



Steering Group	Paddy Bradley (PB), SWLEP CEO	✓
	Daniel Busson (DBu), Lead Employer Capita WFM	Apologies
	Sally Burnett (SB), Swindon Borough Council Skills Lead	Apologies
	Scott Green (SG), Regional Lead CEC	Apologies
	Steven Haines (SH), Senior Enterprise Co-ordinator	✓
	Darren Barber (DBa), Lead SEND Provider, Fairfield Farm College	✓ - left at 3.30pm
	Louise Stanton (LS), Lead School, Malmesbury School	
	Shona Taylor (ST), Careers Hub Manager	✓
	Wiltshire Council – to be advised	
	Lead College/Post 16, New College, Swindon – to be advised	
Guests:	Laura Arlott (LA), SWLEP Skills Lead Tim Burghes (TB), SWLEP Comms Dr Sarah Green (SGr), NHS Bath, Swindon & Wiltshire Academy	Apologies ✓ ✓
Chair	Paddy Bradley (PB)	
Minutes	Deborah House (DKH)	
Venue	Via video / telephone conference	
Start time	2pm	
Finish time	4pm	

Item	Topic	Deadline
1.0	Welcome and apologies, Conflicts of Interest	
	The meeting started at 2.08pm. PB welcomed attendees to the meeting and apologies were noted. Conflicts of Interests None were declared.	
2.0	Review of minutes and actions from 15 September 2022	
	The minutes from the meeting on 8 December 2022 were reviewed and approved. The updated Action Log from the meeting on 8 December 2022 was reviewed.	



	Matters Arising were completed, in train or on the agenda.	
3.0	Performance data update and update on structural changes	
	<p>ST presented to the meeting and advised of the structural changes within Wiltshire Council now that Mandy Timbrell had left (Slide 2). 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/2023/09-feb/performance-data-update-february-2023.pdf?sfvrsn=c691611c_3</p> <p>Her role would not be replaced, and her team had been divided across other teams. ST now reported into Andrew Best of the Schools Effectiveness Team and had met with him recently to discuss the Careers Hub. He had agreed to represent Wiltshire Council at future Steering Group meetings.</p> <p>Action: ST to liaise with DKH to ensure AB was invited to future meetings.</p> <p>Slides 3-9 highlighted the current performance and activity of the Careers Hub.</p> <p>Additional comments received:</p> <ul style="list-style-type: none"> • nationally the involvement of LEPs in Careers Hubs was variable; • CEC’s future focus was to place more effort towards disadvantaged areas, using the numbers of students on free school meals as target evidence. These areas would receive additional funding to provide extra targeted support. All areas would still be expected to follow the original premise of the CEC, which was structured careers programme available to all young people regardless of where they lived. We were keen to monitor the impact of this change in the funding model as we did not want to see a reduction in the universal offer; • ST expressed concern that the ongoing teacher strikes would force schools to cancel enrichment activity to catch-up on the curriculum; • a Careers Advisor qualified to Level 6 should be in post at every school or college. However, some schools were sharing staff, some were buying in externally, some were working towards this qualification, and some had no provision at all. There was a correlation between capacity and expertise of the Careers function in schools and colleges and the level of achievement of Gatsby Benchmarks; • DBa explained that his school was able to access the Level 6 qualified Careers Advisers of the National Careers Service as students were 	Feb 2023



	<p>on 2–3-year courses and stayed beyond the age of 19. This meant at 19, students could see an advisor from the National Careers Service;</p> <ul style="list-style-type: none"> • one option proposed to support capacity and expertise within the Careers functions of schools and colleges was to support a traded service using recently retired staff; and • advisors who had achieved a Level 6 qualification could work freelance for more money on a daily rate, so some were choosing to move out of schools. <p>SH updated the meeting on activity within SEND schools. (See Slides 10 and 11.) These slides showed low attainment for Benchmark 7, Encounters with further and higher education. Owing to their special needs’ status, students within SEND schools and colleges tended not to go on to further and higher education, so establishments, like Fairfield College, were not able to complete this Benchmark appropriately. It was felt an unachievable target for them.</p> <p>Thanks were given to ST and SH for their presentations and for the good level of detail and actions.</p>	
4.0	Apprenticeships	
	<p>ST presented to the meeting using the presentation at Item 3.0 (Slides 12-18) on the progress of the Swindon & Wiltshire Apprenticeship marketing campaign, recent events and planned activity during National Apprenticeship Week (NAW).</p> <p>The meeting was advised that young people would be able to see notification of apprenticeships at degree level when they view the university degree offerings through UCAS. DBa spoke of the low take up of apprenticeships within SEND owing to students’ lack of academic achievement, although Fairfield’s students were hard workers. This was a barrier for them.</p> <p>PB had presented apprenticeship awards on Tuesday at Trowbridge Civic Centre from Wiltshire College & University Centre. Awards were not only given to students, but also to the businesses that employed them for being so committed to the cause. Many of the students were now progressing to the next level apprenticeship. The age range of apprentices was rising with some students using an apprenticeship as an entry level to a change in career.</p>	
5.0	Swindon and Wiltshire LMI and links to skills needs of young people	
	<p>PB spoke to the meeting and outlined the various products SWLEP used to capture Labour Market Intelligence (LMI) and company data, such as Lightcast and Red Flag Alert. SWLEP was now also looking to purchase a license for information about employment land and buildings, which would, for example,</p>	



	<p>include data on when leases were coming up for renewal and land would be available etc.</p> <p>LMI was normally presented in the Skills & Talent Subgroup meetings, but the question was raised as to whether it would be of benefit at this group. The LMI would show job adverts and the skills employers were seeking by sector. This suggestion was welcomed by attendees and would help to inform developments at an earlier stage.</p> <p>Action: ST and DKH to ensure inclusion as standard item on future agendas.</p> <p>TB advised that the data could be segmented to industry sectors and broken down by town etc. SWLEP was looking to revamp the dashboard on the website and was open to suggestions on which information would be relevant.</p> <p>Action: TB to return with suggestions for discussion.</p>	<p>May 2023</p> <p>May 2023</p>
<p>6.0</p>	<p>Discussion</p>	
	<p>Feedback from young people and parents/carers on inconsistency of careers programmes in some schools/colleges & opportunities available to address the gaps</p> <p>ST spoke to the paper and explained the rationale for undertaking the evaluation. After five years of operation, the Hub wanted to ascertain that its activities were making a difference and the views of its customers. The stakeholders would include:</p> <ul style="list-style-type: none"> • learners, • parents; • schools' and colleges' careers leads and head teachers; • employers; and • Universities <p>as beneficiaries of the service and the questions would be tailored to each group to give different perspectives, helping us to understand our level of performance and level of progress made. The Hub could draft the sets of questions and SGr offered to help in this process.</p> <p>Action: ST and SGr to talk offline.</p> <p>The evaluation would be more powerful if it were done independently rather than in-house and would be paid for from the Sustainability Fund. Cost would be dependent on the size of the study and the overall involvement of the evaluators. The suggestion was made to capture parents' views at parents' evenings via such means as a QR code etc, ideally to be carried out before May, possibly after the Easter break.</p>	<p>Feb 2023</p>



	<p>Action: ST to research with schools on the proposed timing and methodology.</p> <p>After five years of the Gatsby Benchmarks, the Gatsby Foundation was launching a consultation next month on the next ten years and ST had been invited to the webinar.</p>	Feb 2023
7.0	Provider Access Legislation	
	<p>ST presented to the meeting on the change to statutory guidance wef 2 January 2023, on Provider Access Legislation to schools and colleges. Schools and colleges must now allow access for students to engage with providers of apprenticeships and technical levels at six points from Years 8 – 13. (The presentation link at Item 3.0 and Slides 19 and 20 refers.) This information had been issued to various stakeholders and PB requested that this also be sent to governors.</p> <p>Action: ST to send Provider Access Legislation information to governors.</p> <p>PB advised that colleges in England were to be reclassified as public sector bodies. This affected further education colleges, sixth form college corporations and designated institutions in England and ended a decade of private sector status. This would impact on New College, Swindon, and therefore the Institute of Technology, as well as Wiltshire College & University Centre in our area.</p>	Feb 2023
8.0	AOB	
	None	
	<p>Next Meeting Thursday, 11 May – 10.30am to 12.30pm</p> <p>Meeting dates for 2023: Tuesday, 11 July – 9am to 11am Thursday, 14 September – 10.30am to 12.30pm Thursday, 7 December – 10.30am to 12.30pm</p>	
	Meeting closed at 3.59pm	

Paddy Bradley

14 July 2023