

- 2.19 The £9m Employment Hub – funded through European Social Fund and delivered in partnership with Local Authorities – launched in March 2019 and will support over 6,000 young people to access apprenticeships and employment.
- 2.20 Following a nine 9 month delay in contracting with the Managing Agent, a number of the local Hubs have experienced difficulties recruiting suitably experienced/qualified staff. It is anticipated that the programme could be

impacted by national funding issues facing apprenticeship providers (see section below) regarding engagement of non-levy companies, particularly the aspiration to engage businesses who have never offered apprenticeships before. Many companies being contacted by the programme are not prepared to commit to any form of additional/new recruitment or training in the current economic and political climate.

- 2.21 At the end of September 2019 the programme had:
- Engaged 892 15-24-year-old participants against a profile of 1,125 (79%). Of these 262, against a profile of 119 (220%), were recorded as being from ethnic minorities and 193 declared they had disabilities against a target of 92 (210%)
  - Engaged with 622 businesses against a target of 1029 (60%).

#### Apprenticeship Grant for Employers

- 2.22 Since summer 2015, the Combined Authority has been in receipt of funding via BIS/Skills Funding Agency for the devolved Apprenticeship Grant for Employers (AGE) for West Yorkshire. The devolved Apprenticeship Grant for Employers provides a grant of up to £2,500 to incentivise small and medium sized businesses to engage with apprenticeships. Through this scheme almost 3,000 businesses have recruited apprentices for the first time. The AGE grant provides a “top up” of up to £2,500 to core apprenticeship funding.
- 2.23 The AGE grant is in its final stages with all grant applications submitted during 2019/20 being processed by end of March 2020. The final date for applications is 29 November 2019. Despite a high level of demand in the first two years of the scheme, take-up of the AGE grant has been very low in its final phase, with only 10 applications being eligible for the grant at the time of this paper being written. An underspend of £934,223 is projected at end of March 2020. An important factor that has resulted in the recent low level of demand for the devolved AGE grant is a national shortage of core funding for SME (non-levy) apprenticeships (see section below).

#### Apprenticeship levy transfer

- 2.24 Since April 2019, companies with a pay-bill of over £3m have been subject to an apprenticeship levy. These companies can utilise their levy “pot” to fund apprenticeships within their company, or can transfer up to 25% to other companies. SME apprenticeships are funded directly by the Education and Skills Funding Agency (ESFA) through contracts with training providers.
- 2.25 The national funding model was introduced with an expectation that levy paying companies would only utilise up to 50% of their levy payments with the remainder being returned to government to fund SME apprenticeships. However, information from the National Audit Office suggests that usage has been at 60% and will increase further, leaving a deficit in the funding model.
- 2.26 In addition, annually there is normally an opportunity for providers to bid for ‘apprenticeship growth funding’ to support any programmes that they have

over recruited to. This funding is normally allocated to ESFA annually from the Treasury but this is not currently available or anticipated due to the lack of a formal Spending Review which would normally authorise the additional funding.

- 2.27 During summer of 2019 the LEP/Combined Authority was contacted by a number of training providers who have reported that they are turning away non-levy paying businesses and potential learners (up to 300 in autumn 2019) because of a shortage of core apprenticeship funding. We have surveyed providers and found that the vast majority have run out of funding for SME apprenticeships, or are soon to do so. This issue was raised at the LEP Board July meeting and officers were charged with finding solutions for this issue in the immediate and longer term.
- 2.28 Further to the discussion at the LEP Board, the following approach has been taken to respond to the issue over the summer period:
- Large (levy-paying) companies have been approached directly, prioritising those that the LEP/CA is already engaging with/supporting to seek and support transfers of any unspent levy;
  - On a pilot basis, provide a brokerage service between levy-paying employers and training providers for the purposes of levy transfer.
- 2.29 Although the biggest challenge has been identifying levy-payers with unspent funds, where these can be identified, the response has been very positive, with a key message about keeping money in the region really resonating. The vast majority of levy-payers were not aware that they could transfer up to 25% of their levy to SMEs.
- 2.30 A manufacturing company has finalised levy transfer of £60k per annum for three years to support 12 engineering apprentices. Officers are working with a group of levy-payers to support 32 apprenticeships in a priority sector, with a value of £1.2 million. The pilot phase has been successful in demonstrating that levy-payers are willing to engage in transfer, and has also shown that they need to be guided through this process. Business-facing messages have been tested and refined. A website has been developed and will soon be launched, reaching out to a larger number of levy-payers to address the shortfall that still exists.

## **Careers**

### Future Goals

- 2.31 In 2019/20, the Combined Authority aims to engage 250,000 people through careers campaigns to raise awareness of career opportunities in the city region, through an all-age careers portal [futuregoals.co.uk/](https://futuregoals.co.uk/) with engaging content based on robust labour market evidence.

## [re]boot

- 2.32 Launching in 2019/20, this programme is supporting adults (particularly under-employed graduates and those in low quality and low paid jobs) to re-train in evidenced skills shortage areas – digital skills, construction and engineering. This £2.6 million programme is co-funded through the European Social Fund (ESF).

## **Work Wellness**

- 2.33 A work wellness pilot in York and Calderdale is testing approaches to enable individuals who are currently off sick to remain in work and/or return to the workplace.

## **Skills Capital**

- 2.34 Through the Skills Capital programme, £79 million has been invested in improving college facilities in Leeds City Region to ensure that young people and employers, particularly in our key sectors, are supported by high quality skills and education facilities. The Delivery Directorate is overseeing the delivery of these schemes, which have improved facilities at the following Colleges: Kirklees, Shipley, Leeds, Calderdale, Wakefield, Selby, Bradford and Leeds College of Building.

## **Strategic activity**

- 2.35 The Combined Authority's annual labour market report is used by education and training providers across the city region to plan their curricula and is recognised as a national exemplar. The 2018/19 report is available here <http://www.the-lep.com/LEP/media/New/Leeds-City-Region-Labour-Market-Report-2018-2019.pdf>. Labour market information is also produced at district level to support Local Authorities.
- 2.36 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. This was a unique approach in England, and an important step towards influencing the £50 million Adult Education Budget under a devolved skills system. 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. The first formal review of Delivery Agreements was published on 6 June highlighting the outcomes of the reviews and current position statement for each college <https://www.westyorks-ca.gov.uk/media/2350/delivery-agreements-2019.pdf>.

## **Forward plans**

- 2.37 Services will be adapted where possible to the changing needs of businesses in response to Brexit. Businesses with a high volume of EU migrant workers may respond to greater controls on movement of labour by recruiting greater numbers of local people in future. Alternatively, businesses may respond by automating routine processes and replacing high volumes of low skilled jobs with fewer higher skilled employees. In either of these scenarios, support is available for businesses and individuals with the Growth Service providing an initial point of entry to all business support services. It will be important to work closely with firms in key sectors heavily reliant on European Economic Area (EEA) migrant workers to support their skills needs and to make sure they have access to a local workforce that meets their labour needs.
- 2.38 Support available to business to become more inclusive employers will be further developed, including by support to develop skills plans to support staff at all levels, to create apprenticeship opportunities, and by supporting employees with disabilities and health issues.

## **3. Financial Implications**

- 3.1 All of the employment and skills services listed in this paper are externally funded, time limited and constrained by the requirements of the funder/s. The services summarised above are funded through sources including European Social Funds, Careers and Enterprise Company and Government.
- 3.2 Core services face a cliff edge in funding when current contracts come to an end, with the Apprenticeship Grants for Employers coming to an end in March 2020 and much of our Schools Engagement work only funded to August 2020.

## **4. Legal Implications**

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

## **5. Staffing Implications**

- 5.1 Almost thirty staff are employed by the Combined Authority in the Employment and Skills Team to deliver the services outlined above. Staff in Economic Policy, Research and Intelligence, Communications and Delivery teams also contribute directly to this activity. Several schemes are co-delivered by Local Authorities, most notably the Employment Hub which contributes to the salaries of 53 staff employed in the districts.

## **6. External Consultees**

- 6.1 No external consultation has been carried out regarding this report.

## **7. Recommendations**

- 7.1 That the Overview and Scrutiny Committee considers the report and provides any comments or recommendations.

## **8 Background documents**

None.

## **9 Appendices**

Appendix 1 - A list of the schools that are currently engaged with the Enterprise Adviser Network across Leeds City Region.

Appendix 2 - An example of an “encounter” between young people and an employer that the team has enabled to happen.