
Report to:	Employment and Skills Committee
Date:	13 July 2023
Subject:	Development and delivery of regionally coordinated careers activity
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Is this a key decision?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for call-in by Scrutiny?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the report contain confidential or exempt information or appendices?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If relevant, state paragraph number of Schedule 12A, Local Government Act 1972, Part 1:	
Are there implications for equality and diversity?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

1. Purpose of this Report

- 1.1 To update the Committee on development and performance of careers support activity coordinated at the regional level.
- 1.2 In particular, to make the Committee aware of the offer of funding from the Careers and Enterprise Company in regard to supporting primary schools, and to seek their views.
- 1.3. To seek endorsement of the development of a West Yorkshire All Age Careers Blueprint.

2. Information

Context

- 2.1 Effective careers education, information, advice and guidance supports individuals to thrive, supports businesses in meeting skills and labour demands and supports social mobility. There are three main rationales for the delivery of effective careers support¹:

¹ Hooley, T., Dodds, V. (2015) The Economic Benefits of Career Guidance. London: Careers England.

- It promotes engagement with learning and improves the functioning of the education and training system. For example, careers support in schools contributes to increasing students' engagement and success by clarifying the relevance of subjects to future opportunities.
- It contributes to the effective operation of the labour market, most notably by improving the alignment between people's skills and career aspirations and the needs of employers.
- It facilitates social inclusion and social mobility; for example, by helping young people to develop the career management skills, social capital and networks for career success, by assisting unemployed people and labour market returners to re-engage with the world of work and by facilitating investment in skills and career development by people in low-paid work.

- 2.2 The benefits of careers support are well documented. Effective careers guidance contributes to productivity through improved matching of supply and demand in the labour market. It supports this by enabling individuals to develop human capital in line with the needs of employers and the wider economy and it equips individuals with the capability to actively seek out opportunities where their human capital is most effectively and productively utilised².
- 2.3 The value of the economic benefits of guidance can be significant. A recent evaluation found that for every £1 invested in the National Careers Service: Careers Yorkshire and the Humber £9 is returned in fiscal benefits to the Treasury and the wider economy. This arises from the cost savings in payments of Job Seekers Allowance (JSA) and other benefits, as well as the additional income to the Treasury accrued from income tax payments from those adults newly employed who had received careers guidance³.
- 2.4 Early intervention on careers is important. The early years of a child's life are a key time in the formation of their attitudes and expectations. Children start to rule career options in or out at an early age and girls and boys hold stereotypical views about male and female careers by age 7⁴. This is important because employment patterns are strongly shaped by gender stereotypes. For example, females comprise only 2% of employment in the following occupations: Construction and building trades; Vehicle trades; Elementary construction occupations; and Metal forming, welding and related trades. Conversely, females account for 97% employment in Veterinary nurse roles and 93% of employment in Secretarial roles. This pattern of segregation is also reflected in take-up of learning opportunities. For example in West Yorkshire in 2021/22 academic year, females accounted for 83% of total apprenticeship starts in *Health, public services and care* but females starts were in a small minority for *Construction* (7%), *Engineering and Manufacturing* (9%). This pattern of segregation and stereotyping constrains the range of

² Hughes, D. (2004) Investing in Career: Prosperity for Citizens, Windfalls for Government. Winchester: The Guidance Council.

³ DMH Associates (2018) Productivity and the Economic Benefits: National Careers Service - Careers Yorkshire and the Humber.

⁴ Nick Chambers, et al. (2018). Drawing the Future. London: Education and Employers Taskforce.

opportunities available to individuals and limits the scope of the talent pool from which employers can recruit.

- 2.5 Work experience and work inspiration are important ways in which the world of business can engage with education. These activities play a key role in supporting an effective transition into the world of work for young people and other groups by helping individuals to understand and meet the requirements of employers. Work inspiration involves businesses providing advice and support to students about the workplace and their industry and enables individuals to broaden their perspectives and develop aspirations regarding future career paths. By contributing to improved career-readiness and employability these activities have a positive influence on local labour supply. Evidence from the Education and Employers Taskforce shows that young adults who experience contacts with employers whilst at school are less likely to become Not in Education, Employment or Training (NEET), and can expect, when in full-time employment, to earn more than peers who had no such exposure⁵. There is an important equality, diversity and inclusion aspect to this: where a pupil is from (socially, economically, and geographically) influences their access to, and interaction with, employers and the wider business community⁶.
- 2.6 The Employer Skills Survey examines the extent to which employers at a local level engage in work experience and work inspiration activities. Although most employers consider that relevant work experience is an important factor in recruitment decisions, a minority actually offer work experience placements. The survey finds that 36% of employers in Leeds City Region offer work experience placements of any kind, similar to the England average of 35%. Employers are most likely to offer placements for school pupils (18%), followed by people at college (14%) and then by people at university (11%). Around 29% of employers provided some kind of education placement. Only 4% of employers participated in a placement targeting the unemployed. A much smaller proportion, 11%, offer work inspiration activities in West Yorkshire than offer work experience; this is similar to the national average.

Careers support services & Future Goals

- 2.7 This quarter has seen the beginning of changes to FutureGoals with a user experience project commencing. This project will be done in phases, the first phase involves data collection through analysing google analytics, heat mapping and a stakeholder and provider survey to understand the use of the site and the learner journey. This coupled with an internal steering group and 1-2-1 group feedback sessions, from a range of audiences, will provide robust data regarding the navigational changes required to the site and the content updates needed.
- 2.8 Work is continuing to take place to prepare for the launch of an adult skills campaign planned to commence from October 2023. This will demonstrate the

⁵ Mann, A. (2012). It's Who You Meet: Why Employer Contacts at School Make a Difference to the Employment Prospects of Young Adults. London: Education and Employers Taskforce.

⁶ Ibid

breadth of the skills and employment offers available for adults within West Yorkshire. FutureGoals will be an integral part of this campaign and where relevant, will provide the “call to action” for individuals who are interested in upskilling or employment support.

- 2.9 The Combined Authority’s School Partnerships team works closely with over 180 secondary schools and colleges with activity co-funded by the Careers and Enterprise Company.
- 2.10 Over the last quarter, the roll-out of the new West Yorkshire Careers Hub has continued, supporting schools and colleges to improve their performance towards the Gatsby benchmarks of good careers guidance, and working closely with Local Authorities. This has included:
- Convening a Head Teacher advisory board to provide insight and steer over the regional approach,
 - Delivery of advanced practice CPD sessions for careers leaders in regard to Provider Access Legislation (PAL)
 - Recruitment of new business volunteers (Enterprise Advisers)
 - Evolving the model to ensure that business volunteers benefit from being part of a Hub, including through delivery of a comprehensive CPD package for all EAs and business volunteers, with a successful EA CPD session in April.
- 2.11 Delivery commenced on the Teacher Encounters Project - a CPD programme for teachers of English, Maths, and Science. The aim of the project is to enable teachers to consider how their subject fits with the world of work and to consider effective ways to include careers education into their schemes of work. The CPD consists of two virtual twilight sessions that will run either side of a half day workplace visit. To date, we have successfully completed 4 waves of the project with Lucy Zodion and Maths teachers, Burberry and Science teachers, PWC and KPMG both with English teachers. We also have a further 2 confirmed with Jet 2 and Maths teachers and Enfinium with science teachers.
- 2.12 Through the Apprenticeship and Technical Education Project, support is being provided to employers to guide students on their apprenticeship journey, mentor and engage with students.

Careers In Primary Schools Proposal

- 2.13 The Careers & Enterprise Company (CEC) has been awarded a £2.6 million contract from the Department for Education to deliver a career-related learning programme. The aim is to provide primary school teachers with support and training to deliver career-related learning.
- 2.14 Of the £2.6m, CEC has made an offer of £32,000 to be awarded as a grant to the West Yorkshire Combined Authority and with a requirement for match funding. The funding must be used to engage 120 primary schools in Leeds, Wakefield, Bradford and Kirklees only, by September 2024. The programme would need to include the following:

- In each Primary School a nominated leader must complete blended CPD via Teacher First (30hrs)
- Recruit employers for each school and deliver a programme by September 2024
- Support schools with programmatic and evaluation queries – make sure everything is recorded on the CEC database via West Yorkshire Careers Hub tracking system.

2.15 Consultation with LA officers suggests that the CPD offer to primary schools would be positive and there is a strong case for a focus on careers education at the primary level. However, there is concern that the resource offered isn't sufficient to engage or support the required number of schools. The Committee is asked for their views.

West Yorkshire All Age Careers Blueprint

- 2.16 Quality careers education, inspiration, information and guidance underpin many fundamental decisions that individuals make at key life points that can transform opportunities. Career support contributes to an individual's motivation, career readiness and resilience, employability and capital, with a direct link to productivity growth and increased employment participation ([Future Ready Skills Commission](#)). This applies to young people while in and leaving school / education and also to older age groups looking to progress or change their careers.
- 2.17 Building on the findings from the Future Ready Skills Commission and driving the career element of the current Employment and Skills Framework, and working with our Local Authority partners, the Combined Authority is in the early stages of developing an All Age Careers Blueprint for West Yorkshire.
- 2.18 In addition to internal motivators, the Careers Blueprint will also design a place-based model of good quality careers provision that is locally relevant for the benefit of individuals and businesses, with a particular focus on improving career outcomes for disadvantaged groups. This will address a current, fragmented system which is centrally driven, and made up of many disparate funding sources with responsibilities lying with numerous government departments and arm's length bodies.
- 2.19 With precedents set for wider devolution and 'trailblazer' deals, the West Yorkshire Combined Authority is in a prime position to work with Government to unlock further skills and employment powers and funding, including for careers support. A summary of career related asks from Greater Manchester (GM) and West Midlands (WM) Combined Authority can be seen below:

Greater Manchester	West Midlands
<ul style="list-style-type: none"> • Establish a place-based approach to careers education and develop governance arrangements for the delivery of careers services in GM. • Establish GMCA as the central convener of careers provision in the city region. • Commitment to work with providers of publicly funded services to inform future priorities. • Commitment to work with GMCA to shape design of future careers provision for all ages in the region to reflect local priorities. • Pilot an innovative approach to responding to the career's priorities for young people through a new fund. 	<ul style="list-style-type: none"> • Establish a strong joint governance board to provide oversight of post-16 technical education, to include careers within its purpose. • The board will have responsibility to develop an all-age careers strategy for WM. • Establish WMCA as the central convener of careers provision in the city region.

2.20 Officers are in the process of commissioning a neutral expert without vested interest to work with the Combined Authority and Local Authority partners to develop the blueprint. Included in the scope was the following:

- Desk-based research including:
 - Mapping existing careers provision on offer in West Yorkshire;
 - Identify best and emerging practice;
 - Review existing policy around careers education and support;
 - To articulate what will be achieved through the implementation of an effective, all age careers system on a West Yorkshire level;
 - Identify labour market challenges in West Yorkshire in collaboration with the WYCA Research & Intelligence Team;
- Stakeholder consultation, with key groups of individuals, including those from disadvantaged groups, businesses and education/training/careers support providers:
 - To analyse opportunities and challenges for key stakeholder groups,
 - To identify the key opportunities to simplify the system, including setting out how devolving powers and responsibilities for careers could improve outcomes for government, individuals and key stakeholders.
 - Identify future ways of working, in design and delivery, making the best use of digital technology.

- To consider how regional and local data can support evidenced, quality provision.
- 2.21 Members of this Committee will be invited to take part in the consultation sessions. Interim findings will be presented to the Employment and Skills Committee in early autumn.
- 2.22 The Committee is asked to endorse the development of the West Yorkshire All Age Careers Blueprint.

Future Delivery

- 2.23 As part of the Employment and Skills pipeline and interventions that have been through assurance and endorsed by the Combined Authority in June, there is provision for programme delivery through the Workforce for the Future skills package including Digital Skills, Green Skills and Skills Support for Business (designed).
- 2.24 Building on the success of existing regional career inspiration and support programmes, the Workforce for the Future skills package includes interventions to support digital inclusion, regional careers engagement and inspiration for people of all ages, as well as a green skills further education development fund.
- 2.25 The programme is seeking to inspire people of all ages through online marketing campaigns, the development of resources and delivery of careers workshops in primary and secondary schools. Aimed at individuals, toolkits and engagement activities, which may include employers, are primary examples. The objective of the programme is to showcase careers within the region ensuring that individuals acquire a good understanding of opportunities and labour market demand for skills, in particular for digital and low carbon sectors.
- 2.26 For example, as part of the Digital Workforce for the Future package of interventions, prioritised for development by the Committee, consultation options for delivery are currently underway with Local Authority partners and teachers. This commissioned programme will aim to inspire school-aged children across West Yorkshire to engage with digital literacy and/or careers, with a focus on underrepresented-in-tech groups. The options include incentivised teaching and learning responsibilities for digital, video-coding courses to be used in PHSE lessons, and Digital Badges.
- 2.27 The ambition is to test new methods of delivery that complement existing careers and skills offers. Throughout the delivery period continuous evaluation will take place providing evidence of what could be scaled up.
- 2.28 Careers interventions delivered through this programme will be implemented from September 2023 and will be delivered until March 2025.

3. Tackling the Climate Emergency Implications

- 3.1. A career support system, rooted in local economic information is also responsive to changing economic needs, including emerging requirements around green skills and businesses transitioning towards a net-zero carbon economy.
- 3.2. Future interventions address the climate emergency, inspiring individuals to consider green careers and supporting educators to deliver informed advice and guidance with the knowledge and confidence required to meet our net zero ambitions. Employers will also support both educators and individuals, providing steer on skills required to meet their current and future demand.

4. Inclusive Growth Implications

- 4.1. The Future Ready Skills Commission found that, careers support is not just important because it contributes to individual motivation, career readiness and employability but that these improvements in individual capability lead to the improved operation of the labour market, and greater social mobility and inclusion. There is then a direct link to productivity growth, higher pay and increased employment participation.
- 4.2. In addition, career inspiration, starting at primary school age, has been shown to impact social mobility and counteract the early formation of stereotypes about occupations, careers and pathways. Children and young people from disadvantaged backgrounds benefitting the most from support. [[Starting Early](#)]
- 4.3. The West Yorkshire All Age Career Blueprint will also support inclusive economic growth by placing a particular focus on those groups that face disadvantage through envisaging a regional career system that supports social mobility.

5. Equality and Diversity Implications

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

6. Financial Implications

- 6.1. There are no financial implications directly arising from this report. The funding for interventions outlined in the future delivery section have been developed through the assurance process in line with the indicative gainshare funding allocations made by the Combined Authority against Investment Priorities in the West Yorkshire Investment Plan in February 2023.

7. Legal Implications

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

8. Staffing Implications

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

9. External Consultees

- 9.1. No external consultations have been undertaken yet as part of the West Yorkshire Careers Blueprint, however a comprehensive and robust stakeholder consultation plan will be developed, including Local Authority and Combined Authority colleagues, education and training providers, career advice and support providers, employers and service users.

- 9.2. A wide range of consultations have taken place as part of the development of the business case including:

- Local Authority Strategic Skills Officers (September 2022, December 2022, January 2023, March 2023, April 2023) – regular group of senior skills officers have met and developed the proposals
- 1-2-1s between LA SSOs and WYCA's Programme Development Lead for Employment and Skills (March 2023)
- Employer Voice Workshops (including ESC and BEIC members) (July 2022)
- Climate and environment leads within Local Authorities (October 2022)
- Recommendations task and finish meetings – Green Jobs Taskforce (August-December 2022)
- Local Digital Skills Partnership workstreams and board (May 2022)
- Go Higher West Yorkshire Board (Jan 2023)
- West Yorkshire Consortium of Colleges (Jan 2023)
- Business Communications Group (Jan 2023)
- West Yorkshire businesses (Feb 2023)
- Yorkshire Learning Providers (Feb 2023)
- Digital Inclusion leads within Local Authorities (January and February 2023)
- Mayor Tracy Brabin (across 2022)
- LEP Chair (across 2022)
- CEO of the LEP via LEP Board engagement (2022)
- Combined Authority (Feb 2023)

10. Recommendations

- 10.1. To note the update provided to the Committee on developments and performance of careers support services coordinated at the regional level.
- 10.2. To provide views with regards to the Careers & Enterprise Company's award to deliver a career related learning programme aimed at primary schools.
- 10.3. To seek endorsement of the development of a West Yorkshire All Age Careers Blueprint.

11. Background Documents

There are no background documents referenced in this report.

12. Appendices

None.