



# Policy Insights: HEAT Conference

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# Policy insights

- National and regional policy context
- Realising North East Ambition Research: Intended destinations of college learners in relation to local labour market
- Apprenticeships Research: Understanding reasons for the decline in apprenticeship take up for 16-18 year olds

# Technical education landscape

- ***Skills for Jobs: Lifelong Learning for Opportunity and Growth*** places employers at the heart of the whole technical education system, and that FEIs expand their higher technical offer. **Strategic objectives include:**
  - Putting employers at the heart of the system so that education and training leads to jobs that can improve productivity and fill skills gaps
  - Investing in higher-level technical qualifications that provide a valuable alternative to a university degree
  - Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support; this is central to this research and includes providing **clear information about career outcomes** and ensuring providers give pupils information about all options
- Follows the trajectory set out in the 2017 Careers Strategy, and put an end to the illusion that a degree is the only route to success and a good job, and that further and technical education is the second-class option

## **Strategic Development Fund (SDF),**

- Split between capital and revenue funds launched in April 2021.
- The aim being to reshape local teaching and training provision and update their facilities in preparation
- Second tranche of funding in Summer 22. North East successful in securing two SDF bids 1 x regional (led by East Durham College) and 1 x North of Tyne (led by EPNE)

## **Local Skills Improvement Plans (LSIPS)**

- Set out the changes needed to skills provision in a local area.
- Provide an opportunity for providers to work with employers and others in a structured way to improve skills provision to meet identified local needs.
- Ensure provision is more responsive to employer needs and those of the local economy

**Employer Representative Bodies (ERBs)** announced in September 2022 responsible for producing and reporting on a LSIP (3 ERBs in region)

## Here's a thought

*"You can't be what you can't see"* Marian Wright Edelman

**We can** predict that the future is unpredictable

**We can** prepare for the unpredictable

We may not be able to see into the future but we need to ensure technical education pathways are visible to all of our young people

# Realising North East Ambition



# Realising the North East Ambition

ESRC Local Accelerator Fund Pilot – a unique collaboration between research (Newcastle University) and policy leads (LEP)

- Research focus

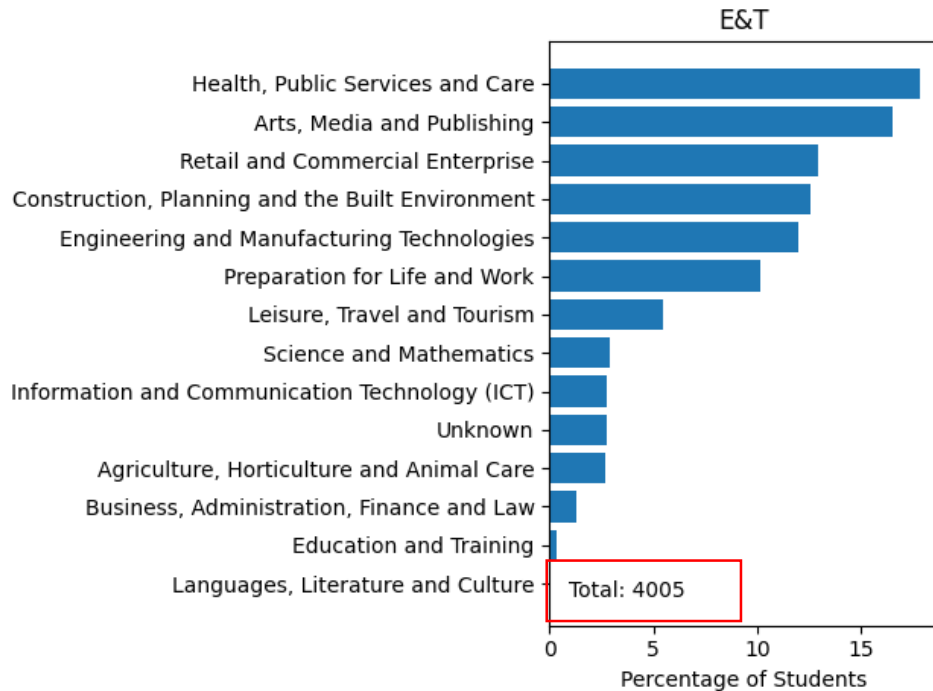
1) The potential to look at the future skills supply into the labour market by looking at the subjects being studied by college students across 3 colleges and the intended destinations for what they wanted to do after college, we then mapped this skills supply on to labour market demand using DWP job vacancy data to assess the skills mismatch.

2) What influences young people's intended destinations at college – we did this in two ways, firstly by statistical analysis of ~7000 college learners intended destinations and focus groups with 80 students, looking at their experiences of CEIAG provision; not an evaluation of the providers CEIAG offer.

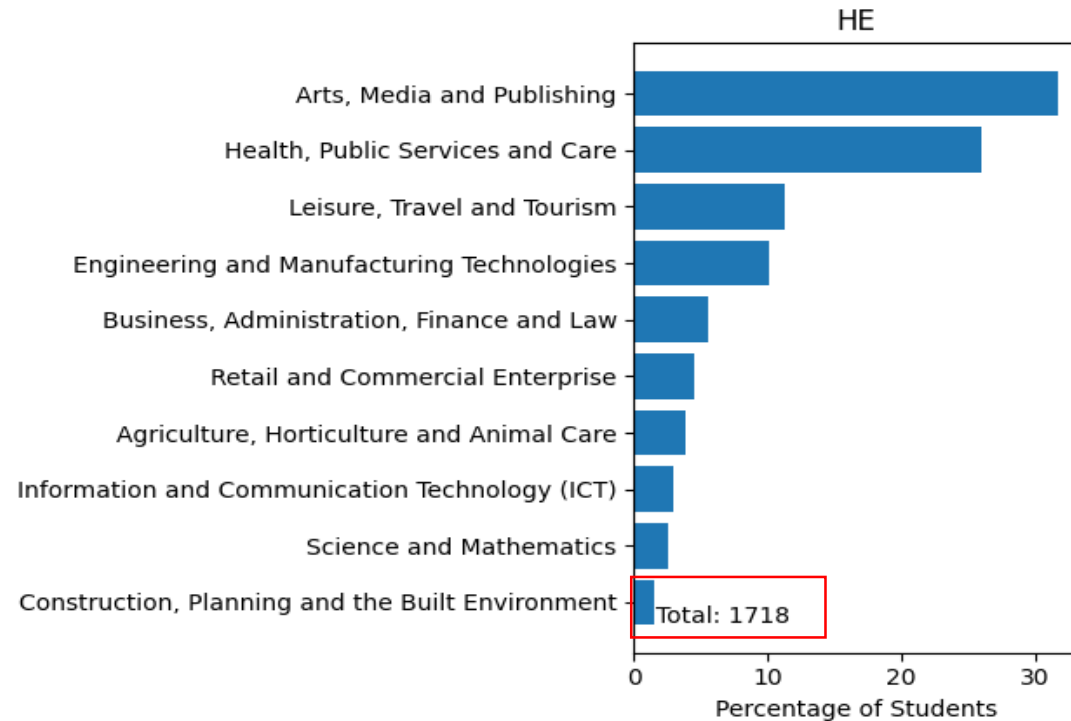
3) Development of areas for policy development in collaboration with national and regional stakeholders.

# Intended destination by programme

**Figure 1 Percentage breakdown of the programmes of those who have Education and Training intended destination.**



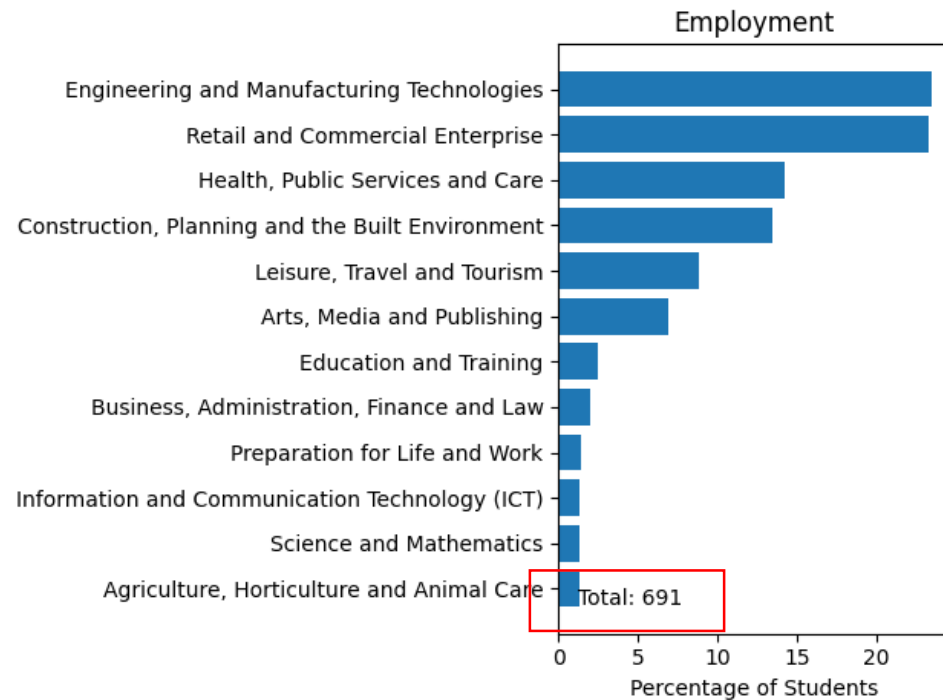
**Figure 2 Percentage breakdown of the programmes of those who have Higher Education as intended destination.**



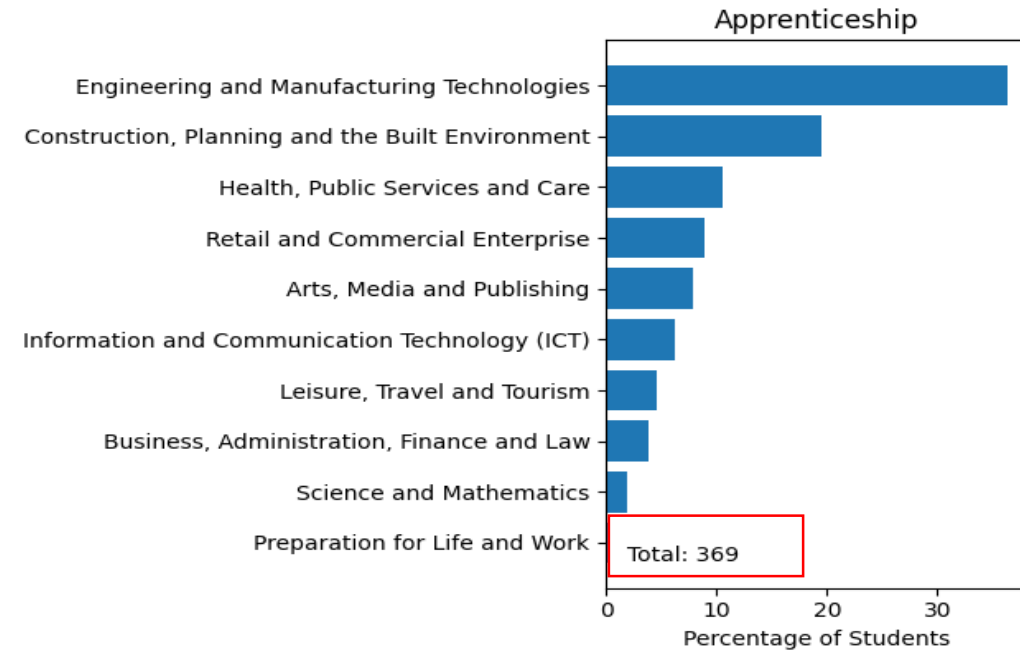


# Intended destination by programme

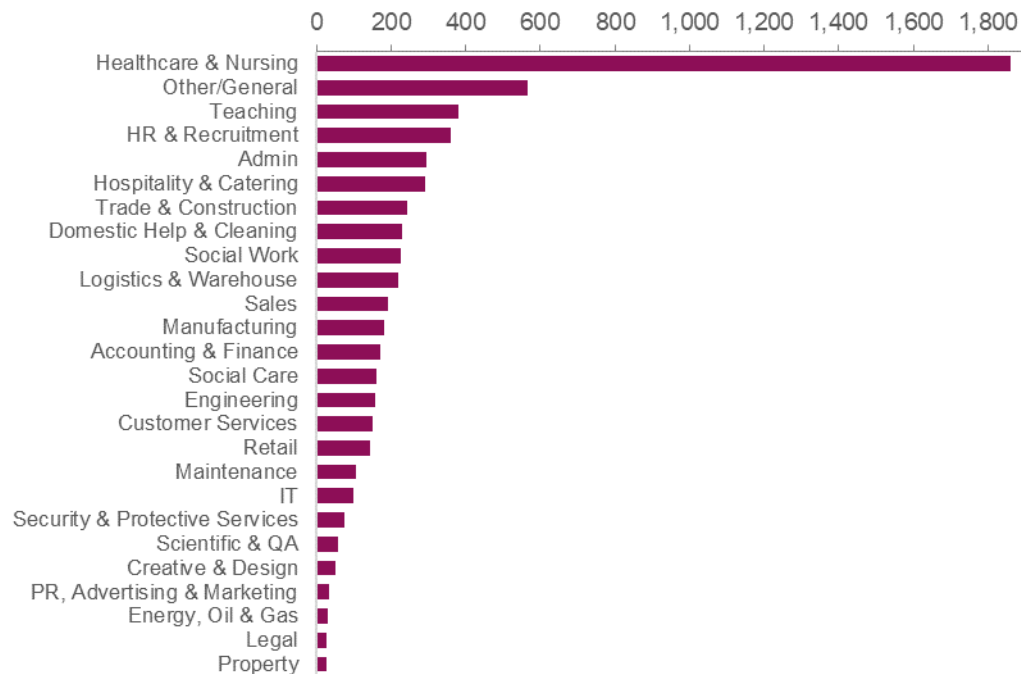
**Figure 3 Percentage breakdown of the programmes of those who have Employment as intended destination.**



**Figure 4 Percentage breakdown of the programmes of those who have Apprenticeship as intended destination**

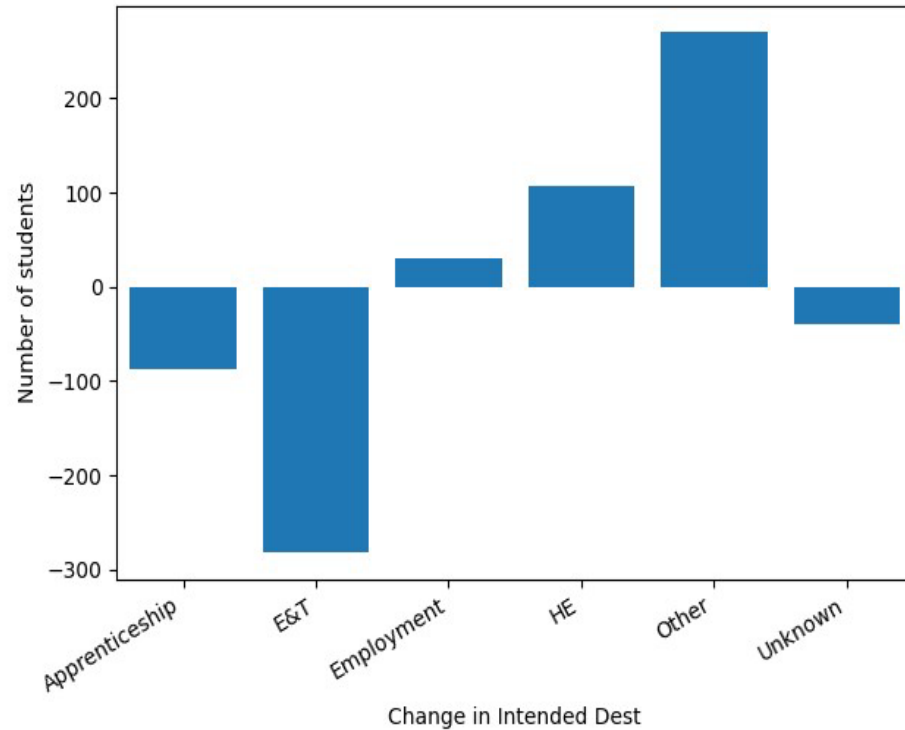


**North East job vacancies by category, March 2022**



- **Healthcare has good match** (maybe mismatch at certain levels of qualification)
- **Trade and construction** currently good match, but might be in decline.
- **Manufacturing slight mismatch**, higher supply of labour than demand at the moment but could increase.
- **Retail large mismatch**, much bigger supply of labour than demand, but sector is very volatile.
- **Arts has mismatch** because of delayed supply in arts as they tend to go in to HE, but LEP data suggest there is some labour market demand.
- **Business/administration mismatch**, skill supply tend to go to HE, but there is demand in labour market now.

# Do students change their mind?



- 22% change their mind
- No distinguishing features in quantitative analysis.
- Biggest rise in 'other'-category mainly used by one College, and this is things like taking a gap year.
- Decline in E&T, Apprenticeship and unknown.

Qualitative research show change is based on experience on the course. Pressure to make up their minds and need support in this process.

# What influences intended destinations?

- Motivated by money, doing something interesting and varied.
- HE dominates, pressure from college, parents and society.
- Stressful process, and what if they don't get in?
- Apprenticeships considered, but problematic; pitted against other options, sometimes seen as closing options, not right level, problems accessing
- Covid long term knock on effects impacted upon intended destinations

# What role does CEIAG play?

- Not much explicit awareness, vague awareness of careers adviser.
  - Not many had been to see them, but those who had had found it useful.
- Lack of confidence to approach, need more handholding and explanation of implications.
- Examples of good practice of embedded guidance.
- Family, friends and popular culture influential.
  - How do we make sure they get it right?
- Same intervention had very different impact, and was experienced differently.
  - Employer engagement was successful when meaningful engagement from employer.

# In conclusion: impacts upon benchmark achievement

- BM2** Valuable to collect intended destinations; for schools/colleges and labour market analysis
- BM3** Equip students with skills and knowledge to approach careers advisor. Show CEIAG is not just for immediate next step, but skills for life
- BM4** Schools/Colleges can use LMI in whole institution approach by engaging with subject teachers and to encourage positive destination pathways
- BM5 & 6** Employers need to be on board to give meaningful employer engagement.
- BM7** Demonstrate that post-16 choices can take many paths to prepare them for portfolio careers
- BM8** Student voice important in evaluation and review of CEIAG to reveal good embedded practice

# North East LEP Apprenticeship Research Project

HOT OFF THE PRESS

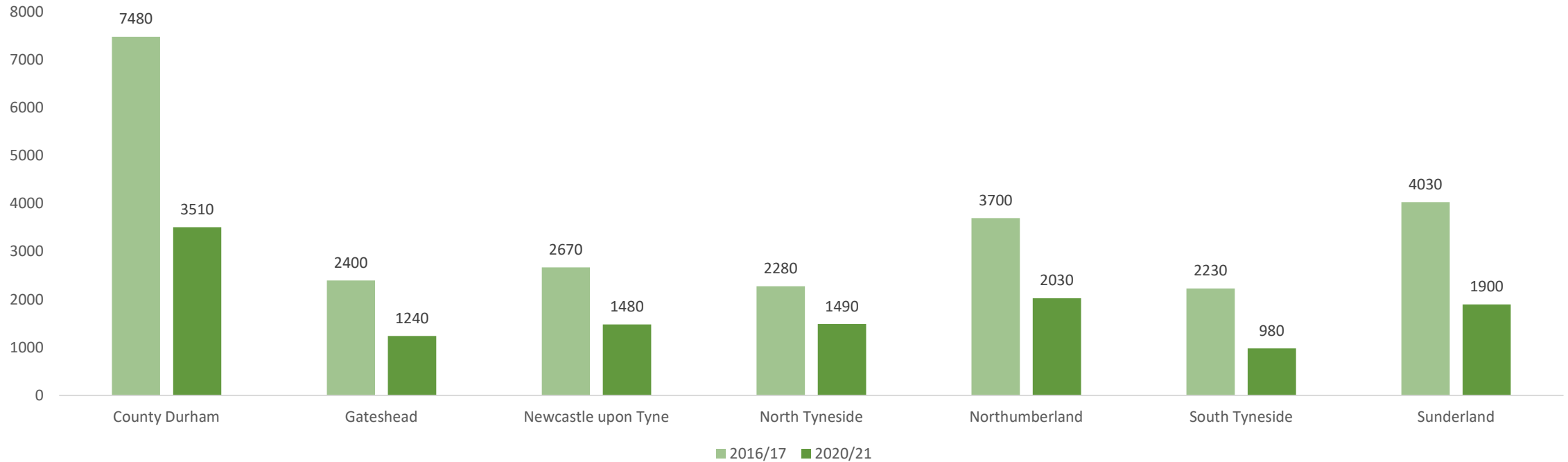


# North East LEP commissioned Apprenticeship research

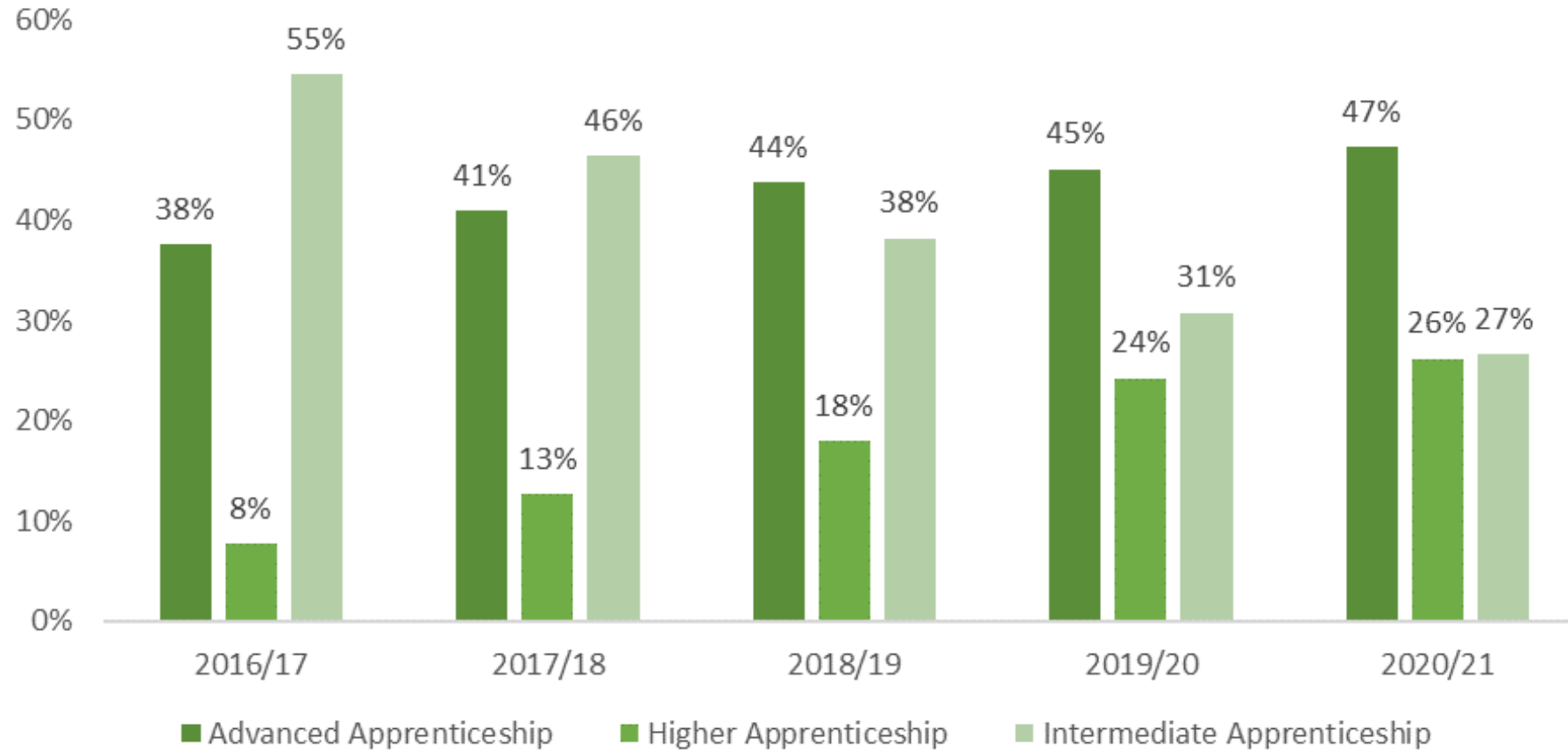
- **Assumption 1:** Apprenticeship vacancy content fails to attract the attention of 16–18-year-olds. The nature of the role, responsibilities, support, and progression opportunities available are unclear. In addition, knowing where and how to access apprenticeship vacancies is unclear.
- **Assumption 2:** Employers lack understanding of their role in supporting 16–18-year-old apprentices. From what it means to introduce a young person into their workplace and the level of work experience a new apprenticeship may or may not bring with them, through to end point assessment requirements, resulting in them being ill prepared to sustain a positive experience for the business and the apprentice.
- **Assumption 3:** Recruitment and selection processes require improvement. Some suggest that they have changed significantly with those responsible for supporting learners out of date and thus failing to adequately prepare learners; whilst others suggest that despite a desire to promote social mobility and diverse workforces the processes applied could negatively affect the very talent, they are seeking to attract.



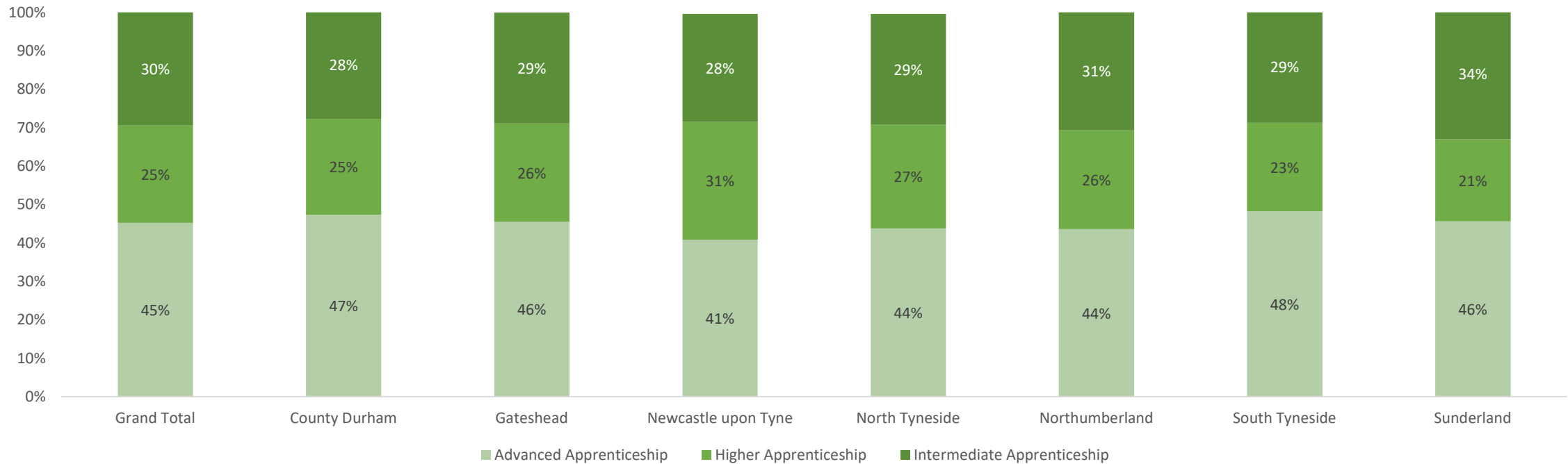
# Apprenticeship starts 2016 - 2021



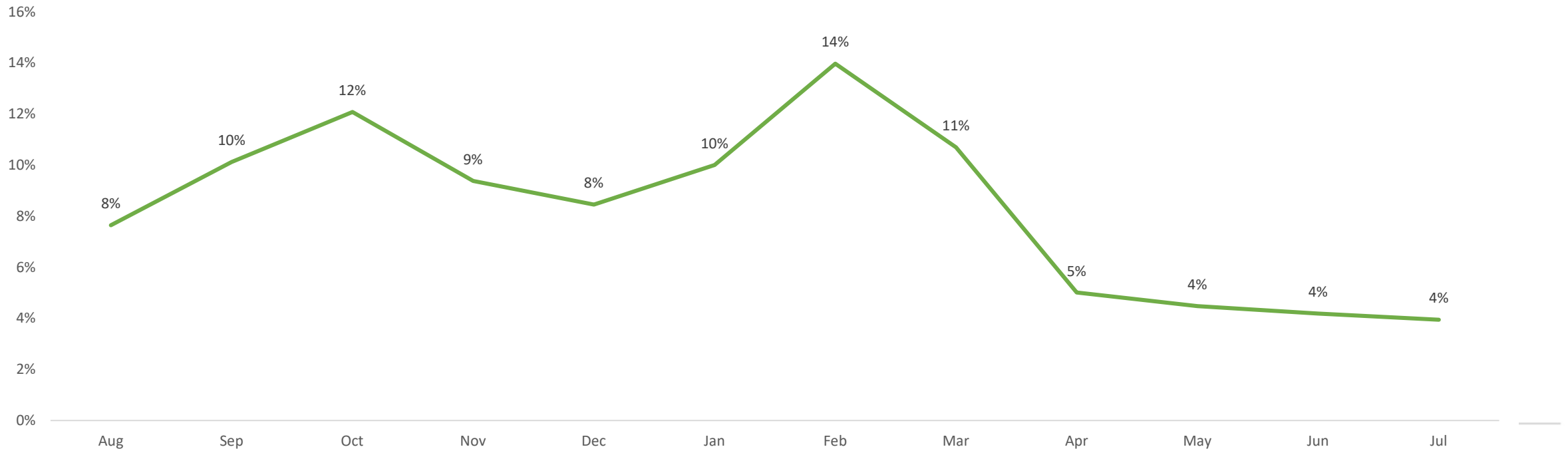
## Starts by level (North East local authorities)



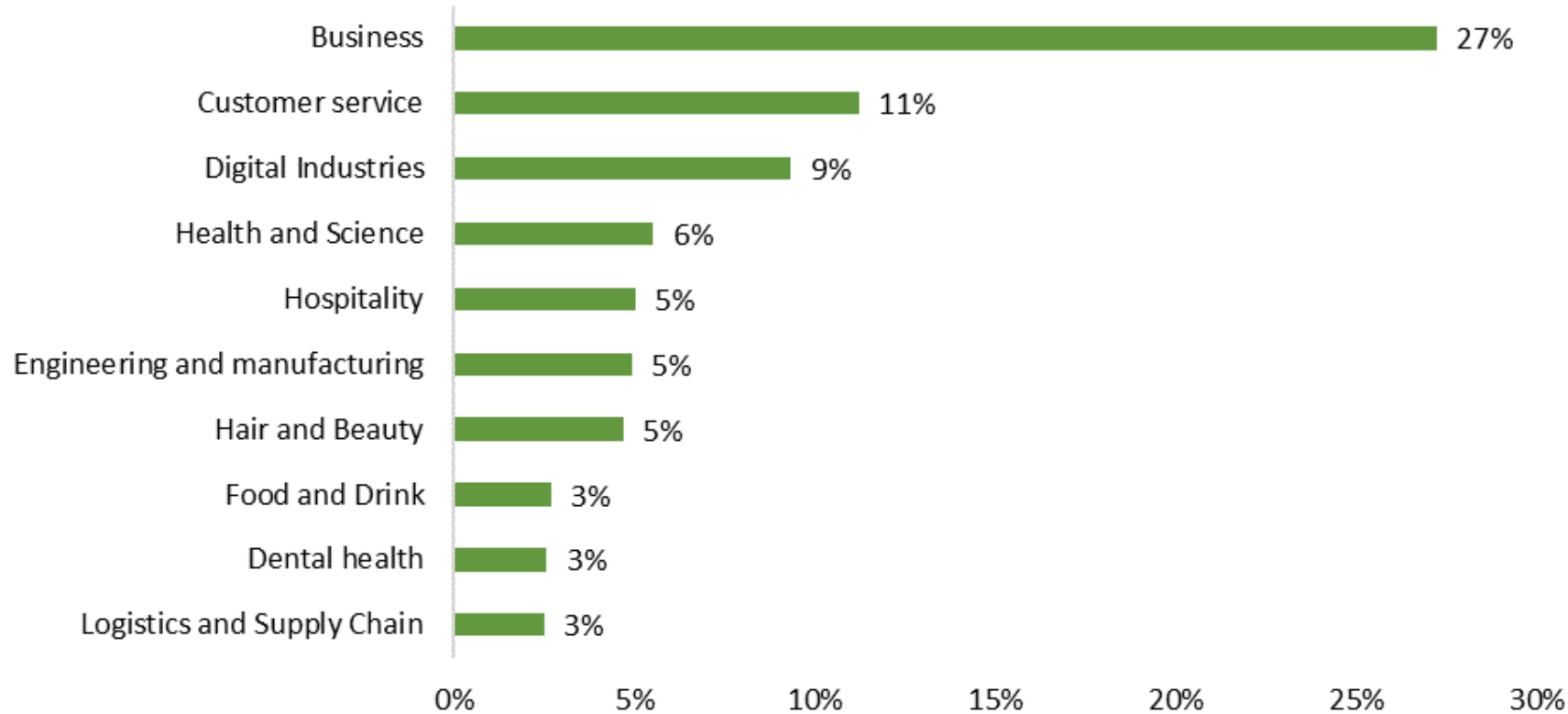
## Starts by local authorities and Level



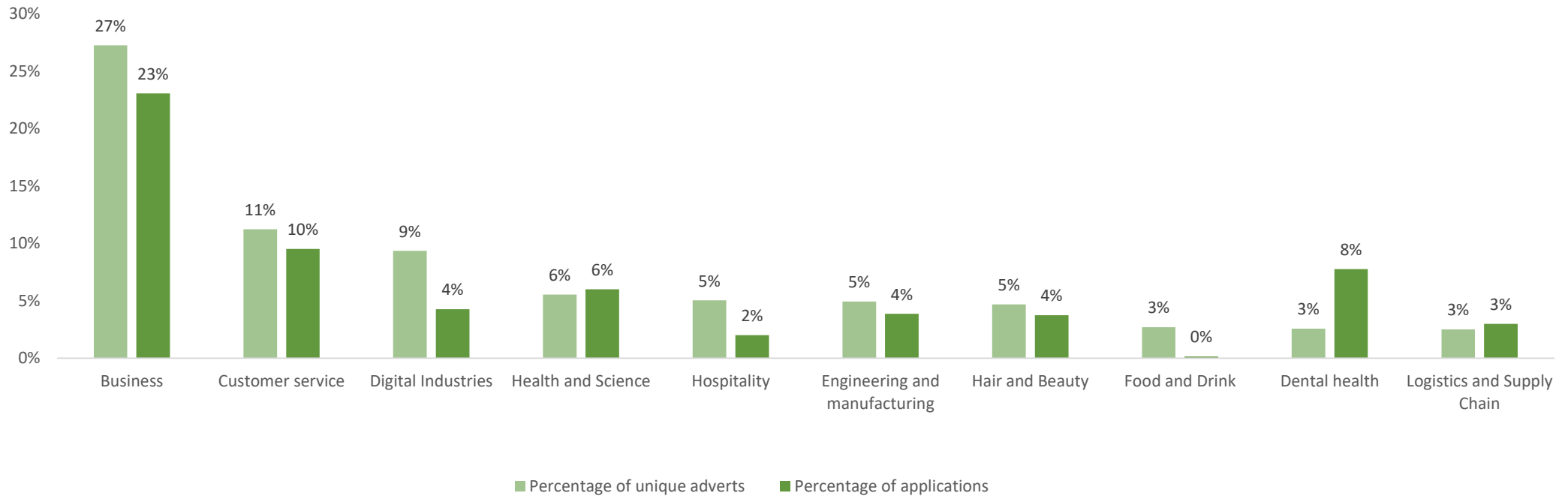
## Time series of live vacancies (August 2021 to July 2022)



# Top ten sectors with the most adverts



## Comparison of top ten sectors and applications



# Key findings: Assumption 1

<p><b>Vacancy content</b></p>	<p>Include specific information on roles and responsibilities, salary, work experiences and support available          Review entry requirements to support access          YP care about the environment demonstrate commitment to the sustainability agenda          Avoid powerful visuals and language which perpetuate stereotypes          Talk about progression – pay and opportunities</p>
<p><b>Accessing vacancies</b></p>	<p>Improvements to the Find a Vacancy site required which should then drive more traffic to it – both providers and young people          Explore what is driving the timescale of live adverts - it is employers or providers</p>
<p><b>Accessing CEIAG to inform apprenticeship pathways</b></p>	<p>Little/no recall of an CEIAG on apprenticeships being delivered          Perception of apprenticeships are one of closing doors, limiting future career choices and being higher risk post pandemic</p>

# Key findings: Assumption 2

<b>Employer motivations</b>	SME employers are motivated to 'start from scratch' with young apprenticeships, to train and support them to grow within their business and become long term employees
<b>Employer role</b>	There is a need to realign the expectations of employers as to the 'work readiness', maturity, skills and knowledge of a 16-18 year old apprentice to support the well-intended motivations into a reality and managing expectations of the starting points
<b>Supporting end point assessment</b>	20 percent of on-the-job training time was viewed as administratively burdensome, especially in regard to the requirements to evidence the training, and the need to arrange apprentices' time off and organise cover. SMEs found Level 2 apprenticeships less beneficial to the organisation in terms of value added to other higher levelled apprenticeships



# Key findings: Assumption 3

## Recruitment

Many frustrations in relation to the efficacy of the Find an Apprentice website which restricts usability, flexibility, accessibility and impact. Currently, commonly used by large corporates looking to recruit to a large number of national vacancies.

More locally focused employers also highlighted use of word of mouth, local media and the development of trusted relationships with training providers to help identify and recruit candidates.

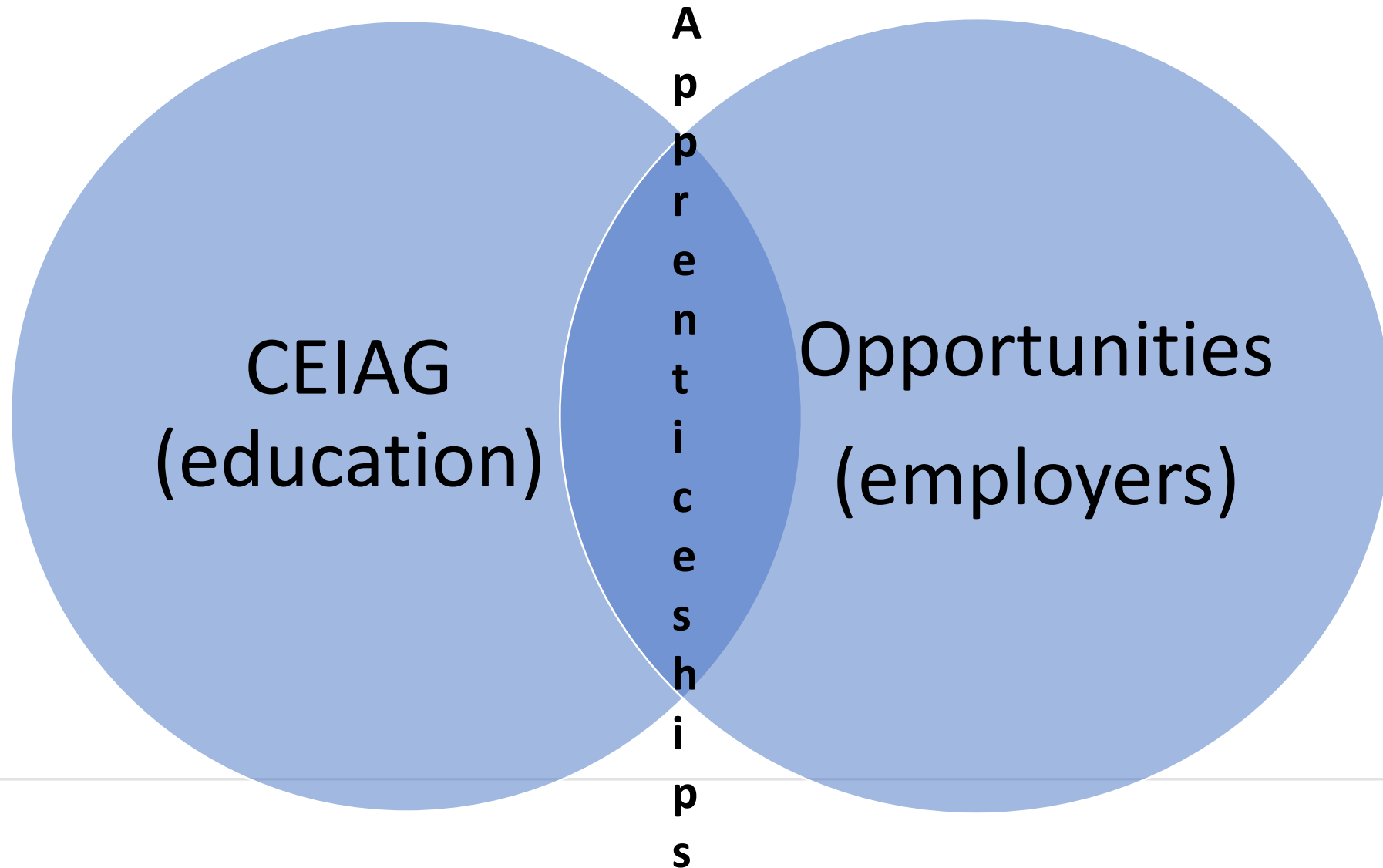
## Selection

Most selection processes tend to favour slightly older candidates – how we can change this and tap into employer motivations of wanting to grow their own?

Implications of employing younger people in terms of employment legislation is a key challenge in recruitment and selection – how can we manage expectations of employers?

A range of minimum entry requirements and a series of interviews, aptitude tests and assessment centres to identify the best candidates for their vacancies – what are the essential requirements?

Younger candidates were found to develop enhanced knowledge of the role, sector and skills requirements through summer schools or pre-employment initiatives – how can we better prepare young people to be work ready?



# What does Technical Education in 2023 look like across the North East LEP area?

## **19<sup>th</sup> and 24<sup>th</sup> January**

CEIAG 'embedding technical education in your practice' face to face CPD sessions aimed at subject teachers, careers practitioners and career leads across secondary schools

## **National Apprenticeship Week: 6-10<sup>th</sup> February**

Event to formally launch North East LEP research requesting education and business audiences

9<sup>th</sup> February is T-level Thursday

**Early March** - High profile DfE event aimed at SMEs to support T-level Delivery

# Thank you

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