

# Liverpool City Region Careers Hub

To help every young person find their best next step



**LIVERPOOL  
CITY REGION**  
COMBINED AUTHORITY

**METROMAYOR**  
LIVERPOOL CITY REGION

Liverpool City  
Region  
CAREERS HUB

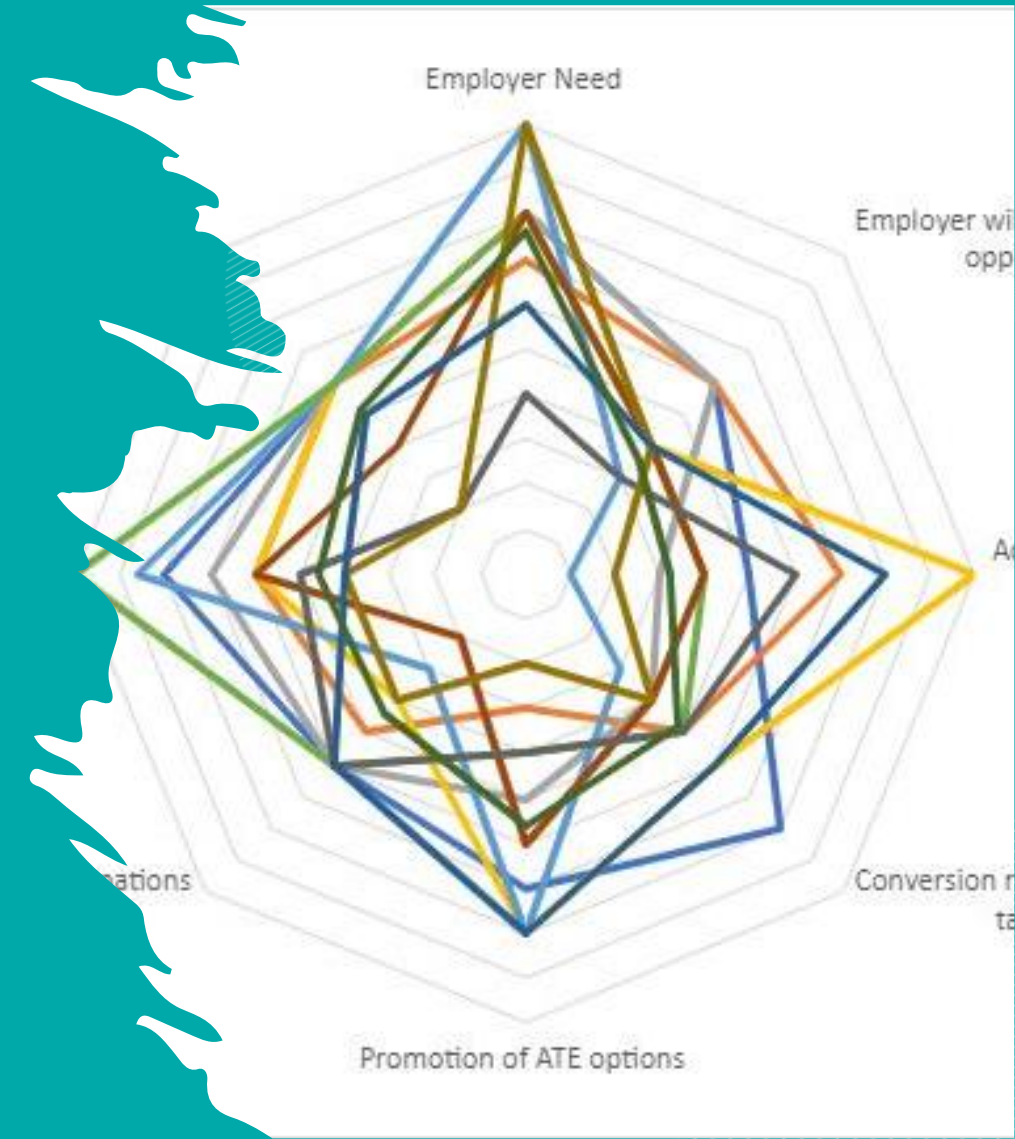
THE CAREERS &  
ENTERPRISE  
COMPANY

## LCR Careers Hub Annual Conference November 2023

## Apprenticeship and Technical Education Slides

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

- a regional analysis



**What prevents a young person from taking up an apprenticeship or other technical pathway?**

# What is success?

## Clear and easy access for all young people

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.

## Collective, specific and collaborative effort in the system

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.

## Better diagnosis informing better remedy

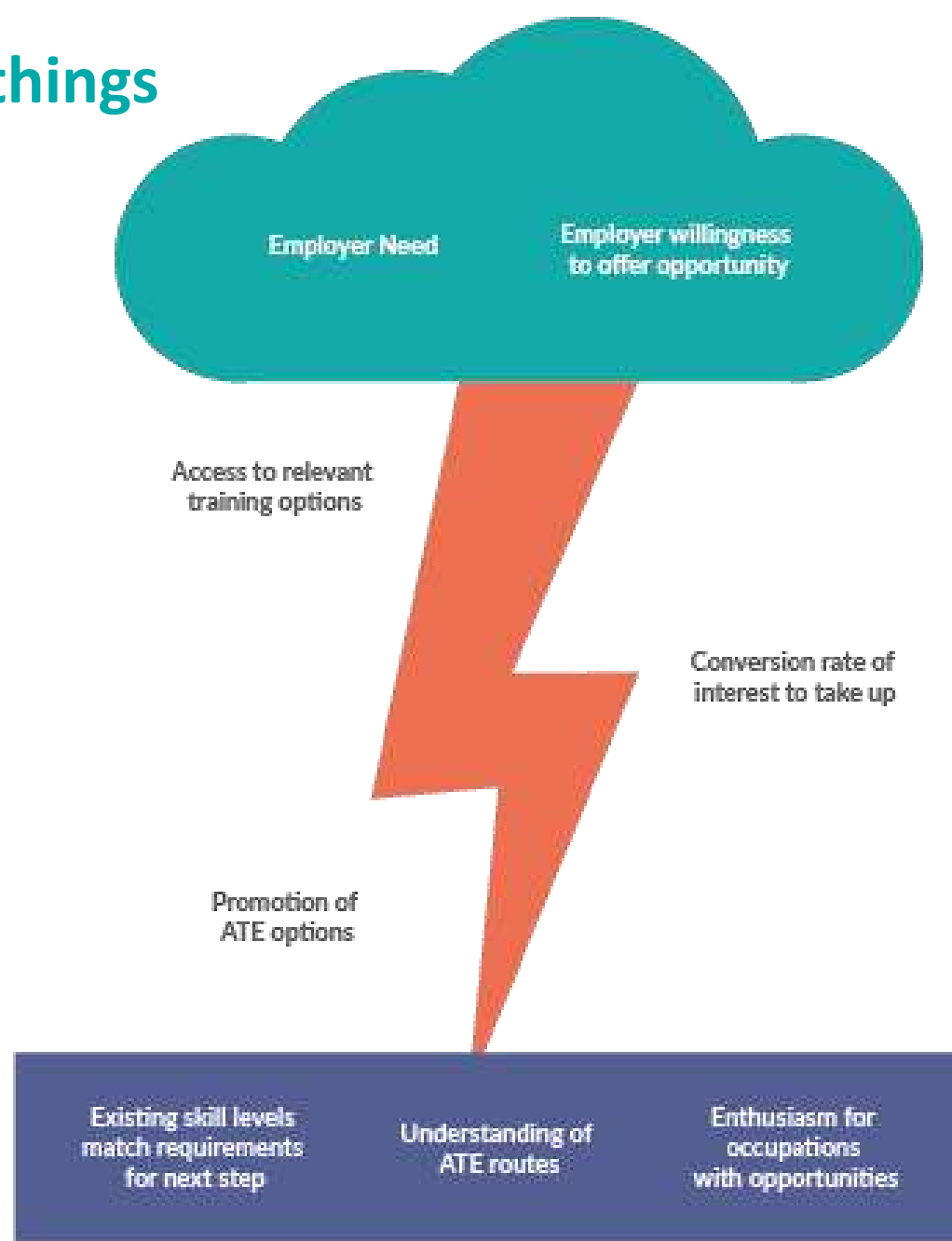
Each of the Careers Hubs this year will work to mitigate or remove a barrier. We will then measure and report on the effectiveness of that effort against the same data points used to inform this diagnosis.



**Fadumina, Umayr & Sophie**

Those are their stories, and  
they are specific to them –  
but what about everyone  
else?

# Everyone need these things



# But not everyone has them



Access to relevant  
training options

Promotion of  
ATE options

Existing skill levels  
match requirements  
for next step

Understanding of  
ATE routes

Enthusiasm for  
occupations  
with opportunities



# What we (collectively) have done...

## 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

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

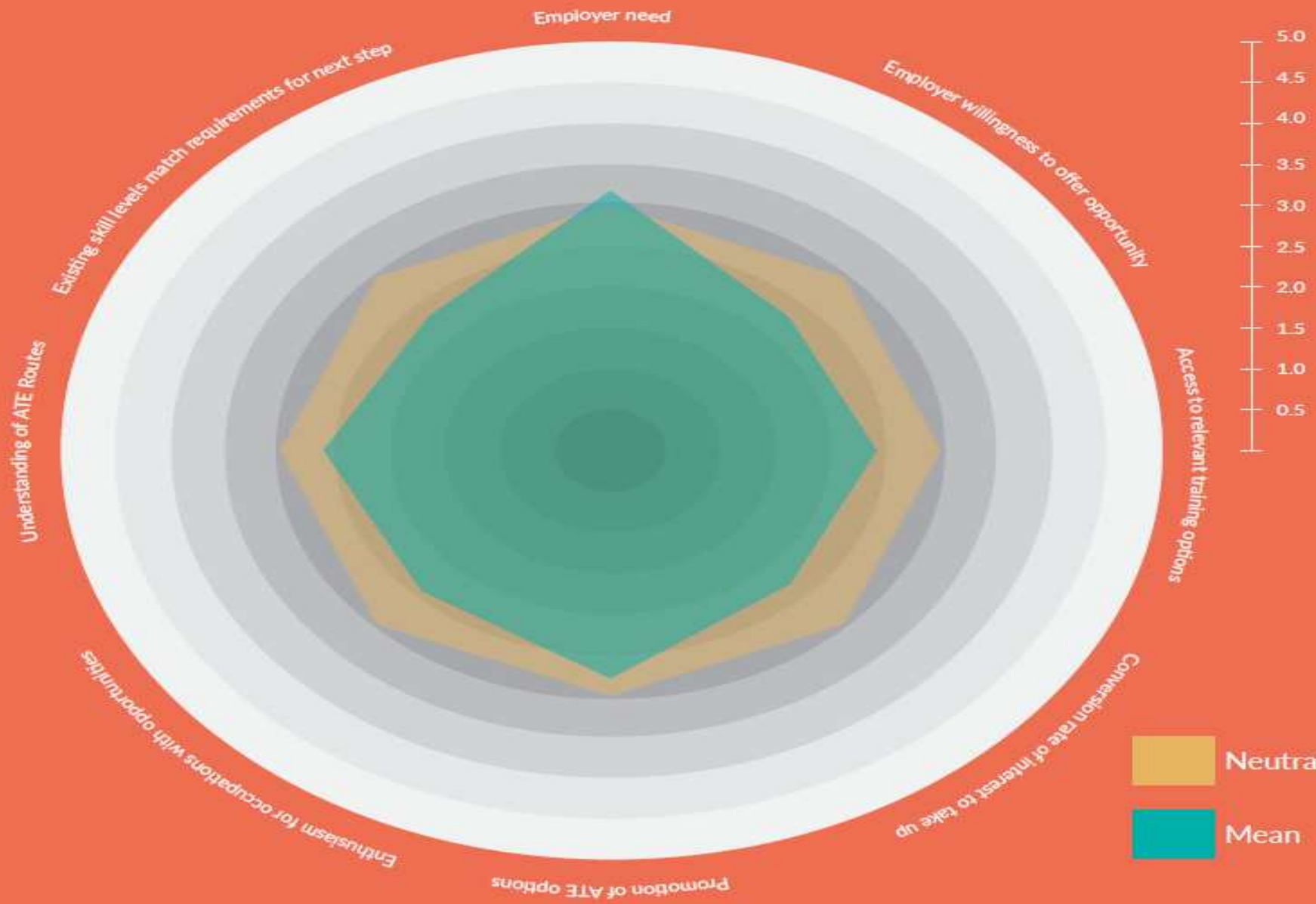
This is a barrier to ATE Transitions and there is sufficient evidence to indicate it is restricting ATE transitions despite some positive indicators.
- 3

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

# Overall, we found...

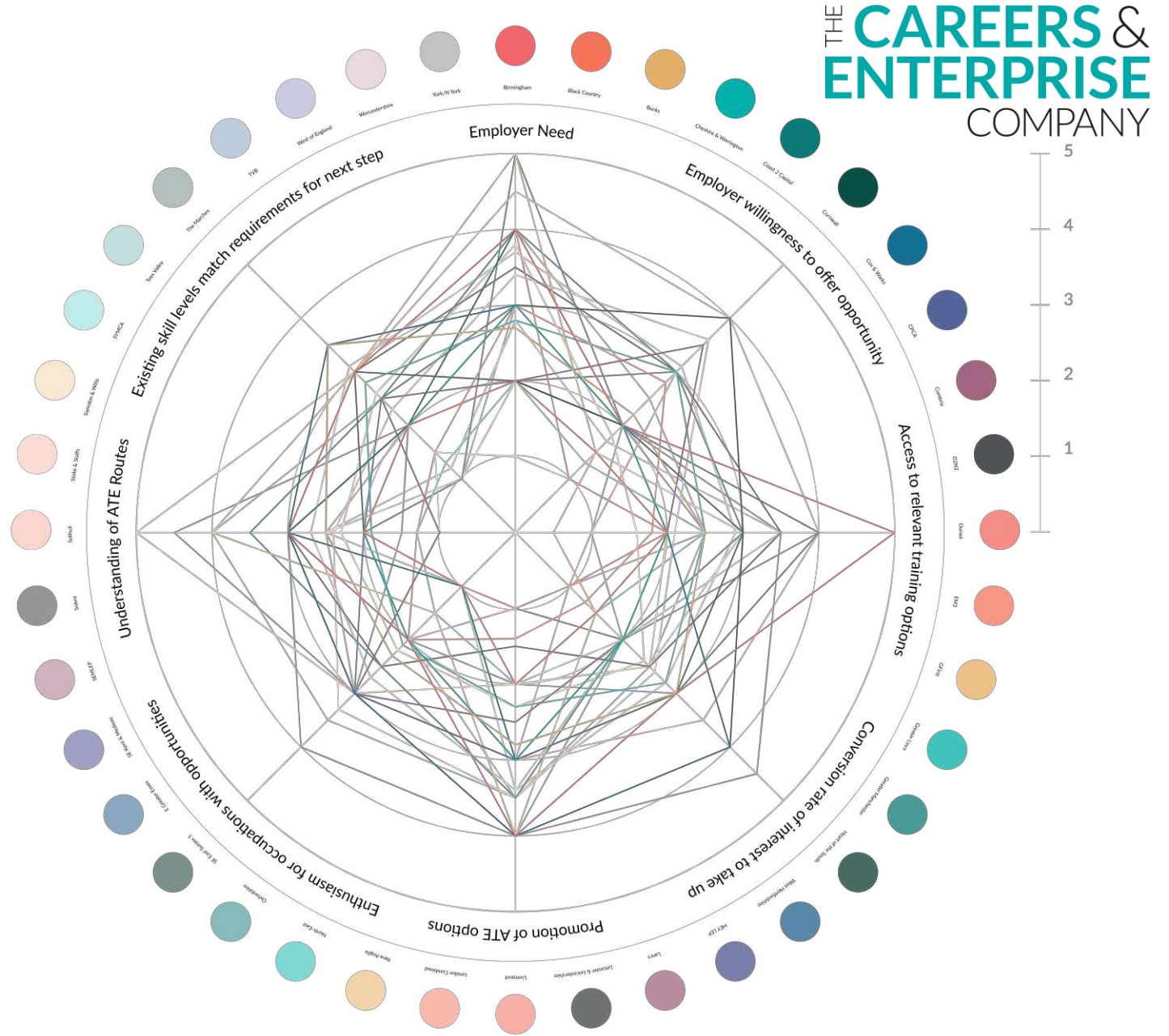
**Considerable regional variation** - every factor was identified as being a support and a barrier in at least one place. Also

1. **Consensus that employers have a need for skilled labour** – the largest support factor but **this need was not always matched by employer willingness to offer opportunity.**
2. **Young peoples' interest often does not follow through to application** - the journey from understanding to take up can include many hurdles and **intent is transient and erodes over time.**
3. **Effective programmes exist to support employers, education institutions and young people to engage with ATE pathways** - and there are opportunities for better data and expert informed collaboration and co-ordination.



## Specifically, we found...

- Intent from employers, young people and other actors, **fluctuates and erodes**
- Factors are often conflated which means the **wrong treatment** can be applied to the wrong symptom
- **Disadvantage makes a difference**
- **Length of time in a hub** makes a difference on some factors



# Detailed results by factor and place



**Average factor score**

THE CAREERS &  
ENTERPRISE  
COMPANY

- [illegible]

## 2.30

Average factor  
score

# Employer willingness to offer opportunity

THE CAREERS &  
ENTERPRISE  
COMPANY

- Lowest scoring factor on average
- There is an acknowledgement that it is one thing to understand and another to take the leap – many employers identify themselves as wanting to offer opportunity but for one reason or another have not taken this forward.
- Linked to the above point, it was clear that willingness is variable and transient. There is a need to be able to convert quickly – when the process appears too long, confusing or expensive, willingness erodes or remains unrealised.
- It was acknowledged there is a need to balance flexibility for employers with protecting interests of the learners



- [illegible]



Average factor score

THE CAREERS &  
ENTERPRISE  
COMPANY

-

THE CAREERS &  
ENTERPRISE  
COMPANY

- 
- This circular bar chart displays the distribution of COVID-19 deaths across various local authorities in England. Each bar's length corresponds to the number of deaths, which is also explicitly labeled at the end of each bar. The bars are color-coded according to their geographical region.
- | Local Authority            | Deaths |
|----------------------------|--------|
| Birmingham                 | 4      |
| Black Country              | 2      |
| Bucks                      | 2.8    |
| Cheshire & Warrington      | 3      |
| Coast 2 Capital            | 3      |
| Cornwall                   | 9      |
| Cov & Warks                | 4      |
| CPCA                       | 3      |
| Cumbria                    | 2.5    |
| D2M2                       | 4      |
| Dorset                     | 1      |
| EMS                        | 1.4    |
| GRRst                      | 4      |
| Greater Manchester         | 23     |
| Heart of the South West    | 3.5    |
| Hertfordshire              | 5      |
| HVY GP                     | 4      |
| Lancs                      | 5      |
| Leicester & Leicestershire | 1.5    |
| Liverpool                  | 1      |
| London COMBINED            | 3      |
| New Anglia                 | 2      |
| North East                 | 2      |
| Oxfordshire                | 1      |
| SE East Sussex             | 2      |
| SE Greater Essex           | 3      |
| SE Kent & Medway           | 4      |
| SEM LEP                    | 3.5    |
| Solent                     | 2      |
| Southall                   | 2      |
| Stoke & Staffs             | 2      |
| Swindon & Wilts            | 2.3    |
| SYMCA                      | 3.4    |
| Tees Valley                | 5      |
| The Mashes                 | 3.5    |
| TVB                        | 2      |
| West of England            | 3.4    |
| Worcestershire             | 3.5    |
| North N' Yorks             | 2      |

-

## 2.61

Average factor  
score

# Understanding of ATE routes

- Third highest scoring factor on average
- *“Higher awareness than ever of ATE pathways, however learners are not equipped to proceed through application process alone”* - SEMLEP.
- *“Understanding has risen in the last year, Parents and students are more informed”* - The Marches
- In a marketized system this factor should correlate with the availability of provision and promotion of these pathways, and we do see some evidence of this. Hubs with students who reported lower than average awareness of Apprenticeships are more likely to cite access to relevant training options as a barrier (2.1), compared to Hubs with students reporting more awareness (2.8)





**Average factor score**

THE CAREERS &  
ENTERPRISE  
COMPANY

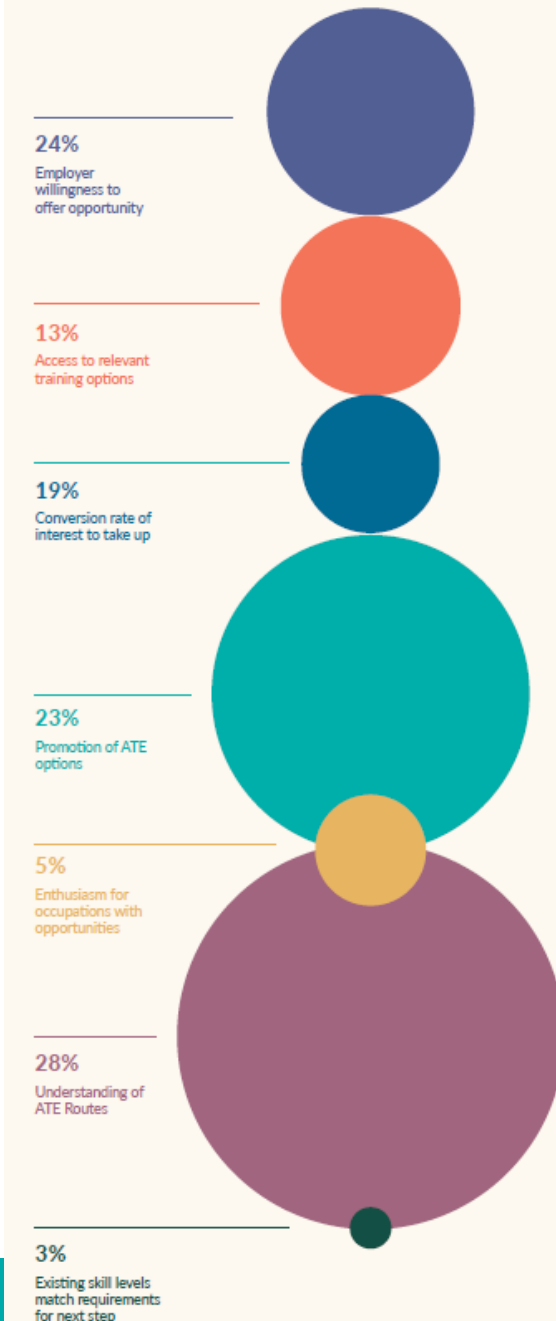
- [illegible]

# What next?



# What next for CEC and Careers Hubs...

- Continue testing and rollout of **teacher encounters** to build efficacy and enhance the conversion of interest to take up.
- To further support the conversion of interest to take up create and promote stronger awareness of ATE pathways among **parents & carers** for them to speak more confidently to learners about their options and choices.
- Rollout **employer standards** and **provide further support for employers** to engage in all pre-19 education to boost employer willingness to offer opportunity.
- **Enhance the quality and quantity of experiences of the workplace** to ensure learners are better equipped with the understanding of pathways and the skills required to take the next step.
- **Provide central support and guidance on how best to meet the enhanced provider access legislation** to ensure the effective promotion of apprenticeships and technical education pathways.



# What can partners do?

Use the Framework as a coordinating function – avoiding duplication, to target local initiatives at areas where they should have the greatest impact:

- Utilise the identified indicators of each factor as a common measurement to demonstrate the impact of initiatives and work with CEC to identify further data sources used as indicators.
- Share resources, tools or evidence that would support progress against any of the eight success factors to inform a national resource directory.
- Use as a mechanism to reference ATE specific careers education in wider initiatives

If you are reading this and were not involved and would like to be, do get in touch with your local [Careers Hub](#) or CEC directly.



**So... in LCR what did we found out?**

**What prevents a young person from taking up an apprenticeship or other technical pathway?**

# In LCR

## Three highest scoring factors

- Employer willingness to offer opportunity
- Understanding of ATE Routes
- Existing skill levels match requirements for next step options

## Reflecting

- Strong employer engagement with some variance across sectors and employers taking lead (LSIP)
- Collaboration with providers and organisations across LCR
- Skill levels are good but more focus needed on attitudes and behaviours for the work place

## Three lowest scoring factors

- Conversion rate of interest to take up
- Access to relevant training options
- Promotion of ATE options

## Reflecting

- Parental influence with a lack of knowledge around new pathways is disengaging young people
- Some sector barriers which are not attracting young people
- Need to focus on the destination for the future rather than the actual apprenticeship route

