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Hull and
East Yorkshire
Local Enterprise
Partnership

HEY LEP
Skills Network Meeting
3rd October 2023
Aura Innovation Centre



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East Yorkshire
Local Enterprise
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Driving growth of the Hull and East Yorkshire economy for the benefit of our communities

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Housekeeping

Chris Howell
Employment & Skills Manager
HEY LEP



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Welcome

HEY LEP Skills Network

Co-Chairs:
David Gent & Lynette Leith



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Event support and handouts:

- QR codes – what's on there today?
- Delegate feedback forms – either via QR code or complete hard copy on tables

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HEY LEP Employment & Skills Research Projects

HEY LEP Digital Skills Prospectus



HEY Digital Framework



HEY-Digital Skills Analysis Update July 2023



HEY LEP Skills Network Delegate Feedback Form



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HEY LEP Employment & Skills Research Projects

HEY Green Jobs and Skills Analysis Report



HEY-LEP-Apprenticeships and Technical Education Final Report



HEY LEP State of the Economy Update



HEY Employment and Skills Strategy



Action from previous sessions:

- Little Lion Apprenticeship Research Project
 - Recommendations taken forward by HEY LEP Apprenticeship & Technical Education working group
- HEY Digital Framework
 - Now complete – final version included on today's agenda and will be covered by Dr Laura Lane from Kada Research Ltd.

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Keynote Speaker

‘Changes to the Post-16 Education System’

Julie Hyde

Director of External and Regulatory Affairs
for the

Northern Council for Further Education (NCFE)

Biography

As Director of External and Regulatory Affairs, Julie ensures NCFE's reputation as a leading educational services provider endures and that their qualifications and services continue to support individuals to achieve their potential.

Julie is also a Governor at Percy Hedley College, Leeds City College and Chair of the Luminate Group Employer Board. The board oversees programmes of learning for crucial sectors such as digital, engineering, manufacturing, health and more and reviews how well the education or training provided by the institution meets local needs.

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Post 16 Qualification Reform



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A split in the new landscape:

A clear demarcation of academic (AAQ) and technical (TQ) as qualification funding moves towards meeting criteria of being, “necessary, high quality and having a clear purpose”.

Technical qualifications	Academic qualifications
<p>At Level 3: Primarily designed to support progression to skilled employment or into further technical training.</p>	<p>At Level 3: Primarily designed to support progression to higher education.</p>
<p>At Level 2: Primarily designed to enter the workplace, upskill or retrain and progress into skilled employment or Level 3 studies.</p>	<p>At Level 2: Primarily designed to support students onto further education academic studies.</p>

All Level 3 and below qualifications which the DfE approves for post-16 funding are within scope of the reform with some exceptions:

- Technical qualifications in T Levels
- Ext./Higher/Fdn. projects, IB, Access to HE Dip., Performing Arts Graded
- FSQ, EDSQ, GCSE, AS and A Levels.

Reform will be phased over four years with the first teaching session for providers 2025-26.

The first funding impact, 16-19 qualifications overlapping T Levels, will see removal from August 2025.

The process of approvals for AOs began in February 2023 for Level 3 and April 2023 for Level 2 qualifications.

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Landscape and categories

The academic and technical landscape: The big picture

Post-2025 academic landscape at 16-19 and for adults

Qualifications that support students to progress onto and achieve high quality further education and higher education academic courses.

A/AS levels

Small qualifications (up to the size of an A level) alongside A levels

Large qualifications (the size of 2 or 3 A levels) taken as alternatives to A levels

Post-2025 technical landscape at 16-19

Education providing the knowledge, skills and behaviours students need to progress to skilled employment or higher technical study.

T Levels

Technical occupational entry and technical occupational progression qualifications in areas not served by T Levels

Technical additional specialist qualifications

Technical cross-cutting function qualifications

Apprenticeships

Post-2025 technical landscape for adults

Education providing the knowledge, skills and behaviours to upskill or retrain to progress to skilled employment or higher technical study.

T Levels

Technical occupational entry and technical occupational progression qualifications

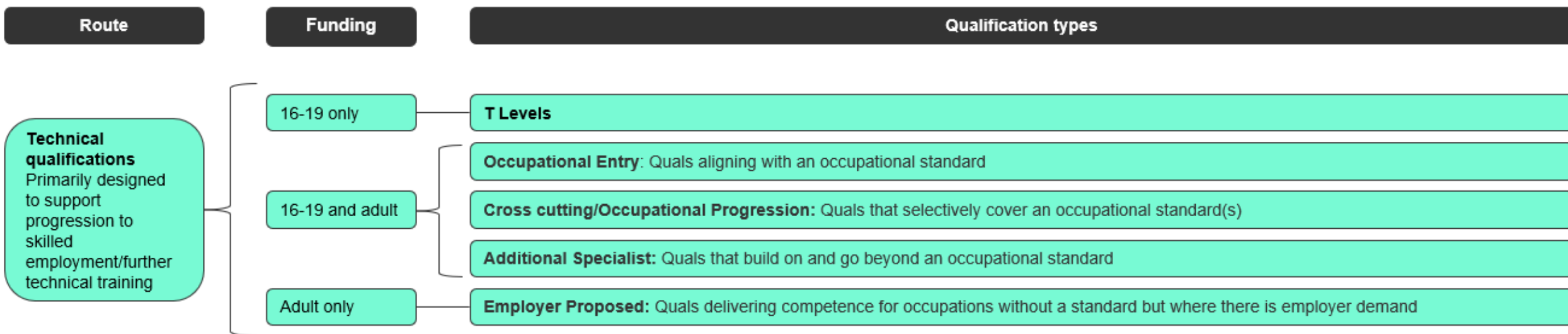
Technical employer proposed qualifications

Technical additional specialist qualifications, including in areas more appropriate for adults

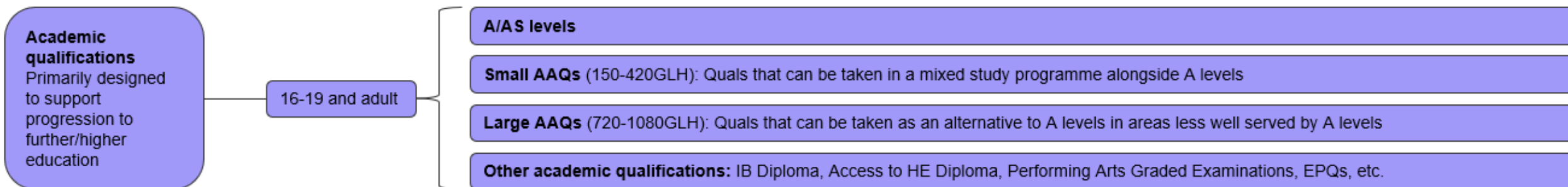
Apprenticeships

Technical cross-cutting function qualifications

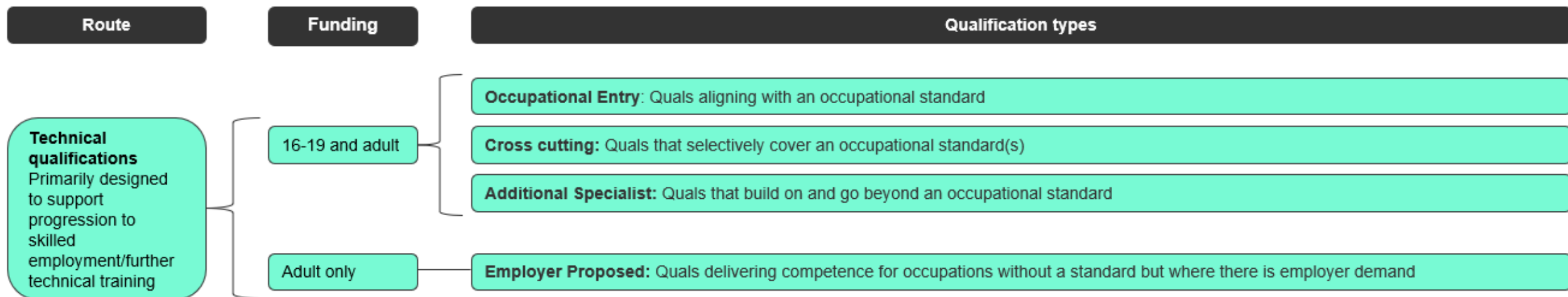
The new post-16 level 3 landscape



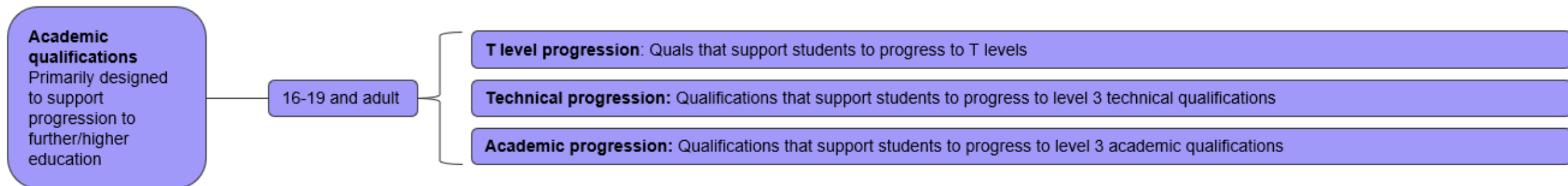
Clear distinction between technical and academic qualifications



The new post-16 level 2 landscape



Clear distinction between technical and academic qualifications



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Cycles and Timeframes

Timelines for defunding

- Current qualifications that no longer meet the new criteria will have funding withdrawn in cycles.
- DfE and IfATE will aim to reduce gaps between legacy and new qual funding where possible.
- An example is Level 3 qualifications in cycle 1 for 16-19 learners. Those qualifications assessed as overlapping with T Levels in wave 3 will have funding removed. This does not apply to adult-funded learners for those areas or learners taking the qualifications as part of an apprenticeship.

Timeline for defunding of post-16 qualifications

August 2024 (new starts Sept 2023)	August 2025 (new starts Sept 2024)	August 2026 (new starts Sept 2025)	August 2027 (new starts Sept 2026)	August 2028 (new starts Sept 2027)
<p>Level 3 qualifications within scope overlapping with T Levels waves 1 and 2 for 16-19 learners:</p> <ul style="list-style-type: none"> - construction and the built environment - digital - education and early years - health and science. <p>*This does not impact adult funding for these routes until August 2025.</p>	<p>Level 3 qualifications in routes identified as T Level overlap (see 16-19 learners August 2024) for adults. Plus, the following will also be defunded for 16-19 and adult learners:</p> <ul style="list-style-type: none"> - building and construction - child development and wellbeing - direct learning support - engineering - health and social care - ICT for practitioners - ICT for users - medicine and dentistry - nursing and subjects and vocations allied to medicine - science - teaching and lecturing. <p>Level 2 qualifications in subject areas in scope this cycle, but that do not fit requirement for approval following reform, will also be defunded.</p>	<p>Level 3 and Level 2 qualifications in all other routes within scope.</p> <p>Level 2 qualifications that first go live in August 2027 are excluded from defunding this year.</p>	<p>All remaining Level 2 and below qualifications within scope.</p>	<p>All remaining English, maths and ESOL qualifications.</p>

Timeline for Providers

Spring 2024:

The DfE and IfATE will announce which qualifications will be approved for delivery for Level 3 cycle 1 across the 5 sector subject areas (SSAs) in scope and Level 2 cycle 1 across the 4 SSAs in scope.

We're working with the bodies to continue to provide high-quality qualifications in our key SSAs including education and early years, digital, and health and science.

Spring 2025:

The DfE and IfATE will announce which qualifications will be approved for delivery for Level 3 cycle 2 and Level 2 cycle 2 across the SSAs in scope.

We're working with the bodies to continue to provide high-quality qualifications in our key sector subject areas including child development and wellbeing, social care and teaching and lecturing.

Cycle 1 live

First teach of reformed qualifications to go live 2025-26. These include Level 3 and Level 2 qualifications across SSAs in cycle 1.

Cycle 2 live

First teach of reformed qualifications to go live 2026-27. These include Level 3 and Level 2 qualifications across SSAs in cycle 1.

Alongside this, Level 2 qualifications to support progression to Level 3 technical and academic routes and subject areas will be available for those reformed in 2025-26.

Cycle 3 live

First teach of reformed qualifications to go live 2027-28. These include:

- Level 2 and below qualifications funded from 2027 including Level 1, Entry and PSE qualifications
- Level 2 and Level 3 qualifications supporting progression for remaining academic routes and subject areas for those reformed in 2026-27.

Cycle 4 live

First teach of reformed qualifications to go live 2028-29. These include Level 2 and below qualifications first funded from 2028 in English, maths, ESOL and Skills for Life.

Where are we along the timeline?

Level 3 (cycle 1) first delivery after August 2025. Approval July 2024

In February 2023, awarding organisations confirmed the qualifications they intend to submit against the new Level 3 funding categories within scope. Feedback and discussions took place with IfATE and DfE and engagement sessions were held.

- Finalised submission window closed in July 2023.
- DfE and IfATE have completed initial sift and are now completing High Level Review.

Level 2 (cycle 1) first delivery after August 2025. Approval July 2025

In June 2023, awarding organisations confirmed the list of qualifications they intend to submit against the new Level 2 funding categories within scope. Feedback and discussions will take place with IfATE and DfE and engagement sessions will be held.

- Finalised submission window closes in November 2023.

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Implications

What does this mean for 16-19 learners?

In reality, many of the technical categories will rarely see use in a 16-19 learner's programme of study. We expect that the options available to a 16-19 learner will be:

Technical

- T Level
- Occupational entry diploma (in areas not served by T Levels)
- Apprenticeship

Academic

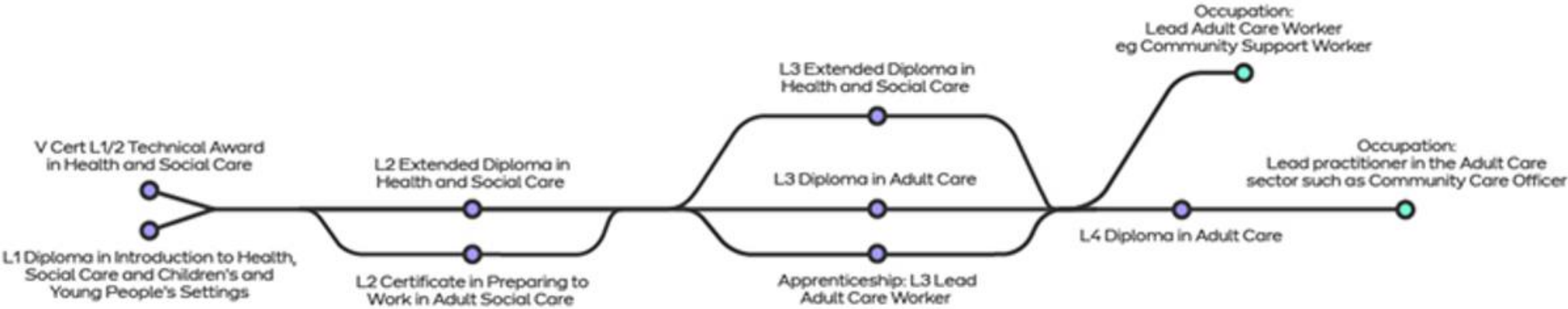
- 3 A levels
- 2 A Levels and 1 small AAQ
- 1 large AAQ

Technical education – all levels

Relationship to standard	Level 2	Level 3	Level 4/5
Aligns to a standard	Occupational Entry	T levels Occupational Entry	HTQs
Builds on a standard	Additional Specialist	Additional Specialist	
Selectively covers a standard	Cross Cutting	Cross Cutting/Occupational Progression	
No link to a standard	Employer Proposed	Employer Proposed	

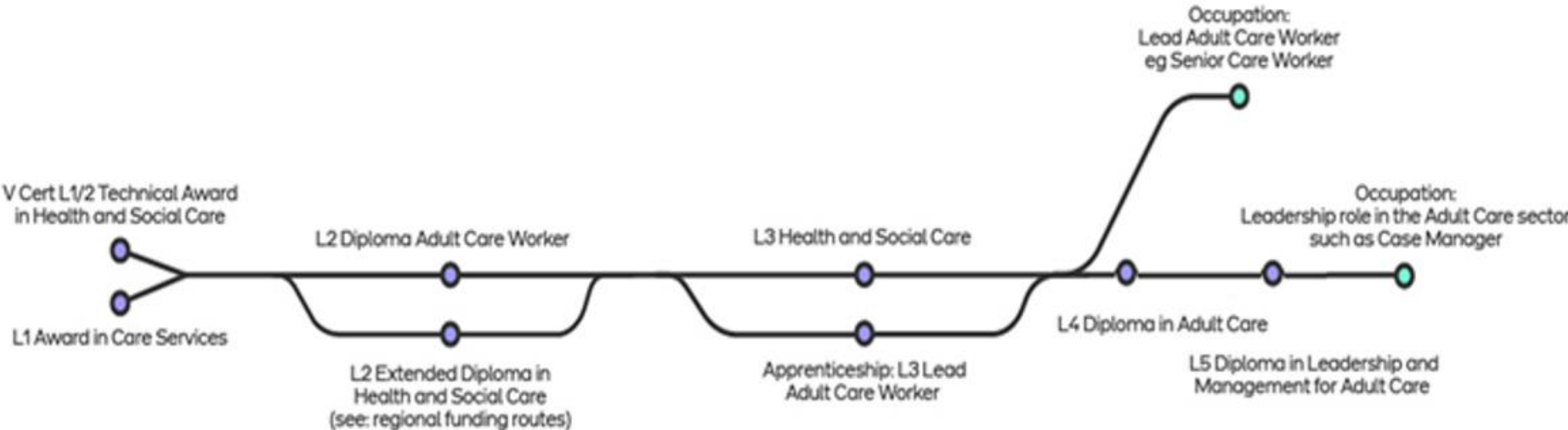
Lead Adult Care Worker - current

Current example of qualifications in route



Lead Adult Care Worker - post-reform

Post-reform example of qualifications in route



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Further information and sources of support

Sources of support

DfE (2023) Guidance: Guide to post-16 qualifications at level 3 and below in England. Available at: <https://www.gov.uk/government/publications/review-of-post-16-qualifications-at-level-3-in-england--2>

IfATE (2023) Post-16 Technical Qualifications. Available at: <https://www.instituteforapprenticeships.org/qualifications/post-16-technical-qualifications>

NCFE (2023) DfE review of post-16 qualifications at Level 3 in England: What you need to know. Available at: <https://www.ncfe.org.uk/all-articles/dfE-post-16-level-3-review>

NCFE (2023) What does Post 16 reform mean for adult learners. Available at: <https://www.ncfe.org.uk/all-articles/post-16-reform-adult-learners>

UK Parliament: House of Commons (2023) The future of post-16 qualifications – education committee. Available at: <https://publications.parliament.uk/pa/cm5803/cmselect/cmeduc/55/report.html>

Speak to us

juliehyde@ncfe.org.uk

level3reform@ncfe.org.uk

If you'd like to be involved in stakeholder groups and support the development of new qualifications, please contact jodiewade@ncfe.org.uk

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Questions?

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AI for Educators

Advances in Digital & Tech Developments

Robin Mackey
Hull College UK

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TRAINING

Robin Makey

Assistant Principal - Digital and Advanced Technology

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What is ChatGPT?

1. Large language model (LLM). It has been trained using a massive amount of data.
2. OpenAI, an international research centre in artificial intelligence, has developed ChatGPT.
3. Generates human-like text. It can have conversations with users engagingly and naturally.
4. AI assistant that can be used with other AI tools. It is not intended to replace a chatbot or search engine.
5. Versatile tool that can be used for various purposes, including customer service and content generation.
6. Highly scalable and can be tuned to perform specific tasks or handle other knowledge domains (job security threat).
7. This same company is also responsible for Dall-E. It uses artificial intelligence and machine learning to create art from almost anything natural language descriptions provide.
8. Writes codes for apps and websites in significantly less time. It can solve complicated coding issues quickly.

Simply Put...

ChatGPT - Demonstration

Possibilities:

1. Song or poem
2. Student Behaviour Policy
3. Letter of complaint
4. Information Leaflets



HULL COLLEGE - NEVER ALONE
Stalking

What is it?
Stalking is repeated, unwanted attention that makes someone feel harassed, threatened, or afraid. Stalking behaviours can include:

- Following someone in person or monitoring them online
- Repeatedly sending unwanted messages, gifts, or objects
- Making threats against someone
- Spying on or showing up at someone's home or work
- Cyberstalking on social media or digital devices

What can I do?

- Trust your instincts - if a situation feels unsafe, get help immediately
- Clearly communicate to the stalker to stop contacting you
- Block the stalker on all platforms and document each incident
- Notify the police
- Vary your routine and limit public posts to stay less predictable
- Ask friends to accompany you and not post your location publicly
- Keep evidence like texts, gifts, photos to show a pattern of stalking
- Get counselling to process trauma related to stalking

You have a right to feel safe. Seek support - you don't have to live in fear.



HULL COLLEGE - NEVER ALONE
Drink Spiking

What is it?
Drink spiking is when alcohol or drugs are added to someone's drink without their knowledge or consent, this is illegal and potentially dangerous. Signs your drink has been spiked include:

- Feeling drunker than expected from the amount you consumed
- Feeling dizzy, sleepy or having blurred vision
- Loss of balance, slurred speech or confusion
- Memory loss or inability to recall events clearly

What can I do?

- Never leave your drink unattended or accept drinks from strangers
- Watch bartenders prepare your drink and don't let anyone else touch it
- Avoid sharing or swapping drinks
- Go out with trusted friends who can look out for you
- Consider drink stoppers or covers that prevent tampering
- If you start to feel strange, seek medical help right away
- Stay with people you trust if you start to feel affected
- Report drink spiking to police or a security guard

You have a right to be safe on a night out. If you notice suspicious behaviour, speak up. And watch out for your friends.

8 DAILY QUESTIONS OF AN AI EDUCATOR

1

CAN AI CREATE THIS FOR ME?

2

CAN I WORK WITH AI TO DO THIS?

3

HOW WILL MY STUDENTS USE AI TO LEARN?

4

HOW WILL MY STUDENTS DEVELOP SKILLS TO HELP THEM LEVERAGE AI?

5

HAVE I CONSIDERED THE ETHICS OF THE AI WE ARE USING?

6

ARE THERE ANY UP-TO-DATE AI TOOLS MY STUDENTS SHOULD KNOW ABOUT?

7

AM I INVOLVING MY STUDENTS IN THE DESIGN AND EVALUATION OF AI TOOLS?

8

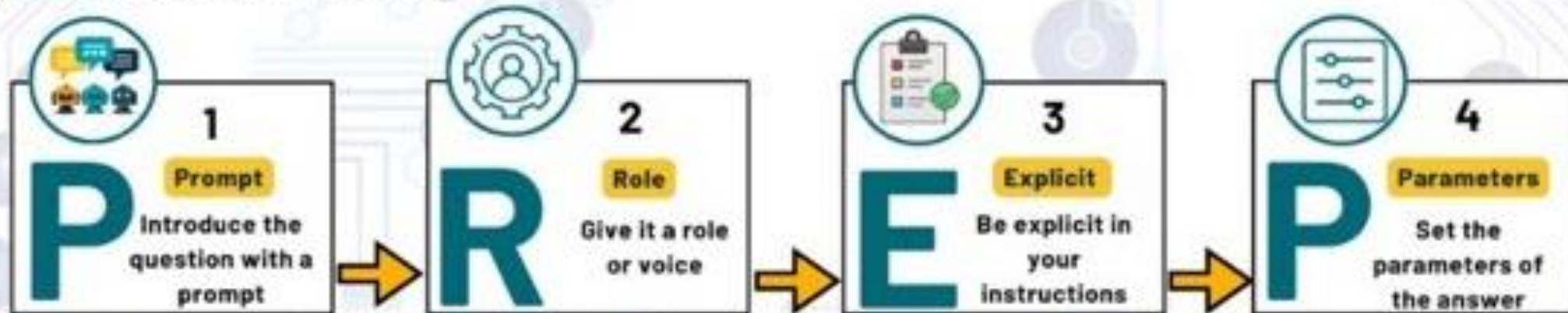
AM I USING AI IN A WAY THAT PROMOTES COLLABORATION, CRITICAL THINKING, AND PROBLEM-SOLVING SKILLS AMONG MY STUDENTS?

PROMPT ENGINEER FRAMEWORK

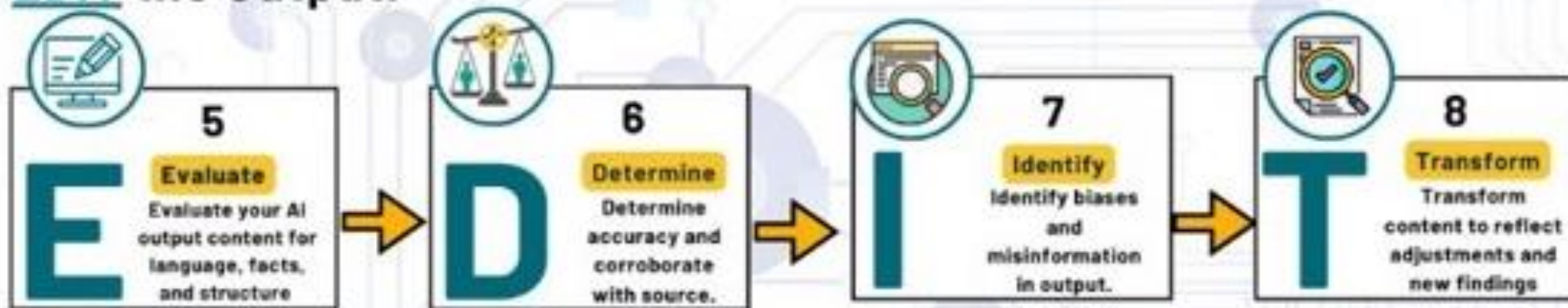


@AmandaFoxSTEM
@DanFitzTweets
@WeinsteinEdu

First, **PREP** the Machine.



Then, **EDIT** the Output.



Re-**PREP** & **EDIT** until satisfied

The #AICLASSROOM

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AI Tools for Course Development

- **ChatGPT**
- **Education Copilot**
- **Power Point AI**

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AI Deep Fakes



Reinventing Productivity

The Future of Work with AI



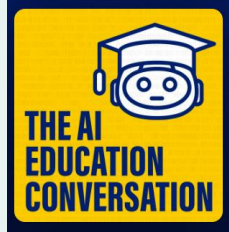
Applied color coding to the tables

🔗 Link

What would have happened if Reusable Containers had not the prior quarter's growth rate

📊 Analyzing the data...

🔗 This promising



Learn more

[The AI Education Conversation | Podcast on Spotify](#)

[\(3\) Dan Fitzpatrick \(@DanFitzTweets\) / Twitter](#)

- Search on TikTok, Instagram, LinkedIn for AI in education
- App – POE
- Make ChatGPT an app

Chat GPT – Your turn

- 1. Consider your roles and responsibilities.**
- 2. How can you use ChatGPT to support you in your role?**
- 3. Use PREP & EDIT framework**
- 4. Share outcome**



Midjourney



IN 2 MINS



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Institute for Apprenticeships & Technical Education

High level Digital Trends

Nick Mawhinney & Usama Edoo

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[Click here to join the meeting](#)

Institute for Apprenticeships & Technical Education

Emerging digital trends/skills

Nick Mawhinney – Head of Route
Usama Edoo – Senior Route Manger

Background

Technology and use of digital tools is becoming more prevalent across all sectors, and we have been exploring what the key cross-cutting digital trends of the future are.

- This is to help our employer groups across all 15 routes in considering future skills needs when developing or revising apprenticeships.
- The trends identified are a starting point and not an exclusive list. We recognise that predicting the future is not an exact science, and there will be other trends and technologies that might be more important to specific sectors that are not included here.

Enabling Digital Across The Economy

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The way we live and work is changing, and while the UK is a world leader in digital, the speed of change is leaving many people behind. **11.8 million people (36% of the UK workforce)** of working age are still without the Essential Digital Skills (EDS) for life and work.

Right now, this skills gap is preventing individuals and businesses from taking full advantage of digital technology; it's damaging the UK's competitiveness and productivity. Digital skills are now entry requirements for two-thirds of UK occupations, accounting for 82% of online job vacancies. However, many businesses are struggling to recruit people with the digital skills they need. *[source: future.now]*

How is this being addressed?

Digital Skills for All

The [Essential Digital Skills Framework](#) reflects the range of skills people need to safely benefit from, participate in and contribute to the digital world of today and tomorrow, in life and at work.

Developed in 2018 on behalf of the Department for Education, the framework outlines five key skills (namely, Problem Solving; Communicating; Transacting; Handling Information; and Being safe and legal online) and provides examples of tasks that people should be able to complete to demonstrate each skill.

The [Essential Digital Skills report](#) developed by Lloyds Banking Group is the UK's digital skills benchmark, measuring the basic tasks needed to access the online world, and the essential digital skills needed for life and work.

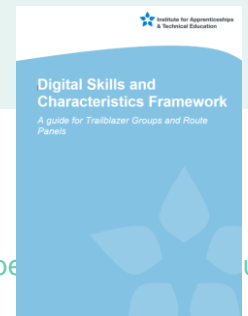
The roll-out of Essential Digital Skills Qualifications will also equip the most vulnerable with the right tools to safely benefit from, participate in and contribute to the digital world of today and the future, (2019). The Government will provide entitlement funding for learners aged 16-19 and 19+ (employed or unemployed) who have a foundation of limited digital skills and are taking Ofqual approved Essential Digital Skills qualifications.



Digital Skills and Characteristics Framework – for Apprenticeships and Technical Education

The Institute for Apprenticeships & Technical Education have also co-produced a [Digital Skills and Characteristics Framework](#) in collaboration with its Digital Route Panel to support the inclusion of appropriate digital content in new and revised occupational standards at all levels.

To ensure consistency and assessability, this framework builds on themes from the Essential Digital Skills Framework. However, the Digital Route Panel have looked beyond the foundation digital skills required by citizens and have specifically articulated a set of digital characteristics in an occupational context and mapped these across to the various occupational levels for an apprenticeship.



Key future digital trends that will impact all sectors

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Technology and the use of digital tools is prevalent across all sectors, and in recognition of that, the Institute and Digital Route Panel have identified a number of cross-cutting digital trends of the future.

1. Transition to the next-generation workforce



What is it?

Digital practices welcome numerous advantages for organisations, such as enhanced productivity, improved communication levels and greater efficiency. Therefore, a workforce that is highly equipped, digitally-skilled and familiar with technology concepts from day one is more important than ever before.

IT literacy gives way to expanded digital competency in the future – where adoption of digital solutions (e.g. no/low-code, automation) becomes part of the day job. Industries will be expected to adopt a digital-first mindset as the workforce responds to the pace of technical change.

We expect this to impact sectors immediately - short term.

Related technologies

Self-learning platforms: *E.g. All employees will be expected to self-learn through online training and upskilling, even YouTube!*

Data manipulation: *E.g. An employee will be expected to create, read and interrogate a PowerBI Dashboard to answer business-critical questions.*

No Code: *E.g. A marketer will use a No-code platform like Braze to create an automated, personalised segmentation campaign for a brand's customers.*

Artificial Intelligence: *E.g. A maintenance worker will rely on AI-driven traffic automation to schedule in maintenance work on the road based on expected traffic throughput.*

Automation: *E.g. A worker will need to identify key areas of any workflow that could be done by robotics or computers, so that they are focussed on the human-add value.*

2. AI/Automation



What is it?

“AI refers to systems or machines that mimic human intelligence to perform tasks and can iteratively improve themselves based on the information they collect. AI manifests in a number of forms.”

AI creates new opportunities to drive growth, potentially exponentially. It'll have an impact on every aspect of a company, people, processes, systems, and applications, leading to new ways of customer engagement, new business models, improving human productivity to the next level, and enhancing human interaction within and outside the company.

It can help provide better experiences, for example, if you are trying to get home in rush hour traffic, Google Maps can quickly help figure out the best route. Or when you finish watching a film on Netflix, another film that you might be interested in is recommended.

It can also help us work smarter, redirecting human talent to more rewarding work. With AI, a company can reimagine the way it does things and do them in a way that humans could never do alone.

We expect this to impact sectors medium – long term.

Related technologies

Computer vision, sensors, machine learning, deep learning, neural networks.

3. Edge computing and connectivity



What is it?

Edge computing allows computing infrastructures to be closer to the data source, leading to faster and more reliable use of devices.

Together, 5G and Edge computing can lead to almost unimaginable innovation. While Edge provides new and faster experiences, 5G provides the connectivity to grow and expand those new experiences.

It will be key to enable a “smart” future and the Internet of Things (IoT) where cars drive themselves, homes automatically adjust to your lifestyle and preference, farms have autonomous drones which can identify weeds and spot treat them with pesticides.

We expect this to impact sectors medium – long term.

Related technologies

Edge Computing, 5G, Connected devices, IoT, Artificial Intelligence

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Next steps

AI workshop(s) to:

- improve understanding of the emergence of AI technology and application in industry among our employer groups
- increase awareness of the next wave of AI trends and how they may impact sectors in the next 5 years
- Identify and capture common themes
- Lead to translation of emerging applications into skills, knowledge and behaviours that apprenticeships (and technical qualifications) should include

Problem - keeping pace with change. Apprenticeships can take up to a year to develop and publish. Do we make content generic enough to allow for change (and risk being ambiguous) or allow for rapid revisions (and risk creating uncertainty for learners, providers and assessment bodies?).

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Any Questions?

For further enquiries, contact

Usama.Edoo@education.gov.uk or Nick.Mawhinney@education.gov.uk

Website:

[Home / Institute for Apprenticeships and Technical Education](#)

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Comfort Break

(15 Minutes)



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Institute for Apprenticeships & Technical Education

‘Occupational Mapping Service and Q&A’

Varinder Panesar

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IfATE

Occupational maps

Occupational Maps Virtual Demonstration

[Click here to join the meeting](#)

IfATE Occupational Maps and Progression Policy Team, Policy
and New Concepts Division
Digital and Analytical Services Division
Autumn 2023



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Digital Strategy & Labour Market Intelligence

HEY Digital Framework
Dr. Laura Lane, Kada Research Ltd.



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HEY Digital Framework

HEY LEP Skills Network Event
3 October 2023

Dr Laura Lane, Kada Research Ltd

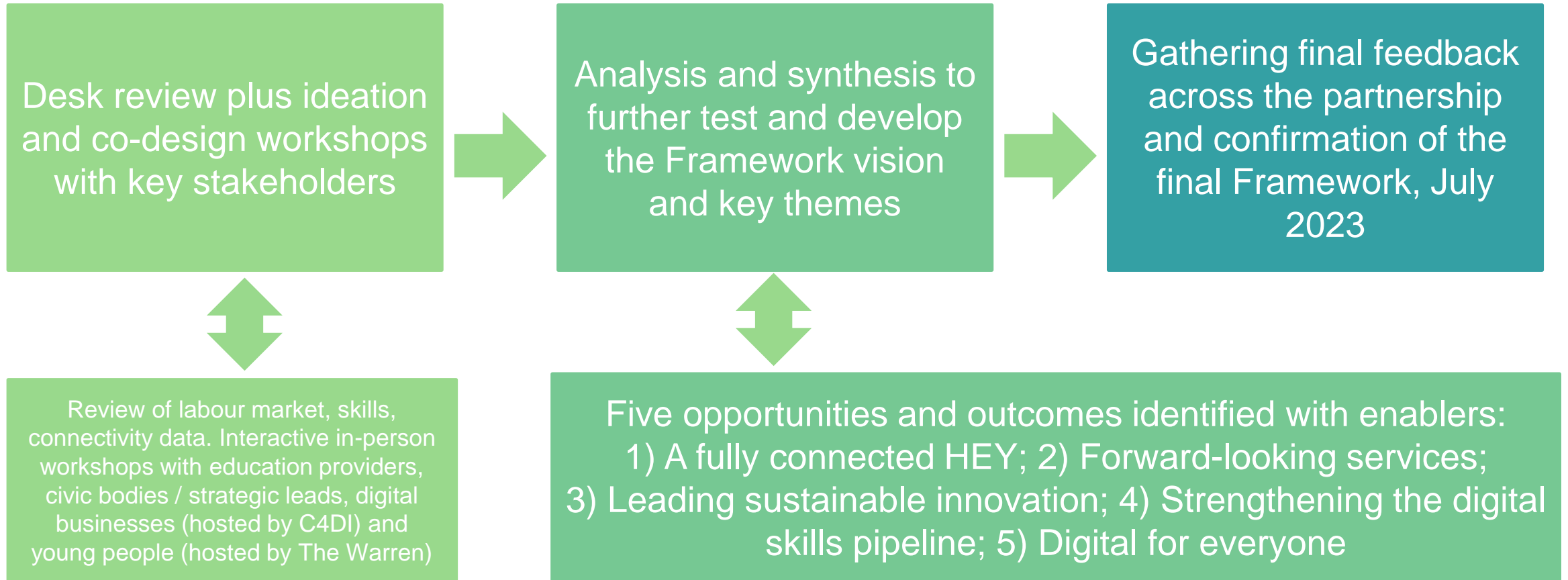


Development of a Digital Framework Industry 4.0 for Hull and East Yorkshire

- Kada Research were commissioned by HEY LEP, TEC Partnership and the LDSP in March 2023 to develop a Digital Framework – Industry 4.0 for Hull and East Yorkshire (HEY) to set out a clear vision for growing HEY's digital and tech ecosystem guided by environmental sustainability principles and supported by DfE's Strategic Development Fund 2 (SDF2). The objectives of the study were to:



Research and Framework Development Process





The Digital Framework and accompanying Technical Annex has been published on the HEY LEP Research and Labour Market Intelligence site at: <https://heylep.com/our-priorities/employment-skills/research-and-analysis/>

SDF Steering Group Partners

**HULL
COLLEGE**

Wyke
6TH FORM COLLEGE

BISHOP BURTON
College



WILBERFORCE
sixth form college

East Riding College



HETA
Engineering The Future

TFC Partnership
Training • Education • Careers

YORKSHIRE & HUMBER
I N S T I T U T E O F
T E C H N O L O G Y

HEY
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Department
for Education

 **Humber HEY**
Skills Partnership

 **DIGITAL SKILLS
PARTNERSHIP**
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Digital Strategy & Labour Market Intelligence

Digital Skills Research

Chris Howell, HEY LEP



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OFFICIAL HEY Digital Skills Analysis July 2023

Digital Skills Analysis Update

Hull & East Yorkshire Local Enterprise Partnership

Final Report – July 2023



Approach



- **Demand analysis:** exploring digital skill needs based on current and future demand and implications arising from automation and AI



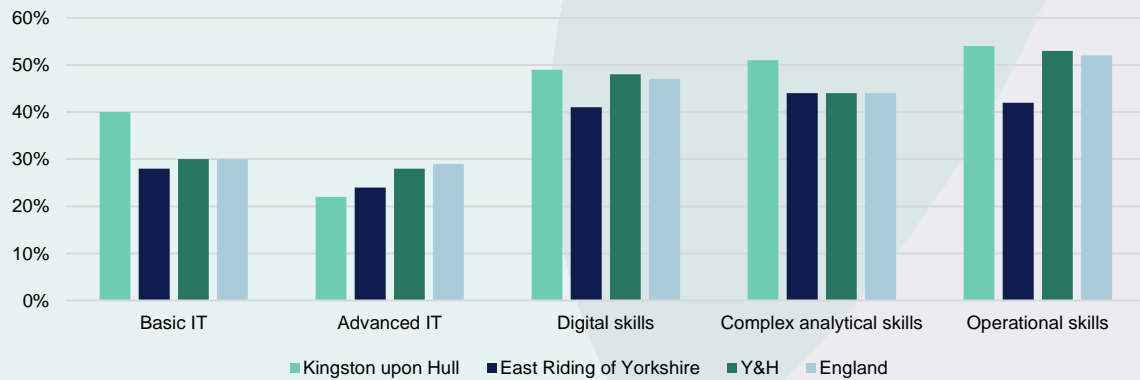
- **Supply analysis:** identifying specific digital/ICT provision in the region, recognising that this approach will not capture the digital skills embedded in other learning programmes



- **Key findings:** summarising key findings and implications arising for strategic skills planning

Digital Skills and Employers – Local Picture

Skills that will need developing in the workforce according to employers, by area, 2019



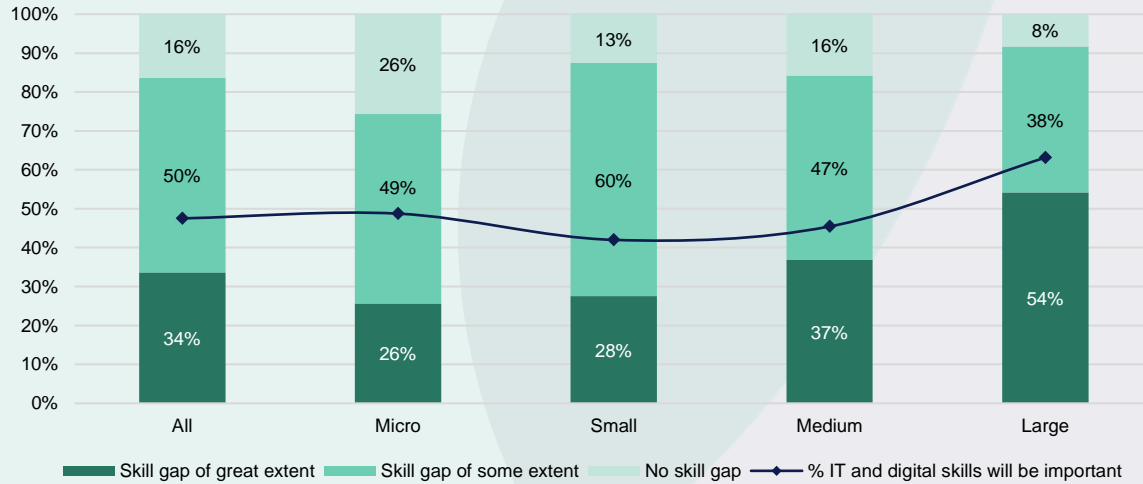
Top IT skills that will need developing in the workforce according to employers in HEY, 2019

Kingston upon Hull		East Riding of Yorkshire	
IT Skill	% employers	IT Skill	% employers
Skills using new or updated company software or systems	75%	Skills using new or updated company software or systems	50%
Basic Microsoft Office applications	9%	Specialist software or hardware / internal systems	14%
Foundation digital skills	6%	Foundation digital skills	13%
Building and maintaining IT systems and networks	5%	EPOS / till systems	7%
Graphic design / design engineering skills	4%	Social media / digital marketing skills	7%

Within Hull and East Yorkshire (HEY) digital skills were reported as needing development in the workforce in the next 12 months by 41% of employers in East Yorkshire and 49% in Hull.

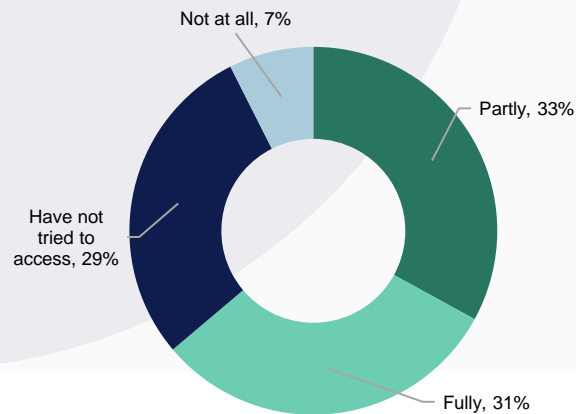
Digital Skills and Employers – Local Picture

Extent of IT and digital skills shortages in HEY, by company size, 2023

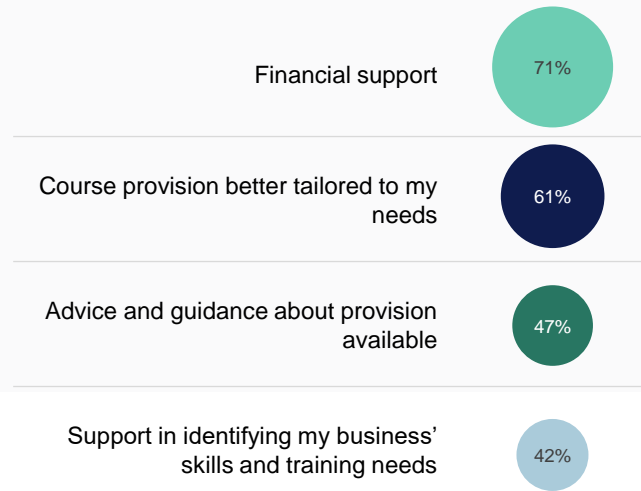


Of those with digital skill gaps, only 31% can fully access the digital and technical training they need...

Access to digital and technical skills training, 2023



Support needed to invest more in skills development, 2023

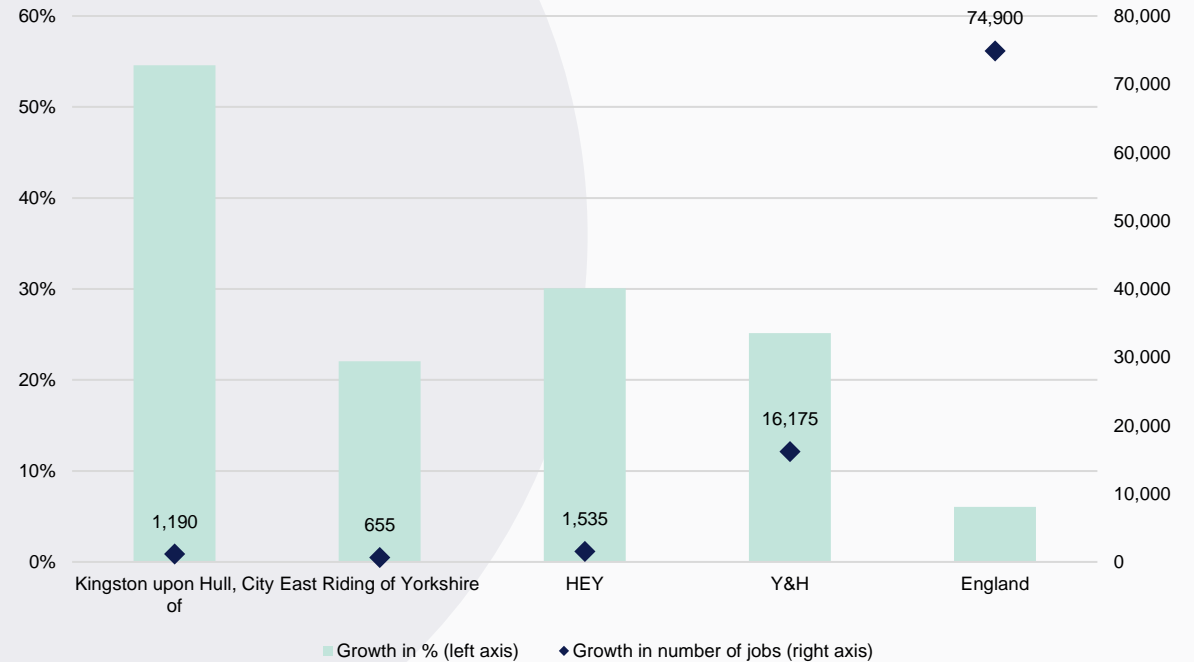


Of 278 business survey respondents, 48% identified IT and digital skills as important and 84% consider there are current skill shortages in this area.

Growth in Jobs

- 6,640 people employed in digital technology in 2021 (3% of total jobs)
- HEY has experienced a 30% growth in the number of digital jobs since 2017, accounting for 1,535 additional jobs in absolute terms
- Growth has been driven by Hull, which registered 1,190 additional jobs over the period (top 10% of all local authorities in England on this metric)
- The 2021 Tech Nation Report identifies the city of Hull as a 'tech hub'. Hull stands out for venture capital investment in the digital economy, ranking 6th in the UK with £81.4m.

Growth in digital technology* employment, by area, 2017-2021



Future Demand – Digital Sectors Breakdown

- According to Lightcast data, jobs in the digital technology sector in HEY are predicted to grow by 3% by 2027
- The largest sub-sectors include computer consultancy, other telecommunication activities, other IT and computer services, and computer programming which are predicted to grow at least 4% by 2027

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Projected growth in jobs by digital sub-sector in HEY, 2022-2027

Sub-sector	Jobs 2022	Growth 2022-2027
Computer Consultancy Activities	1,376	4%
Other Telecommunications Activities	1,040	5%
Other Information Technology and Computer Service Activities	906	15%
Computer Programming Activities	834	8%
News Agency Activities	548	-2%
Motion Picture Projection Activities	149	-5%
Publishing of Newspapers	144	-9%
Radio Broadcasting	110	-14%
Manufacture of other electronic and electric wires and cables	119	-35%
Other Software Publishing	36	-2%
Other Information Service Activities n.e.c.	40	-18%
Data Processing, Hosting and Related Activities	38	-18%
Manufacture of electronic components	24	9%
Wireless Telecommunications Activities	32	-38%
Motion Picture, Video and Television Programme Production Activities	37	-52%
Other Publishing Activities	33	20%
Publishing of Journals and Periodicals	21	-16%
Repair of Computers and Peripheral Equipment	20	-42%
Publishing of Computer Games	10	28%

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Source: Lightcast, 2022-2027

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Automation Exposure by Occupation

- HEY has a relatively high probability of automation of jobs
- Those occupations at highest risk include elementary, service and administration
- Highly skilled occupations such as science, research, engineering and technology have a lower likelihood of automation

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Top occupations in HEY and probability of automation, 2022

Top occupations in HEY	Occupation share in HEY (2022)	Growth in jobs (2017-2022)	Range of probability of automation within the occupation category (2017)
Elementary Administration and Service Occupations	10%	↑ 8%	56% - 73%
Administrative Occupations	9%	↑ 8%	47% - 61%
Corporate Managers and Directors	7%	↓ -3%	23% - 37%
Caring Personal Service Occupations	7%	↓ -16%	42% - 56%
Business and Public Service Associate Professionals	5%	↑ 25%	28% - 45%
Sales Occupations	5%	↓ -23%	48% - 65%
Teaching and Other Educational Professionals	5%	↑ 9%	20% - 27%
Science, Research, Engineering and Technology Professionals	5%	↑ 81%	22% - 31%
Business, Media and Public Service Professionals	5%	↑ 40%	22% - 32%
Health Professionals	5%	↓ -15%	18% - 27%

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Automation Exposure by Industry

- Retail trade and food and beverage services occupy a high industry share in HEY and are amongst the most exposed to automation
- Other large sectors in HEY such as education and health are among the least exposed to automation, and have experienced growth in employment since 2017

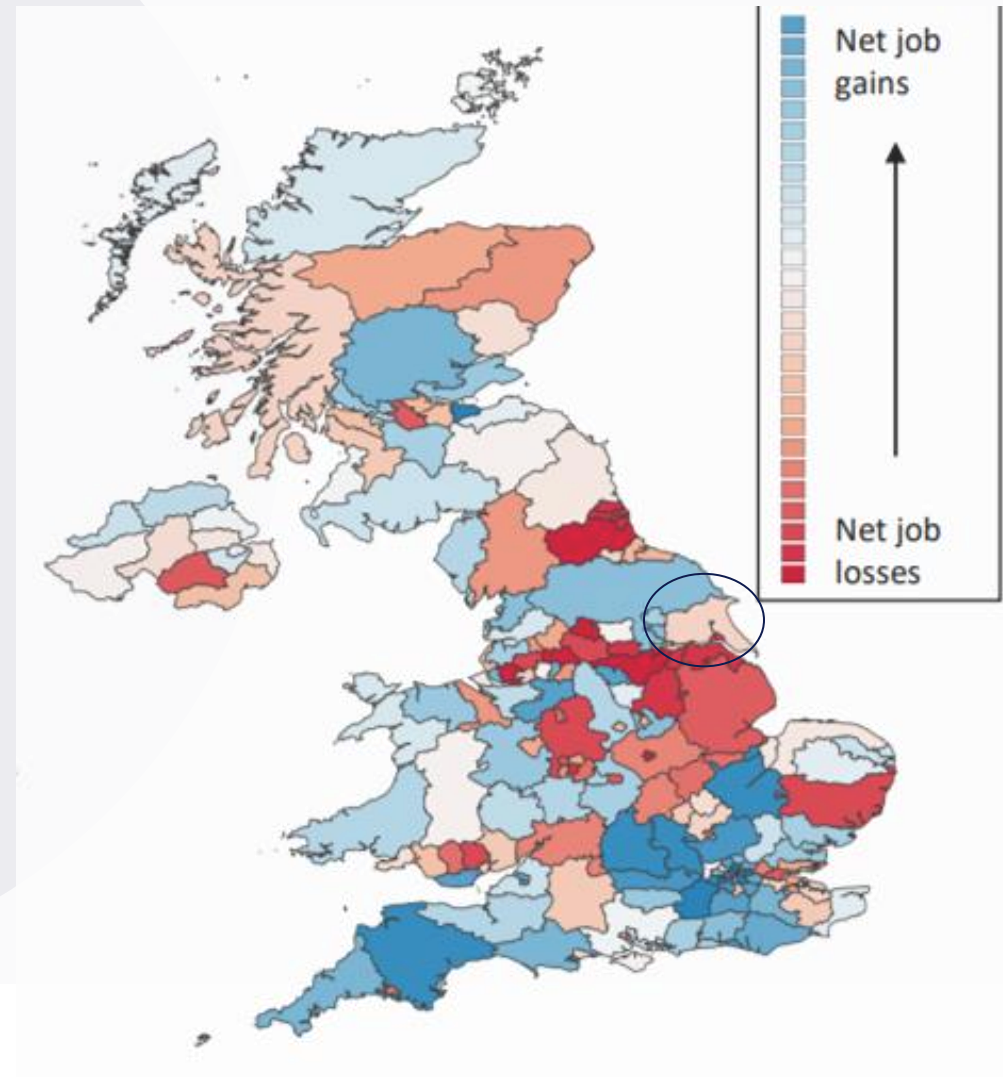
Top industries in HEY and probability of automation, 2021

Top sectors in HEY	Industry share in HEY (2021)	Growth in jobs (2017-2021)	Probability of automation (2017)
Education	9%	↑ 5%	34%
Retail trade, except of motor vehicles and motorcycles	8%	↓ -16%	58%
Human health activities	8%	↑ 18%	34%
Food and beverage service activities	6%	↔ 0%	63%
Public administration and defence; compulsory social security	5%	↓ -7%	36%
Manufacture of food products	4%	↔ 0%	53%
Wholesale trade, except of motor vehicles and motorcycles	4%	↔ 0%	54%
Employment activities	4%	↓ -18%	43%
Social work activities without accommodation	4%	↑ 13%	40%
Residential care activities	3%	↓ -11%	50%

Potential impact of Artificial Intelligence

- A recent PWC report on the impact of AI on the UK provides insights aligned with the 2017 ONS estimates of the impact of automation.
- HEY is expected to see net job losses as a result of AI over the next 20 years
- Professional and managerial occupations are expected to see net job gains
- Manual roles and jobs in wholesale and retail are expected to decrease
- The largest net gains are expected in the health and social care sector, in addition to information and communications, and other professional, scientific and technical services

Net employment effects of AI industries in HEY and probability of automation, 2021



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UK Shared Prosperity Fund Update

Nathan Turner
Hull City Council



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Hull UK Shared Prosperity Fund People and Skills Round 3 Call for Applications



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Overview and Background

- UKSPF was set up to replace European Structural Funds
- Designed to support the UK Government's Levelling Up programme and objectives
- UKSPF has three overall Investment Priorities:
 - Community and Place
 - Supporting Local Business; and
 - People and Skills
- Directly linked to 41 specific interventions

Round 3 Funding Priorities

- Overarching principles for all themes:
 - Maximise the impact for the funding received
 - Focus on in-person, community and locally delivered services
 - Actively involve residents who are economically inactive to support local regeneration and economic progression
 - Ensure accessibility – geographic, transport, language, disability
 - Deliver skills and training support for key areas of economic demand (e.g. digital, manufacturing, medi-tech, ‘green’ skills, health and social care, construction)
 - Focus on access / delivery to priority groups and locations (e.g. young people, women and people over 50, long term unemployed people, individuals with health conditions preventing or limiting access to work)
 - Retain and develop existing community and business relationships
 - Sustainability of projects beyond funding

Hull's Investment Plan Interventions (2)

Intervention	2024/25 Investment Plan Funding, £k
E33: Employment support for economically inactive people	881
E34: Courses including basic, life & career skills	713
E35: Enrichment & volunteering activities	809
E37: Tailored support for the employed to access courses	162
E38: Local areas to fund local skills needs	137
Total Funding	2,702

Theme 1: Partnership Provision to Support People into Employment

- Priority areas for this theme are:
 - Delivery of one or more partnership-led approaches for Hull
 - Focus on support for individuals distanced from the workplace
 - Provide personalised, accessible, and localised support to residents across the city
 - Deliver interpersonal and employability skills support and training such as confidence, motivation and behavioural issues
 - Support to help those distanced from the workplace (e.g. mental health, language barriers, personal confidence, isolation and exclusion, and accessibility)
- Total allocation for this theme: £1m
- UKSPF Interventions: E33 / E34
- Projects are required to demonstrate:
 - Provision that is innovative or builds on existing delivery to achieve extended outcomes beyond the scope of their current delivery model
 - Range of delivery partners covering each of the key demographic groups
 - Community focussed and demonstrate how they will involve local people in design and delivery
 - Minimum of £300,000 with a maximum £1m

Theme 2: Volunteering to Access Employment

- Priority areas for this theme are:
 - Activities that support access to employment through alternative routes such as enrichment and volunteering opportunities that promote personal wellbeing and contribute towards social, environmental, and community benefits
 - Deliver interpersonal and employability skills support and training such as confidence, motivation and behavioural issues
 - Supporting people furthest from the labour market to overcome barriers to work by providing cohesive, locally tailored support, including access to basic skills
- Total allocation for this theme: £800k
- UKSPF Interventions: E35
- Projects are required to demonstrate:
 - Community focussed and demonstrate how they will involve the target group, local voluntary and community organisations, and enterprises in design and delivery
 - Minimum of £100,000 with a maximum of £800,000

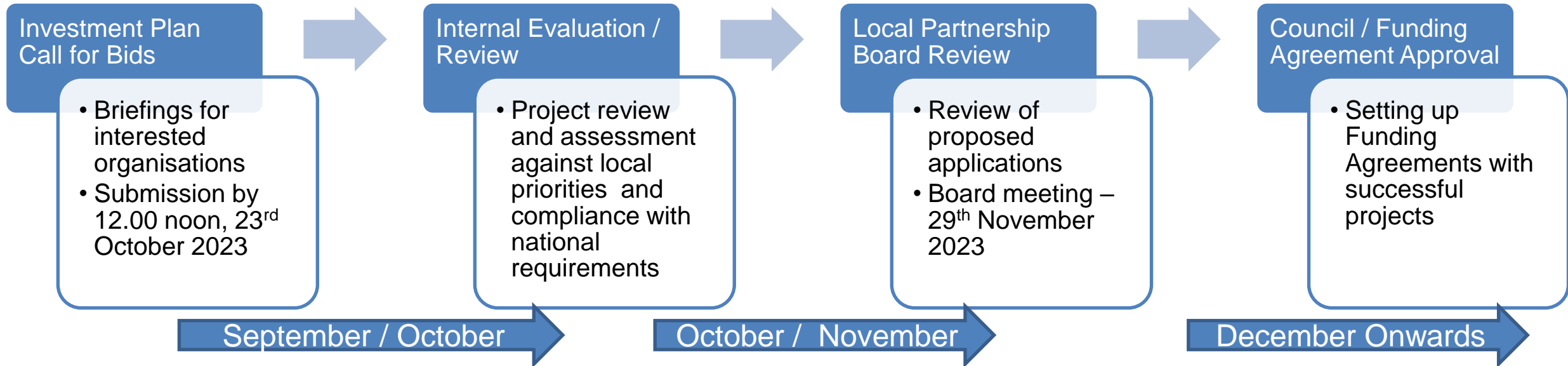
Theme 3: Targeted Support / Specialist Provision

- Priority areas for this theme are:
 - Provision of targeted support that does not immediately fit into the previous three programmes
 - Focus on a specific demographic, client group, sector, or enterprise group which requires bespoke support and focus in its delivery
 - Work in partnership, wherever possible, with other providers to ensure effective citywide provision and service offer to clients
 - Deliver interpersonal and employability skills support and training such as confidence, motivation and behavioural issues
- Total allocation for this theme: £600k
- UKSPF Interventions: E33 / E34 / E35 / E37 / E38
- Projects are required to demonstrate:
 - Evidence of need for delivery along with lack of current provision and requirement for targeted support
 - Community focussed and demonstrate how they will involve local people and enterprises in design and delivery
 - Minimum of £50,000 with a maximum £300,000

Theme 4: Skills Support for the Workforce

- Priority areas for this theme are:
 - Provide micro, small and medium enterprises with access to short courses addressing in-work skills development to improve productivity
 - Provide in-work support to new, or recent, entrants into employment with wider support and help with the transition during the first six months
 - Address the priorities identified in the Local Skills Improvement Plan ([Local Skills Improvement Plan](#))
- Total allocation for this strand: £300k
- UKSPF Interventions: E37 / E38
- Projects are required to demonstrate:
 - Tailored support to individual enterprises and demonstrate how they will involve local enterprises in design and delivery
 - Minimum of £100,000 with a maximum of £300,000

Round 3 Application Timeline

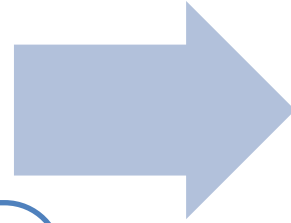


Round 3 Application Timeline

Delivery / Performance Management

- Monthly performance reporting / financial claims submitted
- Payments marked for urgent payment

April 2024 onwards



Project Closedown / Evaluation

- Project Delivery completed on, or before, 31 March 2025
- Final performance report / claims submitted within two months of delivery deadline (30 May 2025)

March

Submitting an Application

- A separate application is required for each theme
- Application requires completion of three forms
 - Application Form – key information about your organisation, the project, timescales for delivery, and links to overall strategic objectives
 - Expenditure Profile, Outputs and Outcomes Form – amount of funding grant sought linked to specific interventions, along with the overall outputs and outcomes that your project will deliver
 - Grants Subsidy Control Declaration Form – asks for information on previous public funding
- You should also send through three-years audited financial accounts
- Please email ukspf@hullcc.gov.uk for copies
- Deadline for submission 12.00 noon 23 October 2023
- Late submissions will **not** be accepted

Lessons / Changes from Round 1 and 2

- Complete all questions!
- Ensure that your funding request links to the outputs and outcomes you're wanting to deliver
- Ensure you're only asking for funding against an intervention that Hull has identified as a priority
- Changes to forms – only new forms will be accepted
- Submit ahead of deadline!

Key Points

- Funding is
 - limited – application process will be competitive
 - targeted – ensure proposals link to priority interventions
 - time-limited – expenditure must be made in line with the funding programme and completed by the 31 March 2025
- Delivery is at risk until funding agreements are in place
- Projects must be delivered in Hull for the benefit of residents, businesses, or organisations in Hull

Useful websites:

- [UK Shared Prosperity Fund: prospectus - GOV.UK \(www.gov.uk\)](#)
- [UK Shared Prosperity Fund: additional information - GOV.UK \(www.gov.uk\)](#)
- [UK Shared Prosperity Fund | Hull City Council](#)

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UK Shared Prosperity Fund Update

Suzanne Tose
East Riding of Yorkshire Council

East Riding of Yorkshire Multiply and UKSPF update

3 October 2023

www.eastriding.gov.uk



Funded by
UK Government

Multiply

POWERED BY
**LEVELLING
— UP —**

Multiply – Year 2

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Multiply

- 2023-24 budget £531,502 (including 10% M&A)
- Total engagements across the East Riding from April-23 thus far = 105
- Lead delivery organisations: East Riding Adult Learning and Employability (ERALE); Humber Learning Consortium (HLC); The Skills Network; Pure Training Solutions
- HLC delivery partners include:
 - Shores (South Holderness Resource Centre) (Withernsea)
 - R-evolution (Cottingham)
 - Two Rivers (Goole)
 - Bridlington Quay (Bridlington)
 - The Green Team (Goole)
 - Working for Health (Cottingham)
- ERALE now working with learners progressing from Multiply outreach activity at Shores.
- ERALE delivered Multiply sessions to MOD staff at Normandy Barracks
- Voucher scheme (Shores) - learners are given vouchers at certain points of their Multiply journey (and progression to accredited learning) to use in the Social Supermarket in Withernsea, (run by Shores).

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Multiply – Mobile Adult Learning Centre

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POWERED BY
LEVELLING UP **Multiply**

- The Mobile Adult Learning Centre, (MALC - the Multiply bus) undergoing final stages of snagging
- Recruitment of 2 x Driver Learning Support Assistants
- Scheduled for community learning to commence in November and December



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UKSPF: People & Skills Year 2

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POWERED BY
**LEVELLING
UP**

- Year 2 allocation of £740,000, with a provisional further £1m in year 3 offered as a managed contract to VCSE provision previously supported by European Structural Investment Funds (ESIF)
- Contract awarded to Humber Learning Consortium (HLC) for delivery across interventions E33 to E36 - commenced in July
- As part of the partnership-led approach, HLC are leading a consortium of eligible delivery partners:
 - ActivFirst CIC (keyworker end-to-end)
 - Hull & East Yorkshire CAB (debt and domestic violence support)
 - Hull & East Yorkshire MIND (mental health support)
 - South Holderness Resource Centre (keyworker end-to-end)
 - Two Rivers Community Pantry (keyworker end-to-end)
 - Working for Health CIC (keyworker end-to-end)
 - Yorkshire in Business (keyworker end-to-end enterprise focus)

UKSPF: People & Skills Year 3

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- Allocation of £1.1m remaining for 2024/25
- Discussions were held with stakeholders in September 2023 to review the investment priorities and develop final call designs
- Call specifications are being finalised and will be released by mid-October 2023
- All interventions as identified in the East Riding Investment Plan will be delivered - E33 – E40, excluding E35 which is fully covered within the existing partnership contract with HLC for 2023/24 and 2024/25
- Application and appraisal process will be completed in November 2023 with contracts awarded by December 2023
- Contracted delivery partners will have 3 months to fully prepare for delivery to commence from the start of April 2024

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Summary and Close

David Gent
Lynette Leith

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Date of Next Meeting

Tuesday 16th January 2024
(Venue TBC)

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HEY LEP Skills Network Delegate Feedback Form



Your input is valuable and will help us to respond on key topics for shaping future HEY LEP Skills Network meeting agenda themes

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Networking