

## **APPENDIX A - REVIEW OF SKILLS PLAN 2016 -2020 PRIORITIES**

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The following paper collates the assessment of current progress against the priorities described in the current Employment and Skills Plan. They include Combined Authority and examples of partner projects and programmes which continue to be collated with key partners and through consultation. This is an ongoing piece of work and the following are included as examples. A full list of priorities is included in the table at the end of the document.

The Panel are asked to consider the following questions in relation to the priorities:

- How far does this remain a priority?
- Which priorities need to change?
- Are there any key areas for employment and skills that are not captured in the current priorities, and what are they?

### **What we are doing to meet the priorities of the Employment and Skills Plan (2016-2020)**

#### **1. The Devolution deal has secured a number of strategic priorities including:**

- **Adult Education Budget (AEB) Devolution Implementation** is underway, with an internal project board undertaking technical and capacity preparation, while policy and delivery staff consult on and develop the **AEB Strategy** with key stakeholders. This AEB Strategy will shape commissioning and help to ensure this devolved budget better meets our regional needs and aspirations. The draft SSP (due for consultation from end May) has identified the following draft priorities:
  - Increase the supply of skills to support key sectors in West Yorkshire
  - Improve West Yorkshire's resilience by identifying and delivering the skills needed for the future
  - Making learning more inclusive to support disadvantaged residents and widen the pool of talent for business
  - Support the unemployed to gain and sustain employment
  - Unlock progression opportunities and career adaptability through skills, particularly for those on low wages and with insecure work
- Finalising the recommendations of the **Future-Ready Skills Commission** and its findings on a post-16 skills system, which Government have committed to considering [www.future](http://www.future)

- Opportunities for local alignment of ongoing reform to the **post-16 technical education** including T-levels and National Skills Fund.
- Maximising the investment in **apprenticeships** including convening employers to increase the number of apprenticeships available, including via levy transfers.
- Responding to Government requests to inform the future development of the **National Skills Fund** and remaining engaged on the **National Retraining Scheme**
- West Yorkshire and Government will continue to work together to **prioritise support for under-represented groups** in the labour market (including women, people from BAME groups, and those with a disability or health condition). This includes a government committed to working with the Region on strategic priorities in relation to people including how to provide the targeted support needed for people who are furthest away from the labour market, and those in low pay who need support to stay in work and progress.
- Collaboration on design of local **careers** and enterprise interventions, for all ages.
- There is recognition from government that **future investment** is required in the college estate to make sure they are up to standard.
- To deliver these high-level priorities, we have in place **Delivery Agreements** with all West Yorkshire FE Colleges to link their delivery and curriculum planning to the region's skills priorities. This will be extended as a minimum to all AEB grant recipients and could be included for all AEB provider recipients (grants and procured).

**2. The following areas include current CA/LEP delivery programmes and projects:**

**Careers and retraining**

- **The [re]boot programme** offers individuals over the age of 18 the chance to upskill, gain new skills/qualifications and enter employment within the shortage sectors of Digital and Creative, Engineering and Manufacturing, and Construction and Infrastructure. The programme particularly targets potential career changers and unemployed and /under-employed graduates in Leeds City Region. The programme offers innovative and flexible delivery through a strategic partnership with delivery partners. Businesses from across the region have the opportunity to engage with the project to co-develop and influence course content to ensure that training addresses skills gaps and meets business needs.

<https://futuregoals.co.uk/reboot/>

- **#futuregoals** is an all age careers platform and campaign that showcases jobs and careers in a range of sectors. Resources have been created with a range of employers for adults, students and teachers including curriculum resources for the classroom. [www.futuregoals.co.uk](http://www.futuregoals.co.uk)

### **Education offer**

- **Enterprise Adviser Network (EAN)** Through the EAN, we are working closely with 185 secondary schools and colleges to improve the destinations of young people, particularly those that are most disadvantaged. This includes enhanced and targeted activity in Bradford and Kirklees as well with institutions with high SEND pupils through Careers Hubs.

Since September 2018 our Enterprise network has recruited and trained over 230 business leaders as Enterprise Advisers, helped create 169 employer engagement strategies with schools and colleges. In the last five years we have reached over 863,000 students across Leeds City Region. <https://www.the-lep.com/skills/engage-with-education/>

- **Raising Aspiration fund** this pilot fund has enabled 18 secondary schools to create employer co-designed provision. The project has reached reaching over 4,000 pupils - over of third of whom from disadvantaged backgrounds. <https://futuregoals.co.uk/raising-aspirations/>
- **Careers Hubs** funding has been matched with national Careers and Enterprise Funding to develop best practice and support skills development with employers, secondary schools, careers providers, colleges and universities.
  - The Leeds City Region SEND Careers Hub was established in September 2019 and consists of 29 member schools and colleges across Calderdale, Leeds, Wakefield and York. The SEND Careers Hub supports schools and colleges to run a targeted programme of careers activity, which focuses preparation for transition, measuring the quality and impact of meaningful encounters with employers, and making informed careers choices.
  - The Kirklees Careers Hub is one of 20 national Hubs established in September 2018. The 35 members of the Hub have access to a central Hub fund and work with partners to explore initiatives around parental engagement, CEIAG-based teacher CPD and enhancing student encounters with FE, HE and Apprenticeship providers.

- The **Skills for Growth** programme enables small and medium enterprises to access education providers in a simple one stop approach with localised delivery.

### **Employment Offer**

- The **LCR Employment Hub** programme is delivered in partnership with Local Authorities and will support over 6,000 young people aged 15-24 to access additional learning, apprenticeships and/or employment and engage over 3,000 businesses to support their workforce development including talent matching to job and apprenticeship vacancies. <https://www.the-lep.com/business-support/skills-and-training/employment-hub/>
- The **Apprenticeship Levy Support service** helps levy paying businesses to either use their levy funds to recruit their own apprentice or transfer their unspent levy to other businesses seeking apprenticeship funding <https://www.the-lep.com/business-support/skills-and-training/apprenticeship-levy-support/>

### **3. The following include examples of partners current delivery activities:**

### **Bradford Council**

- **University of Bradford Virtual STEM Hub** <https://www.bradford.ac.uk/life-sciences/virtual-stemm-hub/> - Opportunity Area funding to support this and engagement around this.
- **Bradford CTE approach** - Bradford district's Careers and Technical Education is delivered through Bradford Pathways and Industrial Centres of Excellence (ICE). It is an all-age approach to ensure that our children and young people gain knowledge, skills and competencies so they are well equipped to make a successful transition into the world of work and enjoy a successful career. <https://www.bradford.gov.uk/education-and-skills/training-and-development/careers-and-technical-education/>
- **SkillsHouse** works to address recruitment needs sourcing training to enable unemployed people to access current vacancies.
- The Health and Social Care Economic Partnership's **One Workforce** programme is working to address recruitment into health and social care and this year will focus on retention and career development in the sector.

- [Beyond Bronte](#) programme tackling lack of diversity in creative industries.
- [Bradford for Everyone](#) – Integration Area Programme: Our vision is ‘of a place where everyone feels that they belong, are understood, feel safe and are able to fully participate in the opportunities the District offers.’
- **Connexions** Bradford Digital - <https://virtualconnexionsbradford.co.uk/>

### **Go Higher West Yorkshire (GHWY)**

- Office for Students-funded Degree Apprenticeships Development Fund (**DADF**) project ‘**Driving Social Mobility through Degree Apprenticeships in West Yorkshire**’ delivered by Leeds Trinity University in partnership with Go Higher West Yorkshire; funded element 09/2017-03/2018 with outputs in the 2018/19 academic year.  
Bringing together HE providers and employers to design degree apprenticeship curricula to meet needs.  
<https://www.officeforstudents.org.uk/advice-and-guidance/skills-and-employment/degree-apprenticeships/degree-apprenticeships-for-providers/the-degree-apprenticeship-development-fund/>
- Office for Students-funded ‘Uni Connect programme’ (formerly National Collaborative Outreach Programme [NCOP]) delivered by Go Higher West Yorkshire. Duration 01/2017 to 07/2021. Targeting young people (Y9-13) in specific wards in West Yorkshire where progression to HE is much lower than GCSE attainment would predict, to support informed choices about HE.  
<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/uni-connect/>  
This includes the GHWY Community Grants Programme, run at various times between 2018-2021. Grants are awarded to relevant community organisations to work with parents/carers in local communities in West Yorkshire to raise aspirations and understanding of HE with parents/carers in targeted local communities.
- Through Uni Connect, ongoing **GHWY/ENGIE Housing Project**, aimed Year 9-10 students, which raises awareness HE opportunities and careers in construction and the built environment. An interactive project which involves students completing tasks relating to the construction/housing sector. See [link](#) for blog and film of project.

### **West Yorkshire Consortium of Colleges**

- **Let’s Talk Real Skills** programme focuses of the development of courses in key skill shortage sectors by collaborating with businesses
- **Progression from Low Pay** (previously More Skills Better Jobs) delivers training programmes for low paid, low skilled workforce. The object is to promote social mobility and business resilience by training current workforce.
- **Higher Performing Workplaces** offers training that is designed to help SMEs grow by developing internal talent.

- **Reach Higher** strives to widen participation by offering funded courses to engage new participants onto higher level courses.
- **The Skills Service** offers support for businesses to train and upskill employees
- **Delivery agreements** with seven West Yorkshire colleges setting out individualised and measurable expectations of how colleges have agreed to work toward Leeds City Region skills priorities in partnership with the West Yorkshire Combined Authority and the Leeds City Region Enterprise Partnership.

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## **TABLE OF PRIORITIES FROM CURRENT EMPLOYMENT AND SKILLS PLAN**

The Panel are asked to consider the following questions in relation to the priorities:

- How far does this remain a priority?
- Which priorities need to change?
- Are there any key areas for employment and skills that are not captured in the current priorities, and what are they?

### **RAISING THE BAR ON HIGH LEVEL SKILLS**

	<b>PRIORITY</b>	<b>HOW FAR IS THIS A PRIORITY FOR 2021 – 2025?</b>	<b>WHAT NEEDS TO CHANGE / WHAT IS NOT CAPTURED?</b>
<b>HL1</b>	<b>Design and deliver a programme of activity to address a deficit of STEM skills, particularly Maths</b>	An effective pipeline of STEM skills remains a key priority. The area faces acute, long-standing shortages of STEM skills, with serious implications for its ability to attract inward investment, address infrastructure development needs and drive forward the digital economy. These same STEM skills are also essential to promoting clean growth and tackling the climate emergency.	Need to raise awareness of the importance of STEM skills to the Clean Growth agenda, particularly among young people.
<b>HL2</b>	<b>Ensure that provision addresses current and future labour market requirements, including identifying high level skills gaps and shortages</b>	The pace of change in the labour market is accelerating and subject to sharp disruptions, such as automation and Covid-19. This means that the role of intelligence in informing curriculum strategy is more important than ever.	Skills Advisory Panel now has a formal remit in setting out local skills priorities with a view to influencing provision. Alongside this, should also extend the role of Delivery Agreements as a mechanism for promoting

		The risk of not making this link are reflected in the large number of local workers whose skills are under-utilised I.e. their skills are not matched to local labour market needs.	dialogue with learning providers around curriculum strategy.
<b>HL3</b>	<b>Attract, develop and retain high level skills and capabilities to drive productivity and innovation within the region</b>	Productivity and innovation are core pillars of the LEPs Local Industrial Strategy, e.g. to drive productivity across the region through improved skills. Also aligns to inclusive growth objectives to ensure that people have the opportunity to learn, contribute, progress in good jobs. The evidence suggests that the availability of high quality job opportunities is the key determinant of whether skilled individuals are retained or attracted to a local area, demonstrating the importance of interventions on the demand (I.e. to create high quality job opportunities) as well as the supply-side in addressing low-skills equilibrium.	
<b>HL4</b>	<b>Raise aspiration among all ages and communities to progress into higher level learning</b>	Unequal participation in learning with average attainment gap between pupil premium pupils and their peers around 18.1 months. Disadvantaged young people are less likely to start an apprenticeship. Professional	

		<p>occupations are twice as likely to undertake workplace training than manual occupations.</p> <p>Action in this area is key to addressing the area's deficit of higher level skills, meeting growing demand for skills at this level and supporting inclusive growth and social mobility. Disadvantaged pupils are less likely to enter higher education via traditional routes and there is little evidence that the gap with other pupils, in terms of entry rates, is narrowing. Meanwhile access to HE for mature students via part-time routes is in sharp decline.</p>	
<p><b>HL5</b></p>	<p><b>Develop and simplify technical routes into higher level learning and employment to address existing and future skill requirements</b></p>	<p>Action is required to enhance apprenticeships as a route for higher level learning. The available subject range of higher apprenticeships remains limited, limiting our ability to address skills needs in priority areas. In addition, the disadvantaged are less likely to participate in apprenticeships at this level.</p> <p>Take-up of technical routes, such as Foundation Degrees, has seen significant decline in recent years due to changes to funding.</p> <p>Lack of parity in funding for technical routes at a national level</p>	<p>Ensuring that suitable progression routes are available locally for those undertaking T-Levels will a high priority.</p>

## MORE AND BETTER APPRENTICESHIPS

	PRIORITY	HOW FAR IS THIS A PRIORITY FOR 2021 – 2025?	WHAT NEEDS TO CHANGE / WHAT IS NOT CAPTURED?
AP1	<b>Support businesses to understand and make the most of apprenticeships, particularly in the context of the apprenticeship levy and reforms</b>	The introduction of the reforms has led to considerable disruption of the apprenticeship landscape and a sharp decline in apprenticeship starts. There is a continuing need to help employers who pay the levy to make the most of it in terms of investing in the skills of their workers. There is also a need for a mechanism for levy transfer: bringing together employers who have surplus levy with SMEs who wish to recruit apprentices.	
AP2	<b>Support people to access traineeships and apprenticeships as a pathway into rewarding careers</b>	YP take up of appshps is in decline, appshps as route for progression is in decline There is strong evidence that apprenticeships are effective in meeting the skill needs of business and promoting productivity, whilst at the same time enhancing the pay and progression of individuals. Awareness of the opportunities available through	There has been a change in policy in respect of traineeships, which are no longer considered a priority.

		apprenticeships remains poor among young people and their parents.	
<b>AP3</b>	<b>Increase take-up and provision of apprenticeships (particularly advanced, higher and degree apprenticeships)</b>	See above. Increasing the number and range of opportunities available is likely to be important as part of the Covid-19 recovery plan.	

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## GREAT EDUCATION CONNECTED TO BUSINESS

	PRIORITY	HOW FAR IS THIS A PRIORITY FOR 2021 – 2025?	WHAT NEEDS TO CHANGE / WHAT IS NOT CAPTURED?
<b>ED1</b>	Produce high quality labour market information (LMI) and forecasting of future employment opportunities		
<b>ED2</b>	Improve the relevance of learning in schools, colleges and universities to increase attainment and employability	Over 70 per cent of schools and colleges report that pupils are more career ready and have better employability skills, as a result of being part of the Enterprise Adviser Network (EAN). Employers continue to report a lack of preparedness for the workplace.	
<b>ED3</b>	Ensure that careers information advice and guidance is impartial, based on robust LMI and targeted at parents and teachers as well as pupils		
<b>ED4</b>	Increase meaningful engagement between businesses and students in schools, colleges and universities		

## EMPLOYABILITY, ACCESSING JOBS AND REALISING POTENTIAL

	PRIORITY	HOW FAR IS THIS A PRIORITY FOR 2021 – 2025?	WHAT NEEDS TO CHANGE / WHAT IS NOT CAPTURED?
<b>EM1</b>	Shape programmes to help unemployed, young people and adults to move into work, sustain and progress in employment	Claimant unemployment in the area has seen a significant increase over the last year and is forecast to grow from its current rate of around 4% to more than 10% during the course of 2020, due to the loss of tens of thousands of jobs as a result of Covid-19. An element of structural unemployment is expected as workers from affected sectors need to retrain for new opportunities. It seems likely that young people will fare particularly badly: they tend to be employed in “shut-down” sectors and in the last recession their unemployment rate grew three times faster than that of older people. There is also a risk that people may fall into a “low pay, no pay” cycle as they struggle to sustain employment.	Greater emphasis needs to be placed on young people and the challenges they face in transitioning into the workforce. This needs to be reflected in a separate, dedicated priority.
<b>EM2</b>	Forecast labour market opportunities and shape support for people to access pipeline of new job opportunities, particularly in growth sectors	Patterns of growth in the labour market are expected to be reshaped by Covid-19 as well as longer-term trends like automation. This means that intelligence about current and future opportunities will be essential, in order to inform employment support and careers information and advice.	

<b>EM3</b>	Equip people with the skills needed to progress in work including low paid workers and those in receipt of in-work benefits	<p>Strong link to AEB, LIS and FRSC – key priority to enhance skills, improve access to opportunities. See also, inclusive growth.</p> <p>The number of people falling below the threshold for the “Real Living Wage” has been reducing in recent years but the number of jobs affected remains substantial. Many of the workers in these jobs are poorly-qualified and lack access to job-related training. Moreover, the Covid-19 crisis has prompted a massive increase in the number of people claiming Universal Credit to offset reduced incomes from employment. This is likely to generate growth in demand for reskilling in order to facilitate career mobility. This is in addition to the need for skills development to enable workers to progress within their existing career path.</p>	
<b>EM4</b>	Maximise positive connections between health, jobs and prosperity and address barriers to work to help individuals to meet their economic potential	<p>More than a fifth of the area’s workforce have a disability or a long-term health problem. The overall employment rate for this group is far below that of people who are not affected by such issues. However, the higher the level of qualifications / skills held, the narrower the employment rate gap. In addition, older workers who drop out of</p>	

		employment as a result of health issues often drop out of the labour force permanently. This is an area where employment support can enable the individual to remain connected to the world of work.	
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## BUILDING WORKFORCE SKILLS AND ATTRACTING TALENT

	PRIORITY	HOW FAR IS THIS A PRIORITY FOR 2020 – 2024?	WHAT NEEDS TO CHANGE / WHAT IS NOT CAPTURED?
<b>TAL1</b>	Ensure that training provision and facilities meet current and future needs of businesses, individuals and the wider economy	In recent years further education colleges in the area have seen significant investment in their estate and facilities through the Skills Capital fund. However, this follows years of under-investment and therefore significant weaknesses remain, which constrain skills development, particularly in technical skill areas associated with fast-moving technological developments.	
<b>TAL2</b>	Reduce skills shortages facing businesses in growth sectors by growing and attracting talent	Skills shortages and gaps have remained persistent. Skill shortages affecting higher level occupations, particularly in the STEM field, together with skilled trades occupations are a significant drag on key sectors of the economy. Skills gaps remain widespread across the workforce, with deficits of soft skills and digital skills commonplace. These issues hinder productivity growth and economic resilience.	
<b>TAL3</b>	Increase proportion of businesses of all sizes and sectors in Leeds City Region training their staff	There is no evidence to show that workforce development activity is on the increase; conversely there is evidence to suggest that the number of people	

		<p>participating in job-related training is in long-term decline. Many employers acknowledge that they under-invest in training relative to the skills needs of their business. There is still a need to promote an active talent management culture among local businesses.</p>	
<b>TAL4</b>	<p>Develop leadership and innovation skills for business growth</p>	<p>Leadership skills are key to creating more innovative and more productive businesses. Too often skills and innovation are seen in isolation – we can be more effective by looking at these together. Management skills gaps, where managers lack full proficiency in their role, are widespread.</p>	

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