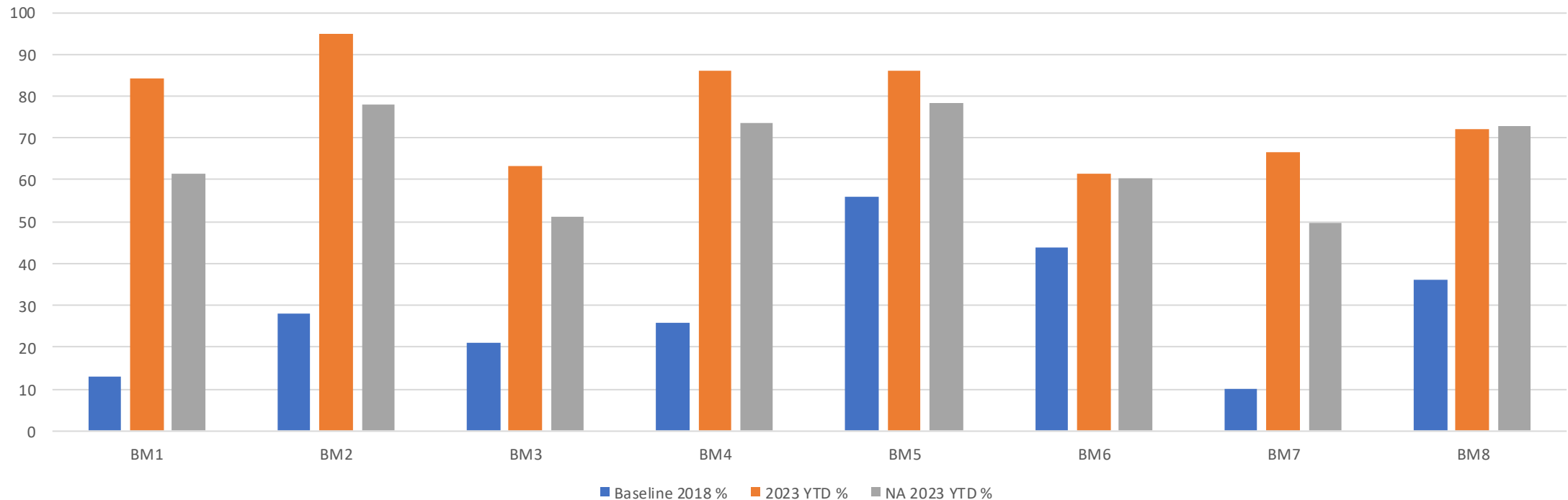# Swindon & Wiltshire Careers Hub Steering Group
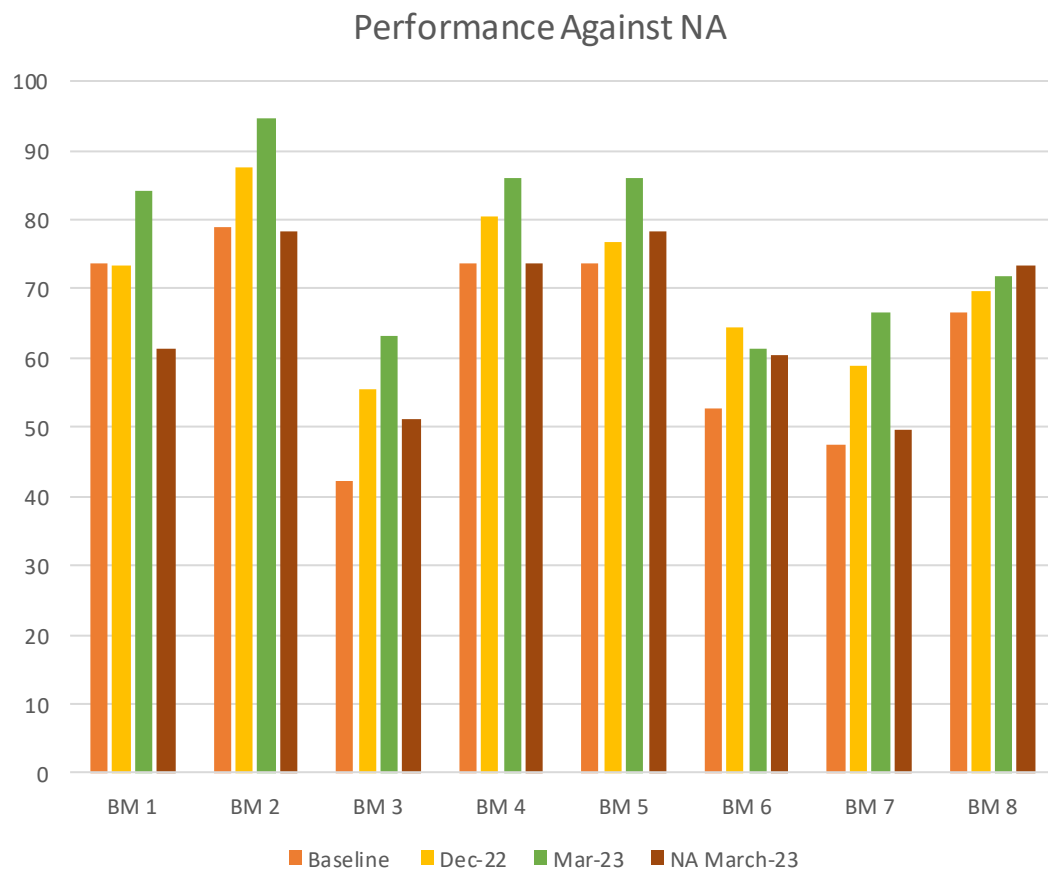
July 2023

'To help _every_ young person find their _best_ next step.'

Progress from 2018 Baseline

Baseline Progress 2018 to YTD March 2023

Performance Data: April 2023

Performance Against NA

All Gatsby Benchmarks are all at or above national average.

Overall BM achievement 6.14, from a baseline of 2.3 in 2018. Performance is +1.14 above target and above NA by +0.88 and improved by +1.05 in this academic year to date.

3 institutions are recording less than 3 BMs, a reduction of 6 in this academic year to date.

Current data picture against KPIs

1. **80% of Hub schools/colleges to fully achieve BM1**:

- Increased in performance by +10.53pp since July 2022, is +4.21pp above the target of 80% and above NA by +22.93pp.
- Non achievement accounts for 9 institutions, a decrease of 5 in this period, who have graded themselves as achieving between 17% and 94%.
- The most commons area for improvement is utilising evaluations from employers and parents/carers.

2. **Clear evidence of progress in BM5 and BM6 should be made throughout the year:**

- BM5 has increased in performance by +12.28pp since July 2022, and is above NA by +7.78pp.
- Non achievement of BM5 accounts for 8 institutions, a decrease of 6 this period month, with institutions grading themselves as achieving between 25% and 75%, 2 are recording 0%.

- BM6 has increased in performance by +8.77pp since July 2022 is above NA by +1.00pp.
- Non achievement of BM6 in the wider network accounts for 21 institutions, an increase of 1 overall partial achievement gradings range from 12% and 87%.

3. **The Hub to achieve an average of at least 5 BMs:**
- Average BM achievement is 6.14 is above NA by +0.88.

Data set March 2023

Current data picture against KPIs:

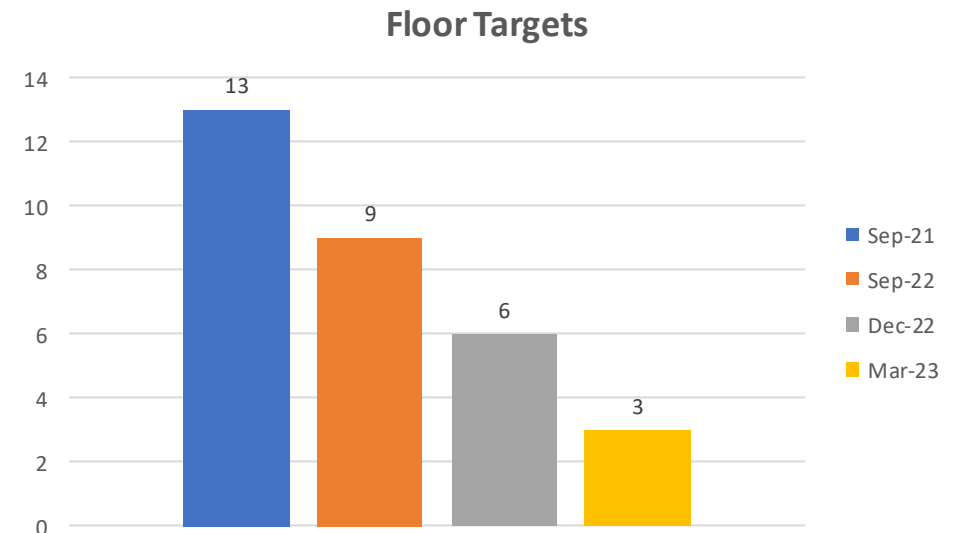**4. All Hub schools/colleges to achieve at least 3 BMs:**

September 2021 = 13 settings (22%)

September 2022 = 9 settings (15%)

December 2022 = 6 settings (10%)

March 2023   =   3 settings (5%)

	BM Dec 2022	BM March 2023
Setting 1	2	2
Setting 2	2	2
Setting 3	0	1

Floor Targets

Legend: Sep-21, Sep-22, Dec-22, Mar-23

Values: 13, 9, 6, 3

Events

- **EOTAS Careers Fair**:

  attended by all special schools/colleges in Swindon

- **Ability not Disability Webinar**: Fairfield Farm College:

  to encourage employers to provide more opportunities for SEND young people

- **South Central Region SEND Conference**:

  best practice case studies from schools/colleges on approaches to achieving the Gatsby Benchmarks

- **Apprenticeship Events**:

  Salisbury January 2023: 9 schools, 800+ attendees, 22 employers/providers, over 2 sites

  Swindon June 2023: 7 schools, 650+ attendees, 31 employers/providers

- **Learn Live Broadcasts:** 11,000+ individual logs in to date

  Amazing Applications on 6th July

- **SWLEP CyberICE 2.0 event:** engaging students with employers in the cyber sector

Employer Encounters and Experiences of the Workplace

- Funded EBP and Careers Collective to deliver 20 employer encounter events.

- Employer Challenge Days: supported the planning and delivery of 9 events

- Great Western Hospitals VWEX programme – covers NHS support services, plus employability and life skills

- Your Placement Platform – pilot stage, due to launch next academic year

- Funded EBP to deliver 6 experiences of the workplace days

Employer site visits at Wiltshire Council, QinetiQ and Ramsbury Estate

Behind the scenes

- Delivery of the Apprenticeship Awareness Campaign:

    'Apprentices don't make the tea – they make a difference'

- Swindon and Wiltshire LMI platform – designed for SEND group 1 – students who typically will not take Level 2 Qualifications / GCSEs

- Careers Leader SharePoint site content refresh (in progress)

- Monthly newsletter publication

- Monthly Careers Leader Masterclasses

- Termly reports to headteachers, governors and MATs.

ATE Project Outcome

THE CAREERS & ENTERPRISE COMPANY

Success factors in ATE Transitions

Employer willingness to offer opportunity — 1.8

Conversion rate of interest to take up — 2.4

Employer Need — 3.8

Promotions of ATE options — 2.3

Access to relevant training options — 1.6

Existing skill levels match requirements for next step — 2.6

Enthusiam for occupations with opportunities — 2.2

Understanding of ATE Routes — 2.3

Success Factors in ATE Transitions

Radar chart axes:
- Employer willingness to offer opportunity
- Employer need
- Conversion ate of interest to take up
- Promotion of ATE routes
- Access to relevant training options
- Enthusiasm for occupations with...
- Understanding ATE routes
- Existing skills levels match for next steps

Scale: 0, 1, 2, 3, 4

Our identified strengths

List three things that the group identified as supporting ATE Transitions

1. **Employer Need (3.8)**

Although there are capacity issues for employers in training and mentoring the workforce of the future, there are a wide range of vacancies within the area and a recognition of the benefits, particularly within apprenticeships to be utilised to upskill & retrain existing employees to fill current and future vacancies and to fill existing skills gaps.

2. **Existing skills levels match requirements for next steps (2.6)**

Employer standards are set highly for school leavers, providing an opportunity for further development with young people within this area

3. **Conversion rate of interest to take up (2.4)**

Employers are recognising the barriers young people face and are trying to address these by working with college providers. They are also aiming to hire locally, where they can, to remove travel implications. Lessons can be learned from countries where similar interventions have been more successful.

Our identified areas of challenge

List three things that the group identified as inhibiting ATE Transitions

1. **Access to relevant training options (1.6)**

The availability of opportunities in the local area limits a young person's choice particularly where there are transport issues or cost of travel is prohibitive.

2. **Employer willingness (ability) to offer opportunity (1.8)**

Although employers have the vacancies to recruit, the complex nature of the pathways on offer, coupled with the impact of recent economic factors on the business community, there is a disconnect with bringing in new recruits to train and develop within the business, in favour of recruiting experienced staff from the outset.

3. **Enthusiasm for occupations with opportunities (2.2)**

Whilst enthusiasm amongst young people for accessing ATE pathways is increasing, there is a need to ensure that further development is undertaken in terms of ensuring greater social mobility and that decision making is fully informed by LMI sources.

What next?

Outline in summary terms the focus area and type of initiative agreed by the group for improving young people's access and take up of Apprenticeships and Technical Education

1. *To work with the business community to support them to understand the cycle of the academic year and to promote taking a coordinated approach to recruitment windows for the area.*

2. *To ensure that experiences of the workplace activities undertaken by young people are referred to and embedded within classroom activities to ensure recognition of soft/employability skills required for the workplace. (via the Teacher Encounters Programme)*

3. *Supporting education partners to broaden parental knowledge of ATE progression routes and secure their buy-in to this as a possible progression route.*

4. *Supporting education partners to provide more opportunities which prepare young people for current interview and selection processes, within careers programmes.*

What next?

Outline what systemic changes the group feel would improve ATE transitions based on their discussion

1. *The levy process and complex nature of apprenticeship recruitment needs addressing/simplifying to support employers to take on trainees and ensure successful outcomes.*

2. *Further recognition of the impact recent economic events have had on the business community is required and further support is necessary to encourage businesses to firstly learn and understand the variety of ATE provision and to then recruit/train young people to become part of their workforce.*

3. *Apprentices should be able to access additional financial support, alongside their salaries where transport or accommodation are barriers to ensure they broaden their search areas and access a wider range of employment opportunities.*

Swindon and Wiltshire Careers Hub

Contact us:	CareersHub@Wiltshire.gov.uk
Twitter:	www.twitter.com/SWCareersHub
LinkedIn:	www.linkedin.com/company/swcareershub/
Website:	The Careers Hub	SWLEP