



Steering Group	Paddy Bradley (PB), SWLEP CEO	✓
	Daniel Busson (DBs), Lead Employer Capita WFM	Apologies
	Sally Burnett (SB), Swindon Borough Council	✓
	Scott Green (SG), Regional Lead CEC	Apologies
	Steven Haines (SH), Wiltshire Council	✓
	Darren Barber (DBa), Lead SEND Provider, Fairfield Farm College	✓
	Louise Stanton (LS), Lead School, Malmesbury School	Apologies
	Shona Taylor (ST), Wiltshire Council	✓
	Mandy Timbrell (MT), Wiltshire Council/SWLEP Skills Lead	Apologies
	Amanda Walton (AW), Lead College/Post 16, New College, Swindon	✓
Guests:	Laura Arlott (LA), SWLEP Tam Blaikie (TB), Lead Electively Home Educated Project	✓ ✓
Chair	Paddy Bradley (PB)	
Minutes	Deborah House (DKH)	
Venue	Via video / telephone conference	
Start time	9.30am	
Finish time	11.30am	

Item	Topic	Deadline
1.0	Welcome and apologies, Conflicts of Interest	
	The meeting started at 9.32am. PB welcomed attendees to the meeting and apologies were noted. Conflicts of Interests None were declared.	
2.0	Review of minutes and actions from 11 July 2022	
	The minutes from the meeting on 11 July 2022 were reviewed and approved. Matters arising transferred to Action Log. The updated Action Log from the meeting on 11 July 2022 was reviewed. <ul style="list-style-type: none"> SEND Groups 1 & 2 	



	<p>SH would investigate and report back to the meeting on how this categorisation is viewed by SEND Voice Groups.</p> <p>SH is trying to secure feedback from Talentino but the model as widely accepted at the S&W conference is used by SEND schools as the accepted model. <i>Update: SH had spoken to Talentino in the first instance. The work was based over many years and working with 350 special schools and stakeholders. Employers understood capabilities more clearly and could get involved on career development and schools felt it helped to identify pathways earlier and was very beneficial. This model was part of CEC's Gatsby Benchmark Tool Kit and DBa stated he was familiar with this.</i></p> <p>Action: SB to arrange offline meeting with SH, ST, DBa, and AW.</p> <ul style="list-style-type: none"> Hub team to share termly reports with Multi-Academy Trusts as well individual schools to overall performance and comparison with the area and nationally. Reports were to be sent to the headteacher, named governor for careers education and/or Clerk to the Governors FAO the Chair of Governors. <p>Reports were sent on 1 September to headteachers. We do not have enough information for copies to MATs and governing bodies. Work is underway and we will complete this by end September. <i>Update: The team was currently working on the reports. There had been questions around some of the material and tone of the letter whilst ST was on leave. Meeting to be held on Tuesday and this action would be finalised. The Team had received a really positive response as a result of the letter to Headteachers.</i></p> <ul style="list-style-type: none"> ST to update the outcome of the meeting involving the Director of Education and Skills and the school potentially planning to leave the Careers Hub. <p>Email was sent from Helean Hughes in July 2022. No response from school as yet. Follow up will take place in the early autumn term. <i>Update: there was no further update. Follow up email to be sent. CEC had planned for every school and college to work with it designated Hub. If the school dropped out of our Careers Hub, CEC would work with them to get them back in. PB advised to communicate openly with Wiltshire Council and discuss other routes to take and maintain a complete record of action taken.</i></p> <p>Other Matters Arising were on the agenda.</p>	<p>Oct 2022</p>
<p>3.0</p>	<p>Hub Incubation Maths Project update</p>	



3.1 Draft evaluation key points

ST spoke to the meeting and apologised that Jaime Williamson, the project lead, had been unable to present the item herself. The presentation can be accessed via the following link:

https://static.swlep.co.uk/swlep/docs/default-source/sub-groups/skills-talent/careers-hub/2022/15-sep-2022/20220915-hip-update.pdf?sfvrsn=14653f32_4

The key outcomes were as follows:

- the project had a positive impact on girls' maths anxiety. For students who reported higher maths anxiety at the start of the project (81% female), there was a statistically significant reduction in maths anxiety over the course of the project. For the female students in the higher anxiety group, there was a decrease in maths anxiety across every question;
- to the question whether the project had increased girls' interest in a maths-related career, the response had decreased from 21% to 17%;
- however, other responses had increased:
 - maths was useful in lots of jobs: increased from 25% to 36%;
 - maths was useful in creative jobs: increased from 54% to 62%; and
 - there were lots of maths-based careers in Swindon and Wiltshire: increased from 84% to 88%.

SG added that there was a lot of Maths anxiety from staff within the Health & Care sector when it came to medicine management. The evidence detailing maths anxiety amongst girls was strong to give to head teachers, so the project had been very worthwhile and clearly showed how the involvement of businesses could influence students. 16-year-olds with no maths was limiting for both their careers and life applications.

**3.2 videos
(link available via: [Careers in Maths Project - YouTube](#))**

One of the videos made around the Careers in Maths project was played to the meeting. All examples can be found in the link above. Employers in the project working with the students were:

- QinetiQ, showing how geometry was used in the design of instrument panels;
- Apetito, showing how statistics, weight and measures were used in recipes; and
- students working with Wiltshire Council analysed the effect of climate change.



<p>3.3</p>	<p>The aim was to get people into employment for as long as possible and to keep them healthy, in high-value jobs if possible. Research showed that salaries were well above average by the age of 30 if employees had A-level maths.</p> <p>Next steps for roll out</p> <p>There had been ten Hub Incubation Projects taking place nationally across a range of topics. The CEC had not yet shared the learning, but one aspect would be to ask CEC what the findings were across the piece around good mechanism to engage with schools on bringing the employer input. Getting young people into the world of work and getting employers to engage was crucial to reaching the skills needed. It was all about supply and demand.</p> <p>It would also be useful to track these students from the participating schools and their parents and to see their progression.</p> <p>Action: CEC to meet with the research team, SB and PB, to discuss next steps.</p>	<p>Oct 2022</p>
<p>4.0</p>	<p>Presentation on the role of Bath, Swindon & Wiltshire Academy from Dr Sarah Green and discussion</p>	
	<p>Dr Sarah Green presented to the group on the work of the NHS Bath, Swindon & Wiltshire Academy within the integrated care system. The presentation can be accessed by following the link below:</p> <p>https://static.swlep.co.uk/swlep/docs/default-source/sub-groups/skills-talent/careers-hub/2022/15-sep-2022/bsw-careers-hub-2022v2.pdf?sfvrsn=1089c68c_4</p> <p>Teams within BSW should be put in touch with the Careers Hub. For example, the Great Western Hospital offered work experience and was a Cornerstone Employer for the Swindon and Wiltshire Careers Hub. The Careers Hub had been working with Salisbury Hospital which had dropped away a little of late, but also Bath Hospital, so working with other Hubs as well. Swindon Borough Council worked with the Great Western Hospital so SB would join up the lead GWH and BSW.</p> <p>The question was raised as to whether BSW Academy had made contact with colleagues in New College, as T-level placements and HE now sat under the Institute of Technology.</p> <p>Action: contacts to be made with TB as above as appropriate.</p> <p>LA commented that there was an impressive increase of Level 3 apprenticeships which showed that the levy transfer work was working, although there were low numbers of apprentices being taken on in the community and care home environment. A training pathway within that</p>	<p>Sept 2022</p>



	<p>environment would entice people to stay in care in the care sector - Skills for Care.</p> <p>We were very keen to have a structured, formal relationship with the care sector to embed it within the Careers Hub as this sector was a sizable and significant employer in the Swindon and Wiltshire area. Drafting a combined plan of action would be one step forward and could also be linked to the maths project.</p> <p>Dr Green was invited to join the meeting going forward and was delighted to accept.</p> <p>Action: DKH to issue calendar invites to SG for future meetings.</p>	<p>Sept 2022</p>
<p>5.0</p>	<p>Overview of Electively Home Educated Research for 2022/23</p>	
	<p>ST introduced the meeting to the project lead, Tammy Blaikie, for the new Hub Incubation Project “Electively Home Educated Research 2022/23” highlighting the process and aim of the project. As this was TB’s first meeting, ST presented to the group.</p> <p>The presentation can be accessed via the following link: https://static.swlep.co.uk/swlep/docs/default-source/sub-groups/skills-talent/careers-hub/2022/15-sep-2022/20220516-hip2-elective-home-ed.pdf?sfvrsn=ce4aa317_4</p> <p>Action: TB to come back to the meeting in December to update on progress.</p> <p>Projects of this nature also showed that we were working on our inclusivity agenda.</p> <p>There would be a good process in engaging parents in the preparation of materials, but this would also be a good resource for all parents generally, increasing the level of understanding.</p> <p>SB commented that Swindon Borough Council had significant evidence to provide for this cohort of students and their parents, but she was not convinced that the information was getting through to them. Co-production of these resources would be useful.</p> <p>Action: SB to ensure that TB was introduced to the attendance lead and educational welfare team within Swindon Borough Council and ST / MT to do likewise with in Wiltshire Council.</p>	<p>Dec 2022</p> <p>Sept 2022</p>



	<p>A good comms plan was needed for each of these research projects to increase the profile of the Careers Hub and to inform people that they are getting some good attention.</p> <p>Action: ST to speak to Tim Burghes about Comms template.</p>	Sept 2022
6.0	Careers Hub	
6.1	<p>Careers Hub progress against targets</p> <p>ST spoke to the paper and highlighted progress against the Gatsby Benchmarks with any movement mentioned. There was also a list of RAG-rated target schools and ST would be contacting the HE leads to ascertain any issues and offer assistance.</p> <p>Within the SEND community, DBa had offered great support and advice to the schools, and he was happy to continue.</p>	
7.0	Apprenticeship and Technical Education Report	
7.1	<p>Summary report and presentation</p> <p>SH spoke to the meeting. The Careers Hub had received funding from CEC to allow Annette Holdsworth to work on a project to understand what the current barriers may be for a young person when considering/taking up an apprenticeship, and for a business to offering apprenticeships or filling their apprenticeship vacancies. The results of the surveys can be found in the presentation which can be accessed via the following link:</p> <p>https://static.swlep.co.uk/swlep/docs/default-source/sub-groups/skills-talent/careers-hub/2022/15-sep-2022/apprenticeship-tech-project.pdf?sfvrsn=212fb77e_4</p> <p>In conclusion, there were common themes from both young people and businesses:</p> <ul style="list-style-type: none"> • knowledge and information about current apprenticeships and opportunities; • raising awareness; • barriers to being able to offer or accept an apprenticeship; and • misconceptions - in order for apprenticeships to be regarded as a genuine career pathway, it was important that their value was understood as a way of helping young people progress in the labour market. <p>Additional comments were:</p> <ul style="list-style-type: none"> • this was very useful research, although the decreasing take up of apprenticeships was depressing; • it was worrying that there were a large number of apprenticeship vacancies; 	



<p>7.2 and 7.3</p>	<ul style="list-style-type: none"> • long-established partners were getting rid of their apprentices because of fears over the economy; • apprentices within rural Wiltshire would struggle to get to their places of learning; • students did not fully understand that gaining an apprenticeship was a competitive process; • ensure that whatever the Hub did would address some of the systematic and cultural issues; • the responsibility for getting information out about apprenticeships sat with schools and colleges and NEETs with Swindon Borough Council and Wiltshire Council; and • the route to apprenticeships was far more complicated than the route to Higher Education which had a lot more backing from schools, parents and Government. An apprenticeship was more down to the relationship between students and employers. <p>The Comms plan needed to be better, sharper and more sustained to get the maximum impact of the message. People had to see a message multiple times and at the right time before they took it on board.</p> <p>SBC survey summary report and Discussion. Included in above.</p> <p>PB thanked participants for their contributions. There was a lot of research being carried out which would provide the themes for future strategies.</p>	
<p>8.0</p>	<p>AOB</p>	
	<p>Next Meeting Thursday, 8 December – 2pm to 4pm</p> <p>Meeting dates for 2023: Thursday, 9 February – 2pm to 4pm</p> <p>Thursday, 11 May – 10.30am to 12.30pm Tuesday, 11 July – 9am to 11am Thursday, 14 September – 10.30am to 12.30pm Thursday, 7 December – 10.30am to 12.30pm</p>	
	<p>Meeting closed at 11.35am</p>	

Paddy Bradley

8 December 2022