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Date: Wednesday, 14 May 2025

Dear Councillor,

Hull and East Yorkshire Skills Board

The next meeting of the **Hull and East Yorkshire Skills Board** will be held at **14:00** on **Wednesday, 21 May 2025 in Conference Room 1.**

The Agenda for the meeting is attached and reports are enclosed where relevant.

Please Note: It is likely that the public, (including the Press) will be excluded from the meeting during discussions of exempt items since they involve the possible disclosure of exempt information as describe in Schedule 12A of the Local Government Act 1972.

Yours faithfully,

A handwritten signature in black ink, appearing to be "D. Guy", is written below the "Yours faithfully," text.

Democratic Services Officer



Town Clerk Services, Hull City Council,
The Guildhall, Alfred Gelder Street, Hull, HU1 2AA

Hull and East Riding Skills Board

To: **Membership:**

Councillor Aitken, East Riding of Yorkshire Council
Laura Botham, Head of People, Boston Energy
Paul Britton, CEO at Wyke Sixth Form College
Mark Burley, Keepmoat
Andy Crossland, Humber Learning Consortium
Iain Elliott, HETA
David Gent, CEO at Active Humber
Gill Hall, DWP
Beckie Hamnett, Associate Pro Vice Chancellor for Educational Partnerships and Skills
David Inness
Glenn Jenson, Ron Dearing
Lizann Lowson, CEO of The Consortium Academy Trust
Rob MacNaught, Reckitt
Danny Metters, Bishop Burton College
Michelle Peacock, Education Development Trust
Richard Stockton
Councillor Tock, Hull City Council
Susan Weeks, Virtuality Works
Adrian West, Associate, Company of Mind

Officers:

Hull City Council

Teresa Chalmers, Chief Operating Officer
Alex Codd, Assistant Director Economic Development & Regeneration
Andrew Hewett
Chris Howell, Employment and Skills Manager
Claire Watts, East Riding
Dorinda Guy, Democratic Services Officer, Hull City Council (x3)

For Information:

Reference Library (public set)

Hull and East Yorkshire Skills Board

14:00 on Wednesday, 21 May 2025

Conference Room 1

A G E N D A

PROCEDURAL ITEMS

1 Apologies

To receive apologies for those Members who are unable to attend the meeting.

2 Declarations of Interest

To remind Members of the need to record the existence and nature of any Personal and Discloseable Pecuniary interest in items on the agenda, in accordance with the Member Code of Conduct.

(Members Code of Conduct - Part D1 of the Constitution)

3 Appointment of Deputy Chair

To appoint a Deputy Chair for the Municipal Year 2025-2026.

4 Minutes of the Meeting held on 24th January 2025

5 - 10

To approve the minutes as a true and correct record.

NON-EXEMPT ITEMS

5 Adult Skills Fund Readiness Update

11 - 118

To provide the Board with an update on the Adult Skills Fund.

- For the Board to agree the future meeting dates for the Municipal year and suggest venue(s) for future meetings.

- To update Board members on the Work Programme and provide further opportunity for Members to suggest future agenda items for discussion.

8 No Exempt Items

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**HEY Skills Board
2.00pm on 24th January 2025
Hull History Centre**

Present

Jayne Adamson, Councillor Aitken, Laura Botham, Paul Britton, Mark Burley, Teresa Chalmers, Andy Crossland, Iain Elliot, David Gent, Tracy George, Becki Hamnett, Andrew Hewitt, David Inness, Glenn Jenson, Lizann Lowson, Rob MacNaught, Danny Metters, Michelle Peacock, Richard Stockton, Councillor Tock and Adrian West.

In attendance

Alex Codd, Fiona Headridge, Chris Howell and Claire Watts.

Dorinda Guy (Democratic Services Officer).

Apologies

Susan Weeks.

Minute No	Item	Action By/Deadline
9	ELECTION OF CHAIR It was confirmed that following the nomination process Jayne Adamson had been elected as Chair of the Board. The Board was advised that Claire Watts would continue to Chair for the remainder of this meeting.	
10	ELECTION OF DEPUTY CHAIR The Board was advised that the election of Deputy Chair would be deferred to a future meeting.	Jayne Adamson
11	DECLARATIONS OF INTEREST Jayne Adamson declared a personal interest in minute 13, insofar as she worked for the Integrated Care Board who had provided funding for the project.	
12	MINUTES OF THE MEETING HELD ON THURSDAY 13TH NOVEMBER 2024	

	<p>The Democratic Services Officer submitted, for approval, the minutes of the meeting held on 13th November 2024.</p> <p>Agreed – That the minutes of the meeting held on 13th November 2024 be approved as a true and correct record.</p> <p>Suggestion was made that the next HEY Skills Board meeting due to take place in March be a virtual only briefing meeting held by Teams, due to the pre-election period.</p>	Dorinda Guy
13	<p>THE HEY CAREERS HUB</p> <p>(Jayne Adamson declared a personal interest in this item, insofar as she worked for the Integrated Care Board).</p> <p>Fiona introduced herself as the Careers Hub Lead and submitted a briefing paper which informed Board Members that as part of the Grant Offer Agreement with the Careers and Enterprise Company, the Careers Hub was required to have a governance structure through which the work of the Hub could be monitored. Previously the former HEY LEP Employment and Skills Board took on responsibility for this role, and it was agreed that the HEY Skills Board would now take on this responsibility.</p> <p>The Board was informed that –</p> <ol style="list-style-type: none"> The Hub worked to 5 strategic high level priorities, however these could be adapted locally to meet local need and demand: <ul style="list-style-type: none"> Improving Careers Provision; Driving More High Quality Employer Experiences; Amplifying Vocational Routes; Focusing on young people who were disadvantaged, and Connecting Careers Provision to Local Economies; Funding was allocated to Staffing, Key Performance Indicators and a 'Local Hub Fund', with additional funding made available in year for specific additional projects; Information on DfE funding (which was routed via the Careers and Enterprise Company) for the next academic year was not yet known; however Hub leads would receive information around March. This was normal as Careers Hubs operated on an annual funding arrangement, and Additional activities had been delivered through the Integrated Care Board, "Inclusive Careers Project", with 26 schools participating, feedback was excellent and more data would be shared as it became available. This project was due to close in July 25. <p>Fiona advised that the HEY Careers Hub was required, and would be looking to find the necessary match funding to ensure continuation of the Careers Hub for the next academic year. Without this match, the Careers</p>	

	<p>Hub would be unable to access the core funding from the Careers and Enterprise Company which resourced the Careers Hub lead at 100% and match funded other colleagues at 50%.</p> <p>Members were advised that with this board being an interim Board, once the Mayor had been elected and agreed that this was definitely the board structure they wished to continue with, members could support the paper now; however would need to confirm support following the Mayoral elections at the next board following.</p>	Dorinda Guy/Teresa Chalmers
14	<p>SKILLS HORIZON SCANNING</p> <p>The Employment and Skills Manager, HEY Business Growth and Skills Hub submitted a briefing paper which updated Board Members on current policy and issues relating to skills and to advise on future developments.</p> <p>The Board was informed that –</p> <ul style="list-style-type: none"> a. The English Devolution White paper sets out the Government’s plans to widen and deepen devolution across England, providing Mayors with new powers and funding; b. Combined Authorities had a change in terminology to Strategic Authorities or Established Strategic Authorities for those in operation for several years; c. Strategic Authorities would have joint ownership of the Local Skills Improvement Plans (LSIP), which would strengthen links with local Employer Representative Bodies and enhance strategic skills planning; d. Ringfences for funding of Bootcamps and Free Courses for Jobs within the Adult Skills Fund were to be removed requiring an additional local decision making process around how this budget was allocated; e. 16-19 skills – Mayoral Strategic Authorities would have an important role working with employers to promote clear pathways from education and training into employment; f. Employment support – Strategic Authorities would have a substantive role in co-designing and future non-Jobcentre Plus employment support; g. The current percentage of the population in receipt of long-term support for a learning disability who were in paid employment was reported as 0.4% in Hull which was particularly low compared with other regions; h. Changes to T-Level placement requirements would make it easier for employers and providers to participate. These included hybrid working practices which would allow most students to complete up to 20% of their placement hours remotely, rather than having to do them from a physical workplace, with the allowance increased to 50% for Digital T Levels; i. The Multiply programme would end in March 2025, and 	

	<p>j. New Regional Employment Councils would be set up to bring probation, prisons, DWP and local business together to help with offender employment.</p> <p>The Board was advised that –</p> <ul style="list-style-type: none"> a. UK Shared Prosperity was confirmed for a final year with a potential transition of other resources from April 2026. Initial announcement was that the budget for the next round was 60% of the year 3 allocations in each area and this was capital rather than revenue; b. Once the Combined Authority was established it would receive extra government funding to support our Local Growth Plan, which had not been written yet; c. The processes and delegations was already going to Scrutiny, both authorities would proceed at risk until the Mayor was in place; d. The government's Connect to Work programme development was moving quickly, working with Department of Working Pensions (DWP) and it was clear regarding the importance of linking with Integrated Care Board (ICB). This was a recognition of HEY residents that could benefit from this support which should be around 1200 people in a year. Support was provided for those residents not yet engaging in economic activity, and e. The UK Shared Prosperity Fund and Connect to Work would be brought back to HEY Skills Board and would be able to confirm amount and arrangements for UK Shared Prosperity, and July meeting for Connect to Work. 	Dorinda Guy/Teresa Chalmers
15	<p>HEY SKILLS FRAMEWORK AND ADULT SKILLS FUND (ASF) READINESS</p> <p>The Employment and Skills Manager, HEY Business Growth and Skills Hub submitted a briefing paper which provided Board Members with a Glossary of Terms,</p> <p>The Board was informed that –</p> <ul style="list-style-type: none"> a. The four strategic themes laid out in the Hull and East Yorkshire Economic Framework were: <ul style="list-style-type: none"> • Enhance connectivity to create an integrated low carbon transport network, ensure the continued success of our ports and Freeport and develop our world leading digital capabilities to support collaboration and new ways of working; • Increase productivity by providing our workforce with the skills and job opportunities needed for the future as we transition to a zero-carbon economy as well as supporting business innovation and competitiveness; • Promote inclusivity with creates economic opportunities for our most deprived communities and 	

	<p>provides decent homes for all, addressing the persistent cycle of poverty, poor health, and low aspiration, and</p> <ul style="list-style-type: none"> • Deliver a sustainable future through clean energy generation, sustainable development, climate adaptation and resilience, and a strategic approach to harnessing our natural capital assets; <p>b. All stakeholders were invited to provide input to the draft Skills Framework and approach to the devolved Adult Skills Fund (ASF), these would remain as drafts until the Mayor takes up their position;</p> <p>c. Increased Productivity was achieved by providing the workforce with the skills and job opportunities needed for the future as we transitioned to a zero-carbon economy;</p> <p>d. The reference to Inclusivity aimed to contribute to creating economic opportunities for our most deprived communities and provide decent homes for all;</p> <p>e. The 1st draft would be produced around March to come to the next appropriate meeting;</p> <p>f. The Adult Education Budget (Adult Skills Fund) would be fully devolved to HEY from academic year 2026/27 subject to meeting readiness conditions;</p> <p>g. Devolved authorities would be responsible for commissioning and contracting adult skills provision in their area;</p> <p>h. Several different funds would be initially established and delivered for 18 months, then one integrated lump sum would be given to the Mayoral Combined Authority (MCA) for spend; however the MCA would have to provide evidence of what was going to be delivered;</p> <p>i. A Government spending review would take place in June, then again in 3 years, and</p> <p>j. Examples of what the ASF could fund included: Traineeships for learners aged 19-24, community learning for adults of all ages, learning or learner support to overcome barriers that prevented individuals from taking part in education and course in English speakers of other languages.</p> <p>The Board discussed the following matters –</p> <p>a. That a lot of the sectoral skills needed by businesses were considered general and not specific; however the Local Skills Improvement Plan (LSIP), Growth Plan, etc should pick this up in relation to Adult Skills Fund and the wider skills via the Implementation Plan;</p> <p>b. A lot more work was being done around more SEND opportunities regarding connection to work and opportunities;</p> <p>c. That safety within the work place for employees played a critical role regarding inclusivity around Learning Disabilities;</p> <p>d. The current lack of flexibility and eligibility within funding and conversations were to continue to be had, and</p>	
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	e. How rurality impacted on post-16 participation and how public transport could be addressed using SA freedoms and flexibilities, for example East Midlands MCA had adopted a free transport service for students under 19yrs olds.	
16	<p>FUTURE WORK PROGRAMME</p> <p>The Board was advised that agendas for the next two meetings had been drafted already and following on, future agendas would be informed by the Chair and the Combined Authority (CA) with input from Members and Officers.</p> <p>That agenda items Local Skills Improvement Plan (LSIP), Connect to Work, UKSPF and the National Careers Service/DWP Partnership Update to be added to the Work Programme for July.</p> <p>Agreed – That agenda items including the Local Skills Improvement Plan (LSIP), Connect to Work, UK Shared Prosperity Fund (UKSPF) and the National Careers Service/DWP Partnership Update be added to the Work Programme for July or forthcoming meetings.</p>	Dorinda Guy
17	<p>AOB</p> <p>The Board raised whether a member from the LSIP Board should have a seat around the table; in which it was advised that this would be the decision of the Combined Authority once the Mayor and Cabinet Members were in place.</p> <p>That the Board invites the Chair of the HEY Business Board to a future HEY Skills Board meeting and vice versa.</p>	Jayne Adamson Louise Hawkins/Dorinda Guy



Report to the Hull and East Yorkshire Combined Authority

28 May 2025

Hull and East Yorkshire Adult Skills Fund Devolution – Readiness

Report of the Interim Chief Executive

Report Status:

This item is not exempt

Therefore exempt reasons are not applicable

This is a key decision. The matter is in the Forward Plan 02/25.

1. **Purpose of the Report and Summary**

- 1.1 This report sets out HEYCA's proposed response to the Department for Education's (DfE) Adult Skills Fund (ASF) devolution Readiness Criteria.
- 1.2 The submission is required to evidence to the DfE that HEYCA has made sufficient progress putting in place the processes, systems and resources required to effectively take on the role of administering the ASF from the DfE for the HEYCA region beginning in September 2026.
- 1.3 In order to meet the Readiness Criteria (appendix 1), HEYCA must submit the following to the Department for Education by 30th May 2025:
 1. A letter from HEYCA CEO (or equivalent) which confirms:
 - a. How the delivery of adult education functions in the HEYCA area and associated outcomes for residents will be improved
 - b. How HEYCA will effectively deliver the operational processes and functions to support this
 - c. That HEYCA is content the Combined Authority will be ready to deliver the function to its residents from the academic year 2026/27.

2. HEYCA's Strategic Skills Plan (appendix 2) which supports statement a.
3. Evidence to support statements a, b and c, the specifics of which the DfE have set out in the "Adult Skills Fund devolution readiness: self-assessment evidence checklist" and which has been completed for the HEYCA (appendix 3).

1.4 Decisions relating to the recommendations set out in Section 2 of this report are required at this meeting in order to meet the DfE's submission deadline of 30th May 2025. This deadline must be met to ensure associated milestones linked to securing Ministerial approval are also met. Missing the submission deadline of 30th May may result in the devolution of the ASF being delayed until the 2027/28 academic year.

2. **Recommendations**

2.1 To approve the approach set out in the ASF Strategic Skills Plan, and specifically the following:

- Strategic priorities against which the ASF will be commissioned (paragraph 5.1)
- The commissioning principles that will be used by the HEYCA (paragraph 5.2)
- HEYCA's commitment to the use of distance learning (paragraph 5.3)
- HEYCA's commitment to the use of sub-contracting (paragraph 5.4)

2.2 To delegate authority to the Interim Chief Executive, in consultation with the Interim S73 Officer and Interim Monitoring Officer at their discretion to make any necessary minor or non-material amendments in order to finalise the ASF Strategic Skills Plan, Readiness Criteria and supplementary evidence and to submit these to the DfE by May 30th 2025.

3. **Reasons for Recommendations**

3.1 The ASF Strategic Skills Plan is a key document in the context of the devolved ASF. It sets out the approach HEYCA will take in the management and administration of the fund to which providers must adhere. It will be a public document and will be used by providers of ASF as a reference point as it will set out the Combined Authority's strategic direction and guidance on commissioning. As such, the document and the principles contained within it require the approval of the HEYCA Board as it will establish the Combined Authority's policy position.

- 3.2 Delegated authority to continue working on the Readiness Submission is required to allow the finalisation of the submission and supporting documentation, including sections of the ASF Strategic Skills Plan. The DfE's deadline for receipt of the submission is 30th May 2025 but work developing the processes and systems required to administer the ASF is ongoing and will continue beyond this date.

4. **Background**

- 4.1 The ASF has replaced what was previously known as the Adult Education Budget. Its purpose is to engage and support adult learners to gain skills which will lead them to meaningful and sustained employment, enable them to progress to further learning or support their wellbeing.
- 4.2 The fund will be worth circa £16m and will enable the region to direct funds to the most required provision. This indicative allocation is based on the national share of Adult Education Budget in 2017-18 and final allocations will be confirmed in early 2025.
- 4.3 Devolution of the ASF will see HEYCA become the commissioner of learning provision to engage adults 19+ years and equip them with the skills needed to progress into, or within employment or into an apprenticeship or further learning.
- 4.4 The ASF supports the provision for Tailored Learning which is designed to support wider outcomes such as community development, improving health & wellbeing and equipping parents/carers to support their child's learning.
- 4.5 ASF can support both accredited and non-accredited learning. It can be used for a variety of learning including English, maths, English for Speakers of Other Languages (ESOL) and further education.
- 4.6 Learning can take place in a number of settings including community venues and independent training providers.
- 4.7 HEYCA's management responsibility for the ASF will commence in August 2026.
- 4.8 Management responsibility for the fund includes:
- Defining local priorities which build upon local strategic plans
 - Developing and publishing funding and performance management rules and guidance

- Allocation of grants and/or using procurement processes in accordance with current law
- Developing and publishing contracts and conditions or funding arrangements
- Setting funding rates and payment arrangements
- Managing all contracted providers

- 4.9 Prior to taking on management responsibility for the fund, all devolved areas are required to pass the DfE’s “Readiness” test. The test is taken approximately 1 year prior to taking on the responsibility and requires the Combined Authority to provide a position statement to the DfE on the progress made putting in place all of the required strategies, processes, systems and resources that are needed to effectively deliver the programme.
- 4.10 This is an iterative process. The test does not require HEYCA to evidence that the strategies, processes, systems and resources are complete, finalised or fully commissioned at this stage. It is effectively a position statement giving details of the progress made to date. The DfE recognises that all devolved areas are at different stages of the process and this will be reflected in their respective submissions. All submissions must include a forward plan of activity giving an indicative timescale of when key milestones essential for taking on responsibility for the ASF will be met.
- 4.11 The themes required to be covered in the Readiness test submission include:
- Governance
 - Financial
 - Payments
 - Procurement
 - Contracting and funding agreements
 - Payments
 - ASF policy: funding rules & learner eligibility. Provider allocations and funding formula and rates
 - Data collection and reporting
 - Provider management
- 4.12 The Combined Authority must also submit an ASF Strategic Skills Plan and a letter from its Chief Executive (or equivalent) as part of the submission.
- 4.13 The ASF Strategic Skills Plan is the guiding framework for how and where the ASF will be administered in the HEY region.

4.14 The priorities and strategies set out in the Plan have been developed in line with and informed by:

- Stakeholder consultation: An open consultation took place from 2nd December 2024 to 31st January 2025. The approach included a mixture of in-person events, webinars and an online questionnaire.
- The HEY Economic Framework: The HEY ASF Strategic Skills Plan aligns to the HEY Economic Framework, takes into account its objectives and will contribute to the achievement of these.
- The HEY Skills Framework: The HEY Skills Framework is also aligned to the HEY Economic Framework and also contributes to the achievement of its objectives. The ASF Strategic Skills Plan and the ASF will contribute to the delivery of the objectives set out in both the HEY Economic Framework and the HEY Skills Framework.
- Data on existing provision: The ASF Strategic Skills Plan contains analysis of existing ASF provision taken from the Individual Learner Record data for the 2023/24 academic year.
- Existing evidence bases and data: Including data and research commissioned by the HEY LEP's Skills Advisory Panel, the HEY Local Skills Improvement Plan, local labour market intelligence and demographic data.

4.15 A significant amount of stakeholder engagement took place between 2nd December 2024 and 31st January 2025 to support the development of the plan including:

- A HEY Skills Network Launch Event on Monday 2nd December 2024.
- An online survey open from 2nd December 2024 to 31st January 2025.
- Webinar on 18th December 2024
- Focus group sessions capturing input from the Humber Further Education Principals Group, Local Authorities and Independent Training Providers, Local Skills Improvement Fund Partners, the Yorkshire Learning Providers Network and the NHS Humber & North Yorkshire Integrated Care Board.
- Responses to the consultation were received from: private sector employers, VCSE organisations, Higher Education providers, post-16 and Further Education providers, independent training providers, employer representative bodies (including a bespoke response

from the HEY Local Skills Improvement Plan), public sector organisations and residents.

- 4.16 There will ongoing collaboration with stakeholders to support the development of the processes and systems needed for the Combined Authority to take on the responsibility of the devolved ASF from August 2026.
- 4.17 The HEY Skills Board considered the content of the ASF Strategic Skills Plan and the Readiness submission at its meeting on 21st May. The Skills Board provides advice, guidance and subject matter expertise in relation to the ASF.

5. **Issues for Consideration**

5.1 **The Adult Skills Fund Strategic Skills Plan – strategic priorities**

It is proposed that the ASF Strategic Skills Plan adopts the following 5 priorities which take into account feedback from stakeholders, align to local strategies and priorities and recognise the core purpose of the ASF:

	PRIORITY	ACTION
1	Align skills with economic needs, priority sectors and key strategic plans e.g. LSIP to boost productivity and wellbeing of both residents and employers	<ul style="list-style-type: none"> • Ensure curricula meet local employment demand • High quality CEIAG is embedded across all ASF delivery as both a gateway to learning and progression to further learning and/or employment
2	Empower businesses to generate more and higher-paid sustainable jobs, creating better opportunities for individuals and sector growth	<ul style="list-style-type: none"> • Ensuring that employers can access both accredited and unaccredited training to meet their productivity needs • Through Skills Bootcamp funding, develop and expand training programs focused on e.g. sustainable practices, green technologies, digital, construction etc. • Equip the workforce with the necessary skills so that businesses can ensure a steady supply of qualified

		employees for sustainable jobs.
3	Minimise inequality and promote social mobility	<ul style="list-style-type: none"> • Use the ASF to provide the skills and learning residents need to progress into, or within, work, or equip them for an apprenticeship or other learning. • Commission flexible tailored programmes of learning which may or may not require a qualification, to enable eligible adult learners engage in learning, build confidence, and/or enhance their wellbeing. • Prioritise those who are facing additional barriers to enter or progress into employment • Undertake outreach into disadvantaged communities and breaking down the barriers adults can face in accessing 'traditional' modes of provision. • Ensure appropriate progressions are in place for young people as they transfer to adult learning. • Continue to invest in tailored learning through our grant funded and procured providers, protecting the funding proportion allocated (subject to affordability).
4	Enhance wellbeing through education, personal development and/or employment improving healthy life expectancy and reducing inequalities, particularly in disadvantaged communities	<ul style="list-style-type: none"> • Work with our commissioned partners to understand the barriers faced by residents in accessing work. • Create an effective "learning in the community" offer which encourages and supports learners onto appropriate learning pathways.

5	<p>Ensure an agile commissioning approach that adapts to changing local circumstances. This will align skills provision to business needs within job markets and emerging sectors</p>	<ul style="list-style-type: none"> • Integrate agile methodologies into the commissioning approach to ensure that partners can respond quickly to changing business needs and sector developments. • Collaborate with HEY-based employers to identify emerging skills requirements and tailor educational curricula accordingly. • Implement continuous learning and development initiatives that focus on adaptability and resilience in dynamic job markets and emerging sectors. • Ensure our delivery approach secures value for money and social return on investment.
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5.2

Commissioning principles

It is proposed that HEYCA will adopt a dual approach to awarding contracts using the Adult Skills Fund. It will involve a combination of grant funding agreements and procured contracts for services.

For the first academic year (2026-27) it is proposed that HEYCA will roll over the existing DfE funding guidance and rules and will not make any changes.

Principles will be informed by analysis of provision during the most recent full academic year (2023/24), stakeholder and learning partner engagement and the broader skills landscape.

The intention is that HEYCA will also recognise the current grant funded provision in HEY and ensure stability is in place for year one with consideration of future change. This recognises that each provider will need time to plan effectively for any changes in curriculum requirements and/or funding. Funding will be provided via a mix of grant funded provision and opportunities to commission provision once the mayor is in place to confirm the approach from May 2025.

In addition to the current funding guidance and rules, officers working on the Readiness Test and Plan recognise that many local providers have in place, strategies and support mechanisms that have been developed with input from employers, sector data and the Local Skills Improvement

Plan, therefore these too will be reviewed when any future changes are being considered.

Routes to market:	
1. Grant Allocations	<p>In the first year of implementation HEYCA would continue to allocate Grant to providers who hold an existing Grant Agreement with the DfE and meet all the following criteria:</p> <ul style="list-style-type: none"> • Can demonstrate they have an established place-based approach that supports Hull and East Yorkshire's strategic priorities • Deliver significant volumes of activity within Hull and East Yorkshire <p>HEYCA will allocate grant to eligible providers by applying the proportion of their 2023/2024 allocation that was spent on Hull and East Yorkshire learners to their 2026/2027 allocation.</p> <p>Grant Agreements will be issued for one year (August 2026 to July 2027) with the option to extend for a further year (to July 2028), subject to provider performance and funding availability.</p> <p>HEYCA will also need to assess the role of Specialist Designated Institutions who currently hold ASF Grant Agreements</p> <p>HEYCA will need to develop a regular process with local Further Education Colleges and Local Authorities to determine the scale and balance of provision that will continue to deliver the legal entitlements whilst offering a range of learning opportunities that take account of local priorities and links with other initiatives.</p> <p>Grant agreements will include delivery targets over the course of the agreement and performance will be monitored against regular performance points as part of the (still to be developed) provider management and audit arrangements.</p>

	<p>HEYCA can consider an approach where it will pay providers operating under grant agreement a standard national DfE profile but then should continually engage with providers during each academic year on the appropriateness of this profile and consider alternative arrangements should they be proposed or needed.</p> <p>HEYCA will need to hold performance management meetings (frequency and format to be determined under the provider management arrangements). It is envisaged such meetings will focus on strategic plans and whether providers are progressing in achieving the activity set out in their delivery plan, and funding returns. At these points, significant under/over delivery, re-deployment and re-profiling of funding can be discussed.</p>
2. Contracts for Services	<p>The remaining ASF will be allocated via open and competitive tendering processes.</p> <p>There will be a round of procurement that will take place throughout Autumn 2025, which will target the priorities identified in the HEY ASF Strategic Skills Plan focusing on:</p> <ul style="list-style-type: none"> • Delivery of legal entitlements. • Supporting unemployed and economically inactive to progress into good jobs. • Supporting in-work progression of those on low wages. • Enabling employed adults to progress in the workplace. • Testing and/or piloting innovative ways of addressing skills gaps or trialling new learning methods. <p>Dependant on the provision being commissioned; Contracts for Services will be issued for one year (August 2026 to July 2027) with the option to extend for further years. The extension will be subject to learning organisation</p>

	performance, skills policy and funding availability.
3. Innovation Fund	<p>In the future years HEYCA has the option to create an Innovation Fund (subject to funding availability) which will be reserved for the commissioning of specific initiatives.</p> <p>The “Innovation Fund” will ensure that skills delivery in Hull and East Yorkshire remains flexible and can ensure the ASF can be:</p> <ul style="list-style-type: none"> • responsive to any changes to the local economy and any new and emerging skills or needs that may arise • utilised to test new ways of working that could be mainstreamed in future years • respond to economic shocks and opportunities as they arise
For all provision – irrespective of route to market	<p>HEYCA can follow the current DfE funding rules and review annually and develop these rules to meet the needs of its residents.</p> <p>Learning organisations will be expected to complete an Annual Delivery Plan and an Accountability Statement.</p> <p>The Annual Delivery Plan must include:</p> <ul style="list-style-type: none"> • Curriculum offer • How it will align to the HEY ASF Strategic Skills Plan and consider HEY LSIP priorities • Anticipated volumes of learners by sector subject area • Level and type of provision and local authority area • Profile of delivery across each year • Outcomes • Identify all planned subcontracting arrangements (1st tier subcontracting arrangements.)

	<ul style="list-style-type: none"> HEYCA will develop the template for this Delivery Plan. <p>HEYCA can utilise the Annual Accountability Statements produced by learning organisations for the DfE to assess their contributions to the strategic aims of the HEYCA ASF Strategic Skills Plan objectives.</p> <p>A performance management framework can be introduced to ensure funding is spent in line with delivery plans, performance/reconciliation points, and will enable HEYCA to monitor under and over-performance.</p> <p>HEYCA can agree its approach to under-performance at a later date, but at the very minimum it is expected that it will reserve the right to rebase providers' allocations in future years. Where providers have identified and worked with HEYCA to manage any underperformance, HEYCA may discuss the requirement for re-basing, where providers do not declare underperformance HEYCA could rebase allocations automatically.</p> <p>For providers with under-delivery between 97% and 100% of their allocation at the end of the funding year, it is proposed that the HEYCA will reduce providers baseline to actual delivery in line with DfE guidance for 2025/26.</p> <p>HEYCA proposes that for providers that over-deliver, when calculating their baseline allocation for academic year 2026 to 2027, HEYCA will take into account over-delivery from 2025 to 2026, up to 10%. HEYCA proposes that Annual growth requests will be available subject to provider performance and funding availability.</p>
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5.3

Sub-contracting arrangements

Subcontracting can play a vital role in the delivery of the ASF and ensuring high quality outcomes for learners and it is

therefore proposed that HEYCA permits its providers to sub-contract.

By strategically subcontracting elements of their ASF provision, providers can improve the overall quality, accessibility, and efficiency of adult skills delivery.

HEYCA will need to closely monitor the quality of subcontracted provision to ensure that it aligns with the strategic priorities set out in its Strategic Skills Plan and is delivered in a way that continues to benefit learners.

The DfE's subcontracting standard is being used to inform the approach to sub-contracting, also taking into consideration the approach offered by the DfE to Local Authorities for the 2025-2026 "pilot" uplift year and whether any learning can be taken and applied to the fully devolved approach in 2026-2027.

5.4 **Distance Learning**

it is proposed that HEYCA allows distance learning. There is a clear need to allow distance learning which was identified during consultation, particularly due to the rural nature of much of the East Riding. It is also important for inclusion purposes and for those residents who face physical and mental health challenges that present barriers to face-to-face learning. Providers will be required to identify in advance where they are using distance learning. HEYCA will need to closely monitor the quality of this provision.

6. **Equalities Impact Information**

6.1 Equalities and inclusion are embedded within the proposed ASF Strategic Skills Plan priorities and proposed approach. Specifically:

- Distance Learning – removes barriers to learning such as rurality or physical or mental health challenges
- Sub-contracting – enables niche and specialist provision where required
- Minimise inequality and promote social mobility

7. **Options and Risk Assessment**

7.1 One of the benefits of devolution is the freedom for Combined Authorities to adopt flexibilities in the way they deliver services locally. These flexibilities present opportunity and risk in equal measure when taking on the responsibility for the ASF. The following risks should be considered:

- Challenge to the principles and approach set out in the ASF Strategic Skills Plan – this has been mitigated against by undertaking an open and inclusive stakeholder engagement exercise, the results of which have been incorporated into the Strategic Skills Plan. Also, the proposal is that HEYCA, in the first year of taking responsibility of the ASF, operates to existing standard DfE processes, guidance and policies. Doing so will reduce the risk of destabilising the local provider base and allows HEYCA to establish its operating methodologies. The policies, processes, guidance and funding rules the HEYCA will then operate to will all be made public and shared with providers and stakeholders in a timely manner ensuring a reasonable notice period to adapt.
- The HEYCA must put in place the appropriate operational resources to continue to develop and effectively deliver the ASF programme.

8. **Legal Implications and Statutory Officer Comments**

- 8.1 Whilst it is anticipated that delivery of the ASF in devolved areas will become the responsibility of Mayoral Combined Authorities, the DfE still requires that readiness tests are undertaken and passed, meaning that when first constituted, MCAs do not have the relevant statutory powers from inception. After submission of the Skills Plan and successful completion of the Readiness Test, the relevant powers will be devolved by way of a supplement to the 2025 Order. This will set out the precise statutory powers that will enable ASF to be administered and distributed locally. The commissioning model will need to be compliant with both the Procurement Act 2023 and Subsidy Control Act 2022 and advice should be sought from the Monitoring Officer.

9. **Financial Implications and Statutory Officer comments**

- 9.1 The submission of the ASF Strategic Skills Plan, Readiness Criteria and supplementary evidence to the DfE, as recommended, is a necessary step to enable the devolution of the Adult Skills Fund to HEYCA and to access the associated funding worth circa £16m per annum.

Author: Chris Howell, Employment & Skills Manager, HEY Business Growth & Skills Hub

Contact Officers:

Claire Watts, Chair, HEY Skills Task & Finish Group

Officer Interests:

None

Appendices:

- 1) Draft HEY ASF Strategic Skills Plan
- 2) HEYCA's Strategic Skills Plan
- 3) Self-Assessment Evidence Checklist

Background Documents: None.

Adult Skills Fund (ASF) devolution readiness: self-assessment evidence checklist

Please note, the 'Adult Education Budget' will be known as 'Adult Skills Fund' (ASF) from September 2024.

To demonstrate readiness for ASF devolution from the academic year 2026/27, you will need to submit the following to the Department for Education by **30 May 2025**:

1. A letter from your CEO (or equivalent) which confirms:
 - a. how you will improve the delivery of adult education functions in your area and associated improvement of outcomes for residents
 - b. how you will effectively deliver the operational processes and functions to support this
 - c. that you are content the area will be ready to deliver the function to your residents from academic year 2026/27
2. Your ASF strategic skills plan (SSP), as described at Section 2, to support statement a.
Evidence to support statements a, b and c. (Our suggestions for evidence you could consider to support this statement are listed in Section 2).

Section 1 – Improving adult education delivery to your residents

The Secretary of State (SoS) may only make the order to devolve statutory functions to a Mayoral Combined Authority (MCA), Combined County Authority (CCA) or Local Authority as applicable, if they consider that the making of the Order is “is likely to improve the economic, social and environmental wellbeing of some or all of the people who live or work in the area or areas to which the order relates” (Levelling Up and Regeneration Bill 2023). **ASF strategic skills plans (SSPs)** will be considered as **your evidence** to support your CEO’s statement and to demonstrate this to the SoS. They are an opportunity for you to show how you can improve the delivery of adult education to your residents and improve outcomes for them.

They should show:

- a) Evidence base used to determine priorities for example:
 - have you drawn on data and research from the LEP in your area’s plans
 - have you assessed current delivery/set any benchmarks for improvements?
- b) how the ASF will be used to achieve your objectives;
- c) how you will support national objectives;
- d) the impact of your decision-making on learners, employers and learning providers;
- e) preparation has been taken to reflect your intentions with regard to commissioning provision and that you are engaging with local stakeholders in doing so;

- f) links, where appropriate, to intelligence and recommendations set out in Local Skills Improvement Plans developed by designated employer representative bodies;
- g) links to, and builds on, broader economic growth plans for the area – please specify which plans you are drawing upon;
- h) How will you ensure you have robust local accountability and assurance processes in place to support the expectations set out within the English Devolution Accountability Framework'?

Section 2 – Suggested evidence

Your CEO should state in their letter that your area will be ready to deliver adult education functions to your residents from academic year 2026/27.

The evidence **suggested** below is intended to support this statement. **We do not expect you to have all processes, systems, documentation, etc. for 2026/27 finalised by this point and we can continue to work with you to iterate these, including setting conditions that all systems, processes and documentation must be finalised by the point at which devolution begins.** However, the evidence you provide will need to clearly demonstrate how you will arrive at a satisfactory position, if these things are not already in place in time for assuming the functions. You are also welcome to set out what additional requirements you anticipate needing from DfE/ESFA in order to arrive at a satisfactory position in time for devolution.

For each theme below, please:

- give a **brief answer**
- include descriptions of the **products and outputs** that support your answer **and attach evidence**, if available
- include hyperlinks (web addresses) for **evidence you have already published**
- state who will give **final approval** for the products and outputs, and the governance processes you will use to get that approval, wherever appropriate

Section 3: Estimated timescales and next steps

The window for you to develop your readiness criteria will be open from May 2024 to May 2025, following which we will be assessing the submission from June to August 2025, after which we will notify you about whether you have successfully met the criteria. Our approval of the readiness criteria could be conditional on changes we want you to make to current systems, processes or structures or where you have interim or draft systems, processes or structures in place, having final versions in place once the devolved authority has been created and prior to funding being devolved to you in August 2026. These conditions will be clearly set out in the Notification Letter we send once we have assessed and approved your readiness.

Governance

Information requirement. <ul style="list-style-type: none"> Categories where we require a final or most current version of by the time readiness criteria are submitted are in bold, accepting that some of these will change by the time your devolution deal begins Please note that if the devolved authority has not been established by the time you submit your readiness criteria, you can send documentation or processes from the accountable body leading on implementation 	Current Position – are arrangements in place (Y/N)	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not yet in place
A clear constitution (or similar document) which details: <ul style="list-style-type: none"> the governance framework and operating principles, including investigations/complaints whistleblowing policy <ul style="list-style-type: none"> currently in place (if different to the above) which will be in place once the ASF has been devolved. 		Constitution document or similar showing senior representation at Cabinet level and current/future governance structures in line with what has been set out in the 'Information Requirement' section.		
Internal Audit Committee awareness of the ASF devolution project. Is the project on your risk register and has it been audited (or is due to be) and a report made.		Confirmation that: a) The project is on your organisational risk register b) The project has been audited (or is due to		

		be audited) and a report made c) What (if any) recommendations had been made in the report and when remedial action would be completed to address them.		
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Financial

Information requirement	Current Position – are arrangements in place (Y/N)	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not yet in place
Compliance with the Local Audit and Accountability Act 2014¹.		Annual Audit Letters. Confirmation from your CEO (or equivalent) that if any recommendations had been made in the report what remedial action has been taken.		

¹ This Act requires you to have in place an external audit arrangement to annually report on whether your accounts and statements present fairly the financial position and whether you have put in place proper arrangements for securing economy, efficiency and effectiveness in the use of resources to secure value for money.

Please provide confirmation that your Internal Audit team are aware of their responsibilities towards this funding stream to verify processes and controls.		Copy of draft internal audit strategy/ plan. Minutes of audit committee detailing discussion of audit plans. Details of how you intend to confirm the regularity of payments made to providers.		

Procurement

Information requirement	Current Position – are the requirements in place (Y/N) if no please provide brief explanation	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not in place
What plans, systems and processes you will have for procuring/commissioning ASF provision and how will you ensure compliance with the appropriate legal regulations for procurement.		Procurement plan In which you may wish to cover: a) Commercial Strategy b) Specification c) Evaluation Model/Criteria d) Tender Evaluation Report e) Resourcing and capability		

Contracting and funding agreements

Information requirement	Current Position – are the requirements in place (Y/N) if no please provide brief explanation	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not in place
Are contracting arrangements planned which: <ul style="list-style-type: none"> reflect the type of organisation you are contracting with (i.e. not for profit organisation - college/local authority or commercial provider) define the terms and conditions for provision funded through the ASF? allow for varying contracts, if required the standards you expect providers to adhere to how you will audit providers steps you would take in the event that you identify they have not complied with your contractual requirements. 		Copy of proposed draft contract and or draft grant funding agreement to be used in connection with providers delivering ASF provision on behalf of the devolved authority.		

Payments

Information requirement	Current Position – are the requirements in place (Y/N) if no please provide brief explanation	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not in place
Planned processes to make payments against <i>your</i> ASF policy and funding rules.		Confirmation of financial models capable of		

		<p>calculating allocations (leading to payments) against the ASF policy and funding rules. Confirmation that these models will be tested and work effectively for 2026/27.</p> <p>If possible, evidence of experience managing similar sized funding streams (not limited to funding of adult education and/or skills) and effective arrangements to pay a range of different recipients.</p>		
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ASF policy: funding rules and learner eligibility. Provider allocations and Funding Formula and Rates

Information requirement	Current Position – are the requirements in place (Y/N) if no please provide brief explanation	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not in place
<p>Clear draft documented rules and principles that safeguard public funding.</p> <p>The rules should confirm how funding is earned, learner eligibility, contracting and sub-contracting, evidence requirements, payment and</p>		<p>Copy of your draft Funding Rules document / Outline strategy for your funding rules, and draft performance management arrangements.</p>		

performance management arrangements for ASF funding. Please explain how you will ensure your rules/process are workable for providers? What processes will you have for consulting with them?				
How and when will you publish funding rules, provider funding agreements or contracts and their allocations.		Indicative plan of when providers are to be notified of their allocations.		

Data Collection and Reporting

Information requirement	Current Position – are the requirements in place (Y/N) if no please provide brief explanation	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not in place
Do you have a data sharing agreement in place with the department?		Confirmation of returned data sharing agreement		
Do you have additional requirements for data held / not held by the department to support your operational processes? If yes, have you balanced the need for this data against the possible impact on providers?		Details of considerations undertaken/impact assessment		
Do you have plans in place to monitor and evaluate the effectiveness of the education and training funded through the ASF? What data would you draw upon to achieve this? How would you measure the satisfaction of learners/other stakeholders?				

How would you drive improvements over time/measure improvements?				
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Provider Management

Information requirement	Current Position – are the requirements in place (Y/N) if no please provide brief explanation	If yes, evidence to support requirement <i>could</i> include	If no please provide brief explanation on what you are planning to do/put in place	Target date for completion if requirement not in place
<p>Provider Management arrangements which plan to assess provider performance including: Financial Health and intervention.</p> <p>Arrangements for handling provider failure and how you would protect the interests of learners in such a scenario.</p>		Copy of draft operational plan for provider management.		



Adult Skills Fund Strategic Skills Plan

Ver.12

FINAL DRAFT

Version Control

Revision date	Previous revision date	Version no.	Summary of changes
20.3.25	N/A	1	N/A
24.3.25	20.3.25	2	<ul style="list-style-type: none"> Renamed to Strategic Skills Plan, Amendments to Section 10 – Commissioning Principles (Working group input from 21/3/25)
28.3.25	24.3.25	3	<ul style="list-style-type: none"> Addition of stakeholder engagement outcomes – section 10
31.3.25	28.3.25	4	<ul style="list-style-type: none"> Incorporating Jayne Wilcock's comments Addition of stakeholder engagement appendix 3 and stakeholder engagement/comms plan. Separated appendices from main doc as it was too large with the stakeholder feedback.
9.4.25	31.3.25	5	<ul style="list-style-type: none"> Strategic priorities added
11.4.25	9.4.25	6	<ul style="list-style-type: none"> Stakeholder feedback session completed
12.4.25	11.4.25	7	<ul style="list-style-type: none"> Governance section completed Priorities updated
22.4.25	12.4.25	8	<ul style="list-style-type: none"> Data section
29.4.25	22.4.25	9	<ul style="list-style-type: none"> ARUP sections added: Sections 3; 4.3; 4.4; 6
30.4.25	29.4.25	10	<ul style="list-style-type: none"> Final Draft version submitted to HEYCA Executive Board on 28th May 2025
6.5.25	30.4.25	11	<ul style="list-style-type: none"> Learner number data rounded as per requirement of DSA
30.4.25	8.5.25	12	<ul style="list-style-type: none"> Caveat added re. ASF Delivery Team

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1. Introduction

This document sets out Hull and East Yorkshire's devolved Adult Skills Fund (ASF) Strategic Skills Plan (SSP). The SSP sets out our strategy for the delivery of ASF in Hull and East Yorkshire and highlights the skills challenges and opportunities across the region and sets out how the ASF will help us deliver the key skills priorities set out in the Hull and East Yorkshire Economic Framework and the Skills Framework.

This document serves as a guiding framework for leveraging ASF funding to ensure that the region's residents have access to the learning and development opportunities they need to thrive in the economy and align to sector growth opportunities. It presents a comprehensive place-based approach to addressing the region's skills challenges and positioning it for long-term economic success.

By investing in targeted learning programmes, building on existing strong stakeholder partnerships, and implementing a robust system of monitoring and evaluation, the SSP will ensure that local adult skills provision is of the highest quality, supports residents to achieve their learning and employment goals and supports local employers to develop their workforce. With the commitment and collaboration of all partners and stakeholders, the plan will serve as a catalyst for the region's continued growth and prosperity.

The SSP is an integral part of the HEYCA's place-based economic development planning. It expands upon the HEYCA's Strategic Economic and Skills Frameworks which were developed from the economic plans, policies and research undertaken by the combined authority's constituent local authorities, Humber Economic Plan, and the HEY Local Skills Improvement Plan (LSIP) and the area's former Local Enterprise Partnership. It aligns with existing successful delivery including Skills Bootcamps, UKSPF, Multiply, the HEY Careers Hub.

It will also align to the HEYCA's Local Growth Plan.

2. Background

The HEYCA was formally established as the devolved body on 5 February 2025 to allow for the transfer of powers and funding from national to local government to address issues that affect Hull and East Yorkshire as a whole. It enables the unitary councils of Hull City Council and East Riding of Yorkshire Council to work together across the Hull and East Yorkshire area to deliver both services that have been delegated by national government to the area, and services that the two constituent councils consider can be better delivered together.

Devolution ensures that decisions are made closer to the local people, communities and businesses they affect. The HEYCA will assume responsibility for the commissioning and management of the ASF from September 2026. This fund will be worth circa £16m and will enable the region to direct funds to the most required provision. Management responsibility for the fund includes:

- defining local priorities which build on local strategic plans
- developing and publishing funding and performance management rules and guidance
- allocation of grants and/or using procurement processes that follow legal regulation
- developing and publishing contracts and conditions of funding arrangements
- setting funding rates and payment arrangements
- managing all contracted providers

The ASF supports the delivery of learning and skills to people aged 19 and over and enables adults to gain the skills needed for both life and work. This includes entering and sustaining work, participating in an apprenticeship opportunities and/or learning that supports second chance learning, widening participation and social mobility, all of which plays a part in reducing reliance on the welfare or health care system.

The ASF's purpose is to engage and support adult learners to gain skills which will either lead them to meaningful, sustained, and relevant employment, or enable them to improve essential everyday skills, increase confidence, improve physical and/or mental health, develop stronger communities, improve independent living skills, increase their understanding of democratic values, improve their ability to support a child's learning and/or progress to further learning.

The English Devolution White Paper¹, states that the previous ringfencing for Skills Bootcamps funding and Free Courses for Jobs funding will be removed and combined with the ASF for Mayoral Strategic Authorities from 2026/27 onwards.

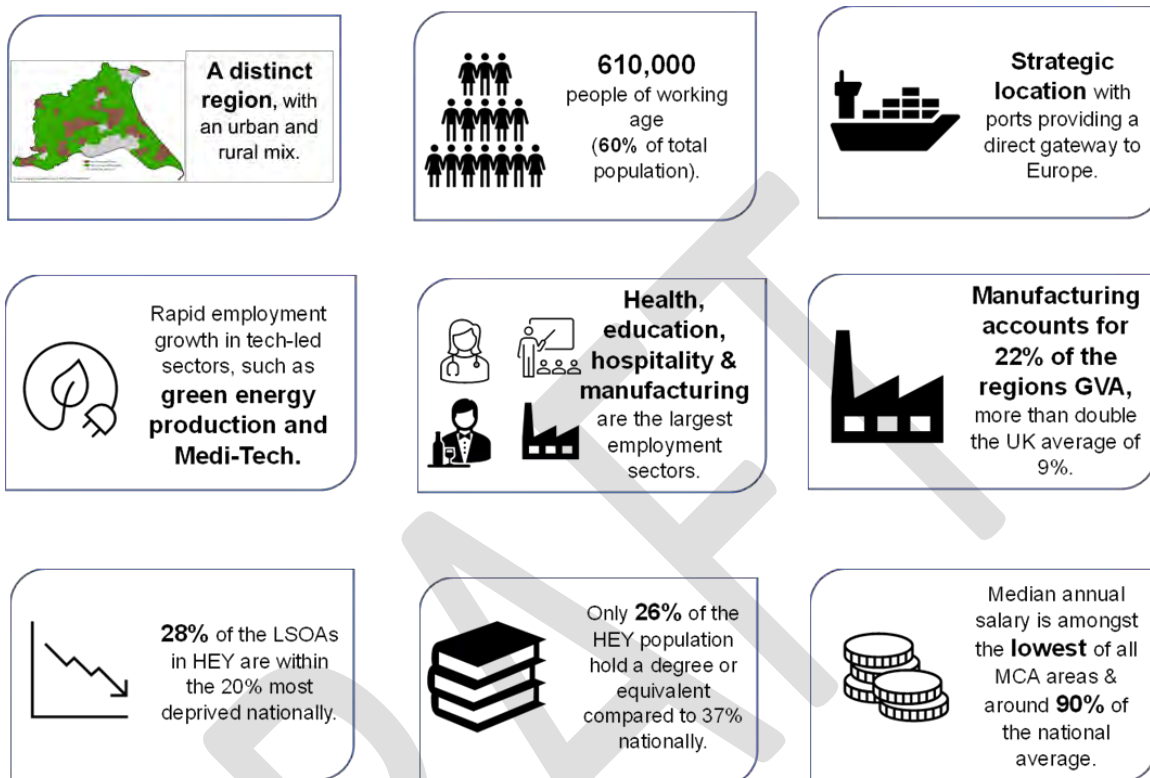
Skills Bootcamps are flexible training courses up to 16 weeks, with a guaranteed job interview (where a candidate is being recruited to a new job) or new opportunities. Developed in conjunction with employers, Skills Bootcamps equip adults with technical skills at Levels 3-5 that enable them to access in-demand jobs, apprenticeships, and new opportunities leading to increased income and productivity.

The SSP will incorporate these changes and provide the vehicle that sets out the HEY region's approach to this change.

¹ English Devolution White Paper: Power and partnership: Foundations for growth - GOV.UK

3. Hull and East Yorkshire Region

3.1 Local Landscape



Hull and East Yorkshire is home to over 610,000 people, with a diverse and dynamic economy. The area has a lower working age population (60.6%), compared to any other existing combined authority, except for York and North Yorkshire, which is driven by an older demographic in the East Riding.²

Located on the UK's east coast, Hull and East Yorkshire provide a direct gateway with Europe through the ports; therefore transport connectivity is critical to improving our productivity.

Hull sits at the centre of the area surrounded by the East Riding and the Humber Estuary, with the River Hull connecting its industrial heartlands to the port-related industries. The surrounding rural and coastal setting of East Yorkshire extends some 30 miles to the north, east and west, with the coast and estuary each extending over 50 miles.

Hull connects with the suburban villages within the East Riding's administrative area including Hessle, Anlaby, Kirk Ella, Willerby, Cottingham to the west and Bilton to the east, forming a continuous built-up area. Other key settlements include Bridlington, Beverley, Driffield and Goole.

² Office for National Statistics (ONS), 2022

Hull and East Yorkshire are tightly connected through employment, trade and culture; 87.9% of people in employment live and work in the area.³ There are variations across Hull and East Yorkshire, with 91% of the East Riding geography classed as rural, but 69% of the population living in areas classified as urban.³ This rural/urban spatial trend across the HEY area is shown in figure 1.

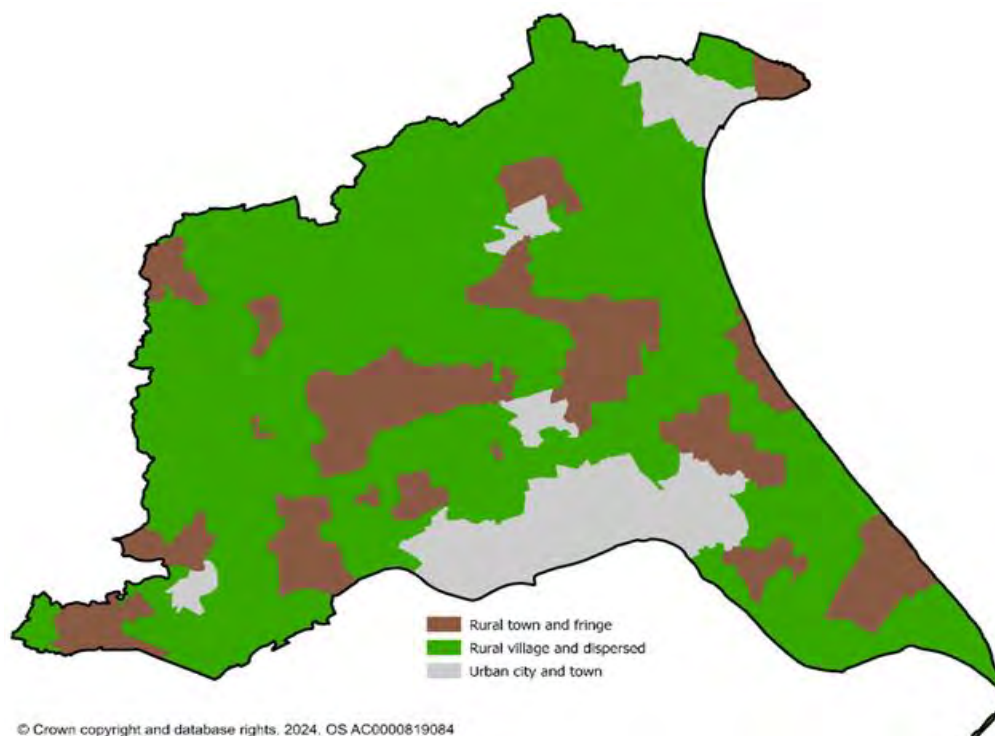


Figure 1: Hull and East Yorkshire Rural-Urban Classification⁴

3.2 Demographics

Age and gender

Figure 2 illustrates the population structure of Hull and East Yorkshire. In 2021, the total population of was 609,230 people, 51% of which were female and 49% were male. Around 61% of the total population are of working age (aged between 16 – 64), which is just shy of the average proportion of the population in England that is working age (63%)⁵.

³ Census, 2021

⁴ Department for the Environment, Food and Rural Affairs (DEFRA), 2011

⁵ Census, 2021

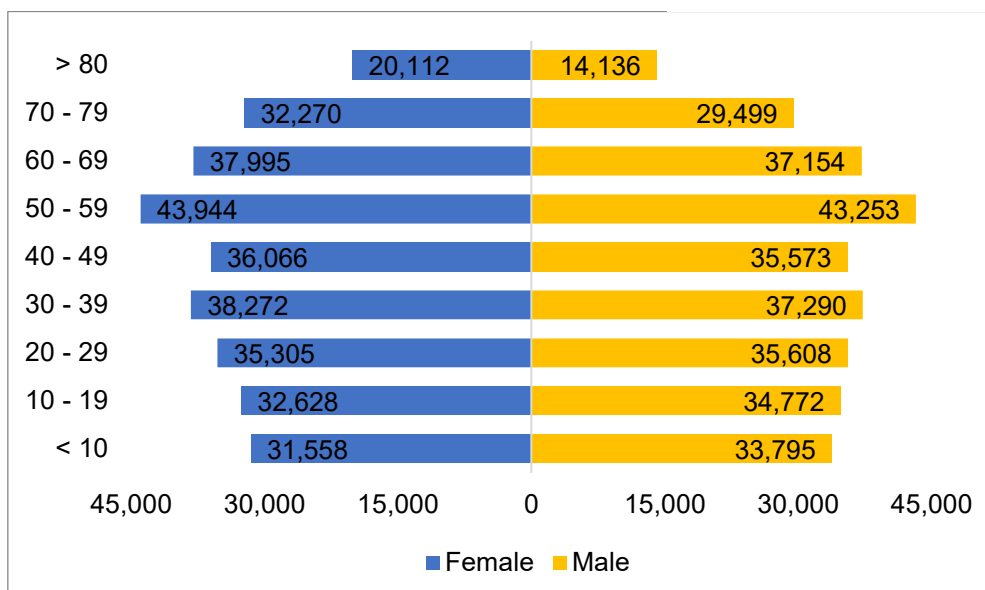


Figure 2: Hull and East Yorkshire population structure by age and gender (2021)⁶.

Population growth

It is recognised that there has been low population growth over the past two decades across Hull and East Yorkshire at 11% compared to 15% nationally. This alongside a shrinking working age population, which is expected to account for only 56% of the total population by 2040⁷, presents a challenge through a tightening of labour supply.

Ethnicity

The majority of the population in Hull and East Yorkshire are of white ethnicity (94.9%) with only 1.8% being Asian, 1.3% mixed ethnicity and 1% being black. White ethnicity is more prevalent than in England as a whole, where the white population makes up 81% of the total population. 94.4% of the population report English as their main language, with 5.6% of the population non-native English speakers⁸.

Health

Almost 80% of the Hull and East Yorkshire population report good health, this is just below the figure for England (82%)⁹. Disability prevalence is slightly above the national average.

⁶ Census, 2021

⁷ HEY Employment and Skills Strategy, 2023

⁸ Census, 2021

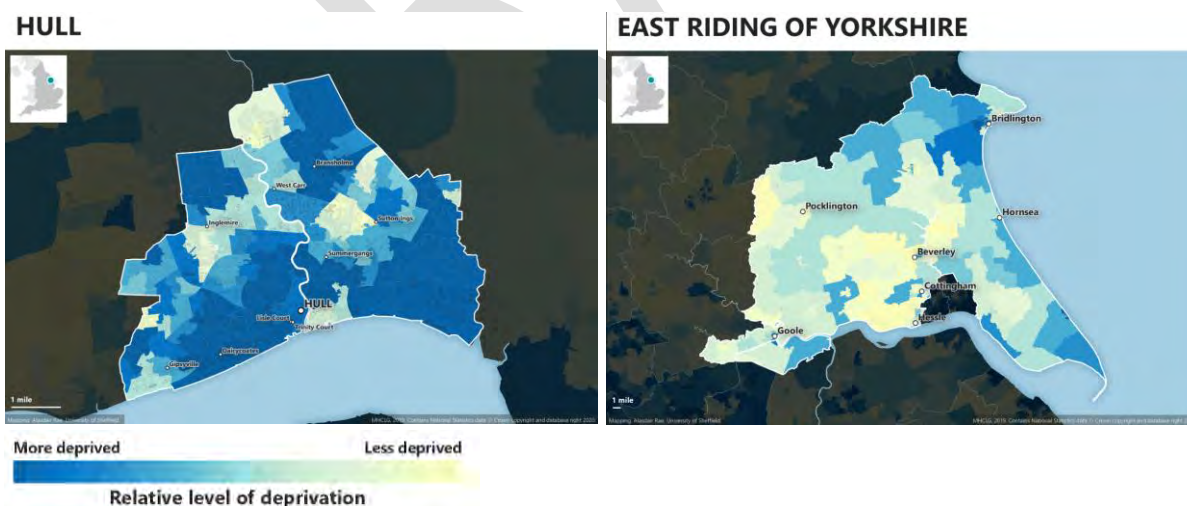
⁹ Census, 2021

Almost a fifth of the population in (19.2%) are classed as disabled under the Equality Act, compared to 17.3% in England¹⁰. The majority of ill health is concentrated in Hull where the average healthy life expectancy of residents is 55.8¹¹ years, significantly below the current state pension age (66 years). With the average total life expectancy in Hull at 77.7 years, residents experience around 22 years of ill health with poor health likely driven by variations in lifestyle behaviours (e.g. obesity, low levels of physical activity and smoking and resulting lifestyle-related illnesses).

Deprivation

Figure 3 shows the proportion of Lower-layer Super Output Areas (LSOAs) within each Lower Tier Local Authority within the Hull and East Yorkshire boundary which fall in the different deprivation deciles nationally. Nearly a third (28%) of LSOAs are within the 20% most deprived nationally under the Index of Multiple Deprivation (2019). It is clear that the majority of deprivation is concentrated within Hull, with 45% of the LSOAs in Hull classed in the top 10% most deprived households nationally. This is compared to only 6.2% of LSOAs in East Riding of Yorkshire being in the top 10% most deprived areas¹².

Almost half (42%) of LSOAs in Hull are in the top 10% most deprived nationally in terms of employment deprivation, this is the 6th highest of all LSOAs in the country. In comparison, just 5.7% of LSOAs in East Riding are in the top 10% most deprived in this deprivation domain nationally. Hull is also heavily deprived in terms of education, skills and training with 41.6% of its LSOAs in the top 10% most deprived in the country, meaning it is the second most deprived Local Authority nationally in terms of skills and training¹³.



¹⁰ Census, 2021

¹¹ ONS 2018-20

¹² Ministry of Housing, Communities & Local Government (MHCLG), English Indices of Deprivation, 2019

¹³ Ministry of Housing, Communities & Local Government (MHCLG), English Indices of Deprivation, 2019

Figure 3: Indices of Multiple Deprivation for LSOAs in each LA¹⁴

3.3 Local Employment

Employment rate

Over the last six years, the employment rate across Hull and East Yorkshire has decreased whilst nationally it has increased (2019-2024). In March 2024, the employment rate was 73.3% which was 2.4% below the national rate. Rates of employment dipped following the pandemic in March 2020 but whilst nationally rates recovered fairly quickly, they continued to fall and are now worse than the pre-pandemic employment levels experienced¹⁵.

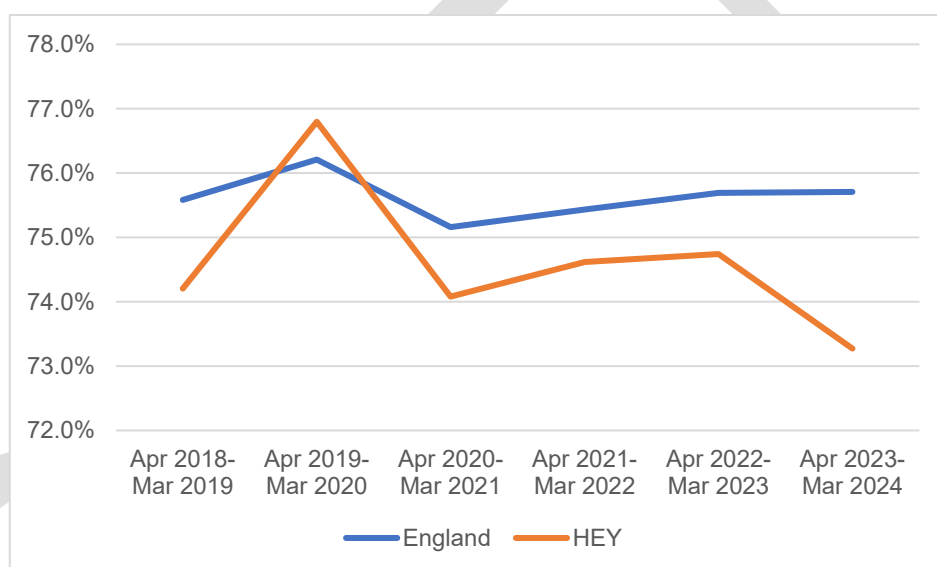


Figure 4: Hull and East Yorkshire Employment Rate (2019-2024)¹⁶.

Key employment sectors

Figure 5 below shows that the 3 largest employment sectors in HEY are:

1. Public admin, education and health (33.5%)
2. Distribution, hotels and restaurants (18.0%)

¹⁴ My Society, 2019

¹⁵ Office for National Statistics (ONS) Annual Population Survey, 2025

¹⁶ Office for National Statistics (ONS) Annual Population Survey, 2025

3. Manufacturing (14.8%)

The predominance of employment in public administration, education and health in Hull and East Yorkshire is similar to many regions nationally but highlights the continued need to focus on the skills needs in these sectors. The continued prominence of manufacturing (14.8% of employment compared to 8.2% nationally) makes the Hull and East Yorkshire economy distinctive¹⁷. The significant concentration of manufacturing, accounts for 21.7% of GVA in Hull and East Yorkshire, which is more than double the UK average (9.4%) illustrating the value of the sector in the region¹⁸. Clearly, the visitor economy is an important contributor to the local economy also, with a higher proportion of employment in the hospitality sector than nationally. It is noteworthy that jobs in this sector are often low-wage and low-skilled labour, with a high turnover.

Whilst these industries represent current employment, the region is experiencing rapid growth from the digital sector, which is derived from a base of smaller companies, exploiting the area's digital capability. Alongside this, low carbon technologies have seen a 75% growth in employment in the past 8 years, in response to an under-representation in the sector¹⁹.

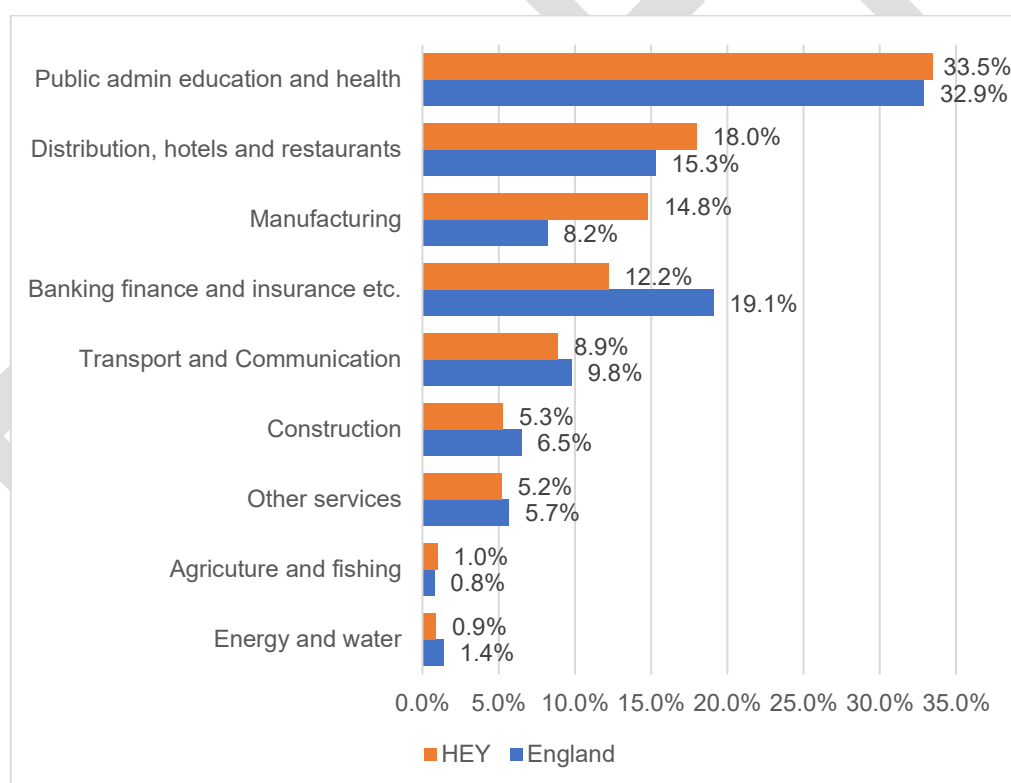


Figure 5: Hull and East Yorkshire Employment by Industry (October 2023 – September 2024)²⁰

¹⁷ Office for National Statistics (ONS) Annual Population Survey, 2023-2024

¹⁸ Office for National Statistics (ONS), 2022

¹⁹ HEY Employment and Skills Strategy, 2023

²⁰ Office for National Statistics (ONS) Annual Population Survey, 2023-2024

Employment by occupation

Figure 6 below illustrates that there is a lower proportion of people employed in highly skilled occupations in Hull and East Yorkshire than nationally²¹. Much of the employment is concentrated in relatively lower skilled occupations, particularly when compared to national averages. The relative lack of higher paid job opportunities likely limits the ability of the region to retain and attract highly-skilled workers.

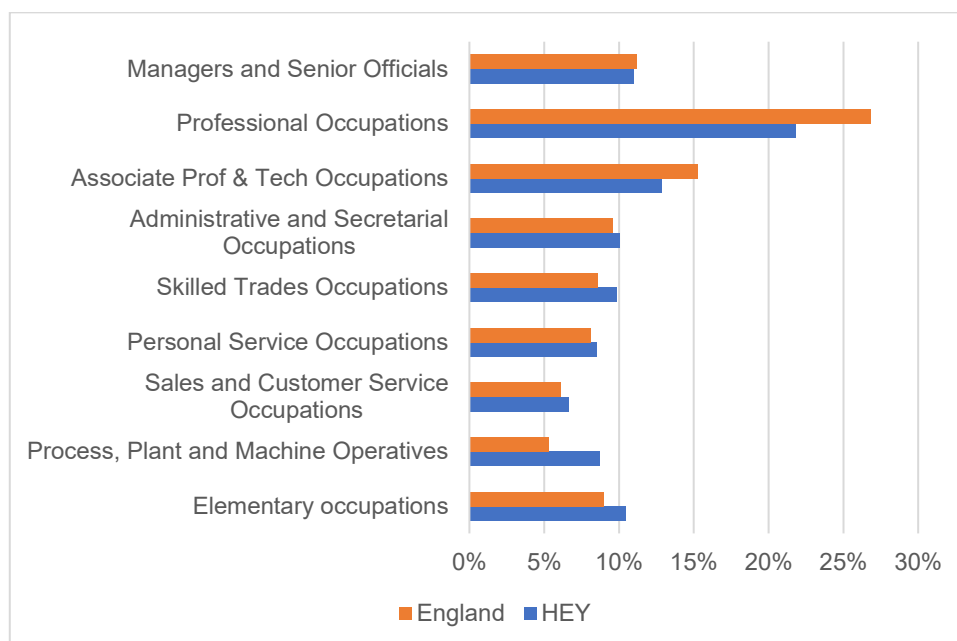


Figure 6: Hull and East Yorkshire Employment by Occupation (January 2024 – December 2024)²¹

Average earnings

Earnings in the Hull and East Yorkshire region are lower than national averages. Gross median weekly pay in Hull is £533 compared to £602 in East Riding, whilst the average in England is £619 illustrating the scale of difference. The same is true for gross disposable household income where it is significantly lower in Hull (£15,038) than East Riding (£20,430) and both are lower than the English average (£22,213)²². The median annual salary for jobs in the region is amongst the lowest of all MCA areas (comparable to the North East), and around 90% of the national average.

Travel to work

Of those in employment in the Hull and East Yorkshire region, 51% of people live within 10 kilometres of their place of work whilst 8% of those in employment travel over 30 kilometres to their place of work. Meanwhile, 23% work mainly from home.

²¹ Office for National Statistics (ONS) Annual Population Survey, 2023-2024

²² Office for National Statistics (ONS) Local Indicators, 2025

This is in comparison to national averages, where only 41% of the population live within 10 kilometres of their workplace, 5% travel over 30 kilometres but 37% of the national population mainly work from home²³.

Job vacancies and postings

The willingness to work of those economically inactive points to a lack of opportunity in the area, this is evidenced below²⁴. Online job adverts have seen a downward trend since the end of 2022. Despite an uptick at the beginning of 2024, job adverts declined sharply towards the end of the year.

The number of online job adverts in Hull and East Yorkshire is the lowest of all established Mayoral Combined Authorities, highlighting the limited opportunities. Jobs densities, which represent the ratio of total jobs to the working age population, is 0.77 compared to 0.86 for Great Britain, further highlighting this challenge²⁵.



Figure 7: Number of online job postings in HEY 2021-2025²⁴

Economic inactivity

The percentage of people who are economically inactive (25.0%) in Hull and East Yorkshire is considerably higher than the national average (21.2%)²⁶. In addition to this, the inactivity rate has increased at a much faster rate than the national average in the last five years. Since the pandemic, there has been a steepening gap between national inactivity rates and those in Hull and East Yorkshire. Higher

²³ Note that this is based on 2021 census data, hence results may be skewed by working from home patterns induced by the Covid-19 pandemic.

²⁴ Department for Education (DfE) Local Skills Dashboard, 2025

²⁵ ONS Job Density

²⁶ Office for National Statistics (ONS) Annual Population Survey, 2023-2024

economic inactivity is compounded by a higher than average claimant count, equating to 4.4% in the region compared to 4.2% in Great Britain²⁷.

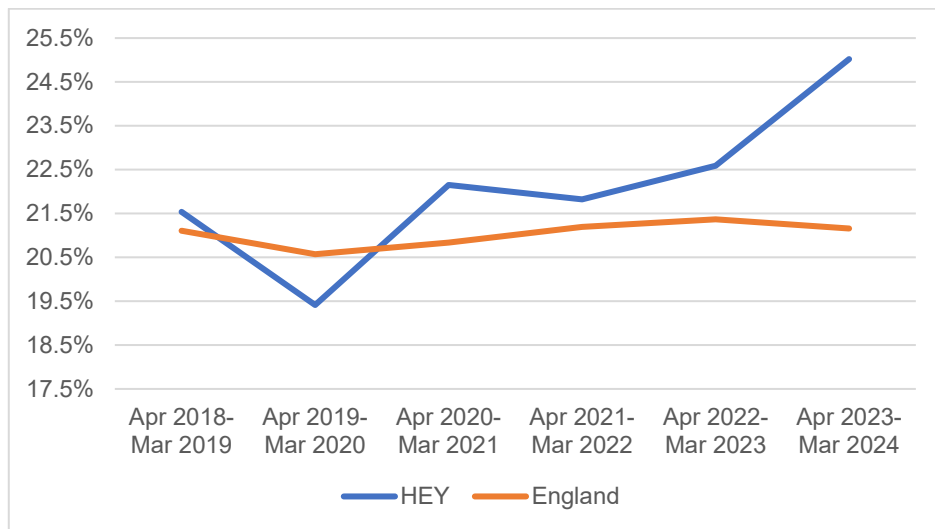


Figure 8: Hull and East Yorkshire Economic Inactivity Rate (2019 – 2024)²⁶

The majority of inactivity is derived from large proportions of the population being classed as long-term sick, meaning they stay out of the labour market due to their illness. Of those economically inactive 24.5% state that they 'want a job', this is significantly higher than the proportion in England of 17.5%.



Figure 9: Reasons for economic inactivity in Hull and East Yorkshire for residents aged 16-64 (April 2023 – March 2024)²⁶

²⁷ Office for National Statistics (ONS) Labour Market Profile, 2025

Claimant Count

The claimant count is a measure of the number of people claiming unemployment related benefits and includes people claiming jobseeker's allowance or universal credit. Following the Covid-19 period the claimant count began to decrease but still remains higher than pre-Covid levels with a steady increase June 2024.

The claimant count for March 2025 as a proportion of economically active residents aged 16+ is far higher in Kingston Upon Hull at 8.4% (10,955 claimants) than the East Riding of Yorkshire at 3.2% (5,230 claimants) compared to 5.4% for England.

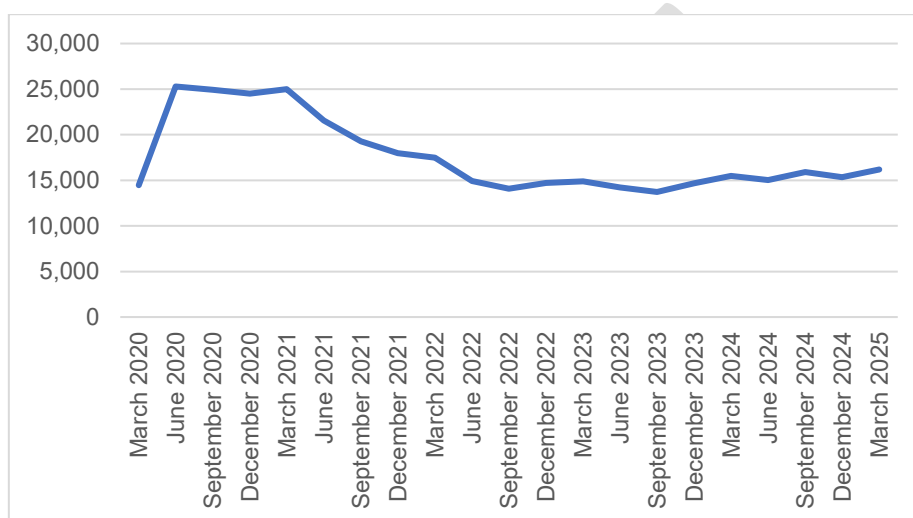


Figure 10: Hull and East Yorkshire Unemployment Claimant Count (2022-2025)²⁸

Youth unemployment

The level of youth unemployment and those 'not in education, employment or training' (NEET) is significantly higher in Hull (7.6%) than in East Riding (2.8%) and also than the national average (3.2%)²⁹. This presents a problem as young people lose out on crucial opportunities for skills development and career advancement.

3.4 Local skills

Qualifications

Figure 9 below illustrates the skills shortage that is present in Hull and East Yorkshire. The proportion of those aged 16 – 64 with no qualifications is around 1 in 10 and almost 3 percentage points higher than the English average. The proportion of the working age population with a degree is significantly lower than

²⁸ ONS NOMIS Claimant Count

²⁹ Department for Education (DfE) Participation in education, training and NEET age 16 to 17 by local authority, 2025

the national average, being around 10 percentage points lower with only 26.4% of the Hull and East Yorkshire population holding a degree or equivalent compared to 36.9% nationally³⁰. Alongside these nationally recognised qualifications, it is also recognised that only 36.7% of the Hull and East Yorkshire population is qualified to RQF4+, compared to 47.1% in England and that figure reduces to only 33% in Hull³¹.

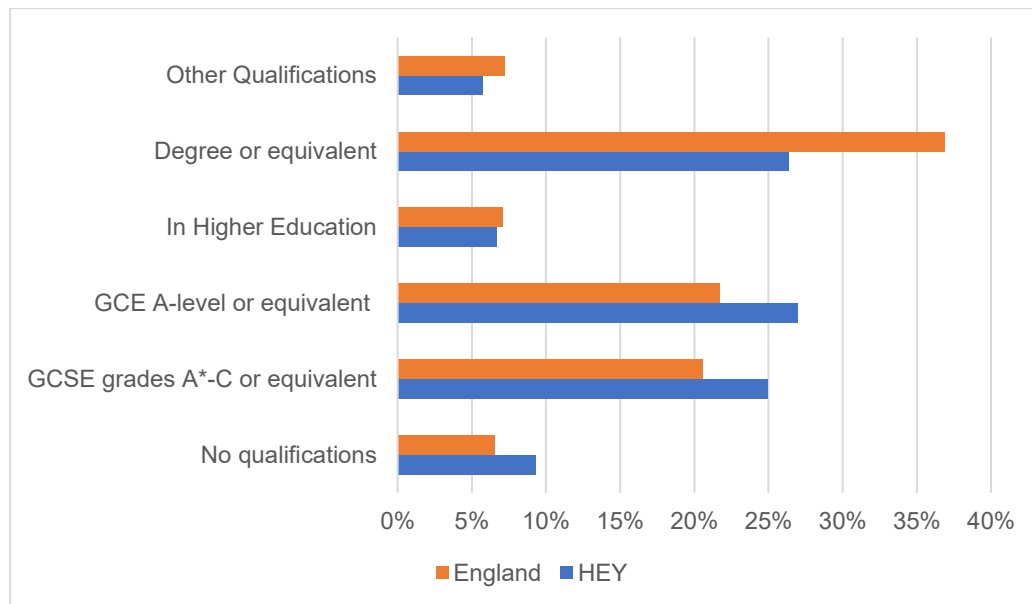


Figure 11: Hull and East Yorkshire highest qualification of those aged 16-64 (January 2021 – December 2021)³⁰

3.5 Business and Productivity

The Hull and East Yorkshire economy is home to 20,610³² businesses and represents 10.5% of Yorkshire and the Humber region's GVA and 3.7% of the North's output, with an annual GVA output of £15.865bn³³. The key sectors in the region punch above their weight across many performance metrics, including their productivity and employment contribution. For example, production industries, which are critical to the UK's overall export competitiveness, account for 26.5% of Hull and East Yorkshire's GVA, the largest share of any MCA economy and almost two times the UK average (13.3%). Transport and logistics represent another key sector, reflecting locational advantages and the importance of the ports of Hull and Goole, which processed 9.91 million tonnes of freight in 2022 (79% inward freight and 21% outward freight). However, critical challenges remain.

³⁰ ONS Census, 2021

³¹ These percentages include those that hold vocational qualifications at level 4 and level 5, unlike in the figures mentioned beforehand that only include degrees or equivalent.

³² Inter-Departmental Business Register (IDBR), 2023

³³ Office for National Statistics (ONS) 2022

Overall productivity in Hull and East Yorkshire is below the national average, at 87.3% and 87.6%³⁴ respectively, with rankings of 319th and 213th (out of 362 localities) respectively in the 2023 UK Competitiveness Index. However, research from the Northern Powerhouse Partnership, has revealed that the East Riding of Yorkshire has the highest rate of economic growth (3.5%) of any individual council area in Yorkshire³⁵.

3.6 Key Opportunities & Strengths

- **Production industries**, which include the **agriculture, food manufacturing, energy, mining, and advanced manufacturing sectors**, are critical to the UK's overall export competitiveness. These sectors account for 26.5% of our GVA, the largest share of any Mayoral Combined Authority economy and almost double the UK average (13.3%)¹.
- The area also has a nationally **significant concentration of manufacturing, accounting** for 21.7% our GVA, which is more than double the UK average (9.4%)¹. **Transport and logistics** represent another key sector, reflecting our locational advantages and the importance of the ports of Hull and Goole, which processed 9.91 million tonnes of freight in 2022 (79% inward freight and 21% outward freight)⁵.
- Sector specialisms in engineering, manufacturing, logistics, construction, and professional services which have high-value growth potential.
- A wide range of **innovative agricultural, agri-tech food processing and food manufacturing businesses** which are closely linked to the global food system. In productivity terms, the sector is 2.5 times more productive than the UK average (2021). Some of the country's largest food manufacturing and processing businesses are located here, supported by a long and deep supply chain. Agricultural operations vary in size with almost one third of farms being over 100 hectares. Fisheries operations are small but collectively provide one of the largest shellfish catches in the UK. The **tourism and cultural sectors** are similarly diverse and are of vital importance to coastal and rural areas.
- The **digital sector** is growing rapidly from a base of smaller companies, exploiting the area's digital capability.
- The area has seen employment growth in **technology-led sectors, such as green energy production and Medi-Tech**, and is home to global names such as Siemens Gamesa, Smith and Nephew and Reckitt. These sectors significantly contribute to the area's productivity and are critical to the UK economy.
- Our area has a stable population and workforce, with an employment rate at 75.4%, the fourth highest compared to all other MCA areas.
- High levels of employment in priority sectors, such as health & social care, which are important within the context of an ageing population.

³⁴ Office for National Statistics (ONS) 2022

³⁵ Invest East Yorkshire: £1 billion of Investment since 2020 | Invest East Yorkshire

3.7 Key Challenges

- The **median annual salary for jobs in our area is amongst the lowest of all Mayoral Combined Authority areas** (comparable to the North East), and around 90% of the national average. The relative **lack of higher paid job opportunities** also limits our ability to retain and attract highly skilled workers.
- We face the structural challenges of a **persistent low-skill, low-wage economy** in some areas, which are limiting the economic prosperity of our communities.
- Overall **qualification levels throughout the Hull and East Yorkshire area remain below the national average**. Only 37.7% of our population is qualified to RQF4+, compared to 46.7% in England and that figure reduces to only 33% in Hull.
- Nearly a third (28%) of lower layer super output areas (LSOAs) in Hull and East Yorkshire are within the 20% **most deprived** nationally under the Index of Multiple Deprivation.
- Hull and East Yorkshire also faces particularly **high patterns of deprivation and benefits dependency** specifically in Hull and Goole and along our coastline. This is highlighted in Hull, where the average healthy life expectancy of residents is 55.8⁹ years, which is significantly below the current state pension age (66 years). With the average life expectancy in Hull at 77.7 residents experience around 22 years of ill health, with poor health driven by lifestyle behaviours (e.g. obesity, low levels of physical activity and smoking), and resulting in lifestyle-related illnesses.
- An increasingly ageing population, which will reduce the pool of labour in the region

3.8 Summary

The Hull and East Yorkshire geography has a diverse economy with key sector specialisms and a growing innovative and high value business base. However, to address the structural challenges of a persistent low-skill, low-wage economy in some areas, which are limiting the economic prosperity of some communities, there is a need for targeted intervention aimed at addressing the cycle of poverty, ill-health and worklessness and to upskilling local people and aligning their skills with economic needs in priority growth sectors. The ASF programme will contribute towards this and has a role to play in addressing some of the key local challenges in Hull and East Yorkshire around skills and employment.

4. Strategic Context

The vision for skills in Hull and East Yorkshire:

To invest in people, learning providers and employers to narrow our local productivity gap and enable people to live meaningful lives. This will help to grow our local economy, enable more residents to deploy skills in higher paying jobs, support a healthy and well population and help our area to fully contribute to the UK economy.

We will achieve this through ensuring that people have the skills, confidence, motivation and information to increase their access to both economic and social opportunities, in turn reducing levels of unemployment and under-employment, matching local talent to jobs and to ensuring that communities can readily engage with learning that supports them to lead active, resilient and fulfilling lives.

The emphasis on social mobility and community well-being through education is crucial. Our vision will ensure that communities can engage with learning opportunities that supports them in leading healthy, active, resilient, and fulfilling lives. This holistic approach not only boosts economic growth but also fosters a stronger, more connected communities.

4.1 Hull and East Yorkshire Economic Framework

The draft Hull and East Yorkshire Economic Framework provides a snapshot of the economy of the region, as well as presenting the HEYCA's four strategic themes for action. It also outlines the objectives that will be delivered in order to meet the area's aspirations.

The draft Economic Framework builds upon economic plans, policies and research undertaken by the CA's constituent local authorities and the area's former Local Enterprise Partnership.

4.2 Hull and East Yorkshire Skills Framework

The Hull and East Yorkshire draft Skills Framework sets out the key strategic actions required to ensure the residents of Hull and East Yorkshire have the skills and support required to provide a workforce which will drive the economy of the region and in turn allow local people to fully benefit from the opportunities that economic growth provides. It reflects the strategic priorities in the Hull and East Yorkshire Economic Framework.



The Hull and East Yorkshire Skills Framework will deliver a more inclusive and responsive skills system that recognises our local assets and opportunities, provides solutions to our challenges, and invests in our people.

It is built around two of the four draft Hull and East Yorkshire Economic Framework themes:

Economic Framework strategic theme	Skills Framework priorities
Increased Productivity: We aim to boost productivity by providing our workforce with the skills and job opportunities needed for the future as we transition to a zero-carbon economy as well as supporting business innovation and competitiveness.	<ul style="list-style-type: none"> • Raising productivity and resilience of our high employment sectors • Strengthening our competitive advantage in sectors of existing high productivity • Nurturing and growing employment and innovation • Creating a dynamic climate for the creation and development of microbusinesses • Supporting everyone into employment or self-employment
Promoting Inclusivity: The framework aims to contribute to creating economic opportunities for our most deprived communities and provides decent homes for all, addressing the persistent cycle of poverty, poor health, and low aspiration.	<ul style="list-style-type: none"> • We will raise young people's aspirations and ensure they are prepared for adulthood through access to employment and training initiatives • We will support those furthest from the labour market, providing them with the skills they need to take up jobs in our emerging higher value sectors and ensure that the widest possible breadth of the community can reach their economic potential

The draft Hull & East Yorkshire Skills Framework will be further developed once the mayor is elected. A stakeholder and partner engagement programme gathered feedback to inform the CA approaches to strategic skills planning, delivery and use of ASF.

4.3 Humber Economic Strategy

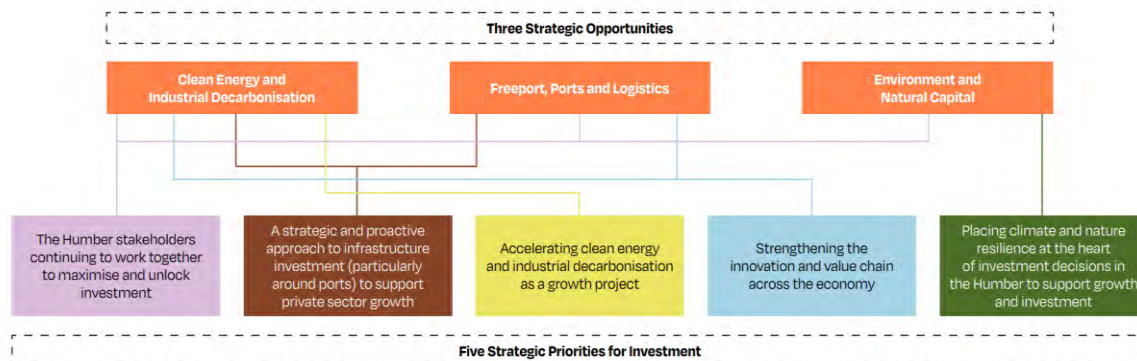
Through their respective devolution deals and together with government, the Hull and East Yorkshire Combined Authority and Greater Lincolnshire Combined County Authority recognise that optimising the Humber's economic potential will require the public and private sector on both banks of the Humber Estuary continuing to work together on pan-Humber economic opportunities. This includes on skills development related to strategic opportunities.

The Humber Economic Strategy articulates the distinctive economic opportunities for the region, the national significance of these and where a pan-Humber strategic approach is necessary. There are three clear priorities that require a pan-Humber approach to activity in The Humber Estuary Industrial Growth Corridor. These strategic opportunities are:

1. Clean Energy and Industrial Decarbonisation
2. Freeport, Ports and Logistics
3. Environment and Natural Capital

The Humber Economic Strategy sets out five strategic priorities for the Humber which are intended to enable and guide the allocation of resources and investment. These priorities set out the goals and principles for investment at a Humber level, setting the scope for future investment required to unlock growth and deliver the economic opportunity which will be vital to the region achieving success. This includes ensuring the labour force is equipped with skills required by future industries to attract and retain business. Where appropriate, the ASF will be delivered in line with these priorities.

The Humber strategic opportunities and priorities for investment (extract from Humber Economic Strategy).



The Humber Economic Strategy demonstrates the Humber has the foundational wealth of skills and expertise to allow the UK to meet future demand for clean energy and energy security. There is already work ongoing to develop a green skills curriculum in the Humber and deliver the workforce capabilities and skilled population required by future industry, evident in the DfE backed Net Zero Careers Hub, Humber Energy Skills Campus and the expansion of the CATCH facility. The Humber Investment Plan will set out how and where further developments could be implemented in support of Humber strategic opportunities. Where appropriate, the Humber Investment Plan will set out the programme of strategic interventions around skills development required to:

- Drive up skills and educational opportunities and help to lift the region's significantly below average performance against key socio-demographic indices.
- Build on partnership work to date to develop skills strategies to match future industry needs around clean energy to ensure investors can access the skills they require.

The Hull and East Yorkshire Local Growth Plan and Investment Strategy will set out how local levels will drive growth and deliver skills strategies, including the ASF, in support of wider Humber strategic priorities as set out in the Humber Economic Strategy.

4.4 National Industrial Strategy and Local Growth Plan

The “Invest 2035” Industrial strategy is a 10-year plan aimed at fostering long-term, inclusive, and sustainable economic growth in the UK. It focuses on creating a stable and predictable environment for businesses to invest in high-growth sectors. The Government’s Growth Mission will be supported by the Industrial Strategy which will implement targeted policy interventions to drive growth where the UK has, or could develop, a comparative advantage, or to unlock barriers essential for delivering long-term, sustainable, inclusive, and resilient growth.

The key objectives relate to:

Net Zero	<ul style="list-style-type: none"> • Capture the growth opportunities of the Clean Energy Mission and Net Zero transition. • Identify and support Clean Energy industrial sectors with the greatest growth potential. • Align sector plans with Net Zero and environmental objectives.
Regional Growth	<ul style="list-style-type: none"> • Unleash the potential of UK cities and regions, taking into account regional growth when considering growth-driving sectors. • Consider where sectors and relevant capabilities are located to identify clusters that can drive growth.
Economic Security & Resilience	<ul style="list-style-type: none"> • Promote key sectors in the economy which drive growth and strengthen economic security. • Reduce supply chain and other vulnerabilities in growth-driving sectors which could harm their long-term growth or ability to deliver critical outputs. • Ensure national security risks inform the approach to driving growth in these sectors.

Alongside these key objectives, the strategy aims to create a pro-business environment by encouraging Government partnerships with businesses, trade unions, mayors, devolved governments, experts, and other stakeholders to help address the biggest challenges to unlock business investment. Another core objective of the strategy is to unleash the full potential of UK cities and regions by attracting investment and creating the best environment for businesses in them to thrive. Hull and East Yorkshire could capitalise on the opportunities by building a skills offer that attracts investment and skills into the region.

To maximise the impact on growth, the Industrial Strategy will focus on stimulating investment and activity in sectors with the highest growth potential. These include:

- Advanced Manufacturing

- Clean Energy Industries
- Creative Industries
- Defence
- Digital and Technologies
- Financial Services
- Life Sciences
- Professional and Business Services

The focus industries in the Industrial Strategy align well with the high growth and established industries in Hull and East Yorkshire outlined in this plan, in particular with regards to digital and clean energy industries as well as manufacturing.

The ASF SSP will align with the priorities of the HEY Local Growth Plan once it is completed. The HEY Local Growth Plan will also look to capitalise on the key sectors outlined in the industrial strategy, particularly those high growth sectors in Hull and East Yorkshire stated above.

5. Adult Skills Fund Strategic Priorities

The HEYCA understands that the ASF plays a crucial role within the broader educational framework. As a Combined Authority, our goal is to align funding streams to achieve optimal outcomes for our residents, communities, and businesses. By devolving the ASF and leveraging connections with other funding sources such as Free Courses for Jobs (FCfJ), Connect to Work and Skills Bootcamps, we can more effectively target provisions and minimise duplication.

To deliver our SSP, we have created a set of priorities, which will guide our approach to delivering Adult Skills. These priorities are based on:

1. Enhancing Economic Growth: By fostering innovation and supporting local businesses, we aim to boost productivity and create high-quality jobs for our residents
2. Promote Inclusivity: We will work to ensure that opportunities are accessible to all, reducing inequalities and fostering a more inclusive community.

The five strategic priorities are:

	PRIORITY	ACTION
1	Align skills with economic needs, priority sectors and key strategic plans e.g. LSIP to boost productivity and wellbeing of both residents and employers	<ul style="list-style-type: none"> • Ensure curricula meet local employment demand • High quality CEIAG is embedded across all ASF delivery as both a gateway to learning and progression to further learning and/or employment

2	Empower businesses to generate more and higher-paid sustainable jobs, creating better opportunities for individuals and sector growth	<ul style="list-style-type: none"> • Ensuring that employers can access both accredited and unaccredited training to meet their productivity needs • Through Skills Bootcamp funding, develop and expand training programs focused on e.g. sustainable practices, green technologies, digital, construction etc. • Equip the workforce with the necessary skills so that businesses can ensure a steady supply of qualified employees for sustainable jobs.
3	Minimise inequality and promote social mobility	<ul style="list-style-type: none"> • Use the ASF to provide the skills and learning residents need to progress into, or within, work, or equip them for an apprenticeship or other learning. • Commission flexible tailored programmes of learning which may or may not require a qualification, to enable eligible adult learners engage in learning, build confidence, and/or enhance their wellbeing. • Prioritise those who are facing additional barriers to enter or progress into employment • Undertake outreach into disadvantaged communities and breaking down the barriers adults can face in accessing 'traditional' modes of provision. • Ensure appropriate progressions are in place for young people as they transfer to adult learning. • Continue to invest in tailored learning through our grant funded and procured providers, protecting the funding proportion allocated (subject to affordability).
4	Enhance wellbeing through education, personal development and/or employment improving healthy life expectancy and reducing inequalities, particularly in disadvantaged communities	<ul style="list-style-type: none"> • Work with our commissioned partners to understand the barriers faced by residents in accessing work. • Create an effective "learning in the community" offer which encourages and supports learners onto appropriate learning pathways.
5	Ensure an agile commissioning approach that adapts to changing local circumstances. This	<ul style="list-style-type: none"> • Integrate agile methodologies into the commissioning approach to ensure that partners can respond quickly to changing business needs and sector developments.

	will align skills provision to business needs within job markets and emerging sectors	<ul style="list-style-type: none"> • Collaborate with HEY-based employers to identify emerging skills requirements and tailor educational curricula accordingly. • Implement continuous learning and development initiatives that focus on adaptability and resilience in dynamic job markets and emerging sectors. • Ensure our delivery approach secures value for money and social return on investment.
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6. Alignment of ASF with other funded programmes

	Programme Overview / Objectives related to skills	Link to ASF Priority
UK Shared Prosperity Fund (UKSPF)	This programme has provided £2.6 billion of funding for local investment in skills. The primary goal of the UKSPF is to build pride in place and increase life chances across the UK. The funding aims to boost core skills and support adults to progress in work by targeting those with no or low-level qualifications, skills in maths and upskill the working population.	ASF Priority 1 ASF Priority 3
Skills Bootcamps	Part of the Government's Lifetime Skills Guarantee, this programme aims to help people gain skills for life by offering bespoke training solutions to bridge existing skills gaps within high demand sectors. It offers flexible courses of up to 16 weeks to help people gain sector-specific skills and fast-track career progression. This programme has already supported around 1,600 individuals in HEY across different sectors.	ASF Priority 1 ASF Priority 2 ASF Priority 3
Free Courses for Jobs (FCfJ)	This initiative offers free Level 3 qualifications for adults aged 19 and over who do not yet have A levels or equivalent qualifications. It aims to help people gain new skills to access better job opportunities.	ASF Priority 2 ASF Priority 3
Lifetime Skills Guarantee	The Lifetime Skills Guarantee is designed to help people of all ages develop the skills they need to get good jobs and support businesses in finding or developing talent to fill skills gaps. It includes free Level 3 qualifications and Skills Bootcamps. The offer is backed by £95 million from the £2.5 billion National Skills Fund.	ASF Priority 1 ASF Priority 2 ASF Priority 3

Get Britain Working White Paper / Connect to Work	The Get Britain Working White Paper aims to reduce economic inactivity by addressing various barriers to employment, ensuring that those who can work, do work. It includes a £240 million investment to support local plans, health interventions, and targeted employment support, particularly for young people and those with long-term sickness. Connect to Work is the first major element of the Get Britain Working Strategy. It aims to support up to 100,000 people annually by providing targeted employment support, particularly for those facing health-related barriers.	ASF Priority 1 ASF Priority 3 ASF Priority 4 ASF Priority 5
Multiply	The Multiply programme started in 2022, running until 2025. It aims to increase functional numeracy in the adult population across the UK. It offers various courses designed to improve numeracy skills for everyday life and work, targeting adults with low numeracy skills.	ASF Priority 1

7. Stakeholder engagement

7.1 Stakeholder engagement methodology

The following methodologies were used to engage stakeholders and gain their feedback on the HEYCA's approach to ASF and also the ASF SSP.

- Stakeholder engagement event held in December 2024 open to all HEY Skills Network members and wider stakeholders totalling circa 70 delegates. The event opened the engagement process, gave delegates information on the draft HEY Economic Framework and also the opportunity to input into the both the HEY Skills Framework and the HEY ASF SSP via a series of round-table exercises.
- An online survey open from 2nd December 2024 until 31st January. The survey comprised of 17 questions including an open question asking for input on any issues not covered in the structured feedback and was sent directly to the HEY Business Growth & Skills Hub Skills Network membership. 14 responses were received including a joint response from the Hull and East Yorkshire based Further Education Colleges. Responses from the online consultation were received from:
 - Private sector employers
 - VCSE organisations
 - Higher Education providers

- Post-16 and Further Education providers (including a joint response from the Principals of all Hull and East Yorkshire based Further Education Colleges)
- Independent Training Providers
- Employer Representative bodies (including a bespoke response from the Hull and East Yorkshire Local Skills Improvement Plan)
- Public sector organisations
- Residents
- An information sharing session with the Hull & East Yorkshire Local Skills Improvement Fund Partnership on 12th December 2024.
- A webinar held on 18th December 2024 providing all the information given at the launch event to any stakeholder unable to attend the launch event.
- A focus session held on 19th December 2024 with Principals of all Hull and East Yorkshire based Further Education Colleges.
- An information sharing session with the Humber and North Yorkshire Integrated Care Board's Careers and Employability Group on 8th January 2025.
- A focus session with Local Authority Providers and Hull and East Yorkshire based Independent Training Providers holding direct ASF contracts on 9th January 2025.
- A focus session with the Hull and East Yorkshire Local Skills Improvement Plan team on 16th January 2025.
- An information sharing session with the Yorkshire Learning Providers Humber meeting on 23rd January 2025.
- Two briefing presentations delivered to the HEY Skills Board, one on the 24th January 2025 and a summary of the engagement outcomes given on Friday 28th March 2025.

Ongoing stakeholder engagement is essential for the development of the HEYCA's approach to ASF delivery. Through the engagement process stakeholders have identified collaboration and consultation carried out in a timely way as being essential for effective business planning and continuity of provision. The HEYCA is committed to ongoing collaboration with all stakeholders as this is critical to the successful delivery of the programme.

7.2 Key findings

The key findings from the engagement process were:

- Providers strongly advocated for a co-production approach which ensured the learner needs were considered and the existing knowledge and expertise of providers was harnessed and built upon. Parity of providers should be a fundamental principle of this approach. The approach should include lived experiences from vulnerable groups, engagement with employers, community organisations and learners.

- Provision must be accessible for all and take into account barriers to learning which are many and varied. These need to be understood when developing provision. Support for targeted outreach should be provided and consideration should be taken to removing or reducing the £25k earning criterion in recognition of lower wages than the national average in Hull.
- Consideration should be given to the implementation of a Digital Inclusion Strategy to support learners lacking in digital literacy or tools.
- Ensure learners are supported appropriately to enable them to succeed and achieve good quality outcomes. This should include investment in learner support and good quality Careers, Education, Information, Advice and Guidance. Support for adults who have never been diagnosed with a learning difficulty should be included as many adult learners only discover their learning support needs after starting a course. The process for providers to claim Adult Learner support should be simplified as some providers find the process too complex. As a result they do not claim to the learners' detriment.
- Provision must meet the need of employers in all sectors, not just those defined in the LSIP and include high-volume employment sectors. Nurturing and strengthening existing trusted partnerships between local providers and employers will help this. Provision should also be standardised where possible to allow learners to build "currency."
- In order to ensure good quality outcomes for business, learners and communities, stakeholders felt that consultation, collaboration and partnership working was essential. Setting appropriate qualification benchmarks that take into account cohort disadvantage should be considered. In addition, funding outcomes should relate to a learner's starting point and progress made. Good quality CEIAG for learners was also identified. Procurement cycles should be minimised to reduce disruption and unnecessary distraction of resource from supporting learners.
- Ensure that provision is flexible and can accommodate:
 - Unaccredited and bespoke training to allow courses for rapidly evolving industry sectors and employer needs
 - English and maths
 - Digital skills and the infrastructure that is needed to support this
- The HEYCA can help create the conditions for success and positive outcomes by:
 - Effective and efficient stakeholder engagement through a comprehensive external communications programme including a dedicated point of contact at the local authority, transparent communication channels and face-to-face approach to provider account management
 - Creating forums for providers to collaborate and through this facilitate peer learning. Include innovation at the heart to create new ideas and approaches to address complex issues and improve outcomes.
 - Timely feedback on contractual matters
 - Engaging with awarding bodies
 - Ensuring governance processes are efficient and the Skills Board plays an active and effective role in the system

- Include employers, VCSE organisations and communities.
- Creating a workforce development fund for the CPD of trainers and educators
- Create a local course directory to assess supply-side dynamics
- Guaranteeing core funding for colleges as a prerequisite for collaborative initiatives
- Create a HEY learner panel to evaluate and co-create provision
- Facilitating external support
- Providing regular, structured engagement and communications covering policy, guidance and funding changes with clear purpose and value to support the ongoing process
- Stakeholders identified the following priority groups which include some sections of the community that are not currently funded:
 - Marginalised groups under the Equality Act including migrants, refugees, asylum seekers (and those requiring ESOL)
 - Adults looking to reskill or upskill into emerging or higher value sectors and, those 50+ allowing them to update their skills and remain in the workforce and those who are working in declining industries and seeking to change career
 - Individuals seeking a return to work including carers, long-term unemployed and single parents
 - Self-employed and SME employees – supporting productivity
 - Graduates requiring job-specific training
 - Learners pursuing non-standard courses tailored to specific employer requirements
 - Learners from deprived communities
 - Learners needing maths and English support
 - People with disabilities, diagnosed and undiagnosed learning difficulties
 - Learners in geographical “cold spots” e.g. rural or coastal areas
 - Young people aged 19-24 who are not in employment, education or training
 - Learners seeking access to higher education
- Stakeholders were unanimously in favour of establishing an “Innovation Fund” and identified opportunities for this. This was against the backdrop of concern that the fund did not impact on provider funding.
- The current focus for Tailored Learning is correct in that it addresses low skills, social exclusion and workforce participation particularly for disadvantaged groups however, there are too few providers delivering, it needs to be better aligned to job outcomes and the models success often hinges on balancing employability outcomes with broader personal and social gains. Current challenges to Tailored Learning include insufficient funding, accessibility issues and sometimes being siloed from the ASF reducing the potential to act as a bridge to further qualifications.
- The Dynamic Purchasing System to be used by the HEYCA for contracted provision should allow for rapid adjustments to meet local needs. The HEYCA should be mindful of the risk to local providers and consider how smaller providers who lack the resources to engage can be included. It should also

allow for collective approaches from specific sector groups. Stakeholders expressed a variety of views on what contract durations should be.

- Providers should be incentivised to collaborate, not compete and ensure good quality outcomes for learners. This includes setting intelligent outcome metrics that support this way of working. Volatile metrics should be avoided to prevent providers becoming destabilised. Programmes that support long-term workforce adaptability, reaching hard-to-reach groups should be developed. Outcomes should be tailored to local challenges such as addressing deprivation, cross boundary employment, green and digital industries.
- Stakeholders had differing views on delivery plans. Larger providers subject to Ofsted inspections argued that this was unnecessary while others felt they were appropriate, should be open to scrutiny and accountability and contributed to the delivery of quality provision. Stakeholders identified the following as being key factors in enabling the development of effective delivery plans and learning packages:
 - The HEYCA's role in supporting providers with good quality labour market intelligence e.g. Lightcast analysis
 - Trusting providers' existing expertise
 - Ensure the planning process timing is conducive
 - Allow delivery plans to account for flexibility in funding and provision to respond to industry changes
 - Recognise learner diversity and allow for unaccredited and bespoke programmes and traditional qualifications
 - Delivery plans should be demand led and prioritise outcomes such as learner progression, workforce development and community impact
- Stakeholders felt that the changes set out in the "English Devolution White Paper" offered both opportunities and threats. Opportunities include the establishment of innovative cross-sector partnerships linking skills development with employment initiatives creating integrated programmes, the potential to simplify administrative processes and greater flexibility to address regional priorities. Threats included the risk to the core ASF budget, insecurity for ringfenced programmes and the potential for disadvantaged groups to lose out due to this. Generally, concern was raised that without clear mechanisms for oversight and transparency there is a risk that funds could be misdirected and that a clear understanding is needed of how and what each funding stream can be utilised.

7.3 Ongoing Stakeholder engagement

The HEYCA will continue to consult with its key stakeholders, including employers, providers and learners to continue to develop and improve the HEY ASF programme. The HEYCA's Strategic Skills Framework and the priorities of the HEY LSIP will also be used to inform this to ensure local provision can help people develop the skills they need to get good jobs and increase their prospects.

The HEYCA will use well established mechanisms such as the HEYCA Skills Network, which includes representative from providers, learners, schools, employers and other stakeholders as an engagement tool, building on the good practise model used in developing the Skills Framework and initial ASF consultation.

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8. Profile of provision in 2023/24

8.1 Evidence base

The HEYCA ASF SSP has been developed using analysis of previous years ASF, Tailored Learning and Free Courses for Jobs (FCfJ) provision taken from the most recently available DfE Individualised Learner Record (ILR) data (2023/24) and published allocations. This analysis has been used to inform strategic and operational planning.

[The DfE does not accept responsibility for any inferences or conclusions derived from the DfE Data Extracts and/or the Matched Dataset by third parties.]

ASF funding supported approximately 13,000 learners across Hull and East Yorkshire in 2023/24. 10,700 learners participated on courses funded through the Adult Skills strand with 2,310 participating in Tailored Learning.

Hull and East Yorkshire learners attracted £9,176,481 of Notional Adult Skills formula funding during the 2023/24 academic year, and £560,036 of FCfJ funding.

Funding for Tailored Learning can only be roughly estimated as it is block funded at provider level. Providers based in the HEYCA received a total ASF grant allocation of circa £6.2m in 2023/24 and an allocation of circa £2.9m for Tailored Learning.

A full detailed analysis of the ASF provision in the HEYCA for the 2023/24 academic year will inform the commissioning approach for 2026/27.

	Adult Skills	Tailored Learning	Free Courses for Jobs
Funding (£)	£6.2m	£2.9m	£560k
Participation (unique learners)	13,000	2,300	250
Enrolments	8,600	4,900	250
New Learners	16,000	2,300	250

All figures rounded.

8.2 Trends in provision (2023/24)

There has been a consistent increase in the number of new ASF learners since the 2021/22 academic year resulting in circa 8,600 new learners starting just over 16,000 learning aims in 2023/24 (Fig. 12). Compared with the previous year, this is a slight increase of 3% in the number of new learners and a 12% increase in new learning aim starts.

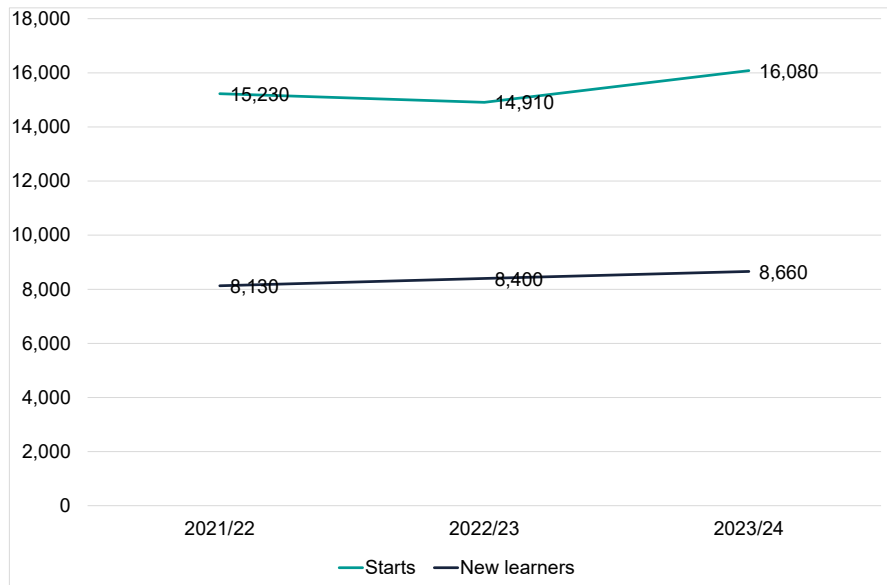


Figure 12: Trend in Adult Skills Starts and New learners by academic year

The number of Tailored Learning starts increased consistently over the 2021/22 to 2023/24 period but the learner count remained flat (Fig.13). Circa 2,300 individual learners started a Tailored Learning programme with around 5,000 new learning aim starts. For both Adult Skills and Tailored Learning, the ratio of learning aim starts per learner appears high and has increased since 2022/23.

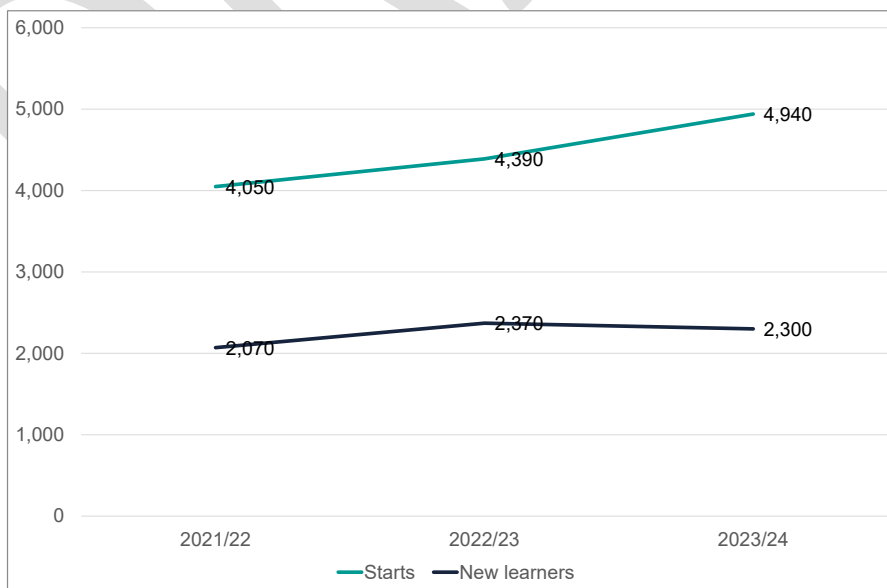


Figure 13: Trend in Tailored Learning Starts and New Learners by academic year.

The number of new FCfJ learners has increased year on year since 2021/22 albeit from a low base with new learning aim starts showing an almost identical trend (Fig.14).

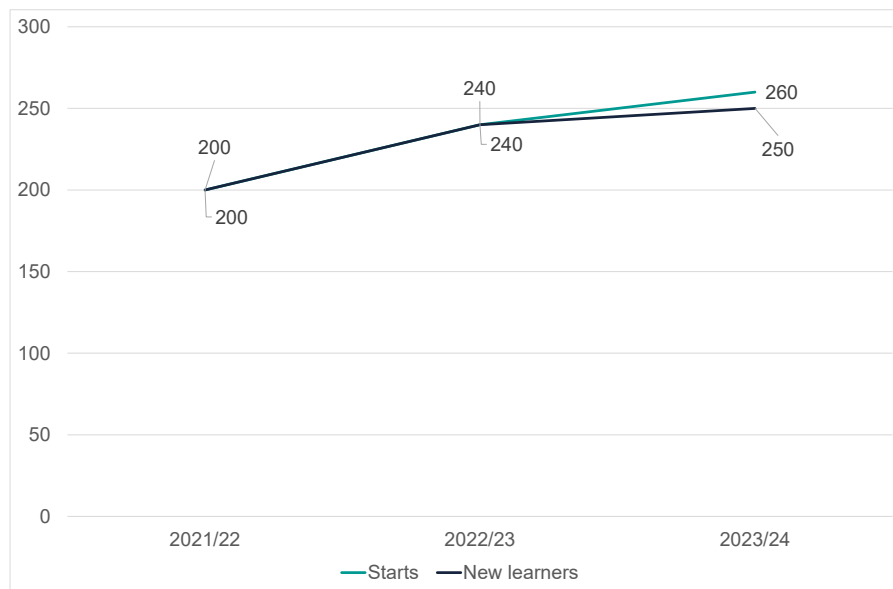


Figure 14: Trend in FCfJ Starts and New Learners by academic year.

Notional Adult Skills funding increased from 2021/22 to 2022/23 but fell slightly between 2022/23 and 2023/24 (Fig.15).

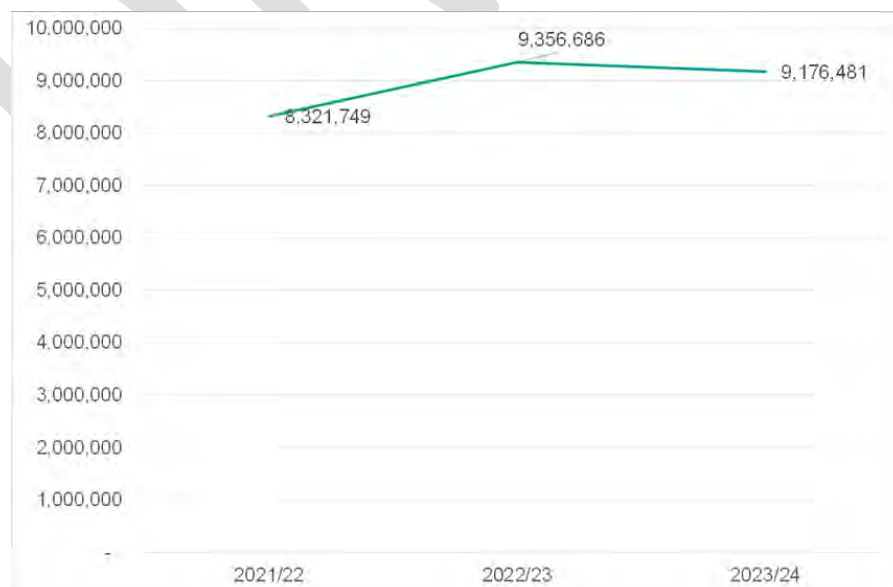


Figure 15: Trend in notional formula funding for Adult Skills strand (£).

Notional formula funding for FCfJ is higher than in 2021/22 but fell slightly between 2022/23 and 2023/24 (Fig.16). The vast majority (more than 95% in each case) of Tailored Learning starts for Hull City Council and East Riding of Yorkshire Council related to learners resident in HEY.

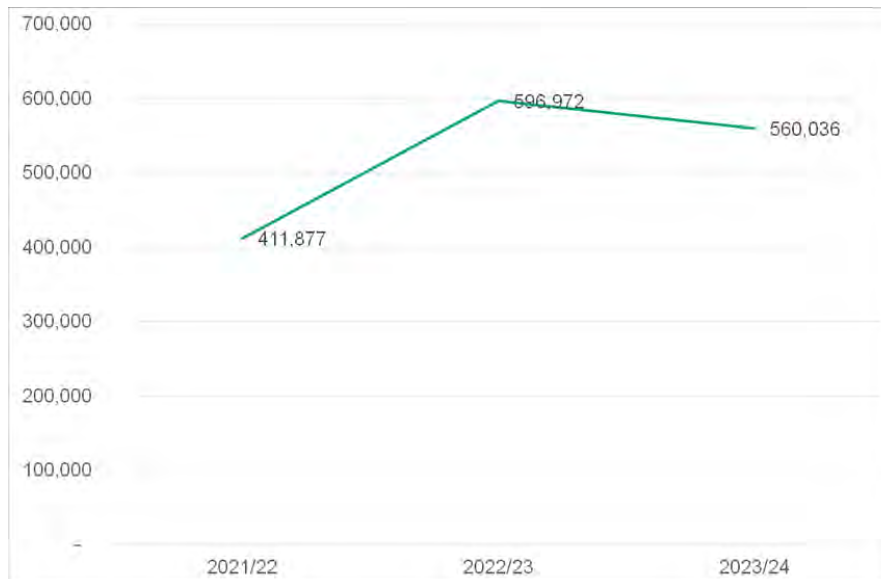


Figure 16: Trend in notional formula funding for FCfJ strand (£).

Hull accounts for 71% of Adult Skills notional funding and 53% of FCfJ funding (Fig.17).

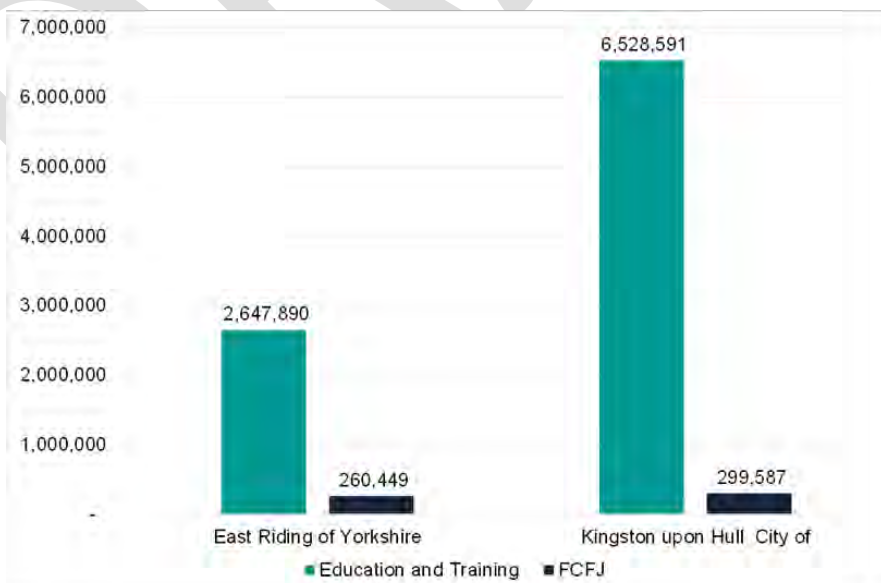


Figure 17: Profile of notional funding (£) by Local Authority (2023/24).

Hull accounts for two-thirds (68%) of Adult Skills starts but only 49% of FCfJ starts (Fig.18).

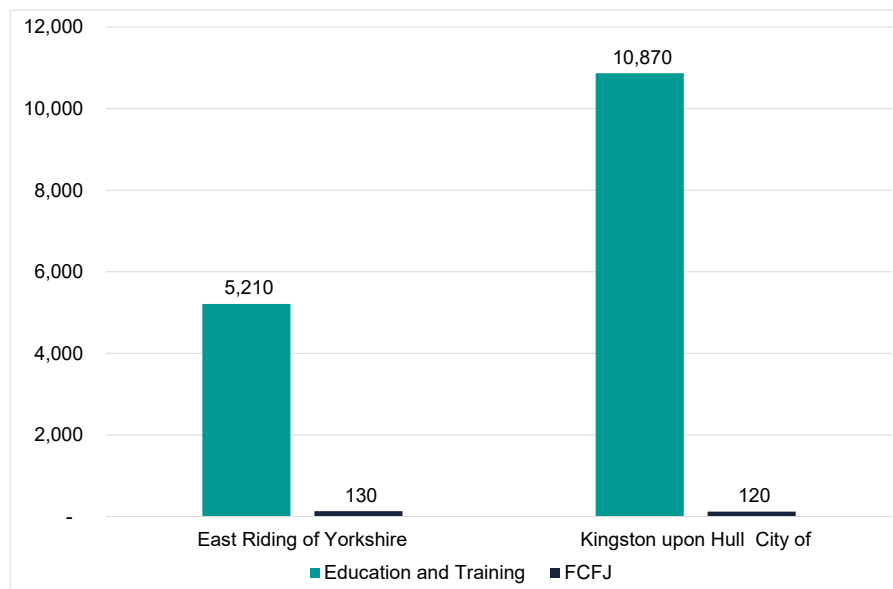


Figure 18: Profile of FCfJ starts by local authority (2023/24).

Two-thirds of Tailored Learning starts were for residents of the East Riding (Fig.19).

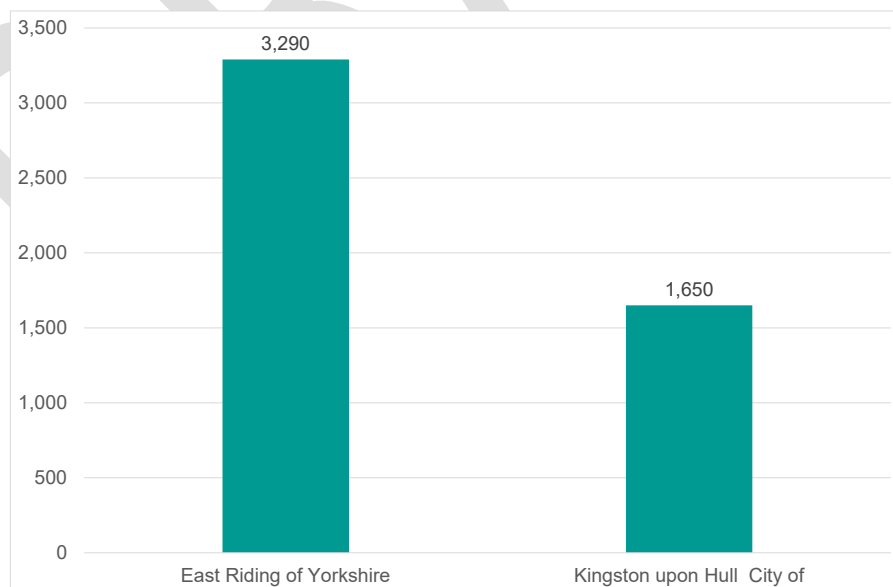


Figure 19: Profile of Tailored Learning Starts by Local Authority (2023/24).

East Riding's share of provision is low relative to its population (except for Tailored Learning) but is in line with its share of unemployed claimants and low qualified people (Fig.20).

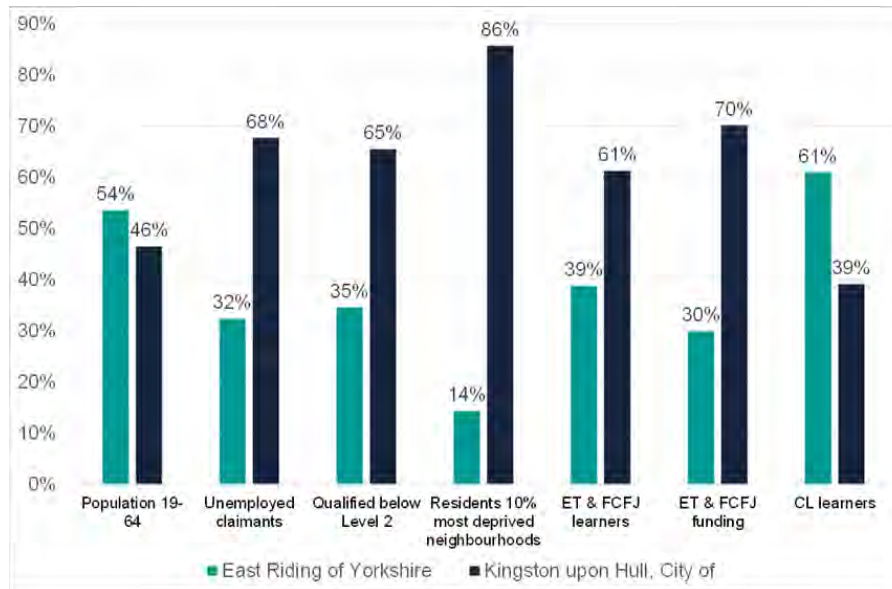


Figure 20: Take-up of AEB funded provision by Local Authority in context of indicators of need.

Only six locally based providers were engaged in delivery to Hull and East Riding learners in 2023/24. Only one local provider is not grant-funded (Fig. 21).

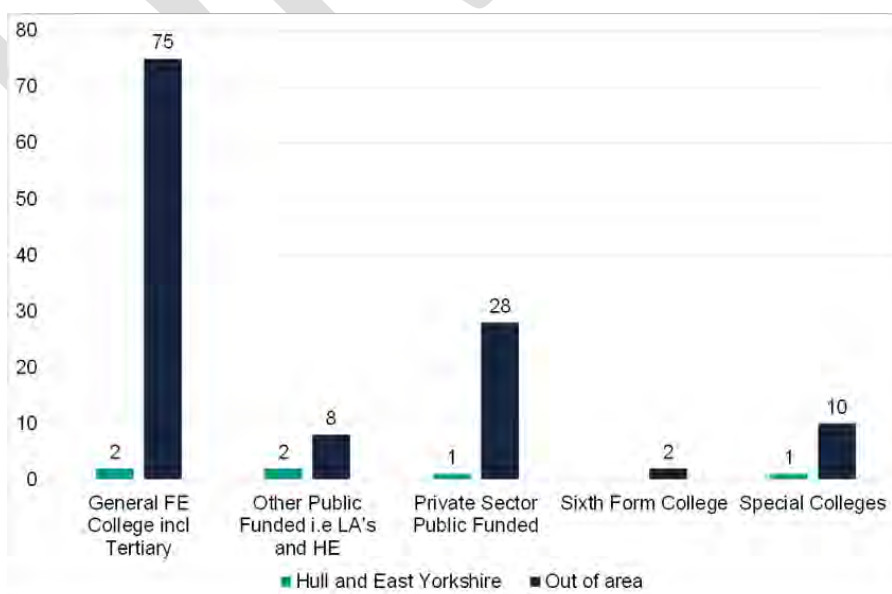


Figure 21: Number of providers serving ASF learners by provider type and location 2023/24.

Local providers account for 71% of Adult Skills notional funding with local colleges accounting for 55% of the total (Fig.22).

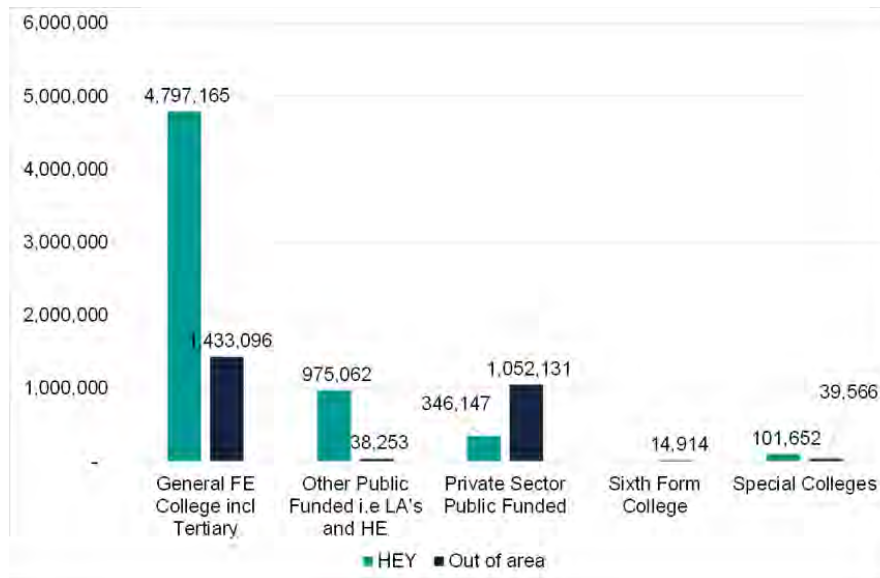


Figure 22: Profile of Adult Skills notional funding by provider type and location 2023/24.

Local providers (primarily colleges) account for 46% of FCfJ notional funding but out of area private providers account for 37% (Fig.23).

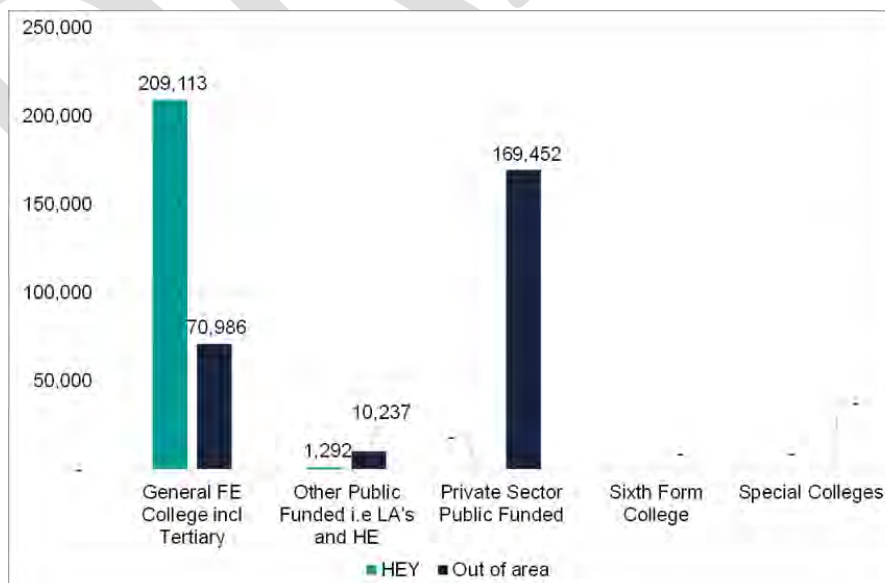


Figure 23: Profile of FCfJ notional funding by provider type and location (2023/24).

90% of Tailored Learning starts are delivered by local providers, mainly local authorities (Fig.24).

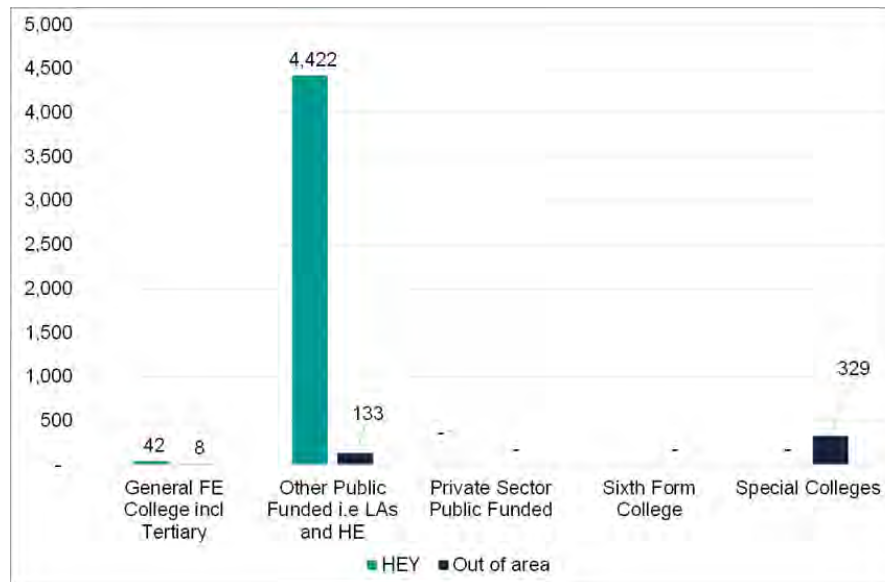


Figure 24: Profile of Tailored Learning Starts by provider type and location 2023/24.

The value of subcontracted Adult Skills provision has declined in both absolute terms and as a proportion of total funding, falling from 22% in 2021/22 to 14% in 2023/24 (Fig.25).

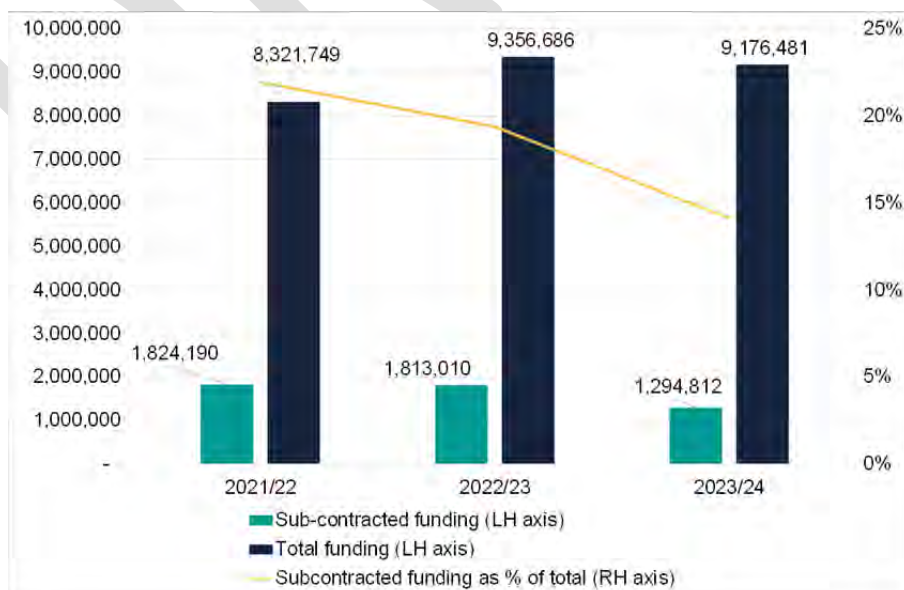


Figure 25: Adult Skills provision by direct and subcontracted delivery by academic year.

The value of FCfJ subcontracted provision grew sharply in 2023/24, albeit from a low base (Fig.26).

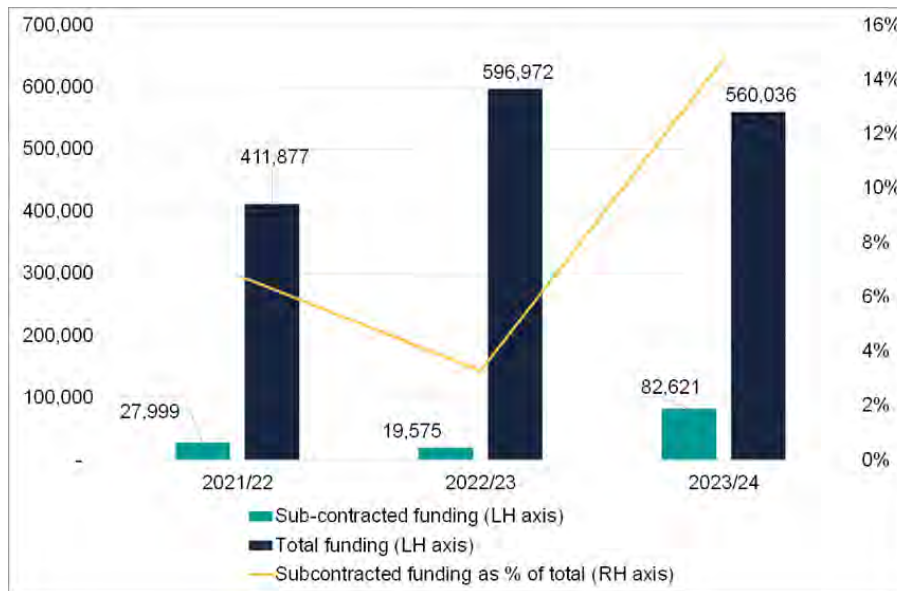


Figure 26: FCFJ provision by direct and subcontracted delivery.

Funding for “distance” learning has remained flat at around 20% of the Adult Skills Fund during the period. East Riding Council is the biggest user of distance learning in funding terms (Fig. 27).

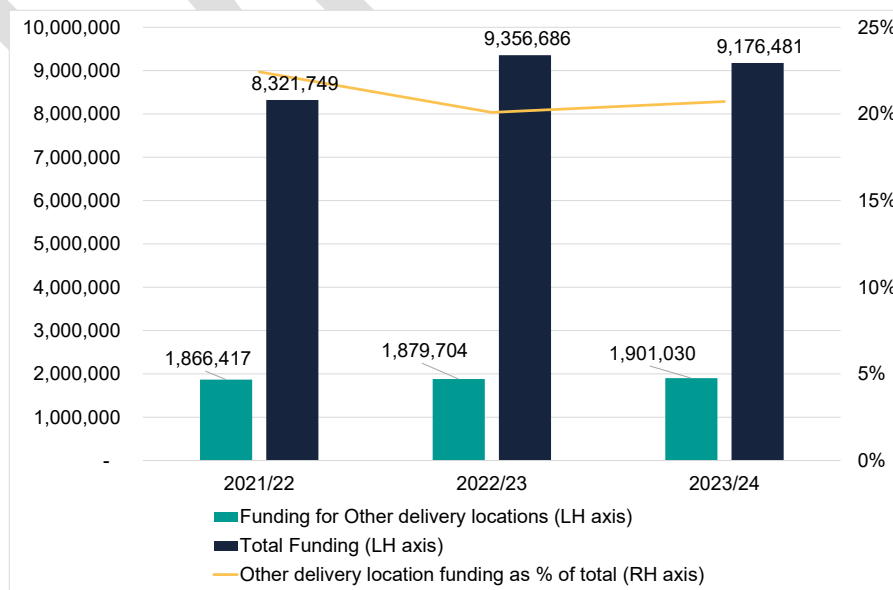


Figure 27: Notional funding (£) Adult Skills starts with “Other” delivery location.

The majority (53%) of Adult Skills starts were for unemployed learners (Fig.28).

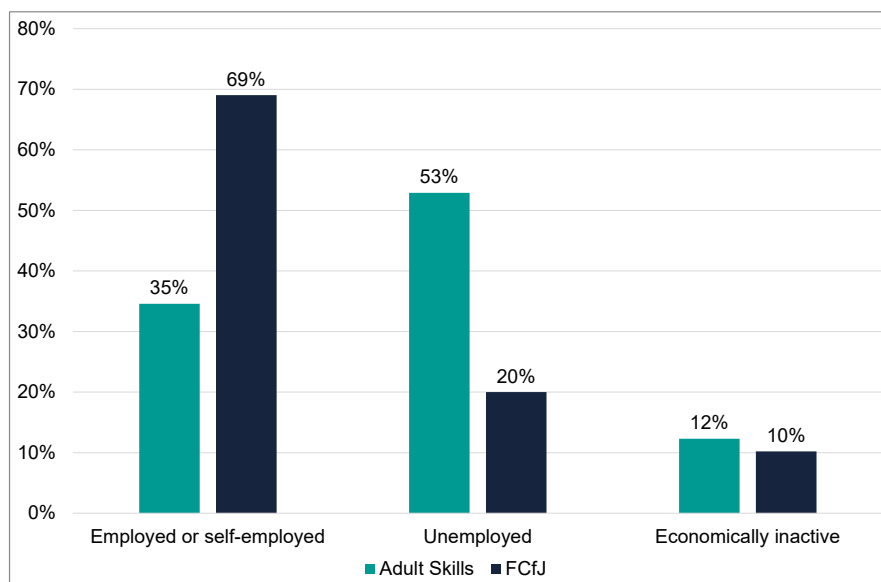


Figure 28: Profile of starts by employment status of learner (2023/24).

59% of Adult Skills starts were for learners who lacked a full Level 2 and 81% of FCfJ starts were for learners who lacked a full level 3 (Fig.29).

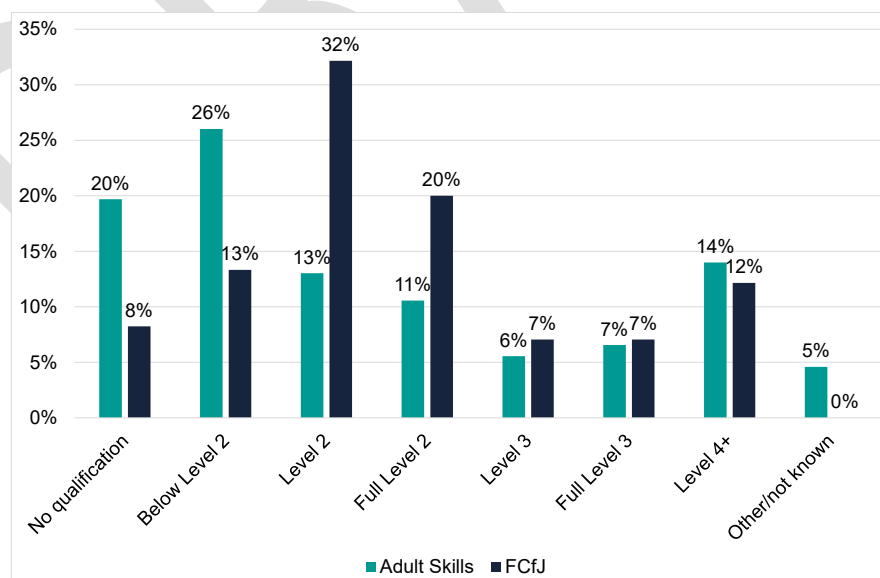


Figure 29: Profile of starts by prior attainment of learner (2023/24).

English for Speakers of Other Languages (ESOL) starts have grown strongly over time. Basic skills starts grew by 24% over the period 2021/22 to 2023/24 with ESOL starts growing by 48% and maths starts by 20%. ESOL take-up was most strongly concentrated among learners with an “other White” ethnic background (Fig.30).

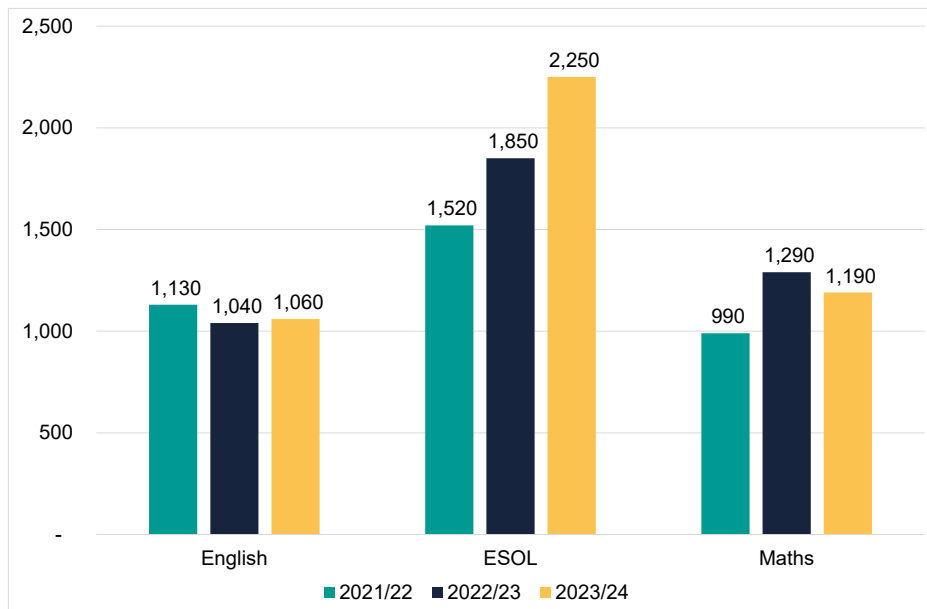


Figure 30: Trend in Adult Skills starts by basic skills type (2023/24).

Nearly a third of Adult Skills learners were from an ethnic minority, reflecting take-up of ESOL in this programme strand, including among white minorities (Fig.31).

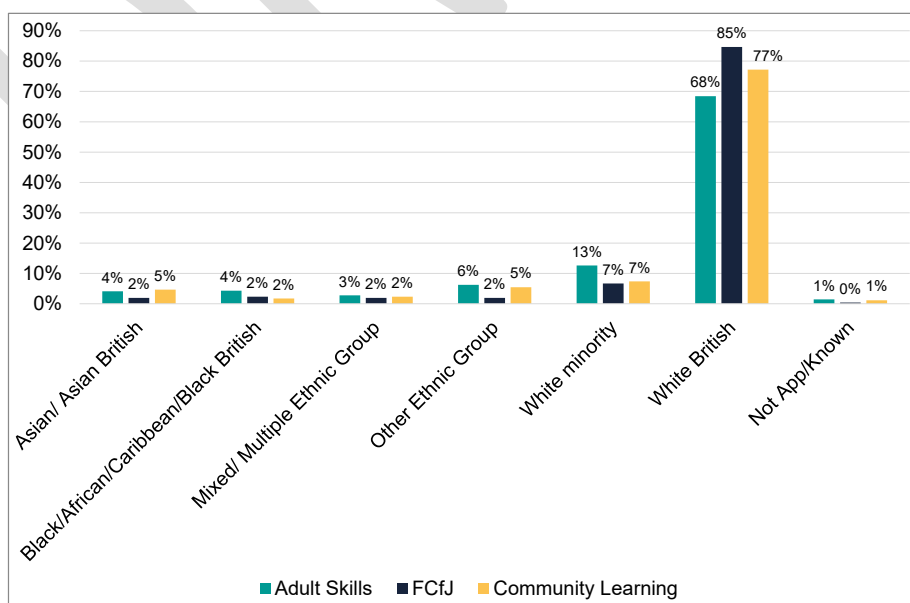


Figure 31: Profile of new learners by ethnicity (2023/24).

Around a fifth of new learners in each programme strand declared learning difficulty, disability, health problem (Fig.32).

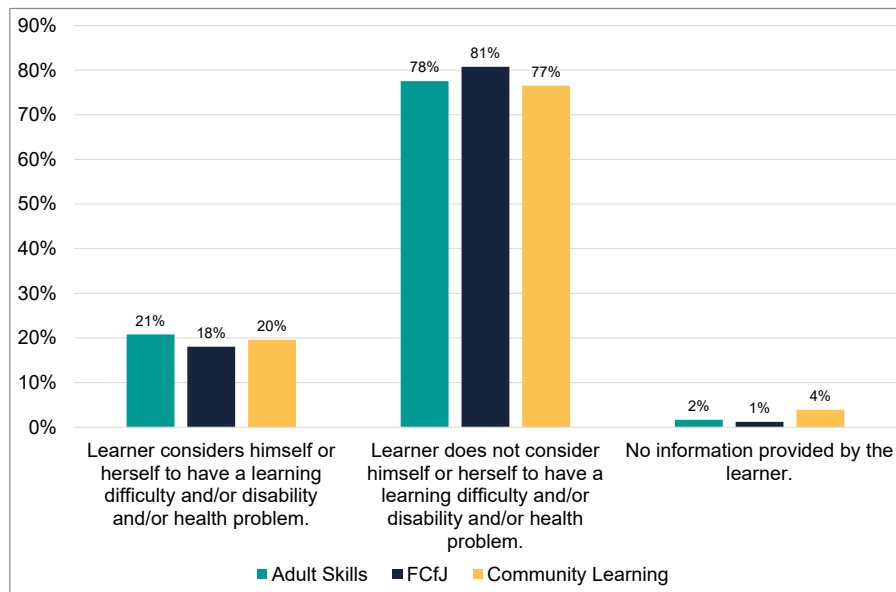


Figure 32: Profile of new learners by learning difficulty, disability, health problem (2023/24)

Several local providers have average achievement rates above the national average but differences may be partly due to the composition of provision (Fig.33).

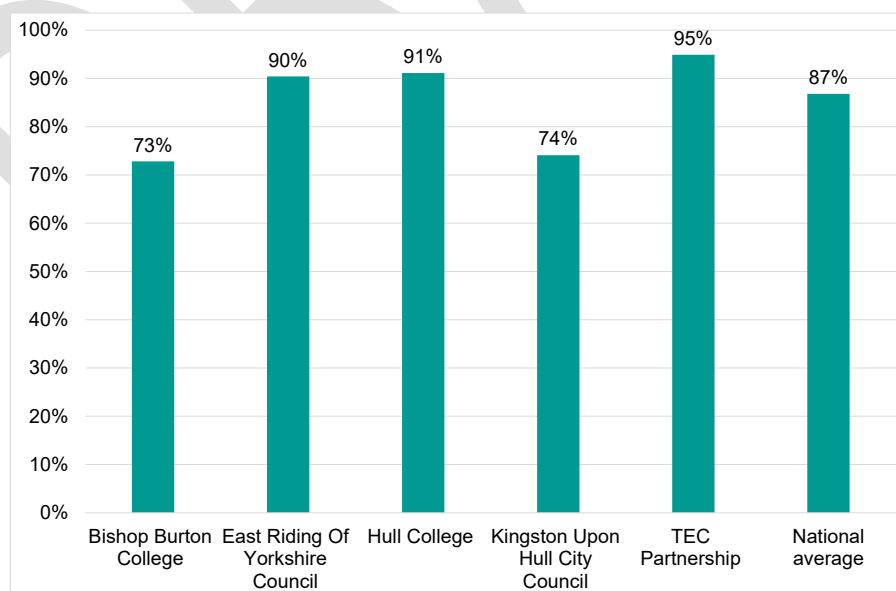


Figure 33: Achievement rates for 19+ Education and Training provision for local providers.

Engineering/manufacturing starts have grown over the period. Engineering and Manufacturing Technologies starts more than doubled over the 3 year period, growing from 580 to 1,310. Health, public service and care starts remained stable and ICT starts fell by 300, a reduction of 30% (Fig.34).

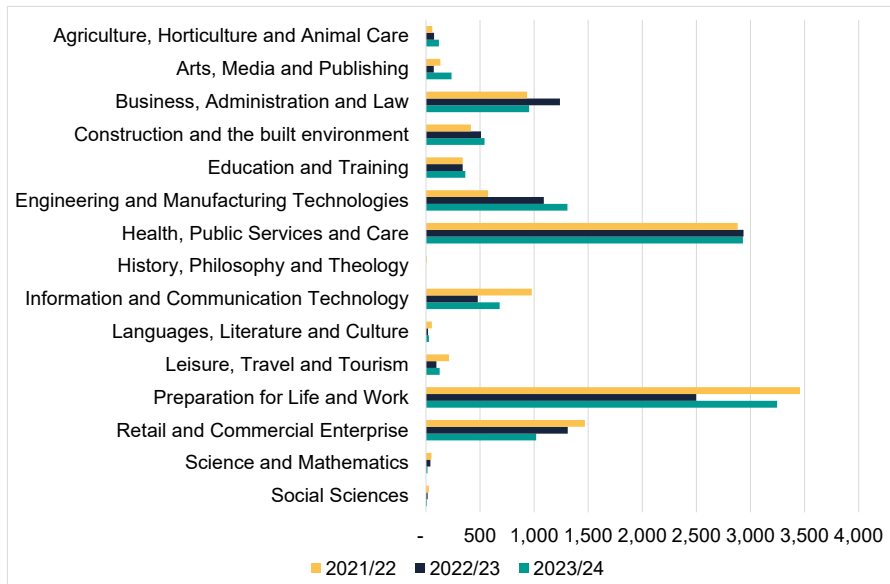


Figure 34: Trend in Adult Skills starts by sector subject area (excluding basic skills starts).

69% of FCfJ starts were for Health, Public Services and Care aims in 2023/24 (Fig. 35).

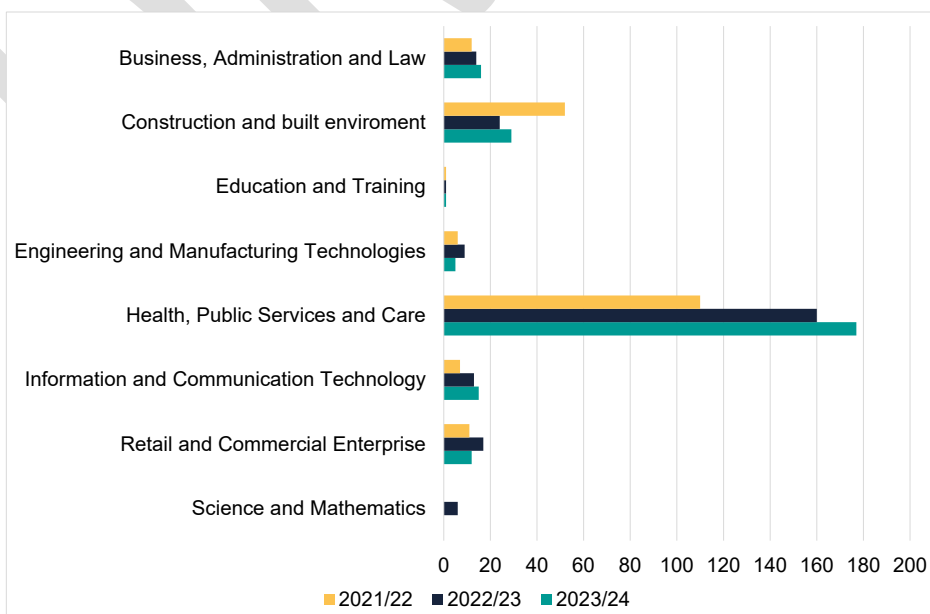


Figure 35: Trend in FCfJ starts by sector subject area.

9. Adult Skills Fund Commissioning

9.1 Commissioning Principles

For our first academic year of 2026/27, the HEYCA's strategic approach will be informed by analysis of the most recent full academic year (2023/24), stakeholder and learning partner engagement and the broader skills landscape.

We will also recognise the current grant funded provision in Hull and East Yorkshire and ensure stability is in place for year one with consideration of future change. We recognise that each provider will need time to plan effectively for any changes in curriculum requirements and/or funding. Funding will be provided via a mix of grant funded provision and opportunities to commission provision once the mayor is in place to confirm the approach (from May 2025).

In addition to the funding guidance and rules we recognise that many of our providers have in place, strategies and support mechanisms that have been developed with input from employers, sector data and the Local Skills Improvement Plan, therefore these too will be reviewed when any future changes are being considered.

Routes to market:	
1. Grant Allocations	<p>In the first year of implementation the HEYCA will continue to allocate Grant to providers who hold an existing Grant Agreement with the DfE and meet all the following criteria:</p> <ul style="list-style-type: none"> • Can demonstrate they have an established place-based approach that supports Hull and East Yorkshire's strategic priorities • Deliver significant volumes of activity within Hull and East Yorkshire <p>We will allocate grant to eligible providers by applying the proportion of their 2023/2024 allocation that was spent on Hull and East Yorkshire learners to their 2026/2027 allocation.</p> <p>Grant Agreements will be issued for one year (August 2026 to July 2027) with the option to extend for a further year (to July 2028), subject to provider performance and funding availability.</p>

	<p>The HEYCA will also need to assess the role of Specialist Designated Institutions who currently hold ASF Grant Agreements</p> <p>The HEYCA will develop a regular process with local Further Education Colleges and Local Authorities to determine the scale and balance of provision that will continue to deliver the legal entitlements whilst offering a range of learning opportunities that take account of local priorities and links with other initiatives.</p> <p>Grant agreements will include delivery targets over the course of the agreement and performance will be monitored against regular performance points as part of the (still to be developed) provider management and audit arrangements.</p> <p>The HEYCA is considering an approach where it will pay providers operating under grant agreement a standard national DfE profile. The HEYCA will continually engage with providers during each academic year on the appropriateness of this profile and will consider alternative arrangements should they be proposed or needed.</p> <p>The HEYCA will hold performance management meetings (frequency and format to be determined under the provider management arrangements). It is envisaged such meetings will focus on strategic plans and whether providers are progressing in achieving the activity set out in their delivery plan, and funding returns. At these points, significant under/over delivery, re-deployed and re-profiling of funding will be discussed.</p>
2. Contracts for Services	<p>The remaining ASF will be allocated via open and competitive tendering processes.</p> <p>There will be a round of procurement that will take place throughout Autumn 2025, which will target the priorities identified in the HEY ASF Strategic Skills Plan focusing on:</p> <ul style="list-style-type: none"> • Delivery of legal entitlements. • Supporting unemployed and economically inactive to progress into good jobs. • Supporting in-work progression of those on low wages. • Enabling employed adults to progress in the workplace. • Testing and/or piloting innovative ways of addressing skills gaps or trialling new learning methods.

	<p>Dependant on the provision being commissioned; Contracts for Services will be issued for one year (August 2026 to July 2027) with the option to extend for further years. The extension will be subject to learning organisation performance, skills policy and funding availability.</p>
3. Innovation Fund	<p>In the future years the HEYCA has the option to create an Innovation Fund (subject to funding availability) which will be reserved for the commissioning of specific initiatives.</p> <p>The “Innovation Fund” will ensure that skills delivery in Hull and East Yorkshire remains flexible and can ensure the ASF can be:</p> <ul style="list-style-type: none"> • responsive to any changes to the local economy and any new and emerging skills or needs that may arise • utilised to test new ways of working that could be mainstreamed in future years • respond to economic shocks and opportunities as they arise
For all provision – irrespective of route to market	<p>The HEYCA will follow the current DfE funding rules and will review annually and develop these rules to meet the needs of its residents.</p> <p>Learning organisations will be expected to complete an Annual Delivery Plan and an Accountability Statement. The Annual Delivery Plan must include:</p> <ul style="list-style-type: none"> • Curriculum offer • How it will align to the HEY ASF Strategic Skills Plan and consider HEY LSIP priorities • anticipated volumes of learners by sector subject area • level and type of provision and local authority area • profile of delivery across each year • outcomes • identify all planned subcontracting arrangements (1st tier subcontracting arrangements.) • The HEYCA will develop the template for this Delivery Plan. <p>The HEYCA will utilise the Annual Accountability Statements produced by learning organisations for the DfE to assess their contributions to the strategic aims of the HEYCA ASF Strategic Skills Plan objectives.</p> <p>We will introduce a performance management framework to ensure funding is spent in line with delivery plans, performance/reconciliation points, and will enable the HEYCA to monitor under and over-performance.</p>

	<p>The HEYCA has yet to agree its approach to under-performance, but at the very minimum it is expected that it will reserve the right to rebase providers' allocations in future years. Where providers have identified and worked with the HEYCA to manage any underperformance, the HEYCA may discuss the requirement for re-basing, where providers do not declare underperformance the HEYCA may rebase allocations automatically.</p> <p>For providers with under-delivery between 97% and 100% of their allocation at the end of the funding year, the HEYCA will reduce your baseline to actual delivery in line with DfE guidance for 2025/26.</p> <p>For providers that over-deliver, when calculating your baseline allocation for academic year 2026 to 2027, the HEYCA will take into account over-delivery from 2025 to 2026, up to 10%. Annual growth requests will be available subject to provider performance and funding availability.</p>
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10. Strategic Approach

10.1 Sub-contracting

The HEYCA recognises that subcontracting can play a vital role in the delivery of the ASF and ensuring high quality outcomes for learners. It supports the building of capacity and capability within providers and acts as a catalyst for effective collaboration, something which stakeholders identified as a priority.

Subcontracting also allows access to niche and specialist provision and can enable effective community engagement. They also often have established networks within their communities which can enhance learner engagement and improve recruitment.

It can enable providers to expand their designated geographical reach allowing provision to be delivered across a wider area, including geographical "cold spots" e.g. rural or coastal areas ensuring better access for learners.

By strategically subcontracting elements of their ASF provision, providers can harness these benefits to improve the overall quality, accessibility, and efficiency of adult skills delivery.

However, providers should ensure that subcontracted provision meets the HEYCA's strategic aims and enhances the quality of their learner offer. It must not be used to meet short-term funding objectives. Providers will be required identify any subcontracting arrangements in Annual Delivery Plans, supported by a rationale.

The addition of new subcontracting arrangements in year must be approved by the HEYCA.

The HEYCA will closely monitor the quality of subcontracted provision to ensure that it aligns with the strategic priorities set out in this Plan and is delivered in a way that continues to benefit learners.

10.2 Distance learning

The HEYCA recognises that distance learning aids the access and participation of learners, particularly those who are experiencing barriers to engaging with learning. Distance learning plays an important role in creating flexible learning opportunities and can accommodate diverse schedules and personal commitments, making skills attainment more inclusive, and removing barriers to learning, particularly for those individuals facing health issues. It can also provide a solution to communities in geographical “cold spots” e.g. coastal and rural areas.

Providers will be required to identify where they plan to deliver provision through distance learning in their Delivery Plans. The HEYCA will closely monitor the quality of distance learning to ensure that it aligns with the strategic priorities set out in this Plan and is delivered in a way that continues to benefit learners.

10.3 Cross border arrangements

The HEYCA recognises that there may be several reasons why a Hull or East Yorkshire resident may need to access learning outside of the HEYCA area, such as:

- **Residential Location** – a learner may live in a location close to the HEYCA border, meaning that the nearest provider is in a neighbouring Combined Authority area.
- **Location of Employer** – learners may need to travel to neighbouring towns/cities for work, rather than the area in which they reside, meaning that their most convenient location for learning, particularly if the learning is employer led, may be in the neighbouring Combined Authority in which they work.
- **Niche Provision** – some niche or specialist provision may only be available through providers based outside of the HEYCA area.
- **Accessibility Needs** – learners with physical disabilities or SEND learners may have accessibility needs which require travel to learning available in a neighbouring Combined Authority area.

To accommodate these scenarios, the HEYCA may allocate funding to providers who are based outside of the Hull and East Yorkshire region who either:

- Are part of a group who have a member that has a fixed delivery site within Hull and East Yorkshire.
- Has a fixed delivery site that shares a border with Hull and East Yorkshire.
- Has a fixed delivery site that belongs to a Combined Authority that shares a border with the Hull and East Yorkshire Combined Authority.

This approach should also help to provide some stability within the provider base during the initial implementation of the devolved Hull and East Yorkshire ASF. The HEYCA is only responsible for supporting Hull and East Yorkshire residents. Any learner travelling into Hull or East Yorkshire from other regions will require the provider to have an ASF allocation with either the DfE or devolved Combined Authority, depending on their residential location. Where required, the HEYCA will look to establish cross border arrangements with neighbouring devolved areas. The HEYCA will closely monitor these cross-border arrangements to ensure that they continue to align with the strategic priorities set out in this SSP, that provision continues to be accessible for its residents, and is in the interest of maximising the ASF.

11. Governance

The HEYCA Constitution and Single Assurance Framework sets out the governance framework and standards to which the ASF will be administered.

All investment decisions made in relation to the ASF are undertaken having given full consideration to:

- Statutory duties relating to adult education and training which have been transferred to the Combined Authority under Statutory Instruments.
- Statutory entitlements to education and training of adults living in devolved areas, and policy entitlements where relevant.
- Statutory and non-statutory guidance.

11.1 Decision Makers

The HEYCA Executive is the principal decision maker and provides leadership of the Combined Authority. The Executive comprises:

- The Mayor
- Two elected members from each constituent council, one of whom will act as the lead member for their constituent council
- Up to four non-constituent members, who will be nominated by the following bodies:
 - Humberside Police and Crime Panel
 - Skills Board
 - Business Board

- Another nominated body to ensure the representative nature of the authority (as identified by the Combined Authority)
- Decisions will be made by the Mayor (in relation to Mayoral functions) or the Mayor and Executive (in relation to non-Mayoral functions) in accordance with the HEYCA constitution.
- The Constituent Council Members represent the views of their local authorities at the Combined Authority Executive whilst also ensuring that they put the needs and opportunities of the Hull and East Yorkshire combined area at the forefront of all decisions. The Combined Authority, through its Executive, has clear roles and responsibilities within its governance framework when it comes to decision making in regard to strategy and budgets.

Technical and subject matter expertise, advice, guidance and recommendations will be provided by the HEY Skills Hub / ASF Team and the HEYCA Skills Board.

11.2 Skills Board

A new dedicated Skills Board will also support the Mayor, the Combined Authority Executive and officers. The Skills Board's remit is to help facilitate an efficient and fair local labour market where business can access a suitably skilled workforce, all local people can secure good quality, well paid employment regardless of their background and achieve their full potential. The membership of this board is drawn from the local business community and wider stakeholder groups. The Board's nominated person attends the Combined Authority Executive as a non-voting non constituent member.

11.3 ASF team responsibilities

There is an assumption that the HEY Skills Hub will transition into the HEYCA and with additional capacity will be responsible for:

- Managing the ASF commissioning, grant allocation and procurement process
- Appraising the ASF programme, carrying out due diligence and reporting the outcomes to the HEYCA Executive and the HEYCA Skills Board
- Analysing programme delivery and providing reports to the HEYCA Executive and the HEYCA Skills Board making recommendations relating to variations and future ASF priorities
- Issuing ASF Grant Agreements and Contracts for Services
- Undertaking ASF provider performance monitoring, evaluation and risk management
- Reviewing and updating the Hull & East Yorkshire ASF SSP

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12. Monitoring, Review and Evaluation

The ASF SSP is an integral part of the wider economic development aims and objectives set out in the draft Hull and East Yorkshire Economic Framework and draft Hull and East Yorkshire Skills Framework. The Strategic Skills Plan will be subject to ongoing monitoring and evaluation to ensure that the provision, programmes and initiatives achieve the desired outcomes and deliver a positive impact on learners, employers, the regions workforce and wider economic development.

The HEYCA's Monitoring and Evaluation Framework will be used for the ASF activity including the use of logic models. It will meet the national requirements together with locally determined requirements (as established through the skills framework and stakeholder engagement) so that it effectively informs and shapes the criteria for future funding awards. This formal evaluation is undertaken on an annual basis.

The HEYCA will produce an Annual Assurance Report on the delivery of its ASF functions in line with wider monitoring and evaluation requirements and the English Devolution Accountability Framework. This will be reported to the Department for Education (DfE) by 31st March each year. The HEYCA will also submit its Annual Assurance Statement to the DfE in July each year following consideration by the HEYCA Executive and Skills Board.

APPENDIX “X”

 Hull and East Yorkshire Combined Authority	Adult Skills Fund Readiness Self-Assessment Supplementary Evidence Pack
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CONTENTS:

1. Governance
2. Financial
3. Procurement
4. Contracting and Funding Agreements
5. Payments
6. ASF Policy: funding rules and learner eligibility. Provider allocations, Funding Formula and Rates
7. Data Collection and Reporting
8. Provider Management
9. Stakeholder consultation
10. Forward Plan



1. Governance

HEYCA Governance

The Hull and East Yorkshire Combined Authority Constitution sets out how the HEYCA will operate. It includes:

- How the HEYCA will make decisions
- The procedures it will follow to ensure its work is efficient, effective and both transparent and accountable

Some of the above are set by law while others are elective and embrace the principles of devolution by taking local approaches deemed in the best interest of the HEY region.

The Monitoring Officer will regularly monitor and review the operation of the constitution which will include an annual review to ensure that it remains fit for purpose.

The HEYCA Single Assurance Framework sets out the HEYCA will use public money responsibly, openly and transparently and accountability to achieve best value for money.

The HEYCA Constitution, Appointment of External Auditor and Assurance Framework were all approved at the HEYCA's inaugural meeting held on 5th March 2025.

Adult Skills Fund Governance

All investment decisions made in relation to the Adult Skills Fund (ASF) are undertaken having given full consideration to:

- Statutory duties relating to adult education and training which have been transferred to the Combined Authority under Statutory Instruments.
- Statutory entitlements to education and training of adults living in devolved areas, and policy entitlements where relevant.
- Statutory and non-statutory guidance.

Decision Makers

The HEYCA Executive is the principal decision maker and provides leadership of the Combined Authority. The Executive comprises:

- The Mayor
- Two elected members from each constituent council, one of whom will act as the lead member for their constituent council
- Up to four non-constituent members, who will be nominated by the following bodies:
 - Humberside Police and Crime Panel
 - Skills Board
 - Business Board
 - Another nominated body to ensure the representative nature of the authority (as identified by the Combined Authority)
- Decisions will be made by the Mayor (in relation to Mayoral functions) or the Mayor and Executive (in relation to non-Mayoral functions) in accordance with the HEYCA constitution.

- The Constituent Council Members represent the views of their local authorities at the Combined Authority Executive whilst also ensuring that they put the needs and opportunities of the Hull and East Yorkshire combined area at the forefront of all decisions. The Combined Authority, through its Executive, has clear roles and responsibilities within its governance framework when it comes to decision making in regard to strategy and budgets.

Technical and subject matter expertise, advice, guidance and recommendations will be provided by the HEY Skills Hub / ASF Team and the HEYCA Skills Board.

The HEYCA Skills Board

A new dedicated Skills Board will also support the Mayor, the Combined Authority Executive and officers. The Skills Board's remit is to help facilitate an efficient and fair local labour market where business can access a suitably skilled workforce, all local people can secure good quality, well paid employment regardless of their background and achieve their full potential. The membership of this board is drawn from the local business community and wider stakeholder groups. The Board's nominated person attends the Combined Authority Executive as a non-voting non-constituent member.

ASF Team Responsibilities

There is an assumption that the HEY Skills Hub will transition into the HEYCA and with additional capacity will be responsible for:

- Managing the ASF commissioning, grant allocation and procurement process
- Appraising the ASF programme, carrying out due diligence and reporting the outcomes to the HEYCA Executive and HEYCA Skills Board
- Analysing programme delivery and providing reports to the HEYCA Executive and HEYCA Skills Board making recommendations relating to variations and future ASF priorities
- Issuing ASF Grant Agreements and Contracts for Services
- Undertaking ASF provider performance monitoring, evaluation and risk management

The accountability of the devolved ASF function will remain with the HEYCA Executive. However, in order for the ASF to be delivered flexibly and responsively in line with the priorities set out in its Strategic Skills Plan and the feedback from stakeholders, it is anticipated that some responsibilities will be formally delegated. Proposed schemes of delegation are yet to be discussed and agreed but will be in place by the time they are required.

 Hull and East Yorkshire Combined Authority	2. Financial
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The HEYCA is required to appoint statutory committees including an audit committee and one or more overview and scrutiny committees.

The draft HEYCA constitution which was approved at the inaugural HEYCA meeting on 5th March includes the creation of an Audit and Governance Committee and an Overview Scrutiny Committee.

The function of the Audit & Governance Committee is to:

- Review and scrutinise HEYCA finances
- Review and assess the HEYCA risk management, internal control and corporate governance arrangements
- Review and assess the economy, efficiency and effectiveness with which resources have been used in discharging the HEYCA functions
- Make reports and recommendations to the HEYCA in relation to reviews conducted into the above
- Implement the obligation to ensure high standards of conduct amongst members

Audit & Governance Committee Terms of Reference:

The Governance and Audit Committee is authorised:

- To review and scrutinise the Combined Authority's financial affairs.
- To review and assess the Combined Authority's risk management, internal control and corporate governance arrangements.
- To make reports and recommendations to the Combined Authority in relation to reviews conducted under paragraphs 1 and 2 above.
- To consider the findings of a review of the effectiveness of the system of internal control and approve the annual governance statement.
- To consider and approve the statement of accounts.
- To consider and approve the annual audit plan.
- To consider external audit arrangements and reports and consider any audit letter from the local auditor following an audit.
- To receive and consider an annual report from the Joint Independent Audit Committee.
- To promote and maintain high standards of conduct by members and co-opted members of the Combined Authority.
- To advise the Combined Authority in relation to:
 - adopting, revising or replacing its Members' Code of Conduct;
 - appointing at least one independent person;
 - arrangements for investigating and making decisions about allegations of failing to comply with the Members' Code of Conduct.
- To consider and determine any allegation of failing to comply with the Members' Code of Conduct

The function of the Scrutiny Committee is to:

- Review or scrutinise any decision made, or action taken in connection with any Mayoral or non-Mayoral function of the HEYCA
- Make reports or recommendations to the HEYCA with respect to any non-Mayoral function of the HEYCA
- Make reports or recommendations to the Mayor, with respect to any Mayoral function of the HEYCA

- Make reports or recommendations to the HEYCA or Mayor on matters that affect the HEYCA or residents of the area

Scrutiny Committee Terms of Reference:

The Scrutiny Committee is authorised, in accordance with the HEYCA constitution, to:

1.1 Review or scrutinise any decision made, or other action taken, in connection with the discharge of any Non-Mayoral Function or Mayoral General Function of the Combined Authority.

1.2 With respect to 1.1, the committee may:

- i. call-in any Key Decision by the Mayor, a decision-making committee or a Key Decision by an officer
- ii. direct that the decision is not implemented while it is under review
- iii. recommend that the decision be reconsidered by the decision-maker.

1.3 Make reports or recommendations to the Combined Authority, the Mayor, or any other decision-maker or decision-making committee, with respect to any Non-Mayoral Function or Mayoral Function of the Combined Authority.

1.4 Make reports or recommendations on any matter that affects the Hull and East Yorkshire area or inhabitants.

1.5 Receive responses to any report or recommendation it has made.

1.6 Consider any matter referred to it by the Mayor, Combined Authority, a Member of the Combined Authority or any other committee, or a member of a constituent council.

The HEYCA is responsible for assuring the use of funds by all training providers and colleges delivering the Adult Skills Fund. Wider assurance includes internal controls such as performance management and monitoring, risk management and quality assurance reviews as well as financial management to monitor the financial viability of those who are in receipt of funding.

Internal Audit services will be provided via an SLA with ERYC and delivered in line with the requirements of the HEYCA Constitution and relevant internal audit standards.

The HEYCA Single Assurance Framework sets out the HEYCA's approach to risk management. The HEYCA's Head of Paid Service will be responsible for the identification and management of risk for the overall investment programme, including the Adult Skills Fund. Key risks for the Adult Skills Fund will be added to the HEYCA Corporate Risk Register and will be monitored (alongside the performance monitoring procedures) and reported to the Audit and Governance Committee.

The HEYCA will establish an approach to risk management which supports the identification and management of opportunities and risks across the Adult Skills Fund. The approach to risk management is yet to be designed and approved but will follow recommended and good practice principles including:

- Being incorporated into the HEYCA governance and leadership
- Being an integral element of the evaluation and decision-making processes at all levels
- Be collaborative and transparent with the appropriate level of expertise
- Include risk identification and assessment
- Identification and treatment of risk options
- Risk monitoring
- Risk reporting and management oversight
- Subject to continual review and improvement

The HEYCA will begin attending the ASF Devolution Audit, Assurance, Fraud and Investigation (AAFI) Network that comprises of DfE and other CA's. This will support the development of the strategic and operational Audit and Assurance approach to the Adult Skills Fund.

The HEYCA will produce an Annual Assurance Report on the delivery of its Adult Skills Fund functions in line with wider monitoring and evaluation requirements and the English Devolution Accountability Framework. This will be reported to the Department for Education (DfE) by 31st March each year. HEYCA will also submit its Annual Assurance Statement to the DfE in July each year following consideration by the HEYCA Executive and Skills Board.

The HEYCA's Monitoring and Evaluation Framework will be used for the Adult Skills Fund activity including the use of logic models. It will meet the national requirements together with locally determined requirements (as established through the skills framework and stakeholder engagement) so that it effectively informs and shapes the criteria for future funding awards. This formal evaluation is undertaken on an annual basis.

Details to be confirmed and advised by the HEYCA Governance Task & Finish Group.

The HEYCA will undertake procurement via an SLA with Hull City Council.

The commissioning model will be compliant with both the Procurement Act 2023 and Subsidy Control Act 2022.

The HEYCA will commission ASF delivery via grant funded allocations for colleges and local authority providers and will utilise embedded DPS structures via [YORtender](#) for the procurement of provision from ITPs ensuring compliance with procurement law.

Exemplar documents to be used by HEYCA will be:

Invitation to tender	TBC
Other standard procurement and contracting documents	TBC

All investment decisions made in relation to this funding are undertaken having given full consideration to:

- Statutory duties relating to adult education and training which have been transferred to the Combined Authority under Statutory Instruments.
- Statutory entitlements to education and training of adults living in devolved areas, and policy entitlements where relevant.
- Statutory and non-statutory guidance.

HEYCA's Strategic Skills Framework sets out the strategic vision and priorities for all skills funding and programmes. There is an implementation plan that provides clear direction of how devolved funds should be commissioned. The Strategic Skills Framework supports HEYCA's Corporate and Investment Plans as well as key priorities in the region's Local Skills and Improvement Plan (LSIPs).

Effective and comprehensive due diligence will be conducted prior to taking and final decision to fund Adult Skills Fund providers and before first payment is released ensuring the HEYCA and learners are not put at risk and public money is safeguarded. The HEYCA proposes to use the approach set out in the DfE's "[Sub-contracting Standard Guidance August 2022](#)" as the basis for undertaking this work.

Contracting and Funding Agreements

Subject to final approval, the HEYCA will adopt a dual approach to contracting the Adult Skills Fund. It will involve a combination of grant funding agreements and procured contracts for services.

For the first year (2026-2027) the HEYCA will roll over the existing DfE approach and will not make any changes.

The HEYCA's approach to contracting and Funding agreements is set out in the Strategic Skills Plan:

For our first academic year of 2026/27, HEYCA's strategic approach will be informed by analysis of the most recent full academic year (23/24), stakeholder and learning partner engagement and the broader skills landscape.

We will also recognise the current grant funded provision in HEY and ensure stability is in place for year one with consideration of future change. We recognise that each provider will need time to plan effectively for any changes in curriculum requirements and/or funding.

In addition to the funding guidance and rules we recognise that many of our providers have in place, strategies and support mechanisms that have been developed with input from employers, sector data and the Local Skills Improvement Plan, therefore these too will be reviewed when any future changes are being considered.

Routes to market:

1. Grant Allocations	<p>In the first year of implementation the HEYCA will continue to allocate Grant to providers who hold an existing Grant Agreement with the DfE and meet all the following criteria:</p> <ul style="list-style-type: none"> • Can demonstrate they have an established place-based approach that supports Hull and East Yorkshire's strategic priorities • Deliver significant volumes of activity within Hull and East Yorkshire <p>We will allocate grant to eligible providers by applying the proportion of their 2023/2024 allocation that was spent on Hull and East Yorkshire learners to their 2026/2027 allocation.</p> <p>Grant Agreements will be issued for one year (August 2026 to July 2027) with the option to extend for a further year (to July 2028), subject to provider performance and funding availability.</p> <p>The HEYCA will also need to assess the role of Specialist Designated Institutions who currently hold ASF Grant Agreements</p> <p>The HEYCA will develop a regular process with local Further Education Colleges and Local Authorities to determine the scale and balance of provision that will continue to deliver the legal entitlements whilst offering a range of learning opportunities that take account of local priorities and links with other initiatives.</p> <p>Grant agreements will include delivery targets over the course of the agreement and performance will be monitored against regular performance points as part of the (still to be developed) provider management and audit arrangements.</p> <p>The HEYCA is considering an approach where it will pay providers operating under grant agreement a standard national DfE profile. The HEYCA will continually engage with providers during each academic year on the appropriateness of this profile and will consider alternative arrangements should they be proposed or needed.</p> <p>The HEYCA will hold performance management meetings (frequency and format to be determined under the provider management arrangements). It is envisaged such meetings will focus on strategic plans and whether providers are progressing in achieving the activity set out in their delivery plan, and funding returns. At these points, significant under/over delivery, re-deployed and re-profiling of funding will be discussed.</p>
2. Contract for Services	<p>The remaining ASF will be allocated via open and competitive tendering processes.</p> <p>There will be a round of procurement that will take place throughout Autumn 2025, which will target the priorities identified in the HEY ASF Strategic Skills Plan focusing on:</p>

	<ul style="list-style-type: none"> • Delivery of legal entitlements. • Supporting unemployed and economically inactive to progress into good jobs. • Supporting in-work progression of those on low wages. • Enabling employed adults to progress in the workplace. • Testing and/or piloting innovative ways of addressing skills gaps or trialling new learning methods. <p>Dependant on the provision being commissioned; Contracts for Services will be issued for one year (August 2026 to July 2027) with the option to extend for further years. The extension will be subject to learning organisation performance, skills policy and funding availability.</p>
<p>For all provision – irrespective of route to market</p>	<p>The HEYCA will follow the current DfE funding rules and will review annually and develop these rules to meet the needs of its residents.</p> <p>Learning organisations will be expected to complete an Annual Delivery Plan and an Accountability Statement.</p> <p>The Annual Delivery Plan must include:</p> <ul style="list-style-type: none"> • Curriculum offer • How it will align to the HEY ASF Strategic Skills Plan and consider HEY LSIP priorities • anticipated volumes of learners by sector subject area • level and type of provision and local authority area • profile of delivery across each year • outcomes • identify all planned subcontracting arrangements (1st tier subcontracting arrangements.) • The HEYCA will develop the template for this Delivery Plan. <p>The HEYCA will utilise the Annual Accountability Statements produced by learning organisations for the DfE to assess their contributions to the strategic aims of the HEYCA ASF Strategic Skills Plan objectives.</p> <p>We will introduce a performance management framework to ensure funding is spent in line with delivery plans, performance/reconciliation points, and will enable the HEYCA to monitor under and over-performance.</p> <p>The HEYCA has yet to agree its approach to under-performance, but at the very minimum it is expected that it will reserve the right to rebase providers' allocations in future years. Where providers have identified and worked with the HEYCA to manage any underperformance, the HEYCA may discuss the requirement for re-basing, where providers do not declare underperformance the HEYCA may rebase allocations automatically.</p> <p>For providers with under-delivery between 97% and 100% of their allocation at the end of the funding year, the HEYCA will reduce</p>

	<p>your baseline to actual delivery in line with DfE guidance for 2025/26.</p> <p>For providers that over-deliver, when calculating your baseline allocation for academic year 2026 to 2027, the HEYCA will take into account over-delivery from 2025 to 2026, up to 10%. Annual growth requests will be available subject to provider performance and funding availability.</p>
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The above approach may change over time but it is intended to ensure short to medium term continuity of funding, certainty and therefore stability for Further Education Colleges and Local Authorities.

All non-grant funded providers that wish to deliver Adult Skills Funded provision to HEYCA residents from 2026-2027 will be required to participate in a competitive tender in accordance with relevant legislation and the systems, plans and processes set out in “Section 3. Procurement” above.

The HEYCA is considering an approach that will pay contract for service providers on actual delivery, paid monthly in arrears.

A performance management framework to ensure funding is spent in line with delivery plans, performance/reconciliation points, will enable the HEYCA to monitor under and over-performance.

Sub-contracting arrangements

The HEYCA recognises that subcontracting can play a vital role in the delivery of the Adult Skills Fund and ensuring high quality outcomes for learners.

By strategically subcontracting elements of their Adult Skills Fund provision, providers can improve the overall quality, accessibility, and efficiency of adult skills delivery.

The HEYCA will closely monitor the quality of subcontracted provision to ensure that it aligns with the strategic priorities set out in its Strategic Skills Plan and is delivered in a way that continues to benefit learners.

The HEYCA is currently considering its approach to sub-contracting and is using the DfE’s subcontracting standard to inform this. It is also taking into consideration the approach offered by the DfE to Local Authorities for the 2025-2026 “pilot” uplift year and whether any learning can be taken and applied to the fully devolved approach in 2026-2027.

Contracting Documentation

For the first year (2026-2027) the HEYCA will use the current DfE 2025-2026 contract and grant agreements. In future years these will be modified in line with HEYCA’s local requirements. All contracting arrangements and contracts will be checked and approved by HEYCA legal services to ensure validity prior to use.

Exemplar documents to be used by HEYCA in the first year will be:

Contract for Services	Contract for services ESFA adult skills fund.pdf
Grant contract – Local Authority	Accountability agreement 2024 to 2025 local authorities .pdf

Grant Contract College	-	Accountability agreement 2024 to 2025 colleges .pdf
Sub-contracting		ESFA subcontracting standard - GOV.UK

DRAFT

A full and detailed payments process will be developed for the Adult Skills Fund. It will be tested to ensure it is aligned to the emerging grant and contracting arrangements.

The process will accommodate the following milestone actions:

Day of Month	Action
5 th of the month (latest)	Provider submits ILR to DfE
10 th / 12 th of the month	DfE runs validation checks
10 th / 12 th of the month	HEYCA receives DfE reports
18 th of the month	HEYCA checks accuracy of returns
20 th of the month	HEYCA BACS run to providers

Payment schedule

The HEYCA will follow the [DfE's standard payment schedule process](#):

- **Grant Funded Providers** - The HEYCA is considering an approach where it will pay grant funded providers monthly on a standard national profile of 12 equal instalments, except for Free Courses for Jobs where providers will be paid on actual delivery in arrears. Payments will be reconciled at R06 and again at R12 and R14. Any unspent funding will be redistributed in line with the HEYCA's performance management rules. Processes for over/under performance, growth and reconciliation are still to be determined.
- **Contract for Services** - The HEYCA is considering an approach where it will pay procured providers and/or those operating under a contract for service on actual delivery each month, up to the contract value for the financial year. Providers will receive 80% of programme paid monthly on profile in arrears with a 20% end or achievement payment.

The HEYCA will calculate the value of actual delivery using the latest validated ILR and Earnings Adjustment Statement data provided to the DfE.

The processes to be used for under or over performance are to be determined.

Cross Border funding and learners

The HEYCA will only have responsibility and funding to support HEYCA learners. Learners travelling into the HEYCA area from other regions will require the provider to have a national contract or agreement with the DfE, or the HEYCA in which the learner is resident.

As the HEYCA is still developing its payments process we request that the information required can be submitted in due course. This will include:

- A detailed payment process
- Evidence that the process has been tested and works
- Agreed approach to cross border funding

 Hull and East Yorkshire Combined Authority	6. Adult Skills Fund policy: Funding rules and learner eligibility
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In year one of Adult Skills Fund delivery the HEYCA is proposing to use current DfE funding rules and learner eligibility, the most current version being: [Adult skills fund: funding and performance management rules 2024 to 2025 - GOV.UK](#)

The HEYCA will publish its draft funding rules in May 2026 with a finalised version issued in July 2026 and then annually thereafter. These rules will be published in a format that is accessible and downloadable and will confirm how funding is earned, learner eligibility, contracting and sub-contracting, evidence requirements, payment and performance management requirements.

The HEYCA has established a Data Sharing Agreement with the DfE for access to the Localities Data Cube.

The HEYCA anticipates the DfE granting access to the ILR Standard File in due course.

The HEYCA will draw from the following additional data sources (as identified by the DfE Devolution Team) once delivery has commenced:

- Occupancy Report
- Summary Report
- Non-contracted Activity Report
- Provider spend in devolved areas

The HEYCA has recently been added to the DfE's Devolution Data Governance Group. It will work with this group to identify and access any additional data needs and put in place appropriate data sharing and security measures.

The HEYCA will also take into consideration data sources and intelligence from other government departments and stakeholders and use this to inform commissioning plans and to improve outcomes.

Monitoring, evaluation and continuous improvement

The HEYCA is committed to ensuring good quality outcomes and value for money.

The HEYCA will develop a suite of evaluation tools and an associated programme of monitoring and evaluation to measure the impact of Adult Skills Fund provision, inform commissioning and continuous improvement. The HEYCA will adopt an approach similar to the existing DfE monitoring, performance & review strategies and accountability conversations. The exact approach is still to be decided upon.

Insight from outcomes, monitoring visits, learner surveys and stakeholder feedback will be used to inform, refine and improve Adult Skills Fund processes, systems and policies. It will also be used to demonstrate the impact of the Adult Skills Fund to learners, providers and wider stakeholders including the HEYCA Executive and HEYCA Skills Board.

The HEYCA will produce an Annual Assurance Report on the delivery of its Adult Skills Fund functions in line with wider monitoring and evaluation requirements and the English Devolution Accountability Framework. This will be reported to the Department for Education (DfE) by 31 March each year. HEYCA will also submit its Annual Assurance Statement to the DfE in July each year following consideration by the HEYCA Executive and Skills Board.

Standard provider management practices adopted by the HEYCA are to be developed and agreed and will be aligned to the [DfE's current funding and performance management rules](#).

Where providers fall below expected levels of provision, the HEYCA will adopt the DfE's intervention and risk management strategies as set out in the [DfE's College oversight support and intervention guidance](#).

It will also take into consideration good practice and learning from other devolved areas.

Following the initial year of delivery and analysis, the HEYCA Provider Management Framework will inform all providers delivering Adult Skills Funded provision of the performance management arrangements and monitoring framework that will be applied to their Adult Skills Funded delivery. The Provider Management Framework will be a formal guidance document and will contain the full terms and conditions contained within Grant Funding Agreements and Contract for Services and HEYCA funding rules.

The following themes will be considered in the context of the Performance Management Framework:

- Governance
- Performance and Partnership
 - Agreement types
 - Grant funded providers
 - Financial intervention regime for grant providers
 - Contract for service providers
 - Financial due diligence
- Performance Management
 - Performance management Principles
 - Performance Management Approach
 - Performance Reviews
 - Interventions
 - Local HEYCA Adult Skills Funded Intervention
 - Link to National Intervention
 - Subcontracting
- Data
 - Data submissions
 - Individualised Learner Record (ILR)
 - Provider ILR requirements
 - Data validation undertaken by the HEYCA
- Payments and Reporting
 - Payment timeline
- Audit & Assurance
 - Policies and Insurance

HEY Adult Skills Fund stakeholder engagement exercise

Hull and East Riding councils have agreed a devolution deal worth over £400 million with the government. In England, devolution is the transfer of some powers and funding from national to local government. Devolution is important because it makes sure that decisions are made closer to the local people, communities and businesses they affect.

In Hull & East Yorkshire, this includes the devolution of Adult Education and Community Learning budgets, now known as the Adult Skills Fund and Tailored Learning. We invite you to provide your input on the devolved Adult Skills Fund (ASF) to help shape the future delivery and outcomes of skills development in the Hull & East Yorkshire Combined Authority for your respective area or sector.

Please answer the questions below to help us understand the current challenges and opportunities for improving skills funding and delivery.

1. What are the key skills challenges in your local area/business sector, both now and in the future and how do you think the Adult Skills Fund (ASF) could best support addressing these challenges?
(Please provide specific examples where possible.)
2. What are the current barriers to delivering skills training, particularly related to funding eligibility rates?
(For example, is there a lack of flexibility, clarity, or alignment with local needs?)
3. What changes could we make to better support delivery partners?
(This could include funding, training, resources, or other forms of support.)
4. Are there any other learners that you believe should be fully funded through the ASF that are not currently covered?
(Please specify the learner groups you have in mind.)
5. What are the current barriers to delivery when additional or learning support is required?
(Consider issues such as funding constraints, policy restrictions, or operational difficulties.)
6. Who do you think are the priority groups that should be considered for funding through the ASF?
(Please provide suggestions.)
7. Do you agree with the proposal to establish an innovation fund for the ASF which would be used to support specific sectors or workforce development interventions.

(Please outline any other areas where you believe innovation funding could make an impact.)

8. How would you like us to work with you to strengthen collaboration between skills providers, businesses, and learners?
(Suggestions for collaboration mechanisms, processes, or partnerships.)
9. Do you believe that the current focus for Community Learning is appropriate and are there other elements that should be considered in the future for Tailored Learning? (Provide feedback on the overarching aim of community learning and any additional factors we should consider. Also, please outline your thoughts on the effectiveness or challenges of this model.)
10. The Combined Authority must abide by public procurement regulations and will be using a Dynamic Purchasing System (DPS) model. Do you believe this is suitable for the ASF and are there any considerations we should be aware of?
(Feedback on contracting methods, lengths, and flexibility.)
11. How can we ensure that the ASF focuses on outcomes that are best for:
 - Businesses
 - Learners
 - Communities

(Please provide ideas for how the ASF can prioritise or tailor outcomes to these groups.)
12. What are the key considerations for measuring and incentivising outcomes in future commissioning of the ASF?
(Consider metrics, performance indicators, and how to align outcomes with local priorities.)
13. Do you think delivery plans will help learning providers adequately plan their provision and communicate those plans in a way that can be performance-managed by both parties?
(Please share your thoughts on the feasibility and effectiveness of delivery plans.)
14. What key factors should be considered to enable you to develop effective delivery plans and learning packages?
(Suggestions on data, flexibility, engagement with local needs, etc.)
15. As a stakeholder, what are your expectations for how we should engage with you about the ASF in the future?
(Communication methods, frequency, consultation processes, etc.)
16. The English Devolution White Paper (published 16th December 2024) describes the removal of ringfences from Skills Bootcamp funding and Free Courses for Jobs funding for Mayoral Strategic Authorities providing more flexibility. Supported employment funding will also form part of this "Integrated Settlement".

What are the implications of this and what opportunities or threats does this pose?

17. Is there anything else you think we should take into consideration regarding the devolution of the ASF budget?

(Any general comments, concerns, or additional input you would like to share.)

18. I have completed this consultation in my capacity as:

- Apprenticeship provider
- Employer representative body or membership organisation
- Further Education College
- Independent Training Provider
- Large employer (over 250 employees)
- Micro, small or medium size employer (up to 249 employees)
- Public sector stakeholder
- Resident of Hull & East Yorkshire
- School
- School 6th Form
- Special School or PRU
- 6th Form College
- University
- University Technical College
- Voluntary and Community Sector Organisation

19. I currently deliver one or more of the following:

- Adult Skills Fund provision
- Apprenticeships
- Bootcamps
- Community Learning / Tailored Learning funded provision
- Multiply
- Privately funded commercial training provision
- Publicly funded employability or employment support services
- Study Programme

20. Name (optional)

21. Job title (optional)

22. Organisation (optional)

23. Contact phone number (optional)

24. Contact email address (optional)

[Accountable Body (Hull City Council) Data Protection and Privacy Policy Information]

25. Do you give consent for Hull City Council to share the information you have provided with East Riding of Yorkshire Council for the purpose of supporting the Combined Authority's devolution planning activity?

Please note, if you do not consent, your responses cannot be included.

- Yes
- No

Adult Skills Fund devolution:

Stakeholder Feedback



Adult Skills Fund Devolution - a brief recap

Main focus – meeting “readiness conditions” by May 2025 covering the following themes:

- Governance
- Finance
- Procurement
- Contracting and funding arrangements
- Payments
- Data collection & reporting
- Provider management

AND

- ASF strategic skills plan
- Stakeholder engagement

Stakeholder feedback

We asked: What are the key skills challenges in your local area/business sector, both now and in the future and how do you think the Adult Skills Fund (ASF) could best support addressing these challenges?

You said:

- Consider sustainability for small providers
- Consider unrestricting funds to support migrants
- Address historic underfunding
- Include providers of all types in planning and governance – coproduction
- Allow flexibility in course offerings
- Prioritise equity and community empowerment – social justice
- Ensure programmes meet employer need and are standardised where possible. This extends to sectors e.g. creative & cultural
- Link ASF programmes with others e.g. UKSPF to ensure progression routes and lifelong learning
- Use ASF to engage with those with low/no qualifications and/or multiple barriers
- Develop new provision through the Innovation Fund to address e.g. geographic cold spots
- Plans should not be limited to LSIP key growth sectors and recognise sectors that offer volume employment opportunities
- High number of people 19+ out of work who need support into the workplace
- Difficult for employers to attract and retain staff – ASF could be used to upskill existing staff
- Accessibility e.g. rurality, mobility, mental health, SEND etc
- Use ASF to support employers to upskill staff e.g. digital skills

Stakeholder feedback

We asked: What are the current barriers to delivering skills training, particularly related to funding eligibility rates?

You said:

- Allow flexibility in the system for smaller providers and allow greater agility for e.g. ESOL
- Immigration status
- Lack of flexibility in funding rules – need to be able to offer courses in rapidly evolving sectors
- Allow for unaccredited or bespoke training
- Consider Humber-wide economic activity
- Funding decisions based on data that is over 3 years old and undermines ability to deliver up-to-date training
- Risk of destabilisation through competitive bidding leading to fragmented provision and weakening stability of local providers
- Employers operating across multiple regions experience different rules. Funding often prioritises large employers to the detriment of SMEs
- Smaller providers not having internal support to write bids
- £25k earning criterion (just over national living wage) prevents some people accessing basic courses – suggest removal
- Remove limitations on eligibility relating to age – fully fund for anything above 19+
- Not enough funding for English and maths
- Low wage base negatively impacts on uptake due to co-investment requirement
- Quality funded short duration courses to support employers

Stakeholder feedback

We asked: What changes could we make to better support delivery partners?

You said:

- Listen to small providers who are often non-profit organisations who have a good understanding of local communities
- Parity across providers (ITPs and Colleges)
- Improve funding mechanisms including – more timely data; allow delivery partners to offer unaccredited, bespoke & innovative courses; streamline application, reporting and audit processes
- Co-production and inclusion of providers in decision making
- Workforce development fund – CPD for trainers and educators
- Support providers with funding for digital infrastructure and tools to enhance blended and remote learning
- Face-to-face account management
- Local course directory to enable providers to assess supply-side dynamics
- Provide support to providers for targeted outreach
- Fund wraparound services such as CEIAG, mental health support etc.
- Prioritise existing local providers and avoid competitive bidding that risk destabilising local training ecosystem
- Ensure local providers are protected by prioritising local track record over out-of-area providers
- Consult on management systems to ensure they are workable
- Collaboration between delivery partners and local employers to design training programmes
- Develop consistent frameworks for larger employers operating across regions
- Use Innovation Fund to develop innovative training programmes
- Facilitate regional and national platforms to share best practice etc.
- Local provider network to be set up

Stakeholder feedback

We asked: Are there any other learners that you believe should be fully funded through the ASF that are not currently covered?

You said:

- ESOL learners require greater flexibility
- Refugees and asylum seekers
- Adults looking to reskill or upskill into higher value and emerging sectors
- Older adults (50+) to allow people to update their skills and remain in or re-enter the workforce
- Self-employed and SME workers – supporting productivity
- Learners facing barriers to employment
- Full funding for learners facing significant barriers e.g. those with disabilities, long-term unemployed, care leavers etc.
- Remove funding limitations related to age
- Remove £25k (just over national living wage) earning criteria and replace with a value in line with average earnings in HEY
- Provision for graduates who require job-specific training
- “Study Programme type” provision for 19-21 age group
- Learners from deprived communities
- Part-time workers and single parents
- Learners pursuing non-standard courses tailored to specific employer requirements should be fully funded

Stakeholder feedback

We asked: What are the current barriers to delivery when additional or learning support is required?

You said:

- System to support adults who have never been diagnosed with a learning difficulty
- Delayed diagnosis of learning needs – many adult learners only discover learning support needs after starting their course
- Course duration – brevity of many courses make it challenging to provide timely and effective learning support
- Adult learners often juggle multiple responsibilities and pressures which make their ability to engage fully difficult.
- Many adult learners lack sufficient digital literacy and/or tools which can lead to disengagement – suggest implementing a Digital Inclusion Strategy
- Limited funding for additional learning support restricts ability to fully support learners
- Narrow policy definition for eligibility for learner support excludes many learners
- High caseloads for support staff make it difficult to provide personalised interventions
- Adult Learner Support is currently too complex to claim resulting in providers not claiming to the learners' detriment

Stakeholder feedback

We asked: Who do you think are the priority groups that should be considered for funding through the ASF?

You said:

- 14-19 SEMH schools funded through EHCPs
- Marginalised groups: those under the Equality Act, Migrants, Forced Migrants
- Low-skilled workers who often face limited opportunities for career progression
- Long-term unemployed – to help with loss of skills
- Older adults (50+) supporting retraining, re-entry to workforce or to remain economically active
- Learners seeking to access Higher Education
- Learners from deprived communities
- People with disabilities and learning difficulties – funding for specialist support and accessible learning environments is critical
- Young people who are NEET aged 19-24
- Single parents and caregivers – provision must be flexible and accessible
- Economically inactive
- Learners living in geographical provision “cold spots”
- Migrants, refugees and asylum seekers – ESOL essential to enable non-English speaking people to integrate into the workforce
- Workers in declining industries to help transition to emerging industries and those looking to change careers into key sectors
- SME and micro-business employers to support bespoke / flexible training options
- Disadvantaged learners 19+ years of age
- Learners needing maths and English support
- Individuals with barriers to learning including those with undiagnosed learning difficulties
- Carers returning to work
- Cross Strategic Authority boundary learners
- Self-employed individuals
- Learners pursuing training in emerging sectors
- Learners in rural or coastal areas
- Prioritise learners from top 30% most disadvantaged wards in HEY
- Individuals looking to enter or re-enter key employment sectors

Stakeholder feedback

We asked: Do you agree with the proposal to establish an Innovation fund for the ASF which would be used to support specific sectors or workforce development interventions?

You said:

- *Note: All responses were in favour of establishing an Innovation Fund.*
- Must have transparent and equitable access avoiding favouritism or resource centralisation
- Projects should demonstrate long-term viability with a clear plan for scaling or integrating successful pilots into core funding streams
- Should be a revenue fund as opposed to capital as other capital options are available e.g. LSIF
- Could include an area-wide "train the trainer" to help overcome workforce shortages e.g. ESOL & functional skills – to help grow our own teachers/trainers
- Could use for innovative approaches to engaging learners and supporting Employability Skills passports
- Initial focus should be on developing capacity / innovation in the deliver sector – then broaden to others
- Yes, as long as it does not come at the expense of core funding to providers
- Yes, to address gaps in the market
- Yes. It supports "Get Britain Working" policy principles
- Yes. Could be used as an agile response to large-scale redundancies
- Yes, but needs careful management and clarity of role and purpose
- Could innovation be resourced through other funding streams so that ASF can focus on delivering training outcomes?

Stakeholder feedback

We asked: How would you like us to work with you to strengthen collaboration between skills providers, businesses and learners?

You said:

- Small providers do not have the power of larger organisations so often miss out on opportunities and strategic planning
- Strengthen partnerships with the VCSE sector and local communities
- Recognise and leverage existing expertise that already exists in providers. Create forums for providers to share best practice with policy makers and businesses
- Employer representation is important as it should have a real influence on provision
- Provider-led consultation groups led by providers to guide policy and funding priorities
- Transparent communication channels avoiding hierarchical models that implement a partnership approach with equal standing
- Guarantee core funding stability for colleges as a prerequisite for collaborative initiatives
- A research council sandpit for fostering collaborative proposals for new ideas
- Allow providers to demonstrate impact through current data and case studies and avoid externally driven evaluations
- Ensure all stakeholders, including policy makers and businesses are held accountable for their role in skills development
- Place the learner at the centre of all decisions
- Link with existing networks to devise programmes e.g. Culture & Heritage Strategy
- Offer of support from NCFE to develop programmes
- Quarterly ASF provider consultative network
- Recognise and build upon existing networks e.g. HLC's network of 23 community-based organisations
- ASF-specific provider network could also include an element of workforce development via the Innovation Fund
- Create a HEY learner panel to evaluate and co-create ASF
- External comms programme including newsletters, conferences and exhibitions

Stakeholder feedback

We asked: Do you believe that the current focus for Community Learning is appropriate and are there other elements that should be considered in the future for Tailored Learning?

You said:

- It is an excellent model of addressing the needs of the community. Community learning should be delivered in the community by the community
- The overarching aim is appropriate and valuable however the model's success often hinges on balancing employability outcomes with broader personal and social gains
- Current challenges include insufficient funding, accessibility issues (rural / digital), sometimes siloed from AEB reducing potential to act as a bridge to further qualifications
- Yes. The explicit mentions of: "Engaging and/or building confidence"; "preparation for further learning"; "health and well-being"; and "developing stronger communities" seem to us to be addressing the right things for HEY.
- Current model of community learning in HEY is not appropriate. It is delivered by too few providers. HEY needs a broader delivery network, including the local VCSE organisations that have successfully delivered UKSPF, ESF, Multiply and previous incarnations of Community Learning (to high quality and performance standards).
- The focus on community learning is appropriate as it addresses low skills, social exclusion, and workforce participation, particularly for disadvantaged groups. However, to maximise impact, it must be better aligned with employment outcomes, ensuring training leads to jobs or further education in high-growth sectors like digital, green energy, and logistics.

Stakeholder feedback

We asked: The Combined Authority must abide by public procurement regulations and will be using a Dynamic Purchasing System (DPS) model. Do you believe this is suitable for the ASF and are there any considerations we should be aware of?

You said:

- DPS provides a level of quality assurance. Suggest opening it annually as opposed to fixing for 3 years
- While it aligns with public procurement regulations it should not add unnecessary or administrative burdens for providers
- ASB must remain grant funded for core regional providers like FE Colleges. Grant funding ensures long-term planning and stability
- Any DPS framework should allow for rapid adjustments to meet local skills needs
- Ensure clarity in how decisions are made to allocate contracts prioritising providers with proven track records in the region
- Avoid undercutting core regional providers by awarding contracts to out-of-area organisations with no local expertise or commitment
- If it allows for smaller / collective approaches from groups e.g. cultural
- The DPS must not create more work for providers. Simplify the contracting process to ensure providers can allocate resources to teaching and support
- Processes involved disadvantage smaller providers as they do not have the support staff of larger providers
- Recommend alternatives to Crown DPS which charges 1%
- Most providers are familiar with this
- New Procurement Act states that MCA does not have to automatically openly procure ASF. It can choose to directly award or commission provision.
- Recommend market disruption is avoided for the first 3 years (based on learning from other areas)
- Suggest 3-year ASF contracts with break-clauses to allow for longer-term planning
- Low to zero-tolerance approach to underspend.
- Grant funded and contract providers should be treated equally

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Stakeholder feedback

We asked: How can we ensure that the ASF focuses on outcomes that are best for businesses, learners and communities?

You said:

- Businesses need more support for bespoke local training
- Outcomes for businesses are best served by maintaining, stable, trusted partnerships with local providers who understand their needs
- The Strategic Authority needs to set appropriate qualification benchmarks that takes heed of cohort disadvantage, types and needs
- Consultation with relevant groups identifying what outcomes they are looking for
- Learners need more independent careers advice
- Providers already tailor programmes to meet learner needs
- Funding outcome needs to relate to learner's starting point e.g. high job outcomes would mitigate against provision that supports those furthest from the labour market
- % moving into employment could still be an appropriate outcome
- Community research is needed so that community learning is bespoke and appropriate to the community
- Colleges act as anchor institutions
- Understand the needs of sectors and devise training with the right providers, not just the usual suspects
- For Tailored Learning it is more about health and social inclusion outcomes for communities
- Ensure engagement with Awarding Bodies to ensure that teaching & learning is of quality and shows required outcomes have been achieved
- Trust providers' expertise who already have deep, proven connections with these stakeholders
- Measure impact holistically – go beyond simple metrics like job placements e.g. confidence and skills
- Provide stable funding allowing providers to deliver meaningful outcomes rather than navigating procurement cycles
- "All the things that are easy to say, and hard to do!" – communication; transparency; creative approaches; short feedback cycles; clarity of strategy and coordination etc.

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Stakeholder feedback

We asked: What are the key considerations for measuring and incentivising outcomes in future commissioning of the ASF?

You said:

- Utilise the data collated by the Skills Leads within the Local Authority
- Trust local expertise in defining metrics
- For businesses, focus on workforce productivity, job creation, retention rates and access to skills in emerging industries
- For learners, progression into further education, improved confidence, digital literacy and personal development courses
- For communities, social mobility, reduced deprivation and increased community engagement
- Avoid over-reliance on simplistic job outcome metrics – include measures of learner progression, well-being and adaptability
- Tailor outcomes to regional challenges such as addressing deprivation, fostering cross boundary employment in the Humber and fostering green and digital industries
- Reward providers for reaching hard-to-reach groups such as those from deprived communities, those with disabilities or long-term unemployed
- Develop mechanisms for providers to use and share up-to-date data on learner outcomes
- Incentives collaboration, not competition – avoid metrics that pit providers against each other
- Incentivise providers to develop programmes that support long-term workforce adaptability
- Ensure outcome-based incentives do not destabilise providers by tying funding to volatile metrics
- Learner outcomes is a good way of measuring the success of a programme
- *In addition, some specific metrics were suggested by stakeholders*

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Stakeholder feedback

We asked: Do you think delivery plans will help learning providers adequately plan their provision and communicate those plans in a way that can be performance-managed by both parties?

You said:

- Unnecessary – colleges already engage in meticulous curriculum planning and produce documents detailing how LSIP needs are met and are inspected on “Skills” as a separate Ofsted judgement
- Delivery plans would create rigid structures that do not align with the dynamic nature of adult learning needs
- Would create unnecessary workload for providers pulling sources away from delivery. It is unclear who within the Strategic Authority would have the expertise to review these
- If used must be light-touch and focussed on overarching goals rather than rigid frameworks – flexibility is essential
- Focus on partnership not oversight – should be partnership not micromanagement
- Yes it will ensure we are meeting all expectations
- Yes but the provider delivery plan must demonstrate how it adds value and must be publicly accessible to enable scrutiny and accountability
- Yes and work best if they are co-designed and scope for adaptation is allowed as the challenge is understood better
- Yes – and a scorecard, quality cycle and audits
- Delivery plans will help but also need to ensure flexibility within plans to ensure teaching and learning can be accessed at an appropriate time for all
- An effective delivery plan will be essential for providers and other stakeholders to ensure needs are met within the area

Stakeholder feedback

We asked: What key factors should be considered to enable you to develop effective delivery plans and learning packages?

You said:

- Data, learner voice, hybrid learning opportunities which are flexible
- Flexibility – co-produce with lived experience from specific vulnerable groups
- Delivery plans should be based on % face-to-face, % online, % deprived etc.
- Good LMI and provider access to Lightcast (or similar).
- Strategic Authority should purchase Lightcast data and allow access to all providers
- Timing and more time to plan
- Trust in providers expertise – providers already have deep knowledge of regional and learner needs.
- Recognise learner diversity – adult learners have varied goals including personal development and employability. Delivery plans should allow for unaccredited and bespoke programmes and traditional qualifications
- Use delivery plans as a tool for alignment not micromanagement
- Excessive paperwork and reporting detract from quality delivery. Simplify delivery plan formats to focus on high-level objectives
- Ensure delivery plans account for flexibility in funding and provision to respond to industry changes
- Engage employers, community organisations and learners themselves to develop programmes
- Stakeholder profiles, knowledge of local needs and requirements, stakeholder expectations, resources required, how this will be delivered and outcomes
- Colleges with “strong” judgements for “meeting skills needs” are already validated by Ofsted for doing this. Focus on providers who are not at this standard
- Guarantee multi-year funding agreements
- Delivery plans should prioritise outcomes such as learner progression, workforce development and community impact
- Avoid asking for specific volumes per qualification which is not demand-led

Stakeholder feedback

We asked: As a stakeholder, what are your expectations for how we should engage with you about the ASF in the future?

You said:

- Collaboration and consultation
- Would like to be able to business plan in advance so that there are no breaks in learning – need to know
- Communication must be clear, timely and purposeful – straightforward, meaningful updates on funding, policy changes etc ideally through a combination of concise email briefings and opportunities to engage face-to-face or virtually
- Communication and consultation regarding future plans should be frequent
- Consultation needs to feel like a proper two-way process – senior leaders in providers should be involved early
- Follow-up is crucial – if asked for input should see how it's used so there's transparency and accountability
- Regular structured engagement but must be manageable
- Communications must be regular and structured with clear purpose and value
- Regular updates via email, regular news items, consultation events, stakeholder meetings
- Dedicated point of contact for Strategic authority
- Engagement must reflect true partnership
- Need a wider stakeholder approach to ensure how it is shaped reflects sector needs e.g. creative and cultural
- Monthly meetings
- Face-to-face performance/quality management regime/relationship with the Strategic Authority
- ASF network of HEY delivery providers to foster connectivity between providers
- A negotiated and consultative approach to the delivery of ASF
- Providers need timely feedback from the Strategic Authority on growth and flexibility requests (ESF currently takes 80 days which is far too long)
- At Board level – concern is missing opportunities where could have made a real difference, status updates when significant stages or events arise
- As an awarding body we are keen to engage with local regions to ensure appropriate programmes of learning are developed

Stakeholder feedback

We asked: The English Devolution White Paper (published 16th December 2024) describes the removal of ringfences from Skills Bootcamp funding and Free Courses for Jobs funding for Mayoral Strategic Authorities providing more flexibility. Supported employment funding will also form part of this “Integrated Settlement”. What are the implications of this and what opportunities or threats does this pose?

You said:

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • OPPORTUNITIES • Greater flexibility for regional priorities allowing a more tailored approach and the potential to target funding where it will have the greatest impact • Simplifies administrative processes, potentially reducing bureaucracy and enabling quicker responses to changing regional needs • Could support innovative cross-sector partnerships linking skills development with employment initiatives | <ul style="list-style-type: none"> • OPPORTUNITIES • Opens the door to non-traditional training and opportunities for clusters of creative companies to create a holistic programme • Viewed as a positive if there is consistency across the funding methodology – any freedoms and flexibilities must apply equally to all providers • Flexibility to make integrated programmes • Would free up flexibility for new programmes or ways of working | <ul style="list-style-type: none"> • THREATS • Risk to core ASB funding – any reallocation or redistribution must not come at the expense of core ASB funding • Local Authorities must not be allowed to control this funding as providers themselves. Any management on their part risks undermining the transparency and fairness of allocations | <ul style="list-style-type: none"> • THREATS • Without clear mechanisms for oversight and transparency there is a risk that funds could be misdirected or mismanaged • Insecurity for ringfenced programmes • Need a clear understanding of how and what each funding stream can be utilised for • Disadvantaged groups may lose out without ringfencing |
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Stakeholder feedback

We asked: Is there anything else you think we should take into consideration regarding the devolution of the ASF budget?

You said:

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • Would be good to have appoint of contact within the LA to share wider thinking • Can smaller providers be supported to be included in larger plans for the area | <ul style="list-style-type: none"> • Asking for a level playing field with grant-funded providers under devolved ASF and for the Strategic Authority to give parity of esteem based on ASF performance and quality | <ul style="list-style-type: none"> • Concern regarding significant numbers not in employment. Words such as “community building”, “confidence building”, “health & wellbeing” etc. are good but radical new thinking is needed to make a real impact | <ul style="list-style-type: none"> • Devolution of the ASF budget has the potential to bring significant benefits but only if it is handled in a way that respects the expertise and stability of established providers |
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 Hull and East Yorkshire Combined Authority	11. Forward Plan
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A/C:	** **				

HEY Skills Board 2025/26

Month	Date of Meeting (Thursday)	Time (2pm)	Agenda Setting (TEAMS) Monday 10.00am	Venue	Agenda Publication
January	15.01.25	2.00pm			
March	28.03.25 (Teams only)	1.30pm		Teams	20.03.25
May	21.05.25	2.00pm	OFFICIAL 12.05.25	C1, Guildhall	13.05.25
July	17.07.25	2.00pm	02.06.25	TBC	09.07.25
Sept	18.09.25	2.00pm	11.08.25	TBC	10.09.25
Nov	20.11.25	2.00pm	06.10.25	TBC	12.11.25
Jan '26	22.01.26	2.00pm	15.12.26	TBC	14.01.26
March	26.03.26	2.00pm	16.02.26	TBC	18.03.26
May	21.05.26	2.00pm	13.04.26	TBC	13.05.26



**Business,
Growth and
Skills Hub**



EAST RIDING
OF YORKSHIRE COUNCIL



Hull
City Council

Briefing Paper to the HEY Skills Board

Wards: All

21st May 2025

Work Programme

1. Purpose of the Paper and Summary

The purpose of this briefing paper is to update the HEY Skills Board on the Work Programme.

2. Background

The appendix attached provides an update on the Work Programme and provides further opportunity for Board Members to suggest future agenda items for discussion.

3. Issues for Consideration

The Work Programme is noted and suggestions made for future agenda items for discussion by the HEY Skills Board.

4. Next steps

The Democratic Services Officer maintains the Work Programme for future meetings.

Briefing Paper of Alex Holgate, Head of Governance

Contact Officer : Dorinda Guy

Tel: 01482 613416

Officer Interests: None

Background Documents: Work Programme

HEY Skills Board Work Programme 2024/25**Chair: Jayne Adamson****Deputy Chair: TBC**

Democratic Services Officer : Dorinda Guy Ext 3416

Meeting Date	New Items / Standard Items (N/S)	Agenda Items	Responsible Officer	Type of Report	Reason for submission	Agenda
	S	Apologies	Dorinda Guy	Verbal	To receive apologies from those Board members who are unable to attend the meeting.	A
	S	Declarations of Interest	Dorinda Guy	Verbal	To remind Board Members of the need to record the existence and nature of any personal and pecuniary interest in items on the agenda, in accordance with the Member Code of Conduct.	A
	S	Minutes of Previous Meeting	Dorinda Guy	Minutes	To approve the minutes as a true and correct record.	A
	S	Work Programme	Dorinda Guy	Briefing Paper	To update Board members on the Work Programme and provide further opportunity for Members to suggest future agenda items for discussion.	A
	S	Horizon Scanning	Chris Howell	OFFICIAL Briefing Paper	To update Board members on current policy and issues relating to skills and to advise on future developments.	A
	S	Employability Skills Framework (Need to check with Alex Codd and Claire Watts)	Chris Howell and Andy Crossland	Discussion Item	To provide an update on the ESF.	A
July '25 (TBC)						
	N	Local Skills Improvement Plan (LSIP)				
	N	Connect to Work	Phil Hall	Briefing Paper	To update Board members on Connect to Work.	
	N	UK Shared Prosperity Fund				
	N	HEY Employability Skills Passport	Chris Howell	Briefing Paper	To provide Board Members with an update on the HEY Employability Skills Passport	
Other Suggested items for addition						
TBC	N	Workforce Development Business Advisor Bi-annual Report				

TBC	N	Inclusive Careers Project Summary and Evaluation				
TBC	N	Adult Skills Fund (ASF) Readiness Submission including Draft Skills Framework				
TBC	N	ASF Commissioning Decisions e.g. allocation of ASF / Bootcamp / Free Courses for Jobs / ASF Commissioning Strategy				
TBC	N	Integrated Care Board (ICB) / OHID “Good Work” Strategy and Integration with Economic Framework / Skills Framework				