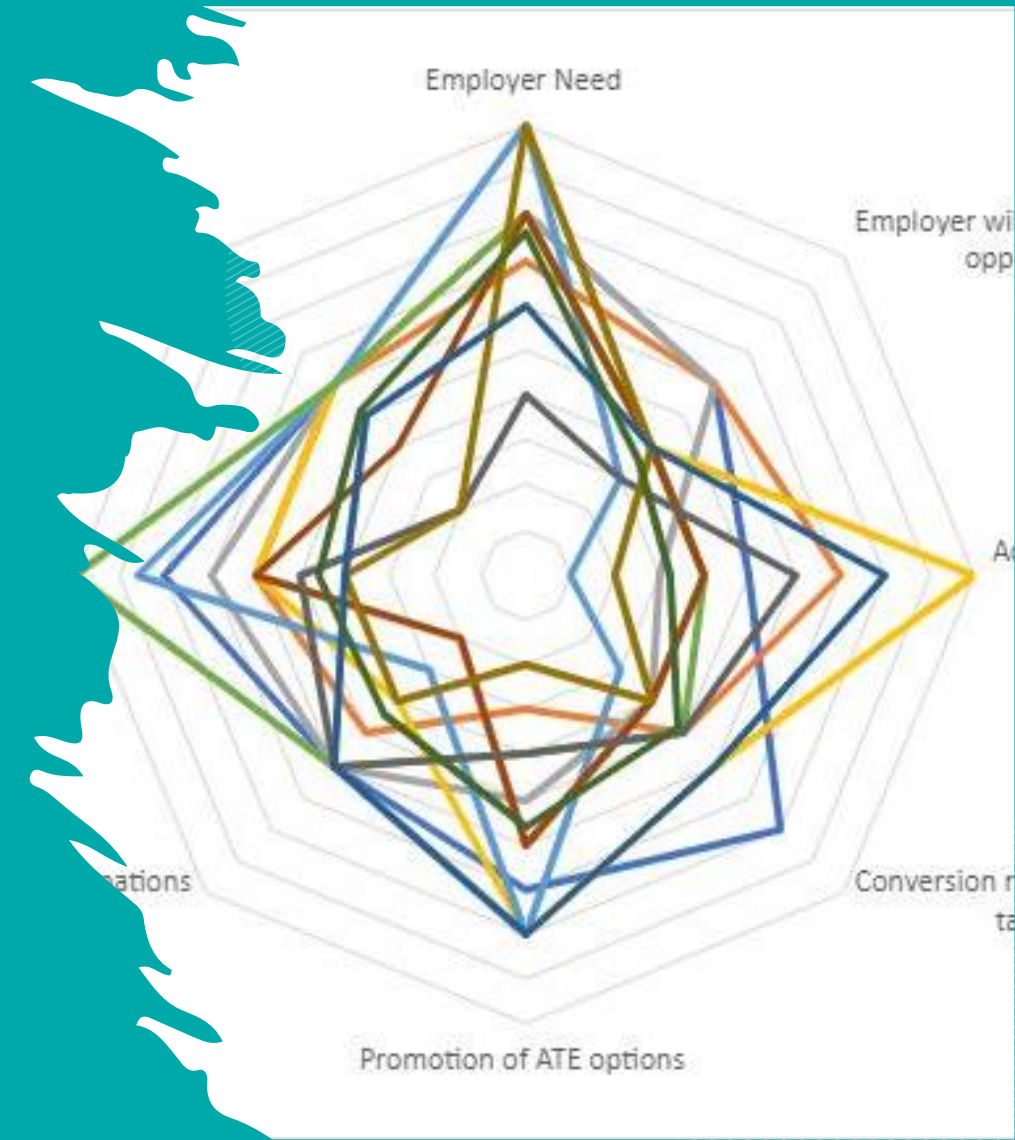


Conditions for transition: supporting young people onto apprenticeships and technical pathways

- a regional analysis for Hull
and East Yorkshire Careers Hub
2024



What is success?

Our collective purpose

It's not about every young person taking an apprenticeship or technical education pathway but making sure that every young person is not prevented from taking these routes if they might want to by a preventable friction.

Working together as a system – not individually as competitors

It's not about every supportive actor (local government, careers educator, parent, employer etc) removing all barriers, but making sure that their energy, expertise and resources are used effectively, and the sum of the parts is comprehensive, impactful and efficient.

Better diagnosis informing better remedy

This exercise informs the work done to mitigate or remove a barrier. It also helps us measure progress year to year and identify how other initiatives contribute and any gaps we need to resource collectively..

What we did in 2023...

Stage 1:

Developed and tested an **Apprenticeship and Technical Education - (ATE) Transitions Framework**, drawing on the literature and best available evidence

Stage 2:

Synthesised public data (the Employer Skills Survey, Individualised Learner Record and more) with our data, creating **regional data packs**

Stage 3:

Presented this evidence to **experts** in each Careers Hub (business, education, Local Government + young people) to enable meaningful dialogue (context, nuance, insight) to reach consensus about the degree to which each factor was a support or barrier to ATE transitions in the area

- 8 factors that affect transitions for young people
- 40 consultations representing 43 Career Hubs areas across England. Collectively they work with over 90% of schools and colleges
- 25 core data points to inform discussion
- Over 500 experts from business, education, local government, careers education and young people themselves
- 1 common framework driving a consensus in each area towards a coherent national view

What we did in 22/23...

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Stage 4:

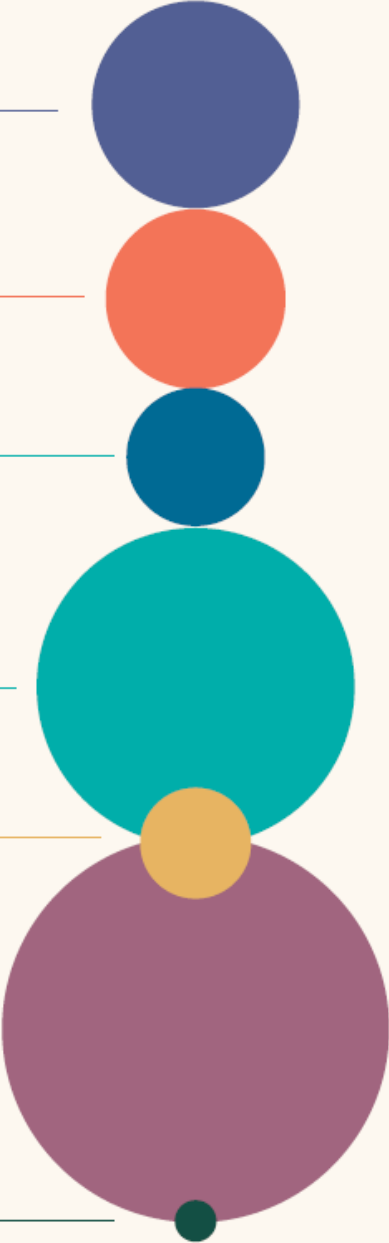
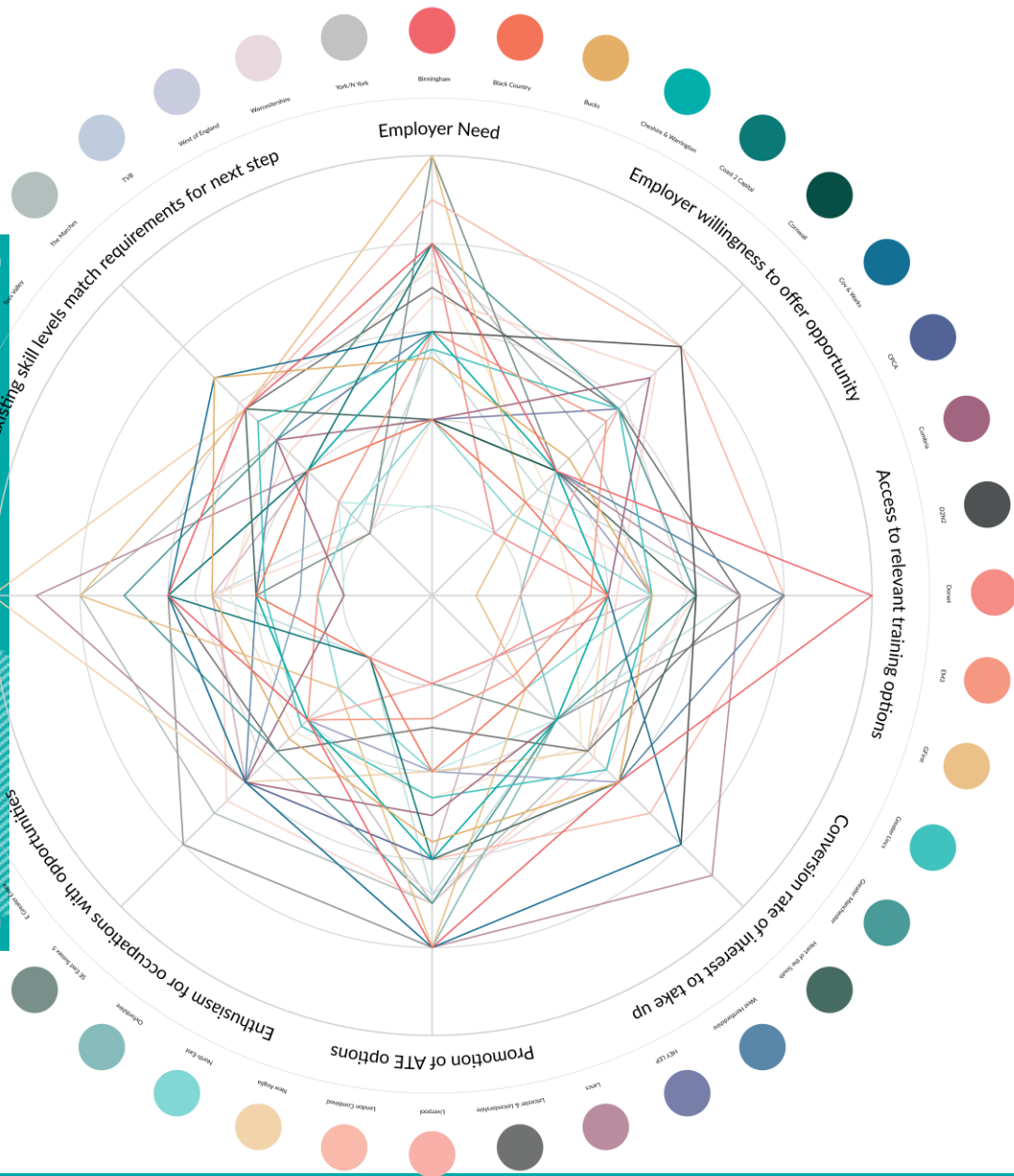
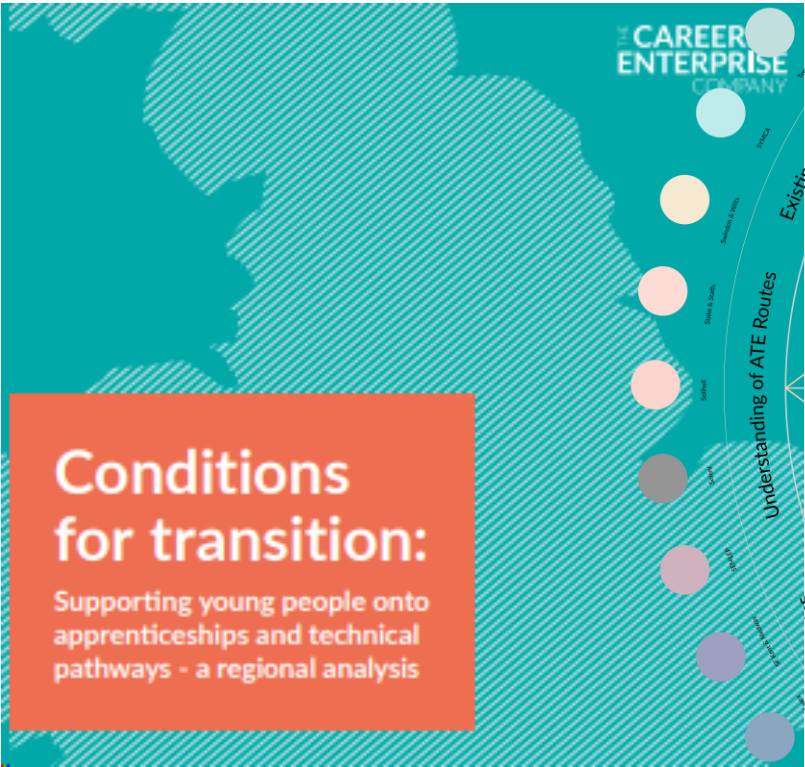


Fig 8. Scoring criteria for the 8 key factors

- 1

This is a significant barrier to ATE transitions and the evidence conclusively points to this.
- 2

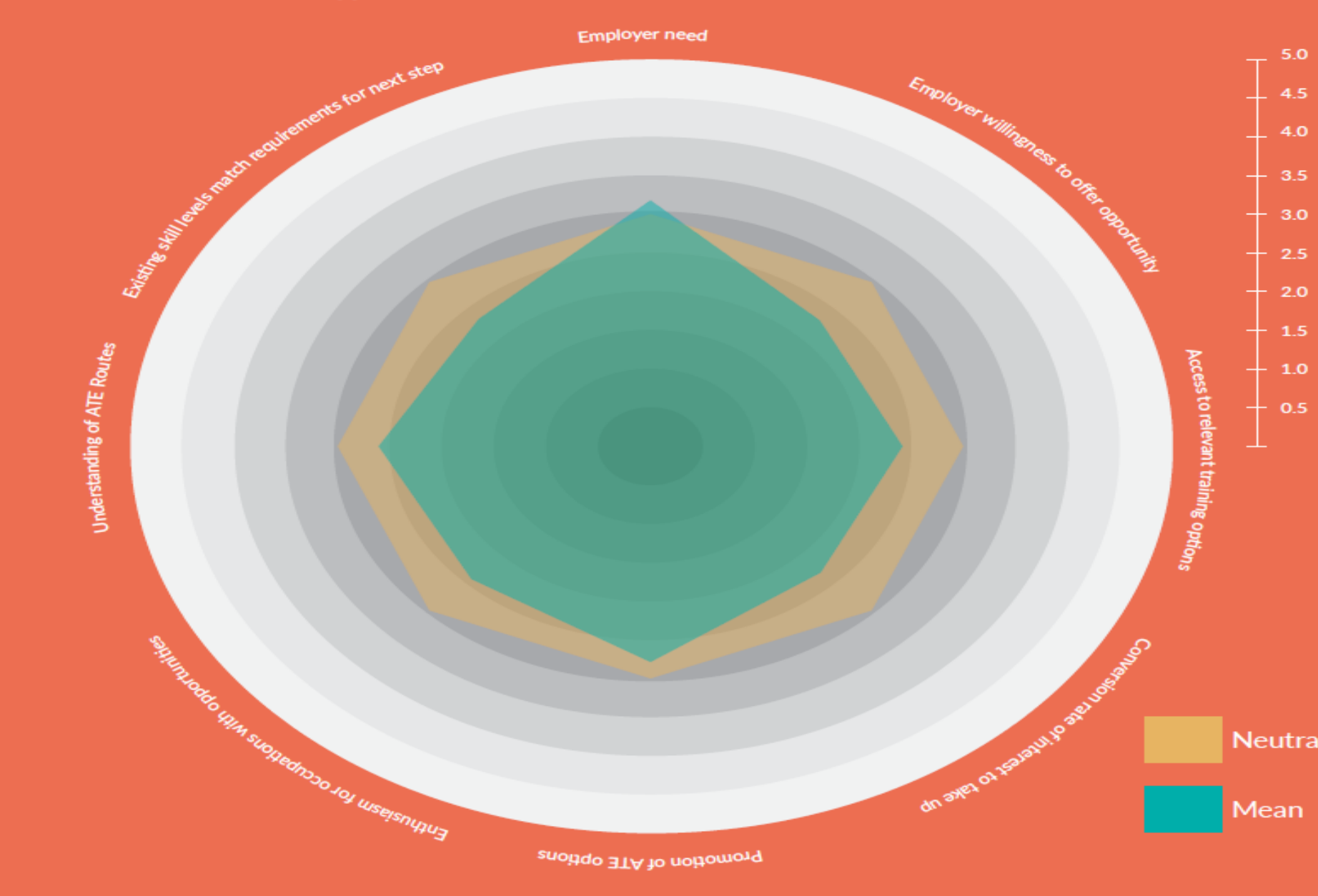
This is a barrier to ATE Transitions and there is sufficient evidence to indicate it is restricting ATE transitions despite some positive indicators.
- 3

There is roughly equal amount positive and negative evidence in this criteria and it is broadly neutral in terms of its impact on ATE transitions.
- 4

There is positive evidence this is supporting ATE transitions despite some negative indicators.
- 5

This is a significant support to ATE transitions and the evidence conclusively points to this.

Fig 3: The average of Careers Hub scores compared with an example of where each of these factors is thought to be neutral – i.e., neither a support nor a barrier.



Source: Careers & Enterprise Company analysis of combined Careers Hubs ATE Transitions Framework scores 2023

Your score and activity last year

Our analysis showed...

- The existing skill levels matching requirements for the next step and access to relevant training options were our most significant barriers
- Within them specifically T Level provision was cited, level 2 provision and the under representation of females.

What we did...

- **With our cornerstone employers we delivered student and parent webinars which focussed on females undertaking apprenticeships**
- **We have sessions planned for the summer term to promote T Levels to parents and carers**

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2024 Analysis

For those who haven't done this before a reminder...

So, what factors enable and inhibit young people from taking apprenticeships and technical education (ATE) pathways?

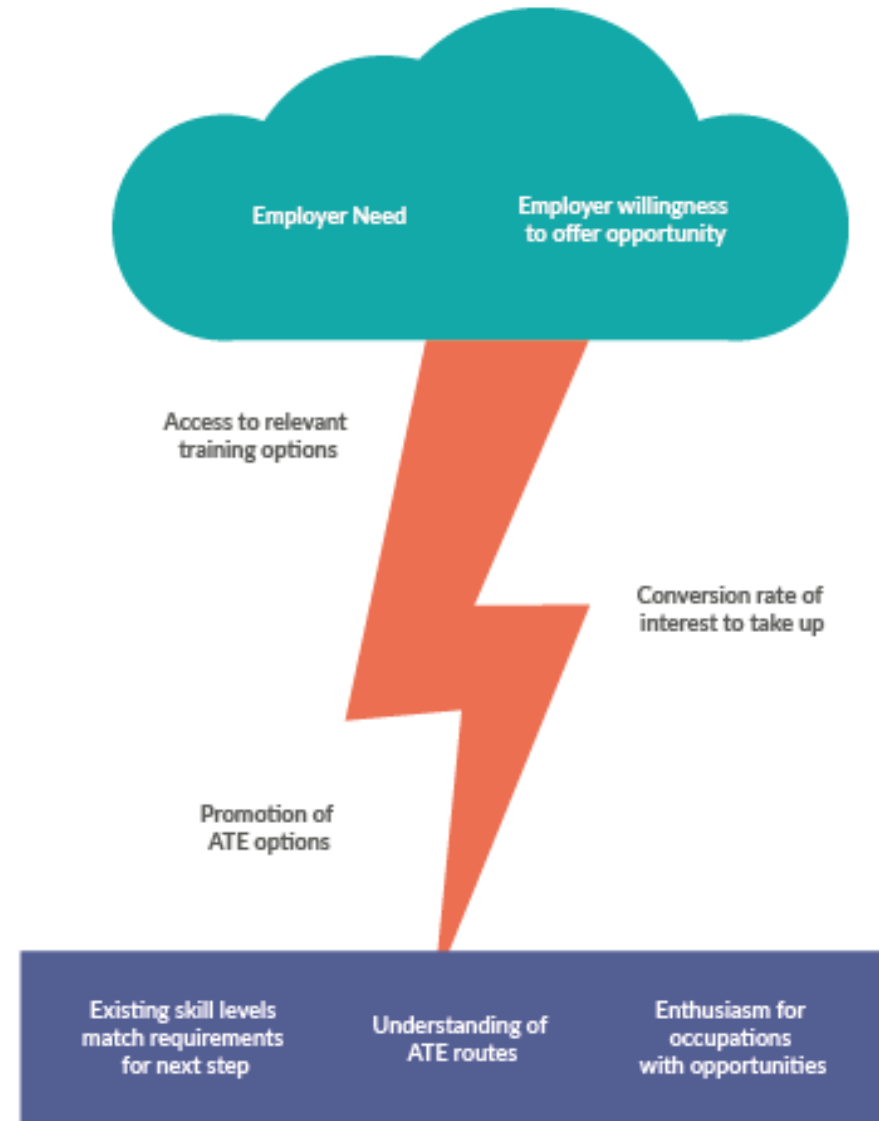
It is a debate that fosters strong, diverse opinions and much comment. What is clear though is that for a young person to transition onto a technical education pathway, one factor is not enough.

Our transitions framework (tested and used across the country) highlights that you need eight things to go right at the same time.

Only then can lightning strike.

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The criteria

Point	Factor	Description
Labour Market	Employer need	The need of employers for skilled workers
	Employer willingness to offer opportunity	The degree to which employers are offering tangible opportunity for learners through, for example, placements or apprenticeships
Transition	Access to relevant training options	The extent to which relevant training options are accessible in a specific place
	Conversion rate of interest to take up	The extent to which interest in ATE pathways is actualised
	Promotion of ATE options	The degree to which ATE options are promoted
Learner	Enthusiasm for occupations with opportunities	Young peoples' relative enthusiasm for occupations and industries which have a sufficient supply of opportunities
	Understanding of ATE routes	The extent to which young people identify they understand ATE routes
	Existing skill levels match requirements for next step	The extent to which young people are able to access ATE pathways with their existing level of skill

Scoring Criteria (1-5)

1. This is a significant barrier to ATE transitions and the evidence conclusively points to this.
2. This is a barrier to ATE transitions and there is sufficient evidence to indicate it is restricting ATE transitions despite some positive indicators.
3. There is a roughly equal amount of positive and negative evidence on this criteria and it is broadly neutral in terms of its impact on ATE transitions.
4. There is positive evidence this is supporting ATE transitions despite some negative indicators.
5. This is a significant support to ATE transitions and the evidence conclusively points to this.

Do use decimal places if needed but keep to one

When deciding a score remember this is a relative judgement of priority compared to the other factors. Use the range of scoring. If indicators have improved this year it is likely the score would too. This may not always be the case - for example other factors had improved by more meaning the factors relative impact as a barrier was increased

Common framework of success factors in ATE Transitions by LEP

- Self-assessment based on publicly available data (ESS, Working Futures, ILR, Compass+, Future Skills Questionnaire, etc, etc).
- All broken down to your hub (where possible)
- Curation not creation.
- Looking at 8 categories as per fig. 1.
- Data informs but does not dictate a score and is based on what is available everywhere by hub (or region in a few cases).
- Discussed and validated at workshop facilitated by impartial lead and including employer, education, careers and learner reps. Moderated through peer review. Collective responsibility.
- Used to inform project design through CEC ATE fund and alignment with other initiatives like LSIPs.
- Data is shared to support the discussion and not for wider distribution outside of this forum

Informing the national debate

- Scores and summaries sent to CEC centrally (via this completed slide deck) to inform a national update in July.
- Chatham House Rules – we will not publish who has taken part in these groups or attribute scores or comment to individuals.
- Remember the judgements here are relative not absolute – this is about your expert opinion as to what is relatively a barrier or catalyst for ATE transitions in your place – Not a league table.
- We will publish each hub's scores, variation from last year and summarise issues found and areas of focus.
- Use insight to spotlight common national and specific local issues and inform policy making –it is important to fill in the summary to drive change
- Publish a list by hub of the chosen factor of focus for next year to inform other actors in the sector ie ASK, AAN etc

Scoring the ATE Factors

Stakeholders:

- If you are scoring the 8 ATE Factors ahead of the workshop using the Microsoft Form, please refer to the next 8 slides to assist with making a judgement.
- The next 8 slides contain local data (hub) vs the national average data for each of the 8 ATE Factors.
- Remember, the data doesn't dictate the score you give – it is there to support. Please use your best judgement.
- It will look something like this:

Hub (National average) *Previous year data (previous national average)*

↓
6%

↓
(5%)

↓
4.2%

↓
(4.5%) in 2019

2023 2

2024

?

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Employer need

Hub (National average) Previous year data (previous national average)

- What is the % of total employment that job vacancies represent?

4% (5%) **2.8%** (4.5%) in 2019

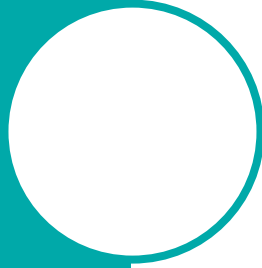
- What proportion of all vacancies are due to skills shortage?

- **29%** (36%) **23%** (25%) in 2019

- What is the projected employment growth from 2023 to 2035:

3% (5%)

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Employer willingness to offer opportunity

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Hub (National average) Previous year data (previous national average)

- What % of employers reported they were aware of apprenticeships and had a good knowledge of what is involved?

28% (34%)

- What % of employers currently have any staff undertaking formal apprenticeships at site?

11% (12%) **16%** (11%)

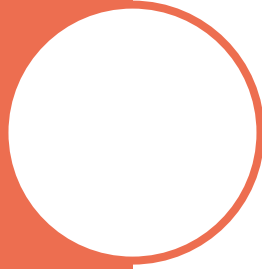
- What percentage of employers have had anyone on a work placement from college in the last 12 months?

9% - (10%) **11%** (12%)

- What percentage of employers were very interested in providing work placements to T-Level Students?

4% - (7%) **9%** (8%)

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Access to relevant training options

- Roughly do more than 70% of learners* have access to good technical pathways near their home?
- Do the majority of learners find these easy enough to access i.e. through transport and timings and virtual options?

**70% of learners in FE travel less than 10km for their course*

Conversion rate of interest to take up

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Hub (National average) Previous year data (previous national average)

- For what % of schools have 76-100% of learners had information about the full range of apprenticeships?
88.10% (89.15%) **83%** (85.6%)
- What % of learners sustain an apprenticeship on leaving KS4?*
- What % of learners sustain an apprenticeship on leaving KS5?*

**Regional data not Hub*

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Promotion of ATE options

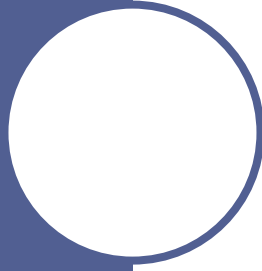
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*Hub (National average) Previous year data
(previous national average)*

- For what % of schools have 76-100% of learners had meaningful encounters with Independent Training Providers? **83.33%** (72.64%) **70.2%** (64.1%)
- What % of school have 76-100% of learners had meaningful encounters with Further Education Colleges? **80.95%** (87.35%) **80.6%** (80.5%)
- What % of schools report all* learners in Year 8/9 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS3 phase that meet the requirements of PAL?
30.95% (30.3%) **17.65%** (26.58%)
- What % of schools report all* learners in Year 10/11 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS4 phase that meet the requirements of PAL?
48.78% (44.80%) **35.29%** (42.10%)
- What % of schools report all* learners in Year 12/13 have been offered at least two meaningful encounters with providers of apprenticeships and technical education during KS5 phase that meet the requirements of PAL?
62.50% (51.42%) **43.48%** (50.06%)

**all = (91%+) Please note for PAL this data tracks live activity measured at a point in time which is not the same as compliance. Data is included for comparative purposes but should not be taken as representing the overall % of schools meeting the enhanced requirements*

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Enthusiasm for occupations with opportunities

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- Which industries do learners at KS4 report the most interest in working in in the future?
 - Creative and Media
 - Teaching and Education
 - Construction and Trades
- Which industries have the highest % of vacancies?
 - Healthcare
 - Education
 - Admin & Customer Service
- Which industries are projected to have the highest % employment volume increase by 2035?
 - Accommodation & Food
 - Water & Sewerage

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Understanding of ATE routes

*Hub (National average) Previous year data
(previous national average)*

- What % of learners in KS4 understand Apprenticeships as an option after Y11?
 - **74.14%** (74.07%) **72.27%** (71.9%)
- What % of learners in KS5 understand Higher education (technical) – higher and degree apprenticeships, higher technical qualifications (HTQs)
 - **35.7%** (54.2%)
- What % of learners in KS4 understand T-Levels as an option after Y11?
 - **46.12%** (44.05%) **34.13%** (32.4%)
- What % of learners in KS4 understand other vocational routes such as BTECs as an option after Y11?
 - **50.7%** (46.5%) **50.93%** (46.19%)

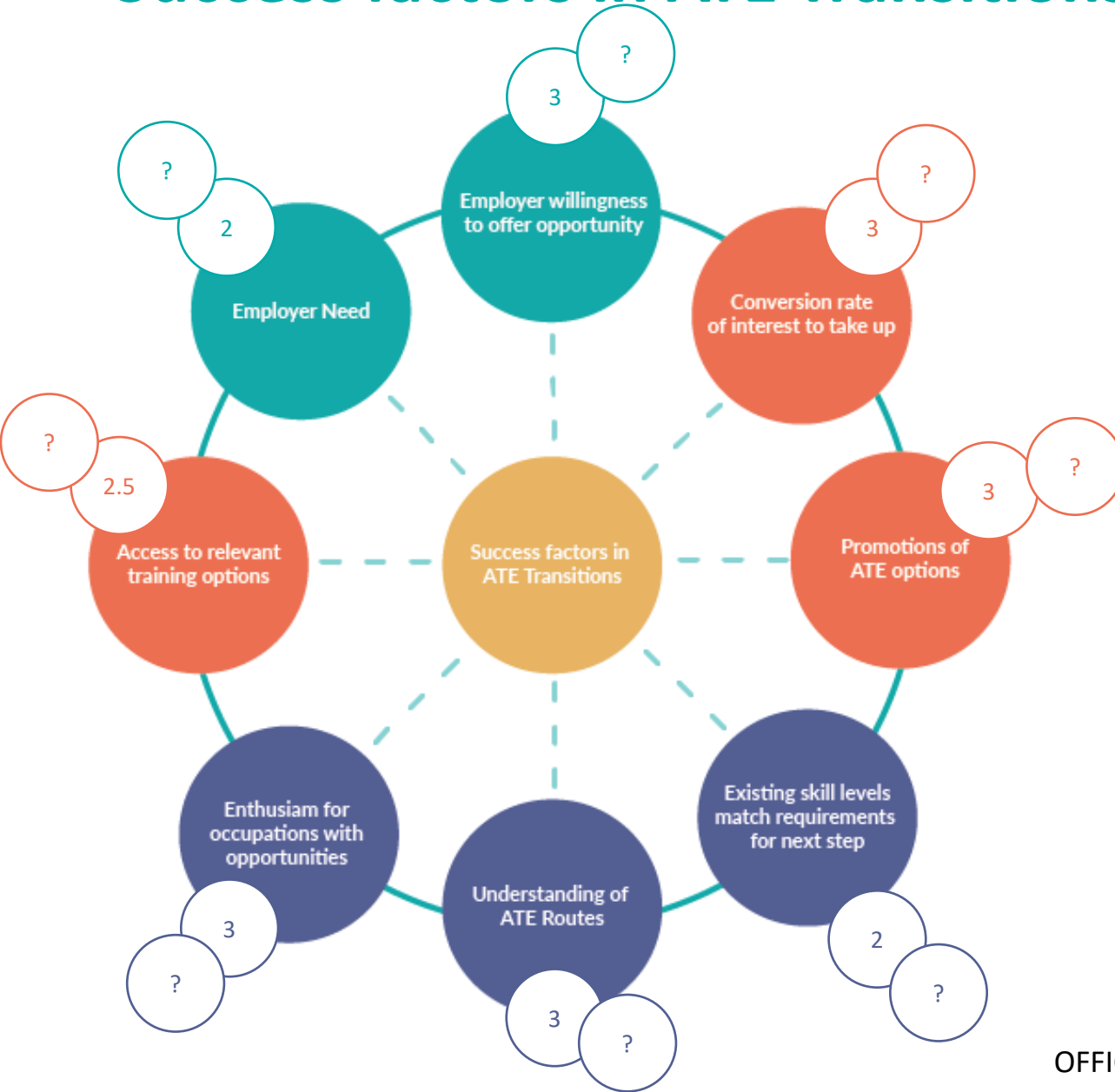
Do learners existing skill levels match requirements for next step?

Hub (National average) Previous year data (previous national average)

- What % of learners have achieved a level 2 qualification by the age of 19*? – **78.23%** (81.14%) **78.77%** (81.3%)
- What % of learners have achieved a level 3 qualification by the age of 19*? – **55.62%** (62.9%)
- What % of learners in KS4 identify themselves as having essential skills for life and work? – **67.19%** (65.71%) **63.83%** (66.8%)

**Regional data not Hub*

Success factors in ATE Transitions - Example



Agreed self assessment score for _____
Careers Hub.

Please note that this score has been derived
collectively by the group and should not be
taken to exactly represent an individual's view.

Submitted for inclusion in the national CEC report.

Thank you