

Hull and East Yorkshire LEP
 Employment & Skills Board – 23rd October 2023
 Paper E – Horizon Scanning
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1. Summary

1.1. This paper gives details of new or emerging policy, strategy, research or thought pieces relevant to the work of the Employment & Skills Board.

	Item	Source	Overview	Location	LEP theme
1.	Employer Skills Survey (National data only. Data at local level available in early 2024)	Department for Education	The publication publishes key indicators from the employer skills survey 2022 as official statistics. It covers England, Northern Ireland, Scotland and Wales includes insights on: <ul style="list-style-type: none"> recruitment difficulties and skills lacking from applicants skills lacking from existing employees the nature and scale of training, including employers' monetary investment 	https://explore-education-statistics.service.gov.uk/find-statistics/employer-skills-survey/2022	Labour Market Intelligence
2.	The Advanced British Standard	Department for Education	They will do this by introducing a Baccalaureate-style qualification for 16-19 year-olds, taking A levels and T levels and bringing them into a new, single qualification: the Advanced British Standard.	A world-class education system - The Advanced British Standard (publishing.service.gov.uk)	Post-16 Education
3.	Abolishment of T-Levels	Department for Education	The Prime Minister has pledged to abolish T-Levels and A-Levels and replace them with the Advanced British Standard.	Sunak calls time on T Levels during T Levels Week (feweek.co.uk)	Post-16 Education
4.	Youth Offer	Department for Work and Pensions	Additional support to be provided to unemployed 16 to 24 year olds.	Government announces employment support boost for over 30,000 economically inactive young	Employment support

				people - GOV.UK (www.gov.uk)	
5.	Levelling Up investment announcements	Department for Levelling Up, Housing and Communities (DLUHC)	Sandwell and Hull to be the first areas to benefit from a new major bespoke regeneration project which forms a key part of the Government's levelling up programme.	New regeneration plans announced to level up Hull and Sandwell - GOV.UK (www.gov.uk)	Regeneration Funding
6.	Technical Excellence Colleges	Labour Party (Proposal)	FE Colleges able to bid to become specialist "technical excellence colleges" under Labour. Universities would also be involved with LSIPs and new statutory guidance would make plans "democratically accountable" to local communities.	Starmer to introduce 'technical excellence colleges' (feweek.co.uk)	Post-16 Education
7.	Skills and Growth Levy	Labour Party (Proposal)	Additional spending commitment to fund apprenticeships in small and medium sized businesses and for levy-paying employers to be able to spend up to 50% of their contribution on non-apprenticeship courses.	Perkins pledges additional spending on SME apprenticeships (feweek.co.uk)	Apprenticeships

2. The Advanced British Standard

2.1 Background

2.1.1 The government wishes to change what it means to be educated through to the end of mandatory education. Changes already made include altering content that students are taught in A levels and creating T levels. The government's view is that the structure of the post-16 landscape is holding back their next stages of reform. They propose to take some existing qualifications and the principles that have informed their reforms so far and take this further still by changing the basis of the 16-19 system.

2.1.2 They will do this by introducing a Baccalaureate-style qualification for 16-19 year-olds, taking A levels and T levels and bringing them into a new, single qualification: the Advanced British Standard.

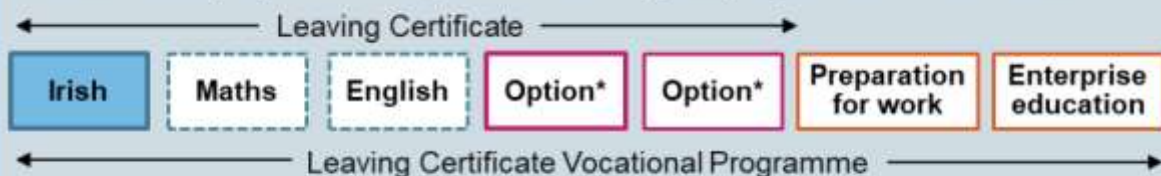
2.1.3 The government proposes to create a system that is accessible but stretching for all students, delivering parity across the technical and academic landscape. This builds on the far-sighted and bold reform agenda that this government has pursued over more than a decade. We want to go further for our 16-19 year-olds, removing structural constraints to deliver greater breadth and genuine parity between routes. This is an ambitious vision – it will not happen overnight – but one that will keep our education system world-leading.

2.1.4 The government has a vision for what the Advanced British Standard could look like and wants to work with experts, including college and school teachers, employers and universities to strengthen their plans.

What is a baccalaureate-style programme?

A baccalaureate is a study programme taken at the end of secondary education. Different models exist around the world – but they all include a broad curriculum, and often make study of maths and the country's main language compulsory. Some baccalaureates bring academic and technical qualifications under a single banner.

In **Ireland**, most students take the Leaving Certificate, which includes academic and technical options. Students must study at least five subjects including Irish (unless exempt) and most also study English and maths (although this is not compulsory). Students usually opt for 6-8 subjects in total. A typical programme is shown below.



*There are 36 subjects available, including languages, sciences, business, engineering and humanities. All subjects are offered at ordinary and higher levels.

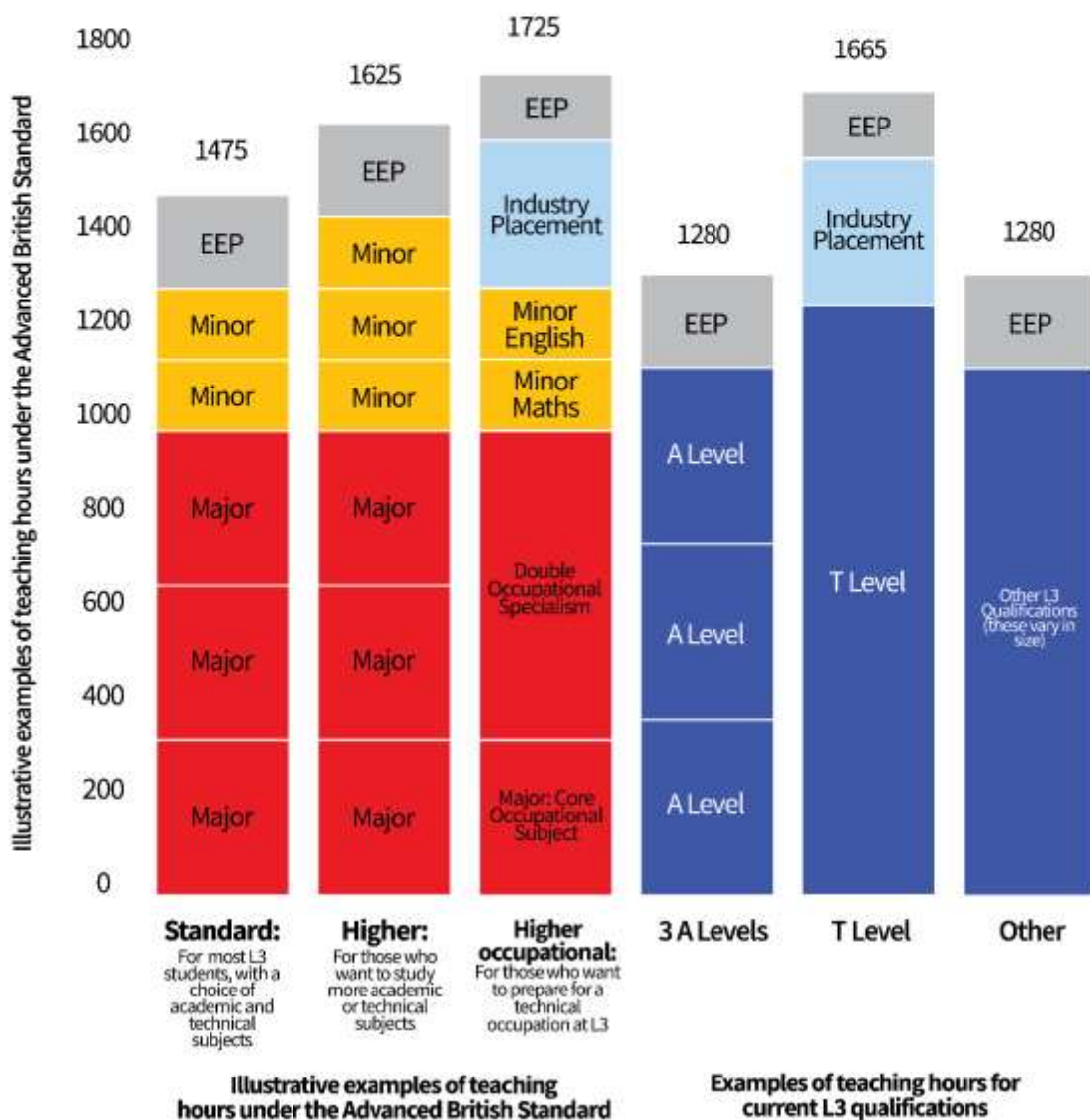
Our Advanced British Standard will:

- **Bring together technical and academic routes into a single framework, taking the best of A levels and T levels** – the academic, knowledge-rich rigour of A levels and employer-based occupational standards at the heart of T levels. Within our new framework, students will be able to study predominantly technical (including an occupational specialist route) or academic components, or a blend of both - and, whichever the combination, all subjects will offer an excellent and rigorous grounding in that domain.
- **Increase the number of taught hours for all students** to at least 1,475 over two years: an extra 195 hours or 15% for most students (equivalent to two and half hours per week). This will allow both breadth and depth of study, ensuring students cover enough content to continue onto higher education or technical study, an apprenticeship or work. Rebalancing toward time in the classroom will disproportionately benefit the most disadvantaged, who are less likely to have access to the space and equipment needed for independent study.
- **Require students to study maths and English**, at least at minor level, so that all young people are equipped with the core of knowledge and skills that they need to succeed in life and work. This will build on our work to date on maths to 18.
- **Offer greater breadth, increasing the average number of subjects students take post 16, with students able to choose a combination of bigger and smaller subjects, called 'majors' and 'minors'**. This will enable students to study a breadth of contrasting subjects. Typically, this would involve a minimum of five subjects - though those choosing to focus on a specific occupation could take a minimum of four, reflecting the additional time students will need to spend on specialist knowledge and high-quality work placements linked to their chosen career. There will also be potential for further 'stretch' for those who want it. This will balance increased breadth with enough depth, so that every student should leave well-rounded and well-prepared for university, further education, an apprenticeship or employment.
- **Have a clear offer for all students**, with a dedicated route for those working below Level 3, designed specifically to support more young people to acquire competence in English and maths than they do currently, and progress into their chosen occupation or further study. Apprenticeships will continue to be available for those who wish to move straight into 'on-the-job' training.

What could additional teaching hours look like?

The total hours and components of the Advanced British Standard, including the number of employability, enrichment and pastoral (EEP) hours, will be decided after consultation.

One illustrative example of how existing pathways could compare to the new Advanced British Standard is:



2.2 Timescale

2.2.1 At this stage, the government has not published any specific timescales, only to say that these reforms are “long term”, will “not be achieved overnight” but that they are starting the work right now.

2.3 Actions

2.3.1 Investment in teacher recruitment and retention but giving those who teach key shortage subjects a payment of up to £6,000, tax free, per year, if they are in the first five years of their career.

2.3.2 Investment of an additional c.£150million each year to support those who do not pass maths and English GCSE at 16 to gain these qualifications. Any student retaking English and maths GCSE while studying at Level 2 or below on their 16-19 course will now attract the same funding as those studying at Level 3. Funding rates for apprentices studying maths and English will be uplifted to match the Adult Education Budget (a 54% increase on the English and maths funding currently available to apprentices).

2.3.3 Investment of an additional £40 million in the Education Endowment Foundation (EEF) to expand its work. The EEF will act as the independent authority on creating and sharing evidence for teachers and leaders on what works to support outcomes for 16-19 year olds, with a particular focus on approaches that work best to narrow gaps in attainment.

2.3.4 To “turbo charge” the best, evidence-based techniques for maths teaching ahead of the introduction of the Advanced British Standard: teaching for mastery in maths.

2.3.5 Expand the reach of Maths Hubs, with more specialists overall and a new offer for Key Stage 3. Increase funding to colleges and schools so they can deliver maths to more students aged over 16, increasing the Core Maths and Advanced Maths Premium and investing in a digital platform for tutoring in Core Maths. In total this equates to £60 million of additional funding for maths education over the next two years.

2.4 Next steps

2.4.1 The government will launch a formal consultation on the approach and design of the new qualification within the coming months. This will inform a White Paper to published next year.

4. Youth Offer

4.1 Tens of thousands of 16-24-year-olds will be given access to additional support in finding and securing work following the expansion of the Department for Work and Pensions’ Youth Offer (announced 25th September 2023).

4.2 Youth unemployment has reduced since 2010, however young people are more likely to be economically inactive than the rest of the population. The announcement expands the DWP’s Youth Offer to economically inactive claimants, who were previously ineligible, as part of welfare reforms the Government is introducing to reduce economic inactivity and help more people back into work.

4.3 The Youth Offer is an integral part of support offered to young Universal Credit claimants available to young people deemed closest to work. The expansion will see this support offered to thousands of economically inactive claimants – those who are seen as further away from and who face more challenges finding long term work.

4.4 The changes will give over 30,000 of 16-24-year-olds the option to access three types of support through the Youth Offer: additional time with a Work Coach early in their claim; access to Youth Hubs; and Youth Employability Coaches.

5. Levelling Up Investment announcements

5.1 Levelling Up Partnerships (LUPs), announced in the Spring Budget, will see tailored regeneration plans rolled out across twenty areas of England. The areas have been selected based on analysis set out in the Levelling Up White Paper which considered places against metrics such as educational attainment, gross pay, and life expectancy.

5.2 Hull and Sandwell have been confirmed as the first two areas to receive bespoke support, backed up by £20 million each in new funding. The Department for Levelling Up, Housing and Communities (DLUHC) has been working in the areas over the last six months in recognition that areas have unique opportunities and challenges which require place-based solutions. The bespoke LUP policy package has been designed to help address the specific challenges in Hull and Sandwell.

5.3 Hull has a growing green energy sector, with a range of employment opportunities including the manufacturing of wind turbine blades. Working closely with Hull City Council, DLUHC will invest in improved training facilities, including investing in the city's colleges, which will train the next generation of workers to bring Hull to the cutting edge of the green energy sector.

5.4 In Hull, a growing community support network need the right facilities to connect to the people they serve. To address this, DLUHC is making a £1 million flexible funding pot available to community centres to help improve their premises and ensure people can access public and community services closer to where they live. It will also receive capacity funding support to attract private sector investment and make its waterfront area more attractive, with £10 million being provided to remediate land at its East Bank.