

## Hull & East Yorkshire Local Enterprise Partnership

### Apprenticeship & Technical Education Working Group

Draft Minutes of the Board meeting held on Monday 9<sup>th</sup> October 2023, 1.00 pm  
 – 3.00pm MS Teams

#### Attendance

##### Group Members

Richard Sellick (RS) (Chair)  
 Iain Elliott (IE) (V-Chair)  
 Phil Watkin (PW)  
 Martin Hewitson (MH)  
 JJ Tatten (JT)  
 Sara Fletcher (SF)  
 Sallyann Garrard-Hughes (SGH)  
 Anna Bennett (AB)  
 Wyn Jones (WJ)  
 Chris Dolman (CD)  
 Nicola Clarke (NC)  
 Rachael Beecroft (RB)  
 Carole Cuthbert-Hall (CCH)  
 Dave Willoughby (DW)

##### Observers

None.

##### Guests

Varinder-Kaur Panesar (V-KP) (IfATE)  
 Selene Washington (SW) (IfTAE)  
 Sharina Forbes (SF) (IfTAE)  
 Arusha Rowbury (AR) (IfATE)  
 Tom Riley (TR) (IfTAE)  
 Pamela Rahman (PR) (IfATE)  
 Sarah Andrews (SA) (Supplytrain)

##### Secretariat

Chris Howell (CH)  
 Carl Southcoat (CS)  
 Fiona Headridge (FH)

1.	<b>Welcome &amp; Introductions</b>  <b>RS</b> welcome everyone to the meeting and started the meeting by asking everyone to introduce themselves.
2.	<b>Apologies</b>  <b>RS</b> stated wasn't aware of any apologies received.
3.	<b>Minutes of the previous meeting and matters arising</b>  (RS) recapped on the minutes from the previous meeting and discussed the below following actions for (CS) / (CH) to look in to obtain an update and/or resolution as required.  Follow up actions:

	<p><b>ACTION:</b> All Providers – (CS/CH) to collate what HTQs they have available / being developed over the next two years – awaiting final detail from UoH.</p> <p><b>ACTION:</b> All Providers to revisit HEY LEP A&amp;TEWG – Partnership Action Plan and Implementation Tracker V2 formally called (ToR), re aspects the group should consider or aspects that should be deleted as no longer relevant or as a collective we are unable to deliver without further resource – complete.</p> <p>(CS) emailed all providers the HEY LEP HTQ Summary Tracker and the Action Plan and Implementation Summary Tracker V2 docs for completion/update as required in respect of each individual providers existing HTQ offer for the next 24 months. Only one member contributed towards thoughts stating plan was excellent. No other member contributions received re the HEY LEP Action Plan and Implementation summary doc with either any written updates, or suggested deletions. (RS) provided overview for each of the identified action plan suggestions. Group happy that the first nine items can be signed off. Moving forward the group will review the additional items added in respect of the six key recommendations identified from the Little Lion Research project. Future actions TBC.</p> <p><b>ACTION:</b> (CS/CH) to contact (AC) at UoH – Re what work is being done to map HTQs to progression opportunities at the University – complete.</p> <p><b>ACTION:</b> (CS) contacted all providers have now completed the HTQ Summary Tracker with their planned HTQ delivery.</p> <p><b>ACTION:</b> (CS/CH) – to contact the EFSA - Re discussion for apprenticeship audits and a growing need to produce evidence to enable auditors to audit – complete.</p> <p><b>ACTION:</b> (CS/CH) to arrange IFATE to return for the next meeting and the group to propose question to ask. Based on questions raised in the last session on qualification mapping and transferability of programmes linked to funding balance - complete</p>
4.	<p><b>RS introduced IfATE - Follow up on Occupational Mapping re Q&amp;A:</b></p> <p>(RS) provided a recap on the reasons why (VP) was in attendance. This was to cover what HTQs are being offered across the region and mapping this offer. (RS) stated that the next stage is, once we get the information back, a cross evaluation is needed of what the provision is currently and what will it look like in the future. Hull College have responded stating that they are not offering any HTQs at this time and that their future HTQ provision is in the development stage. Apart from the UoH all providers have now completed the HTQ tracker summary document. Once Hull College confirm their HTQ offer the next stage will be to do a cross comparison of what the current provision is now and will be in the future.</p> <p>(V-KP) IfATE - Occupational Mapping Refresh/Update</p>

(V-KP) and (AR) provided a brief overview and demonstration of the occupational maps to this group at the last meeting. Giving rise to several questions that required a wider follow up action from IfATE – (V-KP) provided a brief recap on the occupational Mapping Service specifically for HTQ's and T Level occupational pathways and progressions.

(V-KP) commented the (SF) and (SW) were on the call from the IfATE HTQ Approvals Team to respond to questions. (RS) introduced (SF) – (SW) IfATE HTQ Approvals Team – (SF) Provided the group with an demonstration and overview on the current level of HTQ Standards Approvals as a response to previous questions raised by (RS). (SF) introduced (SW) also from the IfATE HTQ Approvals Team who supported with responding the groups questions around HTQs and progressions routes.

(SF) Requested some clarification re some questions raised around the HTQs and responded on the following points:

**Q1. How are providers shown up on the occupational maps?**

A1. When IfATE complete a round of approvals, they have two ways of showing which providers offer the qualification at level 4 and level 5. One of those is the published list, which will be on the IfATE website. This can be download this as a sort of a excel spread sheet to have a one stop view of who's offering what. That can serve two purposes:

- 1, To see what's happening in your locality and to reach out to people that have offered or gone through the process prior.
2. The other way, as (V-KP) previously demonstrated, is via the occupational maps. The HTQS are highlighted to review. This marked by the HTQ symbol against the occupational standards where there are level 4 and level 5 qualifications aligned to those particular occupational HTQ standards.

(RS) asked, Where there's a program where there isn't potentially a bridging qualification in place and also a progression route on to an HQ at the next level, was there a degree apprenticeship in place can allow learners to get through to the next level.

(SF) Commented that this was where gaps are now been seen in the progression pathways, (SF) commented that she didn't particularly know where the gaps lay, but if there are obvious gaps, that's when IfATE encourage employers and providers to talk to IfATE to help identify what those skills gaps are, along with what the training and skills needs are and how they can be filled for the future workforce.

(RS) pointed out that the 2<sup>nd</sup> question was about standardisation – stating that you can have a foundation degree, how do you differentiate to make sure that if someone did a PhD, can an HTQ in a particular subject, that actually form a standardised coverage in the from an employer's point of view?

(SF) responded, in terms of the titling of HTQ qualifications, IfATE do not put in place any requirements for what those naming conventions are. And that the HTQ approvals process is about applying the quality mark, so it may be that people are bringing to us

very solid, robust qualifications that work well, have good achievement rates and they want to continue with that and continue with the good name that it carries. However, what IfATE do encourage is for wherever you market that course you clearly display how that occupational standard aligns to it.

IfATE's role as part of the HTQ approvals criteria is to support our applicants through what we call a KSB mapping exercise and to make sure it maps coherently to the knowledge, skills and behaviours required as part of that occupational standard and aligns to meet employer's needs.

(RS) thanked (SF) and (SW) and introduced (TR) from IfATE's T Level Progression Team in respect of:

How can students that complete only some elements of their T level be able to request a statement of achievement from their provider?

(TR) Introduced colleague (PR) and commented on T levels and accelerated apprenticeships stating that the principle here is that and any apprenticeship should recognise a learner's recognised prior learning, and that apprenticeship should be accelerated where that's appropriate. And the progression profiles that are on the occupational maps which are set out for each of the two occupational specialisms.

Some of the apprenticeships are able to be accelerated which is bespoke for each apprenticeship, this sets out areas for further development that a provider and student will need consider when an apprenticeship needs to be accelerated.

Regarding the T levels question about communicating what someone can do when they've done the first year of a T level and then want to move on to an apprenticeship. How would that work? This information can be accessed through the T level results and certificate portal. If the student seeks to undertake an apprenticeship, the apprenticeship provider will need to conduct an individual assessment of that student to determine the extent that their previous learning and that's what have been covered in the Apprenticeship. It is then possible the apprenticeship too short a duration to be eligible for funding, but that would need to be looked at on a case-by-case basis.

(RS) commented that due to the delivery of the T level program as well as the knowledge and skills of the programs concerned, you're left with an evaluated aspect where there's not enough duration left in the apprenticeship to be able to draw funding down, to pay for the balance. So where would the learner go? As there is nothing that actually picks up the competency aspect to make them employable, there's no way of evidencing the occupational competency that somebody's gained through a program.

(TR) and (PR) commented, that you'd be able to get a job, but you're not necessarily fully occupational competent in that particular occupation. In the same way that you might be from an apprenticeship, I think this would be expected given the balance of classroom and practical learning. Learners could then develop the skills they need on the job. Using the T level route will be interesting over time, as we'll be able to look at

	<p>the data of where our T level learners are going and that might suggest which particular T level occupational specialism would be suited to particular occupations. In practice adjustments are mainly to be made if we're getting where we need to be.</p> <p>(IE) Stated it was his belief at the moment that, if somebody comes to HETA and they've done a T level, that they won't have done a significant level of practical skills and therefore the employer would want them to come to HETA. (IE) also commented that (TR) said something about interesting where if students have done a T level, they can go into a company and that they could then learn the skills on the job which (IE) said that this would be a risky strategy and the reality is that an employer would want them to train off the job first before starting with an employer.</p> <p>(RS) Asked IfATE whether the ESFA are being engaged within conversations around audits and the funding aspect. (TR) confirmed that IfATE are in communications with the ESFA regarding this.</p> <p>(RS) Thanked (V-KP), (SF), (SW) (TR) and (PR) for attending the meeting to respond to the question raised, stating the feedback updates was really appreciated.</p> <p>(RS) introduced Sarah Andrews (SA) from Supplytrain as the next agenda item delivering a presentation on T Levels and Flexi Apprenticeships.</p>
5.	<p><b>T Levels and Flexi Apprenticeships – Presentation</b></p> <p>(SA) from Supplytrain gave a presentation to the group on T Levels and Flexi Apprenticeships. Supplytrain are a not for profit organisation that act as a bridge between employers and training providers. Offering opportunities aimed at supporting employers in creating fairer routes into work for young people. Supplytrain don't deliver any training directly, Supplytrain act as a DfE approved and growth partner for the T levels and flexi job Apprenticeship agency supporting employers to address any barriers and skills gaps in their business or the wider industry.</p> <p>(SA) explained that at the moment there are over 35 organisations that are approved to employ apprentices on behalf of other businesses. (SA) advised that this approach shouldn't replace the standard apprenticeship employment model, but it is there to design, to provide external support to employers to try and make it that little bit easier to recruit, support and share apprentices between more than one organisation if that was something that fit that model better.</p> <p>In terms of financial support, employers would usually have to pay for the services of a flexi job apprenticeship agency, but Supplytrain can provide access to access financial support and help the process. Supplytrain do all of the paperwork on behalf of that host employer. The type of businesses that we find that benefits, include subcontractors for example on housing or building projects or other short term industry projects that are unable to commit to the life of the apprenticeship with them. It might be that they can support an apprentice for six months, in which case Supplytrain will find them another employer to move on to work with to complete their apprenticeship training.</p>

(SGH) asked if (SA) could provide some idea of cost of setting up a Flexi Apprenticeship.

(SA) responded that cost varies with different agencies, but stated that Supplytrain do offer cheaper rates that depend on the different requirements and what level of interaction you would need from Supplytrain. (SA) suggested that (SGH) sends an email then then the Managing Director can have a chat and give an approximate cost for how much it would be. (SGH) said it would be good to understand the cost and whether this would be an appropriate route to explore. **ACTION:** (SGH) to send (SA) a follow up email.

(RS) commented that there is risk aspect, for how you manage the risk of learners not achieving because you've actually haven't got the spread of the employers covering the particular competencies needed to cover over the duration of the program. Taking subcontractors for example in the construction industry, you know there might only have two months' worth of work and then you've got to find somebody else to cover off the remaining assessment criteria (SA) agreed with this.

(CH) pointed out that we have in our terms of reference aspirations to promote T levels and raise the awareness and asked if there was anything the group could do to support with this? Stating if there was anything that we can work with you on and in addition to the joint branding or marketing for example? In addition, it would also be good to collaborate with Supplytrain on the work you are doing locally? (SA) stated that Supplytrain are only a small team but more than happy to support where they can, if there was anyone you want us to present too you're more than welcome to get in touch and we can try to do that.

(SA) moved on to T Levels and if there were any specific questions on what they do specifically re how they're involved with T levels. Supplytrain are working on a DfE contract which is to engage SMEs in hosting industry placements for students.

(SA) stated that Supplytrain were particularly involved with the business and administration, legal, finance and accounting and that is around the whole of the country. Talking to employers and about the different short term and long-term gains of industry placements to try and support them in understanding a more about how they can contribute to that young person's education and give them that chance to get started with the career and gaining a little bit of experience. Some of the short-term reasons that we do present to them is about gaining that extra pair of hands in the business and a chance for existing employees to gain management and mentoring experience.

(RS) asked (SA) if there were any marketing materials that she could share with the group as these materials might be really useful for us to distribute across to schools etc. **ACTION:** (SA) confirmed that she would send across information that the group could be able to share – outstanding – CS to remind SA.

	<p>(RS) Thanked (SA) for taking the time to present to the group and for sharing the flexi apprenticeship model, which will be quite useful as we've seen flexi apprentices in a slightly different way previously.</p> <p>(RS) introduced (CH) to give an overview of the Little Lion research and the six key recommendations topics identified for further action, discussion.</p>
6.	<p><b>Little Lion research and the six key recommendations</b></p> <p>(CH) provided some context around the HEY LEP's commissioned piece of research into apprenticeships and technical education and some of the barriers that were some of the barriers that were presented around that. A company called Little Lion Research that was successful in winning that piece of work. (CH) Reminded the group that we had a presentation from Little Lion previously, who went through the report , specifically talking about some of the recommendations and the findings identified by the research.</p> <p>Stating that the report provided helpful recommendations backed up by evidence surrounding the shortcomings re what form the barriers are for people going into apprenticeships.</p> <p>(CH) Shared the apprenticeship findings, summary document that outlined the six key recommendations identified. These included the following:</p> <ul style="list-style-type: none"> <li>• Female participation in apprenticeships and technical education lags both regional and national levels.</li> <li>• There is a lack of learner and employer knowledge about T Levels and limited current provision.</li> <li>• Disadvantaged learners are less well supported by the current learning environment.</li> <li>• Apprenticeships and technical education in HEY are focussed on Intermediate level courses.</li> <li>• An information (and role/responsibility) disconnect between learners, schools, training providers and employers.</li> </ul> <p>(CH) explained that he wanted to start the conversation with the group about what we can practically take forward as a collective from these recommendations. And to identify what themes are contained within these finding that we are already addressing in some way shape or form. So that as a collective we can come to a conclusion about what the group thinks it can realistically achieve with the resources that it has between ourselves as a partnership and what can realistically make a difference moving forward. (CH) moved on to discuss each of the document columns in more detail.</p> <p>(RS) queried the first field, female participation in apprenticeships and technical education. And how it references the evidence about apprenticeship starts against the</p>

majority of female starts which were concentrated around healthcare, public service, business administration, retail, which are not necessarily high recruiting apprenticeship programs in our region. (RS) went on to query the following points:

- Does that provide a disproportionate view as far as comparing it to national data where there might actually be similarly more starts in business admin and retail and healthcare and across the country as a whole compared to this particular region?
- Does the report factor in the actual technical training on the volume of learners across the board or is it just about the apprenticeship data?
- Did they also look at the learners undertaking full time programs across the board in female engagement.

(CH) acknowledged the points raised and offered to look into the detail of the report findings. (CH) referenced the green Skills report, quoting that if you look at the female participation in apprenticeships in that particular report it is very low.

(FH) commented, that it was because our sectors are probably skewed historically and that's probably what shows that bias. But the key thing that came out of it was that where females start, the completions are high. And that it's just about getting more females to consider those apprenticeships, which is hard when these sectors that are traditionally seen as underrepresented and as a whole, but that is part of part of the wider issue.

(WJ) reflected on the terms of reference and whether the group need to think about equality, diversity and inclusion as these could sit in all six points, and whether that's a separate piece of work that is needed to play into the wider discussion.

(RS) asked if the action was around female participation in apprenticeships overall on any program or whether it was about raising female participation in the non-specific female dominated areas or even about getting more male recruitment into the into the traditional female dominated roles or about getting more females into apprenticeships overall?

(CH) responded suggesting that the groups focus should be on equality, diversity and inclusion in all forms.

(JT) commented on an issue at the Warren around music and music tech and music performance where it was completely almost entirely male dominated. (JT) spoke to the young women of the Warren asked them what we should do about it as a youth led organisation. (JT) said it was an amazing experience to have all of the studio spaces for production.

(CH) suggested going through the rest of the recommendations, to focus the conversation by doing a prioritisation exercise, to decide which recommendations to focus on in the first instance and then look to do some deep dives at the next meeting



and then start to formulate the action plan in that way. (RS) commented that, that sounded good.

(CH) Talked through the following areas:

- A focus on intermediate level courses so the key point here is about promoting higher level apprenticeships.
- HTQs been discussed already.
- Working with local training providers to understand what funding is available to hire trainers for higher level courses.
- Recruiting tutors, which is what the LSIP is looking at as well.
- Recommendations made for CEIAG and local advice create an advice services and to have more awareness about apprenticeships.
- Hold some CPD events with the career's aspirations group, that's something that we're already doing via provider access legislation, which is linked to the careers hub.
- Suggestions about social media engagement.
- The last one is funding available for apprenticeships and technical education, providing guidance on costs of apprenticeships, technical education.
- Local employers, with the principle programmes to promote the benefits of the utilising levy.
- Considering flexi job apprenticeships, which the group have heard about today.

(CH) asked for members thoughts on the above.

(RS) commented that:

- The learner, employer knowledge about technical education is something that does need reinforcing and does need building upon.
- Collectively the group can start to move that out into the space with schools and employers and parents.
- Already doing work around the HTQs and progression mapping.
- Mapping the level 2 provision. Work that needs to go into level 2 provision to enable young people to move to Level 3 with a T level is a critical piece of work that needs to be done.

(SF) fed in the following comments:

- There weren't any local materials around T levels and vocational offers. And have had to use materials from other areas nationally when promoting provision on logon move on. This was massive gap locally.
- Would welcome the opportunity to work with anybody on impartial information to promote everybody's offer and definitely needs some materials and resources to be able to do that better.
- There is a place for careers events, but it is only those people who attend, who you are giving the information to.

- For the Apprenticeship event on the 22nd of November at Bishop Burton and there should be 600 students attending ranging from year 11 to year 13.
- Had a lot of demand for degree apprenticeship information which is quite interesting but struggled to find employers with degree apprenticeships to come and promote them at the event.
- Now seeing a lot of vulnerable groups because the event has been opened to those groups that are not in school or those that working with a professional and what has been seen is there is also a lot of demand from those that are not in a school setting or others that are in a school setting as schools are not taking them out to come independently to the event.
- A need to make sure there are actual employers with vacancies to be able to connect to those young people to try and make it easier for students to connect with those vacancies.

(CH) Confirmed that learner and employer knowledge about apprenticeships and technical education is clearly a priority for the group.

(CH) Confirmed the following overview as an action summary:

- Complete HTQ mapping
- Review of Level 1 and 2 provision and progression routes
- The equality and diversity aspects of participation which underpins all of the above.

(SF) added that they can supply the group with information for the full level 1 offer from the local area if that would be helpful. That can be done as a spreadsheet off log on, move on. (CH) That would be really helpful.

(CH) Asked if there anything else that anybody would like to contribute to that discussion.

(WJ) added that the Humber N Yorkshire ICB Integrated Care Board for Health and Care has been awarded a project from the Department for Education. So have been awarded funding for a post industry placement coordinator around T levels and that a person is just starting in the role. Based on discussion, they've found very similar issues so far. (WJ) thought it would be worthwhile connecting with the new person that's been appointed 'Kim Alexander' going forward and getting her involved in some of the work to help see where we can make sure we're not duplicating work and share learning from the different sectors. **ACTION:** CS to speak to Kim Alexander.

(CH) Moving forward (CS) and (CH) will further develop the action plan, share it with the group to discuss in more detail and identify priorities for action.

(RS) Asked if there were any more comments, thanked (CH) and moved to the introduce the next item.

7.	Chairs Items - No Chairs items
8.	<p>Partner Updates / Successes challenges</p> <p>(RS) asked (CD) to give an update of this year's starts and trends have gone for the year?</p> <p>(CD) from Hull Business Training Centre – stated starts a little bit down comparatively on last year, but certainly looking pretty positive and things are things are pretty steady, though starts this time last year we had really good.</p> <p>(RS) gave an update ERYC College starts, overall, our starts and provision is again like (CD), it's slightly less than last year.</p> <p>(CCH) stated overall starts are steady but maybe down a little bit on last year. Starts have been a little bit late coming this year, more September and probably October, November then there would have been last year, Their full time program was massively oversubscribed for construction but across the board, we're doing okay,</p> <p>(RS) added that what ERYC College have seen is probably a slight decline in the areas of modular and caravan sectors, where there seems to be a bit of an economic and pause on the building of kind of their products and selling to that customer base seems to have economically paused due to the inflation rates etc.</p> <p>(NC) from Hull College commented that their starts have been going really well. On track with last year. Really priming construction, plumbing, joinery, brickwork and been doing well this year with that. Predominantly mainly level threes and level twos.</p> <p>(AB) ERYC Adult Learn added to this item in respect of female participants stating starts were 3/4 female to 1/4 male.</p>
9.	<p>A.O.B</p> <p>(AB) promoted the exciting news that a live levy pledge transfer is now on the system. The East Riding of Yorkshire Council has up to £200,000 available to support East Riding businesses growth and development. That is now live on the digital account.</p> <p>(RS) has emailed round various providers to inform and invite them to the Mr Ministerial visit that we've been arranging for the 23rd of November a lot of providers have come back and said they confirm their attendance. However, still waiting for a few people to come back and confirm that they want to be involved. Just a little prompt to come back as soon as possible so we can include you in the arrangements for that kind of that discussion with the Minister for education.</p> <p>(RS) other AEB items that need to cover off today, today might be my last day as Chair of this group. So the next meeting the group will look to go out for a potential new Chair and Vice Chair unless (IE) is willing to continue on as vice chair or step up</p>

	<p>to Chair. I just want to say that unfortunately I will be standing down as chair going forward.</p> <p>(RS) hopefully I will still be part of the group but will be unable to continue as Chair at this particular point in time, so I think it's only fair that I let members know that now. I've e really appreciated working with you all and your commitment to apprenticeships and the discussions we've had and some of the really kind of positive impact we've had specially through the COVID time. (RS) thanked (CH).</p> <p>(CH) responded by thanking (RS) for all that he had done for the group over the years, and wanted to say thank you on behalf of the Group and on behalf of the LEP as well for being really supportive to (CS) and I. (CH) added that he just wanted to put it on record, for our thanks to (RS).</p> <p>(RS) thank you all very much for your time and contributions. Again, very useful and productive meeting. Thank you very much.</p>
9.	<p>Date / Time and venue for future meetings:</p> <ul style="list-style-type: none"> <li>• Forward plan of meeting dates for 2023/24</li> <li>• Date of Next Meeting: 22nd January 2024 13:00</li> <li>• Future Meeting Dates:</li> <li>• 15th April 2024 - 13:00 -15:00</li> <li>• 22nd July 20024 - 13:00 – 15:00</li> </ul>