



Apprenticeship and Technical Education Provision in Hull & East Yorkshire – increasing capacity and participation June 2023



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1. Executive summary

- The Hull and East Yorkshire Local Enterprise Partnership (**HEY LEP**) is examining how it can support the increased provision and take-up of technical education and apprenticeships in the region.
- Both local and national policy and strategy are focused on upskilling both new entrants and existing members of the workforce, and technical education and apprenticeships are seen as a key way in which to achieve this.
- There has been a decline in the number of apprenticeship starts in Hull and East Yorkshire over the last five years, and on many metrics (starts, female participation, qualification levels achieved) the region lags both Yorkshire and the country.
- New vocational qualifications are being introduced by the Government, but local employers are currently more knowledgeable of existing qualifications such as apprenticeships.
- Stakeholders in the region highlight the need for greater collaboration between employers, training providers, not-for-profit organisations, and schools/colleges to help promote the benefits of technical education and apprenticeships and to ensure courses are designed that offer career progression opportunities to learners and provide employers with the right skills they need.
- Key issues for the HEY LEP to consider addressing that are identified in the research include:
 - Boosting female participation rates
 - Increasing knowledge of T Levels
 - Supporting disadvantaged learners into technical education
 - Raising qualification levels achieved by learners from Level 2/3 to Level 4+
 - Addressing information gaps about technical education between employers, schools/colleges, training providers and learners/parents
 - Considering what funding support may be available to help encourage learner take-up

2. Introduction

Little Lion Research (LLR) was commissioned by the Hull and East Yorkshire Local Enterprise Partnership (“HEY LEP”) to conduct research detailing how the HEY LEP region can increase the take-up of technical education and apprenticeships (the “project”). This report presents the findings of that research.

The conclusions and recommendations made in this report are designed to assist the HEY LEP’s Employment and Skills Board (ESB) in understanding current and future skills needs in the region. They are also designed to assist the HEY LEP’s Careers Hub in supporting local schools and colleges to improve careers advice and guidance for local students.

A key objective for HEY LEP is to understand how it can bring together key stakeholders in the region to provide focus for the Careers Hub and the ESB’s future work. This research will therefore also benefit a wider group of stakeholders by identifying opportunities for further collaboration to help increase the take-up of technical education and apprenticeships.

Research undertaken for the project included:

- Desk-based reviews of data on the take-up of apprenticeships and technical education in HEY, the wider Yorkshire region and in England.
- A review of HEY LEP’s strategy documents and Local Skills Report, including an analysis of underlying data for these reports.
- Consultations with stakeholders, including local employers, education providers, contacts at Hull City Council and East Riding of Yorkshire Council and charitable organisations.
- Online surveys of local employers and training providers to understand current demand for and supply of technical education – copies of both surveys are provided at **Appendix A**.
- A focus group with local students.

The report is structured around the following chapters:

2. **Project context** – analysing how developments in government policy and local economic strategies may impact the HEY LEP’s consideration of how to best support technical education.
3. **Secondary data analysis** - looking at trends in take-up and provision of technical education in the region and identifying any gaps in provision.
4. **Survey and consultation analysis** – assessing responses from local employers and training providers to the online surveys and summarising key points raised in stakeholder consultations. This chapter also reviews the perceptions of young people, parents, and schools/colleges about technical education pathways.
5. **Key issues identified during the research** – drawing upon policy developments, quantitative data analysis and qualitative feedback from key stakeholder consultations.
6. **Conclusions and recommendations** – outlines conclusions and recommendations which can be drawn from the research and the suggested actions for the HEY LEP.

The report is focused on practical actions that the HEY LEP and stakeholders may consider to lead to an increased take-up of technical education and apprenticeships in future.

The following chapter outlines the project's context, highlighting recent government policy to promote take-up of apprenticeships and technical education and the HEY LEP's current strategies that relate to workforce skills and development.

3. Project context

There are many types of technical qualifications available to students in England and Wales in a wide range of subjects and career areas. Qualifications are available for all levels, from entry level up to level 8. Technical qualifications differ from solely academic progression routes for students (i.e., A Levels) as they combine workplace-based learning with classroom-based study.

Technical qualifications are provided by schools, colleges, independent training providers (ITPs) and employers. Some of the most common technical qualifications include:

- Apprenticeships
- BTECs
- Certificates/Technical Certificates
- NVQs/SVQs
- Study Programmes
- Traineeships

In September 2020 the Government introduced a new technical qualification called T Levels, which are two-year courses based on the same standards as apprenticeships. By September 2022, T Levels were available in sixteen different subjects. The courses have been designed by employers and offer around 1,800 hours of study over two years, as well as a 45-day work placement.

As part of the Department for Education's (DfE) plan to streamline post-16 education options for students, T Levels will become one of the main choices after GCSEs alongside apprenticeships, A Levels and other qualifications or subjects not served by A Levels or T Levels (for example, Sports Science).

These reforms were announced in July 2021 in the Skills and Post-16 Education Bill¹. In November 2021, the Government said it would delay the reform timetable by a year, with overlapping qualifications including BTECs now due to lose funding from 2024. This increases the urgency for local areas to promote awareness of T Levels as there will be no alternative technical routes for young people.

In January 2023 the Government published statutory guidance for schools and colleges on providing careers guidance². The guidance covers schools and colleges, academies and careers leaders and staff in educational institutions. It forms part of the Skills for Jobs White Paper that sets out the Government's plan to improve skills and training, including for technical education routes. The Careers and Enterprise Company (CEC) provides external support to schools and colleges to develop a careers programme in line with the Gatsby Benchmarks of Good Career Guidance – further detail on these benchmarks is contained in the next chapter of this report.

The HEY LEP has also published strategy papers that address meeting the demand for technical skills and training in the region, including its Local Skills Report³ and Economic Growth and Workforce Wellbeing

¹ [Skills and Post-16 Education Act 2022 - Parliamentary Bills - UK Parliament](#)

² [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](#)

³ [Hull & East Yorkshire Local Skills Report \(heylep.com\)](#)

Strategy, 2021-26⁴. These strategy papers, and ongoing work on HEY's Local Skills Improvement Plan (**LSIP**), are key elements of HEY's support for apprenticeships and technical education and are examined in more detail below.

Local Skills Report 2022

In January 2022 HEY LEP published its Local Skills Report (**LSR**) which seeks to establish the current skills priorities for the local economy. The aim of the LSR is to influence local partners to match the provision offer against employer skills demand.

The report notes the strengths of the region in technical and vocational education due to the broad range of education and training provision and strengths in Health, Public Services and Care and Manufacturing, where the number of learning achievements are higher than levels seen nationally. It also notes challenges for the region including the need to upskill the existing workforce and to remove barriers to training participation, particularly for the most disadvantaged communities.

The LSR sets out objectives under its Skills Action Plan, many of which can be supported by focus on, and investment in, technical education and apprenticeships:

1. Driving higher level skills
 - a. Collaborate with stakeholders to support education progression pathways into areas such as degree level apprenticeships, T Levels, and higher-level professional skills.
 - b. Maximise use of funding such as encouraging uptake of Advanced Learner Loans and the Apprenticeship Levy.
 - c. Support more residents to progress to higher and technical level apprenticeships and degrees, particularly in high growth sectors.
2. Upskilling and reskilling the workforce
 - a. Promote apprenticeships as a vehicle to upskill and a route to alternative careers.
3. Maximising progressions to higher education
 - a. Facilitate, enhance, and promote the local apprenticeship offer particularly higher and degree level apprenticeships.
 - b. Work with local employers to facilitate upskilling of their workforce by maximising apprenticeship grants and levy particularly for higher and degree level apprenticeships.
 - c. Work with local employers and skills providers to ensure apprenticeship standards are available that meet the need of the local labour market and allow employers to maximise the use of grants and Apprenticeship Levy.
 - d. Work with levy paying employers who do not fully utilise their Apprenticeship Levy to support the transfer of this to other employers, including SMEs.
4. Matching out-of-work people with sectors with labour demand
 - a. Work with partners to promote traineeships and all age apprenticeships as a route into sectors with high employment demand.
5. Greater economic inclusion
 - a. Stimulate demand and build capacity for vocational and work-based learning opportunities including Apprenticeships, Traineeships, and T Levels, as well as recognising the value of informal skills development and volunteering as a route to employment and greater health and wellbeing.
 - b. Work with post-16 education and training providers, utilising the Adult Skills Budget to provide Pre-Apprenticeships and functional skills for those who have been distanced from employment or training to support social mobility.

⁴ [FINAL-HEY-LEP-Economic-Growth-Workforce-Wellbeing-Strategy-2021-2026.pdf \(heylep.com\)](#)

- c. Maximise social value opportunities for the benefit of Hull and East Yorkshire residents by working with businesses to enhance social value by setting ambitious targets, creating jobs and opportunities such as Apprenticeships and Traineeships.
- d. Stimulate demand and build capacity for vocational and work-based learning opportunities including Apprenticeships, Traineeships, and T Levels, as well as recognising the value of informal skills development and volunteering as a route to employment and greater health and wellbeing.

Economic Growth and Workforce Wellbeing Strategy, 2021-26

Many elements of the LSR align directly with HEY LEP's Economic Growth and Workforce Wellbeing Strategy, particularly in relation to Priority 3 of the Strategy:

“Skilled and Inclusive Economy – To lead the transformation of the HEY LEP regional skills profile, to deliver a highly skilled, healthy and productive workforce, reducing inequality and increasing life chances for our communities.”

The Strategy includes supporting progression pathways into technical education, making full use of apprenticeship funding schemes available, upskilling the existing workforce, continuing to improve Careers, Education, Information, Advice and Guidance (**CEIAG**) provision, and supporting a diverse choice of pathways for students.

The Strategy also promotes the *“sharing labour market intelligence and through good careers education, information, advice and guidance in both young people and adults, help raise the aspirations of our communities and encourage them to fulfil their potential.”*

The Strategy will be delivered by the HEY LEP's ESB, in partnership with other interested stakeholders, as part of its Employment and Skills Strategy, and the Careers Hub.

Local skills improvement plans

In 2022 the government published statutory guidance on the development of local skills improvement plans (**LSIPs**) for stakeholders, including local enterprise partnerships.

Hull Chamber of Commerce are leading on the development of the LSIP for HEY, incorporating guidance from the DfE. The LSIP will focus on skills development for key sectors in the region, and strategies for engaging young people who are currently classed as being not in education or employment (**NEET**).

The LSIP draws upon many of the skills issues identified in both the 2022 LSR and Economic Growth and Workforce Wellbeing Strategy.



Summary of key points

- HEY LEP has well developed local skills and workforce development plans that identify the need for a strong technical and vocational education offering in the region.
- Apprenticeships and technical education can help upskill the local workforce, widen opportunities across society (particularly for disadvantaged learners) and help fill skills gaps including in sectors identified as priorities for the region.
- Increased government focus on labour skills and productivity through LSIPs highlights the importance of having a proactive and clearly defined approach to apprenticeships and technical education.

The next chapter analyses data on the take-up of apprenticeships in HEY as well as the wider Yorkshire region and England. It also assesses initial take-up of T Levels that were introduced in 2020, which subjects are most popular for learners and where there is growing or declining employer demand for apprenticeships and technical education. It concludes by looking at the performance of local education and training providers and compares their performance to national benchmarks.

4. Secondary data analysis

The following chapter focuses on trends in take-up and provision of apprenticeships and T Levels in HEY, compares these figures with the wider Yorkshire and Humber region and England, and identifies any current gaps in provision that could be addressed.

It also analyses which subjects are most chosen by learners when pursuing technical education, where skills gaps may exist in HEY that apprenticeships and technical education may help address, and reviews local education provider performance against the eight Gatsby benchmarks of good careers guidance.

The eight Gatsby benchmarks against which a school or college's careers programme is assessed are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

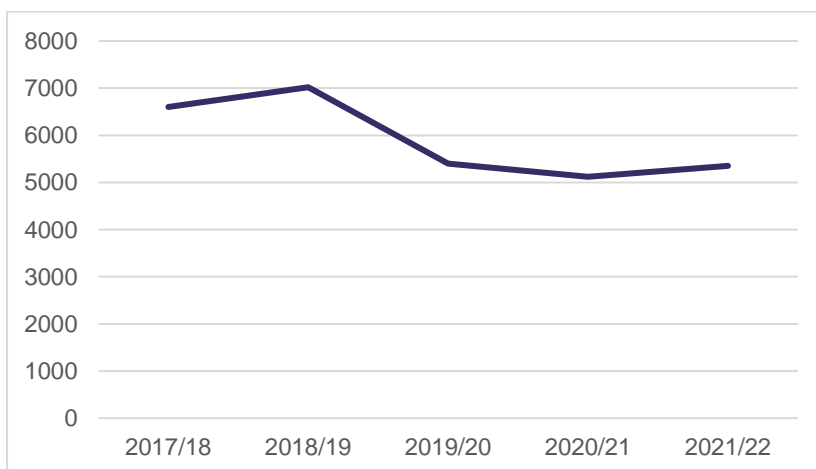
Finally, the chapter reviews current HEY LEP strategies for local skills and workforce development and how these strategies can be supported by this research and potential future outputs.

Trends in take-up: apprenticeships

Hull & East Yorkshire

For the last full academic year for which data is available (2021/22) there were 5,341 apprenticeship starts in the HEY region, which represents a 4% increase on the previous year but a 19% fall of in starts since 2017/18.

Figure 1: Total apprenticeship starts in HEY



Source: [Apprenticeships and traineeships – GOV.UK](https://www.gov.uk/apprenticeships-and-traineeships)

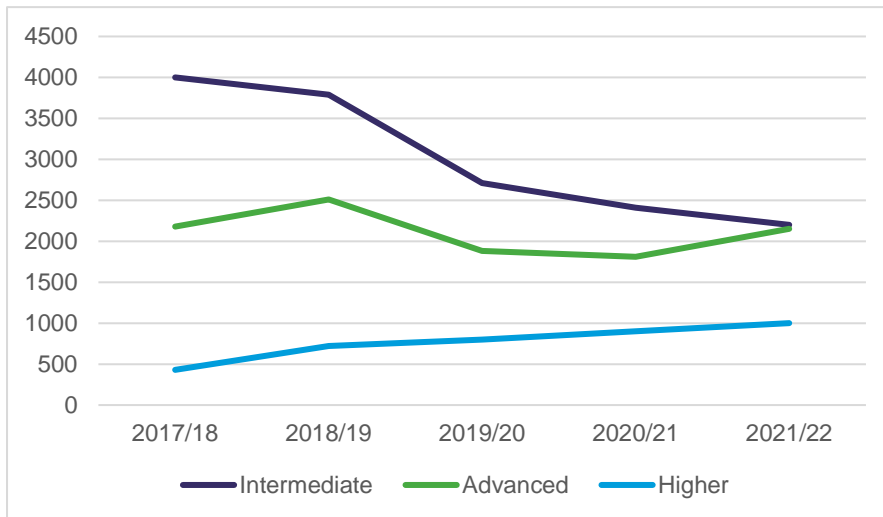
Apprenticeship and Technical Education Provision in Hull & East Yorkshire – increasing capacity and participation

Looking at the qualification level of 2021/22 starts:

- 41% were at Intermediate level (Level 2);
- 40% were at Advanced level (Level 3); and
- 19% were at the Higher level (Levels 4 & 5).

Over the last five years the region has seen a near 50% fall in the number of Intermediate starts and a doubling of Higher level starts. Advanced level starts have remained consistent at c.2,100 per year.

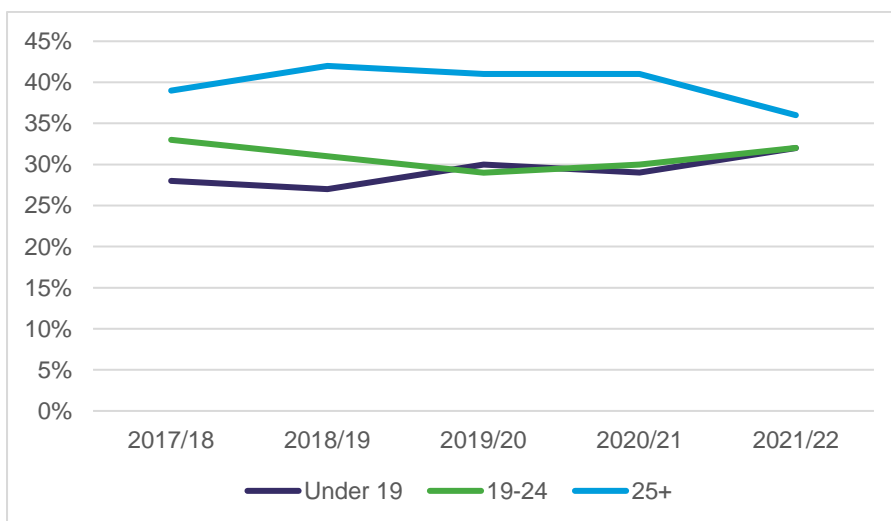
Figure 2: Apprenticeship starts by qualification level



Source: [Apprenticeships and traineeships – GOV.UK](https://www.gov.uk/apprenticeships-and-traineeships)

32% of HEY apprenticeship starts in 2021/22 were by learners under 19, 32% were aged between 19-24 and 36% are 25+. In comparison to 2017/18, when 39% of apprenticeship starts were made by over 25s, relatively more starts are being made by younger residents.

Figure 3: Apprenticeship starts by age



Source: [Apprenticeships and traineeships – GOV.UK](https://www.gov.uk/apprenticeships-and-traineeships)

When looking at gender statistics in HEY 41% are female and 59% male. Female participation in apprenticeships has fallen from 43% on 2017/18.

9.7% of apprentices in HEY in 2021/22 come from an ethnic minority background.

Yorkshire and Humber

In the wider Yorkshire and Humber region (comprising HEY, York and North Yorkshire, West Yorkshire, and South Yorkshire) 39,700 apprenticeship starts were recorded in 2021/22. This represents an 8.7% increase on the previous year, although it is 11% below starts recorded in 2017/18.

Looking at the qualification level of 2021/22 starts 34% were at Intermediate level, 41% were at Advanced level and 25% were at the Higher level. Like HEY, over the last five years the region has seen a fall in the number of Intermediate starts and a rise in the number of Advanced level starts.

26% of 2021/22 starts were by under 19s, 31% are aged between 19-24 and 43% are 25+.

47% of Yorkshire and Humber apprenticeship starts are made by females, 53% by males. 11.6% come from an ethnic minority background.

England

In 2021/22 there were 349,000 apprenticeship starts recorded in England. This represents an 8.6% increase on the previous year but a 7% decrease on the figure recorded for 2017/18.

26% of all starts were at an Intermediate level, 43% at an Advanced level and 31% at a Higher level. Matching trends seen in both HEY and Yorkshire and Humber, the percentage of apprenticeships at the Advanced level has increased and the percentage of Intermediate starts has decreased over the last five years.

Looking at the age of apprentices across England 22% are under 19, 30% are aged 19-24 and 48% are over 25.

When looking at the gender of apprentices 51% are female and 49% male. 14.7% come from an ethnic minority background.

Summary of key points

- There has been a steeper decline in apprenticeship starts in HEY than Yorkshire and Humber and nationally over the last five years and the increase in starts following the Covid-19 pandemic has been smaller than that seen in other regions.
- Current apprenticeship levels in HEY are focussed on Intermediate and Advanced qualifications rather than Higher qualifications – the HEY area lags the wider region and the national picture in this.
- A higher %age of apprentices in HEY are under 19 than the regional and national average – and this differential has increased over the last five years.
- A lower %age of apprentices in HEY are female than the regional and national average – and this differential has increased over the last five years.

Trends in take-up: T Levels

The first T Levels were introduced in September 2020 in three subjects:

1. Education and childcare
2. Design, surveying and planning for construction
3. Digital production, design and development

In August 2022 the government announced results for the first cohort of students to complete their T Level.

1,029 learners in England received results, with a pass rate of 92%. Initial announcements in September 2020 suggested that 1,300 students enrolled on T Levels which would indicate a drop-out rate of 25% but the DfE refused to confirm these figures.⁵

The gender ratio was 51% female to 49% male but there was an uneven split in which courses were studied by different genders – 97% of students on the Education and Childcare T Level were female compared to only 10% of students on the other two courses.

Due to the recent introduction of T Levels there is a lack of data on take-up in HEY. Currently two colleges in the region offers T Levels in six subjects (Health; Design & Development for Engineering & Manufacturing; Digital Production, Design and Development; Education and Early Years; Maintenance, Installation and Repair for Engineering and Manufacturing; and Onsite Construction).

Some employers reported in consultations that they are hosting students on T Level placements, although numbers are low (typically 1-4 students at large private and public sector employers).

By September 2023, six more colleges and education providers in the region will be offering T Levels across seven subjects in total. A further expansion of provision is planned for September 2024 which should see an increase in take-up and the ability to compare starts and completion data for the region.

There has been feedback from some further education colleges that the implementation plan for T Levels has been poorly executed by the government. College leaders have requested to retain BTECs and other

⁵ [Provisional T Level results, Academic year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

vocational qualifications that T Levels are planned to replace to help ensure access to technical education for the widest possible number of learners.

As part of our online survey of education and training providers this research asked for their feedback on T Levels. Local employers and students were also surveyed about their current knowledge of T Levels and an analysis of their responses is contained in the following chapter of the report.



Summary of key points

- There are currently only two providers of T Levels in the region, meaning that some learners may have had to use education providers in the wider region.
- Results for the 2020-22 cohort of T Level students nationally show a pronounced gender divide in which courses male and female students chose.
- The expansion of T Level provision in HEY should increase learner take-up but there have been concerns raised by local education providers and other stakeholders about how well understood the courses are by employers and how they differ from other current technical education routes, which may hamper employer engagement in developing courses and taking on student placements.
- Some local employers have students on T Level placements working with them, but this is currently limited in number of students and by the number of courses available to study.

Trends in take-up: subjects studied

Analysing 2021/22 apprenticeship starts in HEY by subject studied shows that the most popular courses for apprentices are:

- Engineering and manufacturing technologies
- Health, public services and care
- Business, administration, and law

Table 1: Apprenticeship starts in HEY by subject

Subject studied	East Riding	Kingston upon Hull	Total
Engineering and manufacturing technologies	1,097	329	1,426
Health, public services and care	644	460	1,104
Business, admin and law	518	488	1,006
Retail and commercial enterprise	451	194	645
Construction, planning and built environment	296	277	573
Information and communication technology	143	101	244
Education and training	49	53	102
Agriculture, horticulture, and animal care	52	24	76
Leisure, travel and tourism	35	31	66
Arts, media and publishing	12	21	33

Source: [Education and Skills Funding Agency \(ESFA\) Data Cube](#)

HEY has a strong engineering and manufacturing base, with apprenticeships well established amongst local employers, as reflected in the high number of starts in both Hull and the East Riding.

The important role of local public sector employers such as NHS Trusts and the two local councils in hiring apprentices (or offering apprenticeship courses to existing employees) may account for the high number of starts in 'Health, public services and care'.

The wide range of study subjects for students under the category 'Business, administration and law', and the high level of provision from local educational institutions, may account for the high number of starters in that area.

Starts in each subject are evenly split between the East Riding and Hull apart from 'Engineering and manufacturing technologies' and 'Retail and commercial enterprise', where a large majority of apprenticeship starts are based in East Yorkshire.

When we analyse the data to see if there are demographic or qualification level trends by subject we see:

- Starts in 'Construction, Planning and the Built Environment' are concentrated in the under 19 age group. By contrast, starts in 'Business, Administration and Law' and 'Health, Public Services and Care' are concentrated in the 25+ age group.
- Starts in 'Engineering and Manufacturing Technologies' are either at Intermediate or Advanced level, with only 8% of starts in this subject area being at the Higher level.
- Starts in 'Business, Administration and Law' and 'Health, Public Services and Care' are mainly at an Advanced or Higher level.
- Only 35 starts were recorded in the whole region for 'Leisure, Travel and Tourism'.
- There is a clear gender difference in starts data, with female apprentices choosing 'Health, Public Services and Care' (37% of all female apprenticeships) and 'Business, Administration and Law' (29%) and male apprentices choosing 'Engineering and Manufacturing Technologies' (39%) and 'Construction, Planning and the Built Environment' (17%).

Looking at national comparisons of apprenticeship subject starts in 2021/22 we see that HEY has a higher percentage of starts in 'Engineering and Manufacturing Technologies' (27% v 14%) and 'Construction, Planning and the Built Environment' (11% v 7%) than the national average. The region has a lower percentage of starts in 'Business, Administration and Law' (18% v 27%) and 'Health, Public Services and Care' (21% v 29%) than the national average.



Summary of key points

- Apprenticeship starts in HEY are concentrated in three subject areas.
- High levels of starts in engineering and manufacturing subjects can support the LEP's ambition to increase the number of jobs and opportunities in advanced manufacturing and green technologies in HEY. However, most of these starts are currently at lower qualification levels.
- Older apprentices are concentrated in 'Business, Administration and Law' and 'Health, Public Services and Care' and these starts are generally at higher qualification levels.
- There is a clear divide between which subjects male and female apprentices choose to start.
- The region lags the national average for starts in 'Business, Administration and Law' and 'Health, Public Services and Care' – both of which are sectors forecast for growth in the region.

Trends in take-up: employer demand

The table below shows current total employment in HEY by sector and the percentage growth (or decline) in employment figures between 2017-22.

Table 2: HEY employment growth by sector

Sector	Total employment	% growth
Public admin, education, and health	95,700	+8%
Distribution, hotels, and restaurants	51,100	-9%
Manufacturing	38,500	-9%
Banking, finance, and insurance	34,300	+18%
Transport and communications	20,800	+16%
Construction	18,000	-3%
Other services	12,400	-5%
Energy and water	4,800	+12%
Agriculture and fishing	3,200	-52%

Source: Annual Population Survey 2017-22

The government's Working Futures labour market and skills report also provided projections for employment demand for the period 2017 to 2027⁶. For HEY, it identifies annual employment growth of between 1 - 1.5% for 'Caring, leisure and other services' and 'Professional occupations' as well as the role of 'Managers, directors and senior officers'. In contrast it forecasts annual employment declines of between 1 - 1.5% for 'Admin and secretarial', 'Process, plant and machinery' and 'Skilled trades roles'.

By analysing ESMI/Lightcast data for the HEY region we can see that the top three sectors posting job opportunities for apprenticeships are:

1. Education
2. Financial Services
3. Public Administration

⁶ [Labour market and skills projections: 2017 to 2027 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/labour-market-and-skills-projections-2017-to-2027.pdf)

These sectors are all included in the growth sectors based on total employment numbers in Table 2, suggesting that employers in these sectors are considering apprenticeships, as well as other recruitment methods, to help fill vacancies.

Some of the most active employers advertising apprenticeship vacancies include local NHS Trusts, local councils, and training providers.

Summary of key points

- HEY has seen employment growth in its services sector but declines in manufacturing and retail and leisure over the last five years.
- Demand for apprentices is mainly being driven by the services sector in the region, and public sector employers are important sources of apprentices and technical education.
- Like the national picture, local employers report a skills gap, with some roles being particularly difficult to recruit for (both for apprenticeships and full-time employees).
- The working population of the region is forecast to decline to 58% of the total population by 2030, exacerbating the mismatch between employer demand and local workforce supply.

Local education provider performance

The provision of apprenticeships and technical education training in the region is split between a wide variety of institutions, including schools/academies, Sixth Form Colleges, other colleges, a University Technical College (UTC), independent training providers (ITPs) and specialist schools.

One way of measuring education provider performance which is of relevance to this research is the benchmark measures set out in the Gatsby Charitable Foundation's Good Career Guidance report.⁷

The report identified eight benchmarks to act as a guideline for secondary schools and colleges to improve the quality of career guidance on offer to students. The proposed benchmarks have been endorsed by the government, and monitoring of performance against the benchmarks has been conducted by Gatsby, the Careers & Enterprise Company, and other stakeholders.

Benchmarks 5 (Encounters with employers and employees), 6 (Experiences of workplaces) and 7 (Encounters with further and higher education) are focused on providing young learners with access to workplaces and vocational opportunities, including technical career paths.

The benchmarks most relevant to vocational education and this research are as follows:

- 7.2 – [Students] have been provided with information about the full range of apprenticeships, including higher level apprenticeship.
- 7.3 - [Students] have had meaningful encounters with general further education colleges.

⁷ [1041_gatsby_toolkit_for_schools_final.pdf \(careersandenterprise.co.uk\)](https://www.careersandenterprise.co.uk/1041-gatsby-toolkit-for-schools-final.pdf)

➤ 7.4 - [Students] have had meaningful encounters with independent training providers.

By analysing self-reported benchmark scores of schools and colleges in HEY between 2018/19 and 2021/22 we can assess their progress in meeting these benchmarks and, therefore, the quality of careers guidance they are providing in relation to apprenticeships and vocational education in general. Full benchmark scores for HEY can also be compared against national averages.

Of the 26 schools in HEY who completed Compass self-assessments we see:

- Overall reported Benchmark 7 scores between 2018/19 – 2021/22 increases from 84 to 92, including:
 - ▶ 7.2 rising from 81% to 92% ('yes' responses)
 - ▶ 7.3 rising from 77% to 88%
 - ▶ 7.4 rising from 69% to 73%
 - ▶ By academic year 2021/22 no schools reporting not either meeting, or being in progress to meeting, these benchmarks.

Of the five colleges in HEY who completed Compass self-assessments, we see:

- Overall reported Benchmark 7 scores increases from 71 to 85, including:
 - ▶ 7.2 rising from 40% to 60% ('yes' responses)
 - ▶ 7.3 remaining at 40%
 - ▶ 7.4 rising from 60% to 80%
 - ▶ By academic year 2021/22 no schools reporting not either meeting, or being in progress to meeting, these benchmarks.

When we look at the performance of schools, Sixth Form Colleges, and other colleges in HEY's Careers Hub across all benchmarks against national averages we have the following scores:

Table 3: HEY LEP Careers Hub Benchmark performance compared to national averages

	BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8
HEY LEP average	94.6%	92.9%	88.7%	96.3%	86.3%	73.7%	88.8%	91%
National average	85.7%	86.1%	88.5%	86.7%	81.2%	72.1%	82%	83.6%
Difference	+8.9	+6.8	+0.2	+9.6	+5.1	+1.6	+6.8	+7.4

Source: HEY LEP Compass data (correct as of 27/01/2022)

HEY LEP Careers Hub schools and colleges out-perform schools and colleges elsewhere in England in respect of fully completed benchmarks, including BM7 relating to technical and vocational education.

HEY secondary schools also rate their engagement with further education colleges as stronger than their engagement with ITPs, but most are giving students full range of information about apprenticeships.

All education providers are regularly inspected by Ofsted and 74% of providers in Hull are currently as 'good' or 'outstanding', with 26% rated as 'requires improvement' or 'inadequate'. In East Yorkshire 81% are rated as 'good' or 'outstanding', with 19% being ranked as 'requires improvement' or 'inadequate'. This compares with 82% of further education and skills providers being rated as 'good' or 'outstanding' nationally.

Across schools with sixth forms, Sixth Form colleges and the UTC there are a range of current ratings from 'inadequate' to 'outstanding'. Ofsted inspection ratings for the ITPs operating in Hull and East Yorkshire show 73% being rated as 'good' although none are currently ranked 'outstanding'.

A decorative graphic consisting of several overlapping, semi-transparent shapes in shades of purple and blue, creating a layered, abstract effect.

Summary of key points

- HEY schools and colleges outperform national averages for careers advice and guidance, including related to vocational and technical education.
- HEY schools and colleges have increased their achievement of careers advice and guidance benchmarks over the last three academic years.
- Schools report higher levels of achievement than colleges.
- Ofsted ratings for education providers in Hull are below national averages but consistent with national averages in East Yorkshire.

In the following chapter we look at data from responses to online surveys of both local employers and education and training providers, summarise the key themes from ten stakeholder consultations and highlight some of the key feedback from a student focus group that was run as part of the research.

5. Survey and consultation analysis

Two online surveys were conducted to gather data and feedback on topics relevant to apprenticeships and technical education:

1. Independent research consultants Ekosgen and IBP Strategy Research were commissioned by HEY LEP and Hull and Humber Chamber of Commerce to conduct an employer skills survey and analysis to better understand the skills needs of local businesses based in HEY.
2. LLR developed an online survey, distributed by the HEY LEP, for local education providers to get their feedback on learner demand for technical education and the potential barriers to provision.

A second element of the primary research for the project was consultations with ten stakeholders in the region to get their views on current provision and key issues that may need to be addressed to encourage take-up levels. Consultees included local training providers, employers, public sector stakeholders and charitable organisations.

A focus group was held with young people in HEY to get their views on which career and education paths they had the most knowledge of, and to ask for feedback on how careers advice in schools or colleges may be improved.

This chapter summarises the findings from this primary research.

Employer skills survey

An employer survey was conducted in Q1 2023 to help inform the development of the HEY LSIP.

The survey was conducted both via an online and the telephone and 278 responses were received. A PowerBI summary of the survey results has been produced.⁸

When looking at the types of business respondent to the survey 42% were based in Hull (versus 32% of all businesses in the HEY region being based in Hull). Manufacturing, Construction and Education were the most common sectors respondents were operating in and 2/3rds of businesses were classed as small or micro (under 50 employees).

Key findings included:

- 93% of businesses had 'a lot' or 'somewhat' understanding of apprenticeships but this fell to only 44% for T Levels (the 2nd lowest of all training and qualification options listed).
- 54% planned to recruit apprentices in the next 12 months, ahead of graduates (31%) and school/college leavers (24%).
- 85% of employers currently have no intention to take on T Level graduates – work experience placements or graduate recruitment are the most common intention amongst local employers.

⁸ [Microsoft Power BI](#)

Specifically relating to apprenticeships:

- 41% of respondents reported having recruited apprentices in the previous 12 months, while 54% plan to recruit them in the following 12 months.
- Nearly 50% of respondents said they were more interested in this hiring route than 3 years ago.
- 61% of apprentices were new recruits to the business and most were at Level 2 (Intermediate) or Level 3 (Advanced).
- 66% of employers use an apprenticeship training provider based in the HEY region.

When looking at apprenticeship, 66% of employers pay the Apprenticeship Levy but only half use all funds, with the most common reasons for underspend being unable to release staff for training or not having a suitable candidate. Most businesses (63%) were happy to transfer unspent funds to other businesses but only 1 in 5 actually did this.

Employers listed employability skills (punctuality, customer service, teamwork) and technical skills as being important, and a lack of young people with suitable skills was highlighted as a common problem when recruiting.

When asked about their experiences relating to apprenticeships, a large proportion of respondents reported either a 'positive' or 'very positive' experience with respect to how easy is to find a training provider (64%); the relevance of training to the job (72%) and quality of the training received by the apprentices (69%). The ease of administration of apprenticeships and the quality of apprenticeship candidates were ranked lower.

75% of respondents were satisfied with the quality of the training provided by educational institutions, with ITPs being slightly higher ranked than local colleges.

Amongst companies that were interested in employing more apprentices in future the reasons given included:

“We have been very happy with the apprentices that we have appointed to date. We believe apprentices benefit from working with our charity as we have high quality standards and are committed to training our staff to achieve such high standards.”

“Due to the ageing workforce and difficulty in recruiting skilled labour. [A] grow your own approach.”

“We are growing and have ambitions for 10% of our workforce to be apprentices.”

“Because they have been influential to our success as a business.”



Summary of key points

- Apprenticeships are well understood by many employers and a majority plan to increase the number of apprentices hired in the next year.
- Feedback from the HEY LEP's direct employer engagement highlights that local SMEs are willing to engage with technical education and apprenticeships but may have less understanding of the process.
- Knowledge of T Levels (and interest in them) lags other qualifications.
- Most apprenticeship starts are at Intermediate or Advanced level, mirroring what the national data showed in Chapter 3.
- 2/3rds of local employers have relationships with local training providers, and these are viewed positively.

Education providers survey

This online survey was created by LLR and distributed to local education providers in the HEY region by the HEY LEP. 21 responses were received in total, although not all respondents answered all questions.

Key findings from the survey were:

- Training providers in HEY believe young people are slightly more interested in apprenticeships and technical education than they are in academic study routes.
- Overall, training providers believe there has been an increase in interest levels in the past three years.
- The increase in interest is mostly seen to relate to higher and degree-level apprenticeships, as opposed to the lower-level options.
- Training providers believe one of the biggest barriers to connecting technical education with young people is when they have a 'pre-destined' academic route in place. Technical education is never fully seen as a viable alternative by these learners.
- According to training providers, T Levels are the least understood out of all the technical routes available to learners.
- Conversely, the most understood routes are HND/HNC's, of which there is a strong understanding amongst employers.
- In terms of demand, in HEY engineering (and related subjects) is the subject in most demand from employers.
- Training providers believe employers want learners to be 'well rounded' with strong emotional intelligence and attitude, to back up academic and practical skills.
- There is a perceived lack of understanding that surrounds technical education amongst learners and employers, and this is a potentially significant barrier to their uptake in the region.

The survey finished by asking training providers what their priority would be boosting apprenticeships and technical education in HEY. Responses included:

“Retain the Traineeship programme to enable those not yet ready for an apprenticeship to access the same high quality vocational routes.”

“Raising awareness of supported/inclusive apprenticeships - having information readily available for employers and potential candidates, so they have a clear understanding of the support available.”

“[A] joined up approach to employer engagement by skills providers.”

“Transferable skills play a part in advancing development, pure technical routes can hinder recruiting to an apprenticeship.”

“Some scheme to highlight those employers who work with apprenticeships really well and follow the rules etc. which may incentivise others.”

Summary of key points

- Training providers believe there is significant interest amongst learners about technical education but that academic routes can be seen as a ‘pre-ordained’ route into a career.
- Again, T Levels are seen as poorly understood and lacking in demand currently.
- ‘Soft skills’ are seen as just as important to a successful apprenticeship as learning the technical skills a role will require.
- Collaboration and sharing of best practice could be stronger between employers and training providers in the region.

Stakeholder consultations

As part of the research consultations were held with ten local organisations to get feedback on the current provision of apprenticeships and technical education in HEY and views on what improvements could be made to increase take-up.

Consultations were conducted by telephone and interviewees were asked a series of questions on topics relating to apprenticeships and technical education. A summary of responses related to each question is listed below.

What forms of engagement they believe are most successful in promoting apprenticeships and technical education with learners?

- Employers highlighted the importance of having long-term personal relationships with training providers and having the ability to choose providers based on the courses they can deliver rather than the location of the provider.
- Local colleges and training providers mentioned the benefit of school visits and open days/evenings to promote apprenticeships and technical education to local learners.

- Local apprentice ambassador networks have helped create a strong bond between employers, training providers and learners across the region.
- Providing ongoing mentoring to apprentices can help learners to remain on their course.
- Creating “trailblazer” groups of employers has helped to develop apprenticeships and occupational skills lists for training providers.

Do they see any barriers for employers and learners to enrol on apprenticeships and technical courses?

- Feedback from employers highlighted that some learners lack the functional English and Maths skills required to start an apprenticeship.
- The skills landscape is seen as more complex following the introduction of T Levels, leading to some confusion for employers when trying to navigate the apprenticeship hiring process.
- Potential learners may not receive feedback from employers when applying for an apprenticeship which can affect their interest in this career route.
- Parental views on apprenticeships can be a barrier, with A Levels being seen as the preferred progression route if their child remains in education.
- Employers face recruitment issues due to many younger learners not having employability skills or interview skills when applying for roles.
- There are fewer Traineeship courses available for learners in the region which previously acted as a stepping stone for learners to progress to an apprenticeship.
- Funding and cost of living pressures were mentioned by many interviewees, with apprentices potentially losing benefits if they start a course or preferring to take-up a full-time job for financial reasons.
- Travel to work can be issue for some learners due to the lack of public transport options in parts of the region.

Did the Covid-19 pandemic impact take-up of apprenticeships and technical education?

- A local training provider mentioned that potential learners may have had up to 2 years out of education with little or no communication with employers and lacking in work experience skills.
- Post-pandemic many careers events have gone online with learners not getting the chance to meet face-to-face with employers which may hinder their prospects.
- The introduction of blended home/office working has meant there are fewer entry points for new apprenticeships.
- Like national statistics on apprenticeship starts, interviewees mentioned a fall in new apprentices in 2020/21 but most thought that start levels were starting to pick up again.

What are their views on the demand for T Levels in the region?

- Employers thought it was not easy to understand the difference between T Levels and other qualifications and that the courses currently being run lack the practical, work-based experience that apprenticeships provide.
- A current lack of employer demand for T Levels was mentioned as a key barrier by a training provider.
- Getting the support of local employers when developing T Level courses was seen to encourage take-up and interest amongst employers.
- A local council thought that there was a potential conflict between apprenticeships and T Levels with employers having limited resources which may lead them to focus solely on apprenticeships which they already understand.

How well understood do they think current funding models for technical education are?

- An employer mentioned that many companies do not have a training and apprenticeship specialist, so the “heavily bureaucratic system” is difficult to understand.
- The Apprenticeship Levy was seen as an opportunity for training providers to engage with SMEs around taking on apprentices.

- Apprenticeship Levy transfer is not well understood amongst employers.

How strong are relationships between schools, colleges, ITPs and employers?

- Colleges have their own client relationship management systems and employers they engage with, but this needs to be broadened out.
- Employers are confused about where to go to find information about apprenticeships and technical education provision.
- Log on | move on is seen as being for young people and not for employers – if the product is to appeal to employers it would need to be structured and use terminology that resonates with employers.
- Training providers and colleges speak in technical language, which isn't always employer friendly. Work could be done to help translate information for employers to encourage take-up.
- Feedback that it can be difficult to get all relevant stakeholders together at the same time.
- A training network thought that the technical education offer in East Yorkshire was less well known and robust compared to the wider region.
- A local college thought there were gaps in current provision, particularly from ITPs.

What trends do they see in skills demand from local employers?

- There was feedback that new employee skillsets such as knowledge of sustainability requirements could be added to existing standards rather than being a standalone course.
- Many interviewees mentioned an increased demand for Higher level apprenticeships.
- There has been an increased employer demand for IT and digital skills.
- Demand and supply of learners in growth sectors such as renewable energy is currently seen as not being aligned and it was suggested that employers in these sectors should consider sharing resources to encourage take-up.
- There is an increased focus on “soft skills” and “employability skills” from employers to help ensure that new apprentices can adapt to the working environment.



Summary of key points

- Employers prefer to have long-term relationships with training providers and involving employers in course design can help increase participation rates.
- The wide range of qualifications and courses is seen as confusing to employers, which may reduce their willingness to engage with technical education.
- There is a lack of employer demand for T Levels which will hamper course take-up and the number of training providers offering this qualification.
- The current funding model of apprenticeships is poorly understood.
- There is increased demand for Higher level qualifications which matches the national data.

Student focus groups

The HEY LEP runs regular Student Voice groups to get feedback from young people about their experience of careers advice.

In March 2023 Little Lion Research joined one of these groups to ask younger learners for their views on careers advice in schools and their knowledge of different progression routes available to them. Students and teachers from four local schools took part in the group.

Whilst most students felt aware of how to access careers information, and felt equipped to find this information, less than 25% felt they had all the information about all careers available to them.

Teachers and parents were seen as the biggest influence on a student's choice of progression path, mirroring the results of the previous panels.

The most named online resources that pupils used for careers advice were university websites, Unifrog, Start and local resources including Log On Move On and Skills Hull and East Riding.

Students were asked what careers advice and guidance they would like that isn't currently available. Responses included:

- More options and pathways
- More information for younger students
- More input from employers and professionals in particular fields
- More information on specific jobs
- Hearing from previous students about their career and study paths
- Enabling students to talk to employees in sectors and careers they are interested in
- Detail on how to deal with not always getting the job you want

Summary of key points

- Students are keen to have more information about careers options and job requirements, and at an early age.
- Talks and presentations by former students and apprentices would be seen as beneficial to current students knowledge of technical education.
- Greater employer engagement with local schools and colleges may help increase take-up of technical education.
- Parents and teachers are key in advising students on their career options.

The next chapter presents key issues highlighted by the research and makes suggested recommendations and actions for how the HEY LEP can address these issues, both now and in future. These issues and recommendations were discussed with the core team at the HEY LEP prior to further development.

6. Key issues and recommendations

The following six issues have been identified as part of this project:

For each issue we have made recommendations as to actions that can be taken now and in the future and made suggestions about how these are taken forward by the HEY LEP and other local stakeholders.

The issue	The evidence for this	Our recommendations
<p>Female participation in apprenticeships and technical education lags both regional and national levels</p>	<ul style="list-style-type: none"> • 41% of apprenticeship starts in HEY in 2021/22 were by female learners. • This compares to 47% in Yorkshire & Humber and 51% in England. • Course choice divides between female and male learners, with female starts concentrated in Healthcare & Public Services, Business & Administration and Retail whilst male starts are concentrated in Engineering & Manufacturing and Construction. <ul style="list-style-type: none"> ○ Construction, Engineering & Manufacturing which make up 38% of all starts in the region – higher than the national average. ○ Healthcare & Public Services make up 21% of starts in the region – this is lower than the national average and the sector is forecast to grow over the next ten years. • Feedback that some courses are less attractive to female apprentices - <i>“The language used in</i> 	<ul style="list-style-type: none"> • Run a careers event with local schools and colleges that highlights the success stories of female apprentices in the region. By collaborating with local stakeholders, including apprenticeship and key employer networks, the HEY LEP will be able to identify apprentices who are alumni of local schools who may be able to participate in these events. • Run a social media campaign targeted at potential learners. Feedback is that many young people are disinclined to access government run websites that provide information about apprenticeships and technical education so consideration will need to be given about which channels the HEY LEP uses to actively promote take-up to the right audience. • Convene discussions with local employers in sectors that struggle to recruit and retain staff (i.e., Retail and Health & Social Care) to gather detailed feedback on why they may not choose to engage with apprenticeship programmes and to promote how apprenticeships can support their business. It was proposed that discussions with Health & Social

	<p><i>some adverts can be too masculine – this puts-off potential female learners.”</i></p> <ul style="list-style-type: none"> Female apprenticeship achievements match starts so the issue is about increasing female apprenticeship starts to widen participation and ensure equality of access to FE. 	<p>Care providers could be integrated into the current NHS Trust / Integrated Care Board project.</p> <ul style="list-style-type: none"> Run a best practice session with local training providers and employers to improve the quality and attractiveness of apprenticeship adverts. Feedback indicated that adverts that show the skills a learner will gain, and the potential career opportunities attract the most attention. This may be an opportunity for the HEY LEP to partner with the Hull and Humber Chamber of Commerce as part of the ongoing development of the LSIP.
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The issue	The evidence for this	Our recommendations
<p>There is a lack of learner and employer knowledge about T Levels and limited current provision</p>	<ul style="list-style-type: none"> • 56% of employers reported having no knowledge of T Levels and 85% do not currently intend to employ T Level students in the future. • 44% of training providers said that employers they work with have no understanding of T Levels. • Only two colleges in the currently offers T Levels and in six subjects. • T Levels are <i>“not currently on the agenda”</i> for many employers according to feedback from training providers. There is a view that they have had <i>“a flawed implementation”</i> that risks creating confusion amongst employers about how they fit in to the wider vocational education and apprenticeships landscape. • Feedback that T Level courses may struggle to recruit enough students. • Removal of Level 2 courses (i.e., BTECs) may reduce pathways to T Levels (see Issue 3 as well). • Also, potential financial constraints for learners: <i>“With the removal of Traineeships, choices are now limited in that if a young person can’t get an apprenticeship, they are unlikely to want to follow an unpaid FE course including T Levels.”</i> – Training provider survey feedback • However – a member of LEP team said they’d heard at a recent conference that employers want to support T Levels rather than work experience going forward. 	<ul style="list-style-type: none"> • Ensure that all local schools and colleges are aware of the government guidance and Digital Toolkit on how to introduce and share information about T Levels with students, staff, parents, and governors⁹. Communication of this guidance can be coordinated through the HEY LEP’s Careers Hub and local stakeholders and integrated into ongoing monitoring of local careers advice and guidance as part of education providers Gatsby benchmark reporting. • Work with the local stakeholders to proactively promote T Levels at events, roadshows and via social media. Again, there is the potential for presentations by T Level alumni now at university or in employment. We would recommend that initial events are organised this summer ahead of the launch of T Levels at six local colleges in September and is led by the HEY LEP’s Apprenticeships & Technical Education group. • Speak with major local public sector employers (i.e., NHS Trusts and local Councils) about how the LEP can support T Levels placements at these organisations. • Explore the options for how extra funding might be made available to T Level students in the region. The ongoing Youth Futures research project may highlight the best channels through which the HEY LEP can support raising the issue of local funding requirements.

⁹ [T_Level_Digital_Toolkit.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The issue	The evidence for this	Our recommendations
<p>Disadvantaged learners are less well supported by the current learning environment</p>	<ul style="list-style-type: none"> • 2021 figures show that learners classed as SEND or Looked After Children (LAC) in Hull were more likely to be NEET and less likely to be in apprenticeships or technical education than their peers (n.b. figures for East Riding were not available at the time of writing). • Supporting LAC learners into employment opportunities was highlighted as a key priority by the local authority. • “[Employers lack] understanding of the financial support available to take on a young person with SEND.” – Training provider survey feedback • Feedback that the current additional learner support (£150 per week) is often seen as inadequate to support learners who may have more complex needs. • Feedback that employers are encouraging schools, colleges, and training providers to introduce them to disadvantaged learners but there is a breakdown at this point. • Feedback from training providers at Bishop Burton College session flagged broadening participation as a key theme. • Loss of national government funding for Traineeships from August 2023 may be a big barrier as these were often the pathway to progress to an apprenticeship. 	<ul style="list-style-type: none"> • Promote pre-employment support via the Careers Hub, Youth Futures research project and other stakeholders to improve students soft-skills and employability skills. • Consult with local colleges and ITPs to map regional Level 2 provision landscape post-August 2023 when national Traineeship funding abolished and there will be a move towards localised pre-employment programme. • Support and build mentoring and pastoral care capacity in training providers to reduce drop-out rates. • Produce case studies of disadvantaged learners progression onto apprenticeships. • Raise awareness of additional learner support funding with local employers. This could be led by the efforts of the LEP’s Growth Hub when talking to local employers. • Explore potential sources for extra financial support for disadvantaged learners and the best channels through which to make the case to local and national Government.

The issue	The evidence for this	Our recommendations
<p>Apprenticeships and technical education in HEY are focussed on Intermediate level courses</p>	<ul style="list-style-type: none"> • 41% of apprenticeship starts in HEY in 2021/22 were at the Intermediate level, with 19% of starts at the Higher level. Previous increases in starts at Advanced and Higher levels have stalled over two years. • In Yorkshire & Humber 25% of starts were at the Higher level and in England it rises to 30.5% • To reach the same percentages the region would need an extra 335 – 630 Higher level starts per year. • Training providers surveyed reported the highest level of interest amongst employers for learners with Higher and Degree level apprenticeships - government data supports this trend. • However – there was some consultation feedback that said the removal of Intermediate level qualifications was a damaging long-term trend as it reduces the opportunity for learners with lower levels of qualification to access apprenticeships which increasingly become the preserve of already higher qualified and employed learners. 	<ul style="list-style-type: none"> • Promote Higher level apprenticeships to local employers and their workforce (in particular, SMEs and larger employers who have a limited workforce skills development programme), using the example of large local organisations such as the Councils/NHS who have increased the number of Higher apprenticeships. This could be led by the LEP’s Employment and Skills Board and Careers Hub working with local stakeholders. • Speak to local training providers to understand what funding is available to them to hire trainers for Higher level courses who may otherwise remain in industry. The Employment and Skills Board could help organise a “train the trainer” session, working with experts in sectors where there is limited current provision of trainers. • Consider options to ‘nudge’ employers to think about staff upskilling. The Institute for Apprenticeships and Technical Education (IfATE) produce regularly updated occupational maps that group occupations with related knowledge, skills, and behaviours into pathways, making it easier to see the opportunities for career progression within that route. The maps could be shared by with local employers through the LEP’s Growth Hub.

The issue	The evidence for this	Our recommendations
<p>An information (and role/responsibility) disconnect between learners, schools, training providers and employers</p>	<ul style="list-style-type: none"> • HEY outperforms national averages on Compass data for student careers advice, including on benchmark 7 which focus on technical education knowledge and provision. • However, project feedback highlights information disconnects: <ul style="list-style-type: none"> ○ <i>“With [manufacturing, agri-tech, health and social care] we haven’t got specifics on occupational training requirements.”</i> • Student Voice panel feedback: less than 25% felt they had all the information about all careers available to them and requested more careers advice input from employers and professionals in particular fields. • Lack of guidance from parents/family on technical education options is seen as the biggest barrier (87% see this as a barrier overall, and 40% a ‘big barrier’) + 80% of work experience organised by family. • <i>“Young people do not want to access government websites.”</i> – need for alternative methods of communication. 	<ul style="list-style-type: none"> • Ensure that local Careers Advice Services have more awareness and understanding of apprenticeships to better advise students on the options available. • Use the newly introduced Provider Access Legislation (6 encounters in total between Year 8 – 13) to ensure better links exist between schools and employers exist and strengthen options put in front of students. The LEP already tracks careers advice via Gatsby benchmarks so this action can be incorporated into existing monitoring with support given to local schools and colleges who may not be currently meeting all benchmarks. • Work with HEY priority sector employers set-out in the Economic Growth and Workforce Wellbeing Strategy and local training providers to develop checklists of core occupational skills and soft-skill requirements to widen courses available and their relevance to employment. • Social media engagement with learners to promote benefits of apprenticeships (i.e., financial, career progression, life skills, balance of education and work experience). This could be linked with campaigns to encourage take-up of T Levels and female participation in technical education.

The issue	The evidence for this	Our recommendations
<p>The funding available for apprenticeships and technical education is not fully understood by all local employers</p>	<ul style="list-style-type: none"> • There is good knowledge around the apprenticeship levy but less knowledge about how to access the levy transfer scheme or how to access extra funding re. learners with SEND (see Issue 3). • <i>“A lot of discussion about the apprenticeship levy transfer – employers could do with more information about when they’ve not spent all the levy.”</i> • The guidance from ESFA can be difficult to understand. • Current financial constraints make employers hesitant to take-on apprentices – will we be able to afford another full-time employer upon completion? 	<ul style="list-style-type: none"> • Provide guidance on the costs of apprenticeships and technical education via the Growth Hub to inform local employers of the costs and benefits of engaging with a scheme. • Work with local employers with apprenticeship programmes to promote the benefits of the levy transfer scheme. Many large public sector employers in the region have experts in apprenticeship funding and levy transfer options who could support this strand of the project. • Consider working with a Flexi-Job Apprenticeship Scheme on specific projects in the region to promote apprenticeships (and the low administration and cost benefits) to SMEs and companies in sectors that may not want to commit to longer courses. Potential support could also be sourced from local apprenticeship networks and other stakeholders in the region.

Appendices

Appendix A: Online surveys

Training provider survey



Hull & East Yorkshire Local Enterprise Partnership (HEY LEP) want to lead a transformation of the region's skills profile. Delivering this transformation will require the upskilling and reskilling of our young people and our workforce. Apprenticeships and technical education will have a key role to play in achieving this.

HEY LEP has commissioned research how the region can increase the take up of technical education and apprenticeship provision at all levels. We want HEY training providers to input to this research. This survey has been developed to hear about. The survey takes 10 minutes. It does not require you to provide any personal or commercially sensitive data. All survey responses will be anonymised.

If you would like further information on the research, you can contact: matthew@littlelionresearch.co.uk or speak with your HEY LEP contact.

1. LEARNER INTEREST IN APPRENTICESHIPS AND TECHNICAL EDUCATION

Q. Over the past 3 years, has learners' interest in apprenticeships and technical education routes...

- Fallen significantly
- Fallen slightly
- Stayed the same
- Increased slightly
- Increased significantly
- Don't know

Q. Regarding apprenticeships, how do you feel learner interest in apprenticeships has changed in terms of...

- Intermediate apprenticeships – same answer categories as above
- Advanced apprenticeships – same answer categories as above
- Higher apprenticeships – same answer categories as above
- Degree apprenticeships – same answer categories as above

Q. Are young people in Hull & East Yorkshire more interested in academic or technical/vocational study routes:
<PROVIDE SCALE RUNNING FROM MORE INTERESTED IN ACADEMIC ROUTES TO MORE INTERESTED IN TECHNICAL/VOCATIONAL ROUTES>

2. EMPLOYER INTEREST IN APPRENTICESHIPS AND TECHNICAL EDUCATION

Q. Over the past 3 years, has employers' interest in apprenticeships and technical education routes...

- Fallen significantly
- Fallen slightly
- Stayed the same
- Increased slightly
- Increased significantly
- Don't know

Q. Regarding apprenticeships, how do you feel employer interest in apprenticeships has changed in terms of...

Intermediate apprenticeships – same answer categories as above

Advanced apprenticeships – same answer categories as above

Higher apprenticeships – same answer categories as above

Degree apprenticeships – same answer categories as above

Q. Over the last 3 years, have you noticed any change in importance/focus on any particular apprenticeship standards, amongst employers?

- YES
- NO

<IF YES> Please provide details on the changes you have noticed, and which standards they relate to

Q. How would you assess the understanding of employers of the following types of vocational training:

- Traineeships - no understanding, some understanding, a lot of understanding, D/K
- T Levels - no understanding, some understanding, a lot of understanding, D/K
- BTECs - no understanding, some understanding, a lot of understanding, D/K
- Skills Bootcamps - no understanding, some understanding, a lot of understanding, D/K
- HNC/HNDs - no understanding, some understanding, a lot of understanding, D/K
- Foundation Degrees - no understanding, some understanding, a lot of understanding, D/K

3. BARRIERS & CHALLENGES

Q. What do you perceive as being the biggest barriers to technical education in Hull and East Yorkshire? (Select as many as apply)

- Lack of demand from learners
- Lack of employer interest
- Lack of apprenticeship vacancies
- Cost barriers to learners
- Cost barriers to employers
- General perceptions of technical education

-
- Lack of quality courses
 - Lack of locally relevant courses
 - Other (please specify)
-

4. WHAT COULD BE DIFFERENT?

Q. What would be your number 1 priority for boosting interest in and take up of apprenticeships and technical education in Hull & East Yorkshire?

Employer survey



HEY Employer Skills
Survey.pdf