



Sysco Business Skills Academy

Strategic Curriculum Objectives

Issued: September 2023

Sysco believe that an aspirational approach to the curriculum and learning is fundamental and central to everything we do, underpinning our Vision, Mission, Values and Aims. We will deliver high quality curriculum, where all learners are fully supported, engaged and challenged whilst achieving their potential.

We aim to promote a culture of a passion for learning so that learners are enthusiastic, inquisitive, resilient and life-long learners. We strive to empower our learners to succeed and make excellent progress in their learning, achieve excellent outcomes and become well-skilled and equipped for future life, aspiring to be the best they can be. We aim to motivate our learners to exceed their expectations and to contribute to local, national and global communities growing in self-esteem and confidence.

Our Vision, Mission and Values Statement

Vision

‘To enable individuals to maximise their employability opportunities or workplace capabilities through the provision of outstanding quality training, and by so doing, increase the profitability and competitiveness of *the local community*, hence contributing to the social and financial development of our economy.’

Mission

Our aim is to provide educational and training services that exceed all our stakeholders’ expectations in order to continue an aspirational and sustainable business.

Values

S skills development; structured learning

Y youth investment, development and opportunity

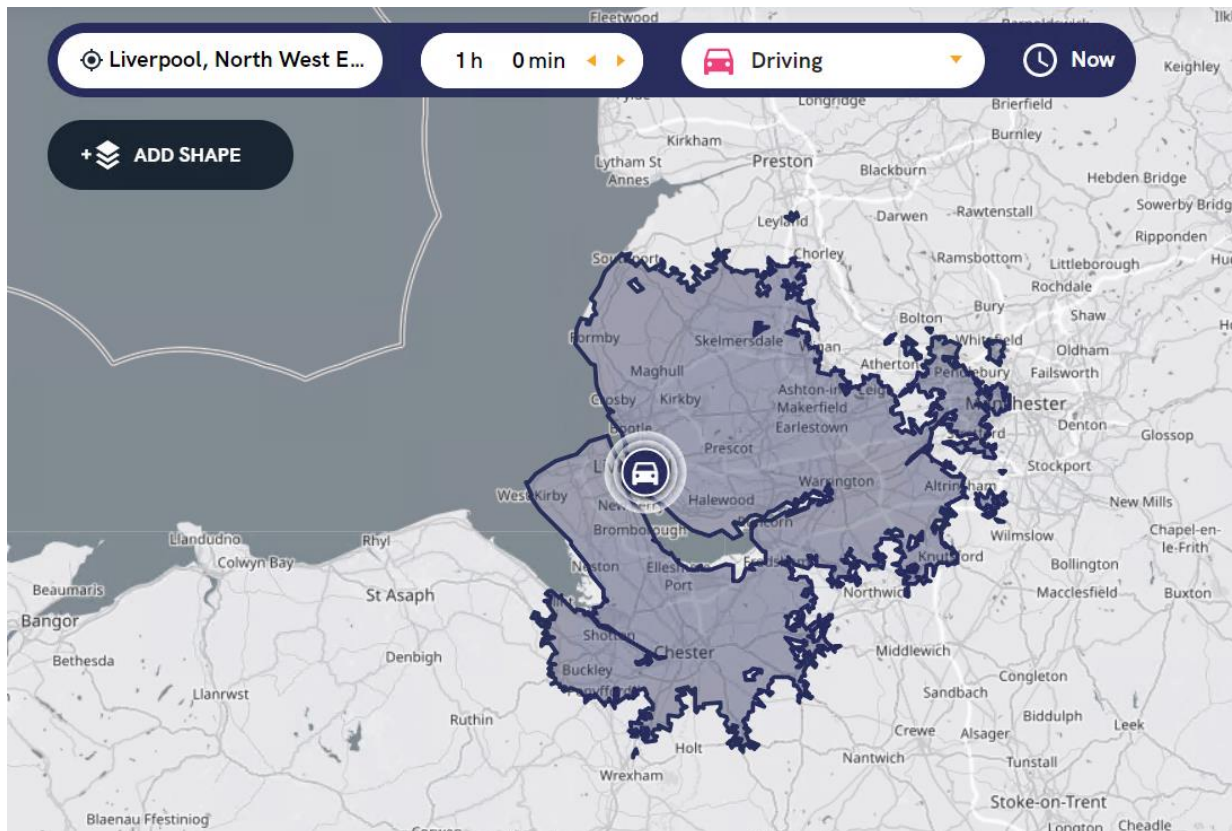
S standards; searching for innovation

C continuous improvement; celebrating success and achievement

O organisational excellence and openness

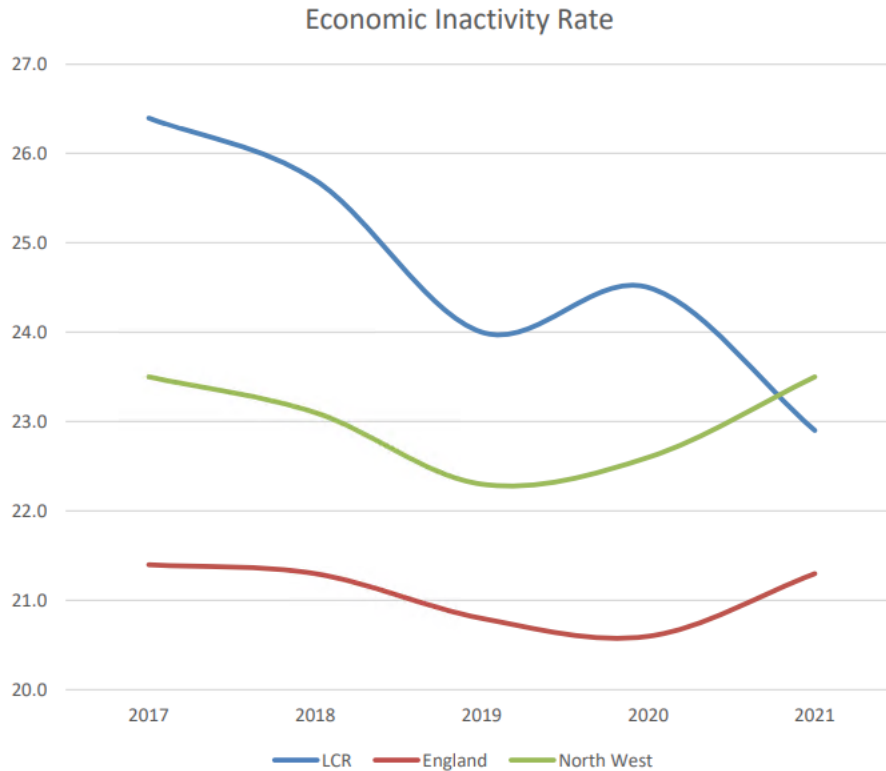
Local Background

Sysco delivers training in the North West of England, with a primary delivery footprint within one hour's drive of our central Liverpool Head Office. This is translated into a particular focus across the area of the Liverpool City Region and limited sector-specific provision in West Lancashire, Cheshire and Greater Manchester.



Liverpool City Region

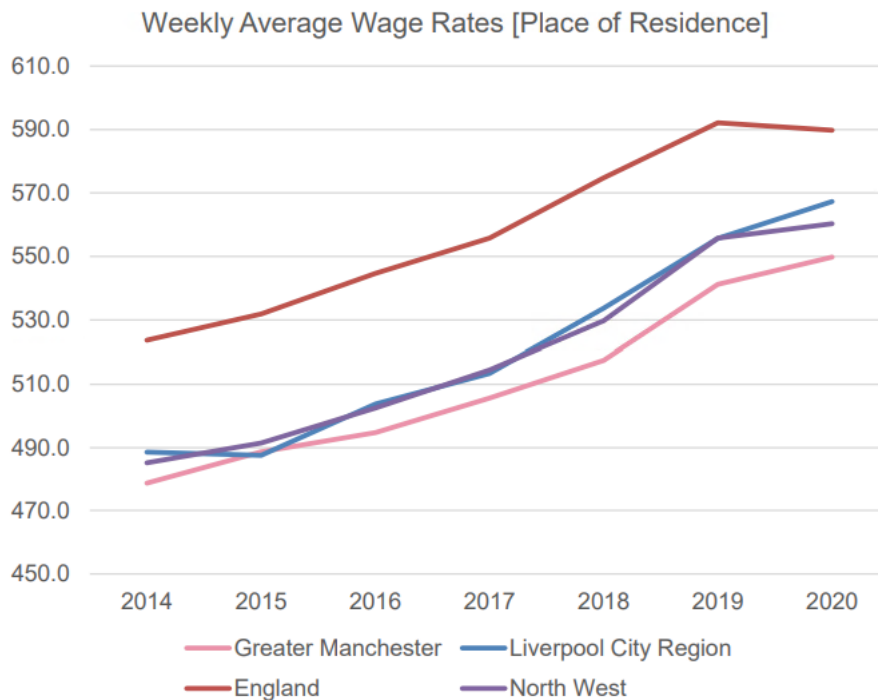
The Liverpool City Region (LCR) has a population of 1.6 million residents, with 979,500 people of working age. With a 73.6% employment rate, the LCR has a rate lower than the national average (75.1%). While the unemployment rate of 4.6% is comparable with the national average, 22.9% of residents are economically inactive. Inactivity remains a significant challenge. If the City Region reduced inactivity rates to the same level as the national average, this would bring around 34,500 people into the labour force. Among both the employed and unemployed, unequal access to quality work has a disproportionate impact on people with disabilities, people from minority ethnic communities, women and those aged 50+.



COVID-19 has had a large negative impact on the LCR economy, and whilst the economy has started to recover: as of the summer of 2021 it was estimated to be 3% smaller than it had been at turn of the year. Given LCR's sectoral composition the area experienced a larger fall in output in the earlier stages of the pandemic, with output in April 2020 reaching an estimated 74% of January 2020 levels.

Prior to the pandemic, it was recognised that many gaps remain to be narrowed and that long-standing issues remain; this includes higher than average levels of economic activity due to ill-health. The labour market has become more complex and volatile with employers unable to recruit the staff that they need whilst there is a real danger that some individuals, especially younger people without work experience, may become more marginalised.

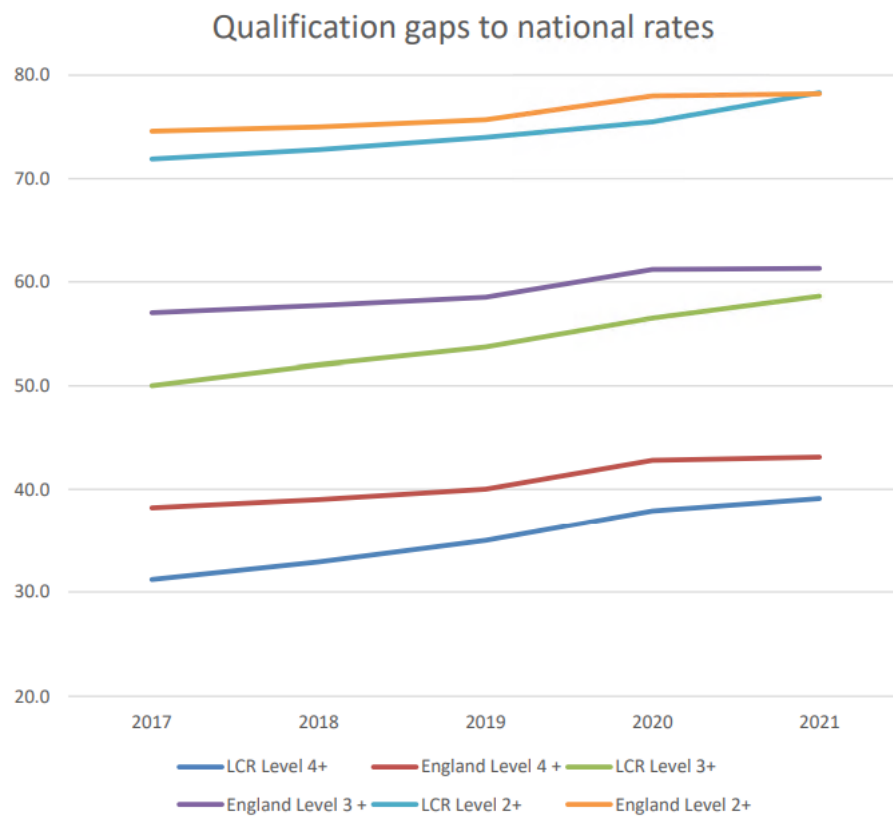
The weekly average wage rates in the LCR is comparable with the North West figure, somewhat higher than Greater Manchester but significantly lower than England.



A growing economy together with the sectoral nature of this growth has meant that there are now more people in employment. Consequently, there has been a growth in median gross weekly wages for those in full-time employment, and particular local residents: in 2019 there was no difference between residents and workers. However, the gap has started to widen again whereby wage levels are lower for LCR residents in work when compared to LCR workplace wage levels.

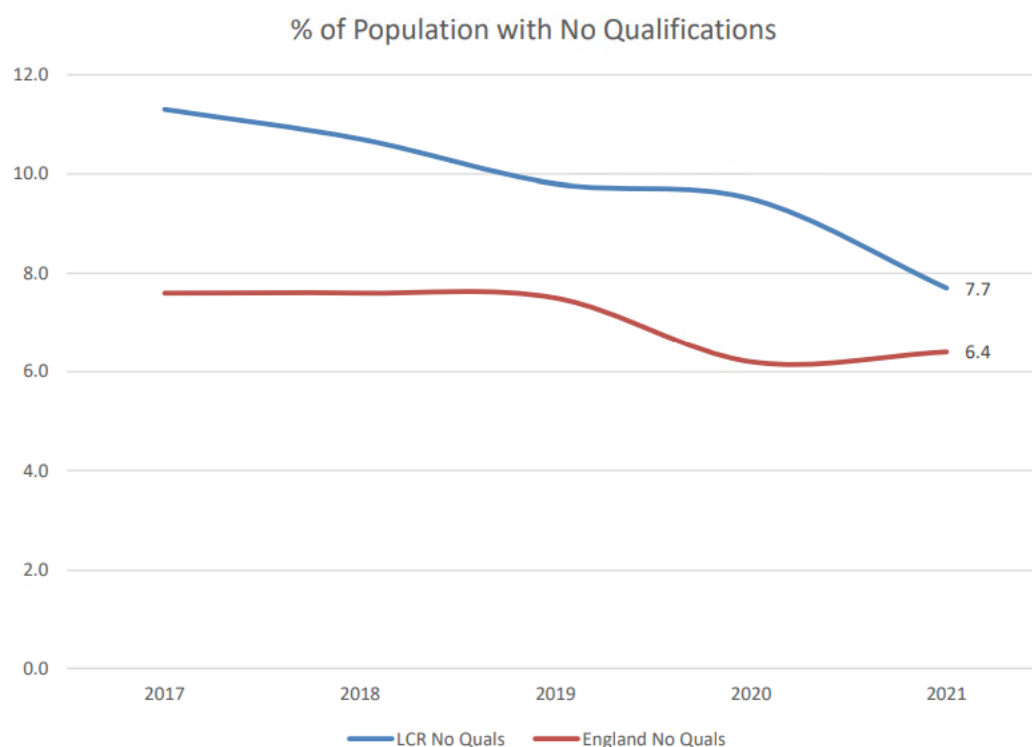
On average, LCR residents earn around £29,499 per year and LCR is now ranked 20th out of the 38 LEPs (having been previously ranked 22nd). While many of the LEPs with higher salaries also have higher cost of living, LCR salaries are similar to the North West average and greater than those of many neighbouring LEPs. Over the last 5 years, median salaries have grown at the national rate (12%). Much of this growth has occurred in the last three years, reflecting strong economic performance. Wage rates for those in part-time work have continued to grow but wage rates for female workers resident in the LCR continue to lag.

The LCR has now closed the gap of residents qualified to Level 2 standards. However, while recent changes in occupational structure are reflected in the levels of qualifications and skills in the Liverpool City Region, a gap still remains at both Level 3 and Level 4; although 50% more people aged 16 – 64 are qualified to level 4 or above than a decade ago. The rate of improvement is faster than both regional and national averages, with the gap closing significantly over the past three years.



A key concern, however, is that Level 2 attainment is considerably later in life than other areas and this reduces the ability of residents to progress on to Level 3 and Level 4 education, which then limits the economic benefit of the Level 2 achievement.

Furthermore, a higher proportion of LCR residents have no qualifications compared to the England figure.



This is concentrated mainly in the 16-24 and 50-64 age groups (9% and 10.5% of residents respectively). Poor educational performance limits progression routes into work for individuals and the availability of skills in the labour market. According to 2019 GCSE figures, only one borough of the LCR exceeded the national average for achieving 5+ GCSEs including English and maths, but other local authority areas are under-performing, most significantly in Knowsley.

AREA	Key Stage 4 Grade 5+ Inc English & Maths [2019]
Halton	36%
Knowsley	18%
Liverpool	36%
Sefton	36%
St Helens	38%
Wirral	46%
LCR	35%
England	40%

Young people also bore the brunt of lockdown with 47% of people furloughed being aged under 24 and were over 2.5 times more likely to have been working in sectors hit hardest by the pandemic.

In relation to skills requirements that relate to individual sectors and job-roles, within these sectors, feedback from partners is suggesting that employers are indicating that employability skills remain a concern. Employers report a tightening of the labour market, with difficulty filling technical roles due to a shortage of qualified candidates and in lower level roles due to job readiness. Labour supply remains a risk for the economy as forecasts indicate that the working age population will shrink by some 3.7% (36,000 people) over the period to 2030.

Forecasted economic growth will be at a slower pace than the rest of the country so there will be significant work to do to level up – to reduce the gap with the highest performing places nationally and internationally, and to address long-standing and deep-rooted socio-economic challenges that impact on LCR productivity, and ultimately, prosperity. The LCR ambition, therefore, is to bring the economy of the whole city region up to national and global levels of investment, innovation, and growth, and to do so in a way that is environmentally sustainable and socially inclusive.

We aim to support the LCR communities by supporting the LCR Combined Authority's 'Plan for Prosperity' vision in creating a Fairer, Cleaner, Stronger City Region by:

- moving towards a high skill/high productivity/ high earnings inclusive enterprise economy, with meaningful prosperity, opportunity, and equality shared by all communities
- develop a city region that will pioneer sustainable ways of living and working together which will safeguard and improve the health of local people and the environment
- contributing to a city region that will build up the resilience and productivity of its economy and unlock its potential to be a global, confident and outward looking city region

In doing so, we will help many more LCR residents to enjoy a more productive and rewarding experience in work; recognising that improved skills and lifelong access to education make a significant contribution to individual health and wellbeing. Our strategy will seek to address the needs of both our economy and labour market and the aspirations of our people in relation to employment, and the education and skills required to maximise access to good quality opportunities.

Outside the Liverpool City Region

Outside of the Liverpool City Region, we endeavour to meet employer and learner demand along the broad deliverables we have developed in the LCR. We will actively pursue training delivery where:

- we have existing relationships in the LCR with businesses who also have bases outside the LCR but within our footprint
- we have long-term existing relationships with businesses outside the LCR but within our footprint
- we identify opportunities to extend our LCR delivery expertise with businesses outside the LCR

This allows us to continue and expand our delivery provision outside of the LCR in defined circumstances where we believe we have appropriate expertise.

Strategic Aims

To achieve high quality outcomes for our learners through focusing on:

- Outstanding teaching, learning and progression (minimum of Grade 2 Ofsted)
- Achieving high levels of achievement (above national average QAR)
- Provide improvements to sector-relevant knowledge, skills and behaviours
- Identify and provide opportunities for improved local employability (60% employment outcomes on employability programmes)
- Support learners to identify and achieve sector-relevant progression opportunities
- Provide an enrichment curriculum meeting key national and local needs
- Continuing to improve levels of efficiency and remain in outstanding financial health.

Curriculum Planning and Development

The company will ensure there is a robust curriculum plan in place for all programmes on offer.

The curriculum will be designed to provide learners with an engaging, positive experience supporting personal development.

Targeted English and maths lessons will be available alongside a vocational and enrichment programme all of which will be created to provide achievement outcomes. A blended learning approach is also adopted to promote retention and understanding.

The curriculum carefully considers learners' starting points and looks to provide a high-quality learning experience that improves learner knowledge, skills and behaviours.

Curriculum Leads are responsible for monitoring the effective implementation of the curriculum, including the evaluation of the quality and validity of the planned sequence of learning in all curriculum areas and reviewing the impact of teaching over time on the progress of learners. The results feed into a subject specific development plan that will be managed by each Curriculum Lead.

The Quality Team and Curriculum Leads will observe the implementation of the curriculum, whilst the Board and respective management teams will assess the impact through analysing pass rates, progress, progression and destination monitoring.

Sysco's curriculum encompasses all activities, including the formal programme of educational provision, the informal programme of enrichment activities and those aspects of organisation and interpersonal relationships, which contribute to the development of our learners.

We believe that all learners should have equal access to the curriculum.

Our Provision

We aim to make a difference to our local economy and communities by focusing on areas that make real impact.

The Board of Directors made the decision in November 2022 to cease recruitment in Apprenticeships due to financial pressures. Sysco is proud of its 'Outstanding' ESFA financial grading and its importance in delivering our Mission of being an 'aspirational and sustainable business'. Apprenticeships were a significant financial drain on the business and, with little expected change in Government Policy, it was

decided Sysco would exit this market and focus our resources in other skills areas. We have made the commitment to the ESFA that we would maintain our own high standards and support all current Apprentices to the conclusion of their programme.

Over the next 12 months we will continue to realign our provision to the evolving local and sectoral needs in a post-Covid environment.

This will involve:

- Supporting existing Apprenticeship cohorts
- Continuing to develop sectoral provision in the areas of greatest need
 - Local Growth Sectors
 - Green Sector
- Identify and develop new areas of sectoral provision to meet latent need
 - Local Growth Sectors
 - Green Sector
- Identify regions within our potential delivery footprint outside of the LCR to expand our sectoral provision

Leadership & Management/Coaching

Leadership & Management is a requirement in every sector and a key feature of labour market change has been the growth in higher skilled occupations, with management, professional and technical jobs representing 47.8% of total employment according to the latest Labour Market Profile. While these numbers are slightly above the North West rate, they are still below those of Great Britain, with Management roles being solely responsible for this gap. Leadership & Management has the 5th highest projected growth for the LCR.

There are national and local requirements to enhance management and leadership capacity and capability, therefore increasing productivity is a key organisational priority for employers. This is especially noticeable within the public sector as significant savings in the form of a reduction in staff has been required year on year since 2012. This includes all levels of managers and leaders from entry level posts, through to middle managers and senior organisational leaders.

A key issue for employers is they experience gaps in a range of employability skills at all levels including leadership, people, project and conflict management, and more advanced communication and presentation skills, all key requirements for Managers and Leaders within business. The demand for

these higher-level skills looks likely to grow with the future expansion of more technical and managerial roles in the City Region. Failure to do so will impact on productivity.

The LCR is also falling behind the North West and Great Britain when considering higher level qualifications

Another local issue is an aging population; there is a lot of succession planning going on and this has led to staff who might have been operational now being promoted without Leadership and Management skills.

The Liverpool City Region Skills Strategy highlights the need to enhance Leadership and Management skills. In addition, it also highlights the need to improve the advancement and retention of women managers. This will support the removal of the glass ceiling, limiting senior posts to men, supporting and promoting a more equal gender balance.

Business Administration & Customer Service

The nature of the labour market has changed considerably over the last 170 years. In 1841 most people worked in manufacturing, but by 1881 those working in services overtook manufacturing. From 1961 the gap between services and manufacturing widened at its fastest rate, and by 2011 80% of workers were in the service industry and 10% in manufacturing. Employment status of customer service occupations 58.3% full time, 40.3% and only 1.4% self-employed.

Traditionally a higher percentage of Administration type roles have been unqualified, with no clear professional body representing the occupation. The Chartered Association of Business Administrators exists; however, this is more of a stepping stone into other occupational areas e.g. HR, marketing etc, rather than focusing on supporting individuals who wish to have a career in Business Administration. Therefore, Sysco works with employers and learners to fill this gap.

Although trends are evolving due to flexible working arrangements, some roles within this field tend to be part time in nature, therefore predominately undertaken by females, at the lower end as it aligning to caring and other requirements. This raises concerns regarding equality of opportunity, including pay.

Regarding Administration and Secretarial occupations, 13.2% of the population of Liverpool (49,068 people) undertake roles of this nature; 26% are male and 74% are female. 29.2% of people do not have formal qualifications, 13.6% have Level 1 and 15.3% have Level 2.

The past decade has been one of the most disruptive decades in our recent history, characterised by low growth and productivity, austerity in the public sector and an erosion of trust in many organisations and institutions. Customers have become more diverse, demanding, and polarised in their attitudes. Online and mobile technologies have transformed the ways in which people consume services and interact with organisations. Many well-known brands have disappeared. New players have intensified competition and, in some cases, fundamentally challenged existing business models.

The need to enhance Customer Service skills and capability, therefore improving customer satisfaction is a key organisational priority for businesses. Although there are no formal academic entry requirements, many employers expect candidates to complete training that is typically provided on-the-job.

Predicted Employment projections for the North West by occupation show that over the next eight years there will be opportunities for approximately 15,000 new entry level jobs and customer facing jobs which will require basic employability skills, communication skills and knowledge of products.

Housing

Housing is an area of significant need within the region and it is important to support organisations to ensure their employees have the right knowledge, skills and behaviours to work within and adapt to a challenging and ever-changing environment. Housing is also a public health issue; in 2015 poor housing is estimated to have cost the NHS £1.4bn per year.

The ONS Housing Dataset explains that the median gross salary in the North West is £27,187, however the median house price is £165,000, highlighting the need for high quality social housing and therefore skills and capable staff, within the region.

In addition, the last Liverpool Census undertaken in 2011 highlighted that 25.5% (96,041 people) were in social rented housing and a further 17.6% (66,483 people) were living in privately rented accommodation. Again, this means there is a significant requirement for qualified, skilled, knowledgeable employees to be able to support individual needs and play a partnership role with other providers as well as public sector partners e.g. Local Authorities, Police, Health Service, Safeguarding bodies etc.

Since 2010, Liverpool City Council has had a £330m reduction in funding which has significantly impacted on their ability to provide comprehensive homelessness and housing services, thus contributing to the growing homelessness figures in the region. During the last count in 2015, there

had been an increase in rough sleeping, 47% were from Eastern Europe, with no recourse to public funds. This demonstrates the need for highly skilled housing professionals in the area, that understand not only the local context of homelessness and poverty, but how this relates to the wider national issues of the welfare system, housing supply and demand and a drive that is now more important than ever on the support made available to those in highest need.

Warehousing & Logistics

Warehousing & Logistics is a major employer in the LCR, employing 36,000 people and accounting for 5.7% of all jobs in the region. The Covid-19 pandemic has accelerated technological advances and the automation of many routine tasks leading to increased home delivery, contactless interactions with customers and robots picking customer orders in warehouses.

The Liverpool City Region is one of eight Freeport sites across England. This will develop, among other skills, opportunities for increased demand of warehousing and logistics within the region as a result of further demand in freight and export with North and South America, as well as Ireland, through Liverpool. New business models are also emerging with more localised supply chains as a result of Brexit. Many of the jobs are requiring different skills and ways of working which need upskilling and reskilling as many of the jobs most at risk of being lost are at entry level or in elementary occupations. Those jobs most under threat are predominantly lower skilled or routine elementary, process, plant and machine operatives.

Health & Social Care

Health & Social Care is a major employer nationally with 1.65m people working for 18,200 organisations in 38,000 locations. 79% of jobs are employed by independent organisations. Jobs have risen 22% since 2009 and 9% since 2012/13. There has been an increase of 13% (100,000 jobs) in care workers between 2012/12 and 2019/20. By 2035, it is projected that there will be a further 520,000 jobs required.

Staff turnover nationally is high with 30.4% of employees leaving their job in 2019/20. This rises to 39.1% for care workers in the independent sector. Many employees (38%) leave within one year of starting. 52% have no relevant social care qualification.

According to the LCRCA Skills Strategy for 22-23 the Health and social care sector is forecast to remain a critical sector for LCR both as a growth sector and as a volume provider of jobs. New community-based

roles such as personal assistants and reablement roles in now in higher demand and utilised as a means to reduce pressure on the NHS and wider care system.

LCRCA have specifically outlined the following roles as key within the 22/23 skills growth strategy.

- Residential, day and domiciliary care managers and proprietors
- Medical and dental technicians
- Health associate professionals
- Nursing auxiliaries and assistants
- Senior care workers
- Nursing staff and Nursing Skills as part of diversifying the workforce
- English and maths skills-especially for new entrants into the NHS and those who would like to progress into nursing roles from the existing health and social care workforce.

The vast majority of care workers earn less than the Minimum Living Wage. Those employees earning more have a greater likelihood of remaining at their employer, while employees on a zero-hour contract are far more likely to leave their employer (31.8% vs 24.9%).

Digital Skills

ICT has become integral to personal and professional life; individuals, businesses and governments are increasingly inter-connected. Digital technologies are changing jobs. A few decades ago, digitisation affected only a handful of occupations but now the majority of people use the internet as part of their jobs and digital literacy is predicted to become critically important for the vast majority of workers in the future. While the majority of jobs now have a digital element, it is predicted that within 20 years 90% of all jobs will require some element of digital skills.

Digital skills are just as important to employability and inclusion as English and maths. However, it is estimated that one in five adults lack basic digital skills. Employers indicate that approximately one-third of vacancies are hard to fill due to a lack of appropriate digital skills amongst applicants.

Digital skills are essential entry requirements for two-thirds of UK SSA occupations and carry a wage differential of 29% (£8,300 per annum) on average over non-digital roles. These occupations account for 82% of online job vacancies. Digital skills will also help workers avoid the risks of automation by 59% and promotes career progression.

The UK Government's Digital Strategy identifies the importance of digital skills and states that in order for the UK to be a world leading and inclusive digital economy, everyone needs the digital skills that allow them to fully participate in society.

Digital skills are near universal requirements and can be divided into three categories: basic digital literacy skills, digital skills for the general workforce and digital skills for ICT professions.

Basic digital literacy skills are the skills needed by every citizen to become digitally literate.

Digital skills for the general workforce include those needed in the workplace, such as Microsoft Office, which are commonly required in jobs across all skills levels and are often essential for entry in the labour market with over 75% of job openings requiring digital skills.

Digital skills for ICT professions also include skills needed to work in the IT sector.

ICT skills are important within the local area. The proportion of job adverts requiring baseline ICT skills is roughly comparable to the UK average outside of the Greater London area.

At present the levels of basic digital skills in the North West of England fall behind those of London, the South East and Scotland and are broadly comparable with the South West, Yorkshire & Humber and the North East. This falls below all these areas in basic online skills.

The Liverpool City Region has identified the need to improve digital skills within its Skills Strategy 2018-2023. There is a target for a higher percentage of people to achieve good attainment levels in digital skills.

Digital skills are identified by employers as key needs for their workforce. The move towards automation and digitalisation is changing the nature of work and the workplace and Covid-19 accelerated this change significantly. Upskilling in digital skills and automation has and will become ever more critical as many jobs will become obsolete without these skills. We have extensive experience in delivering ICT skills which focus on the sector skills needs identified such as MS Office, SEO, Social Media, B2B Skills, Cloud and Analytical Skills.

Employability

The whole of the LCR compares poorly against national worklessness, claimant and employment rates. We have considerable experience in developing work readiness with local residents to build effective workforces and reduce local recruitment difficulties.

Employability is a key element of the Liverpool City Region's Skills Strategy 2018-2023 and is highlighted as Outcome 2, Action Area 1 (A higher percentage of the working age population is employed, and good quality jobs are a higher percentage of all jobs).

In the Liverpool City Region, there are significantly higher proportions of people claiming benefits than in the North West and nationally (4.1% in LCR, 3.6% in the NW and 2.9% in GB). While the LCR has much greater proportions of people claiming benefit at all age levels, the biggest disparity is in the 25-49 year age group.

In addition, the Liverpool City Region has a much greater percentage of economically inactive people who do not want a job. Furthermore, the Liverpool City Region contains much greater proportions of workless households than nationally (19% compared to 14.3%).

While the Liverpool City Region has now closed the Level 2 attainment gap, the achievement of qualifications at most levels is lower in the Liverpool City Region with 10.7% of the population having no qualifications (nearly 3% more than the Great Britain average), 82.8% have achieved a Level 1 or above (almost 3% lower than the Great Britain average) with even wider gaps at Level 3 and Level 4 and above.

The jobs density is also lower in the Liverpool City Region compared to the North West and nationally. In the Liverpool City Region, there are 0.73 jobs per person aged 16-64 compared to 0.84 in the North West and 0.86 in Great Britain.

The Liverpool City Region Employer Skills Survey identified that almost half of businesses identified current skills gaps and high proportions of employers reported unfilled vacancies. Much of the employability gaps relate to attitudes and behaviours in the workplace, resilience, reliability and communications skills.

Mental Health

The COVID-19 pandemic highlighted to the world the importance of mental health support and in particular community based services and support in enabling individuals to maintain their resilience and mental well-being, as well as having the opportunity to talk to others and get additional support if needed.

The Office for National Statistics reported that in just one month of 2021, July to August, there was a significant increase in the number of adults suffering from depression, raising from 1 in 10 to 1 in 6 adults. The need for mental health services is further amplified, as within the report it also records that 44% of individuals with depression felt that there is a lack of access support and healthcare, including mental health provision.

Mental health awareness is classed as a hard skill for the following professionals and data shows the growth of these over the next five years:

- Care workers and Home carers 1.58% growth
- Nurses 2.33% growth
- Primary and nursery education educators 0.53% growth
- Nursing assistants 2.11% growth
- Educational support assistants 0.49% growth
- Special needs education, teaching professionals 0.7% growth
- Youth and community workers 1.3% growth

Growth across these services makes the mental health career pathway a valuable option and works seamlessly to enhance the Health & Social Care provision Sysco already deliver, providing learners with a wide range of progression opportunities across the Social Care sector.

The Mental Health Foundation, a leading UK mental health charity, concluded, following several research projects, including one published in The Lancet Medical Journal, that the likelihood of poor physical health increases when a person has poorer mental health.

The Liverpool Industrial Strategy found that poor mental health is a particular issue in the Liverpool City Region. Of the 97,000 people claiming Employment Support Allowance, well over half have a mental health problem as the main health reason. Mental health challenges are particularly acute amongst our younger Working Age Population. The most frequently reported health-related reasons for being out of work are mental health conditions and musculoskeletal conditions, yet there are more people aged 16-34 years with a reported mental health problem than those with a musculoskeletal condition across all ages. The LCR Skills Strategy cites resilience, mental health, wellbeing and coaching and mentoring support as essential key skills required for employability training, therefore, the value and benefit of mental health and wellbeing training to support learners to understand and develop resilience is clear.

We will work closely with employers within the sector to ensure that we deliver a programme that meets the developing landscape of mental health, support and community services that incorporates key information. Learners completing a pathway have multiple route options depending on their interests.

Rail

Big rail projects in the coming years are linked to the North West and Merseyside with plans for another station on the Merseyrail network after the completion of the new one at Headbolt Lane in

Kirkby and the reopening of St James' station in the Baltic Triangle. There are also plans in the long term vision for public transport in the Liverpool City Region for new stations to serve Woodchurch in the Wirral, Carr Mill in St Helen's and new stations to serve both Bramley Moore Dock and Anfield Stadiums.

HS2 will see links to the North West strengthen and there are plans for a £200m link for Liverpool and North Wales via a new 'super hub' at Chester station. The plans include a new station at Shotton. Further to this is the proposed investment in Northern Powerhouse Rail, improving links between Liverpool, Warrington and Manchester. This will continue to add to the strength of the growing regional economy and provide reasonable solutions for people to access places of work that may have previously been difficult to reach. This is especially relevant for places in and around the Burtonwood area of Warrington, which is seeing substantial investment, but has poor transport links. Currently places like Burtonwood and the areas of Kirkby that the Headbolt Lane station will serve have been seen as difficult to get to without your own transport. For the same reasons these locations could now be opened up to disabled people with easier access to these sites. All while providing the opportunity for less cars travelling to these areas, reducing the overall carbon footprint for the region.

To work in the rail industry, candidates need a Personal Track Safety (PTS) card, Trackside Safety Certificates and OLEC1 for working with overhead electricity cables. Furthermore, opportunities for more skilled areas in the rail industry can be provided with programmes delivering Controller of Site Safety (COSS) roles and DCCR (Direct Current Conductor Rail) Safe Working, providing a route to higher paid employment. To do this there is also a minimum requirement of Level 2 (GCSE Grade 4) or above in English and mathematics, providing the opportunity to upskill those who do not yet possess that level. The curriculum will also include safeguarding and prevent, allowing potential rail workers to understand and spot potential signs of radicalisation or extremist views that could see potential terror attacks on a vulnerable rail network.

CSCS cards will be provided for flexible working between the rail and connected building projects such as stations and other buildings.

Construction

There is currently a large amount of regeneration in the Liverpool City Region. From the new stadium being built on the waterfront as part of the larger Peel Waters development to the retail changes in the city centre seeing substantial redevelopment of buildings from one use to another, or new builds altogether.

The region is also seeing an upturn in housing being built, with 1700 new homes being built on the land east of Maghull and further housing developments of 400 homes in Whiston, 780 homes to be built by Leverhulme in the Wirral and a major multi-million-pound development at the gateway to the Baltic Triangle in the city centre. Add to this Sefton Council approving the first council housing to be built since 2006 and there is a significant need for local people to enter the construction industry in the Liverpool City Region.

Currently there are 1.01 million jobs across the industry, excluding directors/ upper management with this predicted to increase by 3.4% over the next three years. The industry is 92.6% male and 7.4% female. Currently there are 22,080 job postings containing a skill requirement for a CSCS card.

To support this growth, people need to obtain a health and safety certificate followed by a Construction Skills Certification Scheme (CSCS) card. Although it is not a legal requirement, developers and contractors have signed up to the scheme and require a valid CSCS card before allowing access to the work site.

The same can be said of the changes coming to the infrastructure at street level and the need for retrofitting accessible charging points to cope with the green revolution and the Government's commitment to a greener future as a solution to the fuel crisis. The changes to infrastructure needed to supply the UK with a viable way to make the transition from fossil fuel powered vehicles to a more renewable source of electric vehicles will take many years, providing job opportunities in Streetworks and construction for many thousands of local people.

English & Maths

Educational performance is mixed across the Liverpool City Region. At Key Stage 4, Wirral consistently out-performs the national average and Halton schools have improved since 2011 to be above average. The other areas are below average, particularly in Knowsley. The shift to Progress 8 scores in 2015 rated all Council areas as average or below. The proportion achieving grades A*-C in English and Maths GCSEs has improved but only Wirral are above the national average.

APPENDIX 1

Team Leading/Management

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Learners are expected to complete knowledge-based assignments for modules within each programme which allows assessment of retained knowledge throughout the programme. Continuous on programme assessments also take place as learners develop a portfolio of evidence which will be showcased as part of End Point Assessments where required. This allows the continuous assessment of impact during learner's time on programme and gives the tutor a good understanding of learning that has taken place and how far each learner has progressed since the start of their programme.

Where applicable first-time pass rates for End Point Assessment are monitored to assess impact of teaching and learning and where identified curriculum and delivery models can be adapted to promote further improvement.

Robust Quality checks are carried out throughout the duration of the programme to check quality of what is being delivered and the impact. This involves both formative and summative IQA and regular OTLA and focussed curriculum reviews to monitor the impact of the curriculum as a whole.

Learners are surveyed at regular points throughout their programme to monitor impact on both hard and soft skills and allows honest feedback to be captured in order to make continuous improvements.

Standardisation meetings across the wider company are in place and happen on a quarterly basis. These meetings allow for the sharing of good practice and to ensure that what is being delivered meets learners needs and allows for the opportunity to develop programmes further.

Learners are reviewed throughout their programme to measure progression and check understanding. Reviews and progress reports link in with all aspects of the learner's programme and give a collective view of progression from the start of programme.

Our target achievements across programme are a success rate of 74% for Apprenticeship Programmes.

Where applicable we will also aim for a 71% EPA distinction rate.

Impact is also measured against the intent of the programme as follows:

- Improve salaries or promotion for 25% of learners (dependant on level undertaken)
- A minimum of 55% of learners gain increased responsibility (task, project, or people) evaluated through feedback surveys and after care engagement
- 100% of achievers awarded relevant CMI status e.g., chartered (where applicable)
- 90% Improve knowledge as a result of programme undertaken
- 80% Improve skills as a result of programme undertaken
- 65% Improve behaviours as a result of programme undertaken
- 70% improvement in English and maths skills
- 65% improvement of IT skills
- 75% increased confidence
- 72% improve assertiveness skills
- 70% improve time management skills
- 70% improve motivation

- 70% improve problem solving skills
- 70% improve communication skills
- 65% improve critical thinking skills
- 70% improve leadership skills
- 70% improve self-awareness
- 70% improve teamwork skills
- 75% improve productivity
- 70% improve resilience

Coaching

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Learners are expected to complete knowledge-based assignments for modules within each programme which allows assessment of retained knowledge throughout the programme. Continuous on programme assessments also take place as learners develop a portfolio of evidence which will be showcased as part of End Point Assessments where required. This allows the continuous assessment of impact during learner's time on programme and gives the tutor a good understanding of learning that has taken place and how far each learner has progressed since the start of their programme.

Where applicable first-time pass rates for End Point Assessment are monitored to assess impact of teaching and learning and where identified curriculum and delivery models can be adapted to promote further improvement.

Robust Quality checks are carried out throughout the duration of the programme to check quality of what is being delivered and the impact. This involves both formative and summative IQA and regular OTLA and focussed curriculum reviews to monitor the impact of the curriculum as a whole.

Learners are surveyed at regular points throughout their programme to monitor impact on both hard and soft skills and allows honest feedback to be captured in order to make continuous improvements.

Standardisation meetings across the wider company are in place and happen on a quarterly basis. These meetings allow for the sharing of good practice and to ensure that what is being delivered meets learners needs and allows for the opportunity to develop programmes further.

Learners are reviewed throughout their programme to measure progression and check understanding. Reviews and progress reports link in with all aspects of the learner's programme and give a collective view of progression from the start of programme.

Our target achievements across programme are a success rate of 79% for Apprenticeship Programmes.

Where applicable we will also aim for a 74% EPA distinction rate.

Impact is also measured against the intent of the programme as follows:

- Improve salaries or promotion for 25% of learners (dependant on level undertaken)
- A minimum of 30% of learners gain increased responsibility (task, project, or people) evaluated through feedback surveys and after care engagement
- 90% Improve knowledge as a result of programme undertaken
- 80% Improve skills as a result of programme undertaken
- 65% Improve behaviours as a result of programme undertaken
- 70% improvement in English and maths skills
- 65% improvement of IT skills
- 75% increased confidence
- 70% improve time management skills
- 75% improve motivation
- 75% improve problem solving skills
- 60% improve critical thinking skills

- 80% improve self-awareness
- 75% improve teamwork skills
- 70% improve resilience

Business Administration / Customer Service

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Learners are expected to complete knowledge-based assignments for modules within each programme which allows assessment of retained knowledge throughout the programme. Continuous on programme assessments also take place as learners develop a portfolio of evidence which will be showcased as part of End Point Assessments where required. This allows the continuous assessment of impact during learner's time on programme and gives the tutor a good understanding of learning that has taken place and how far each learner has progressed since the start of their programme.

Where applicable first-time pass rates for End Point Assessment are monitored to assess impact of teaching and learning and where identified curriculum and delivery models can be adapted to promote further improvement.

Robust Quality checks are carried out throughout the duration of the programme to check quality of what is being delivered and the impact. This involves both formative and summative IQA and regular OTLA and focussed curriculum reviews to monitor the impact of the curriculum as a whole.

Learners are surveyed at regular points throughout their programme to monitor impact on both hard and soft skills and allows honest feedback to be captured in order to make continuous improvements.

Standardisation meetings across the wider company are in place and happen on a quarterly basis. These meetings allow for the sharing of good practice and to ensure that what is being delivered meets learners needs and allows for the opportunity to develop programmes further.

Learners are reviewed throughout their programme to measure progression and check understanding. Reviews and progress reports link in with all aspects of the learner's programme and give a collective view of progression from the start of programme.

Our target achievements across programme are a success rate of 77% for Apprenticeship Programmes.

Where applicable we will also aim for an 85% EPA distinction rate.

Impact is also measured against the intent of the programme as follows:

- Improve salaries or promotion for 25% of learners (dependant on level undertaken)
- A minimum of 55% of learners gain increased responsibility (task, project, or people) evaluated through feedback surveys and after care engagement
- 90% Improve knowledge as a result of programme undertaken
- 80% Improve skills as a result of programme undertaken
- 65% Improve behaviours as a result of programme undertaken
- 70% improvement in English and maths skills
- 65% improvement of IT skills
- 75% increased confidence
- 72% improved assertiveness skills
- 70% improved time management skills
- 70% improved motivation

- 70% improved problem-solving skills
- 70% improved interpersonal skills
- 70% improved self-awareness
- 70% improved teamwork skills
- 65% improved critical thinking skills
- 70% improve resilience

Housing

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Learners are expected to complete knowledge-based assignments for CIH modules within each programme which allows assessment of retained knowledge throughout the programme. Continuous on programme assessments also take place as learners develop a portfolio of evidence which will be showcased as part of End Point Assessments where required. This allows the continuous assessment of impact during learner's time on programme and gives the tutor a good understanding of learning that has taken place and how far each learner has progressed since the start of their programme.

Where applicable first-time pass rates for End Point Assessment are monitored to assess impact of teaching and learning and where identified curriculum and delivery models can be adapted to promote further improvement.

Robust Quality checks are carried out throughout the duration of the programme to check quality of what is being delivered and the impact. This involves both formative and summative IQA and regular OTLA and focussed curriculum reviews to monitor the impact of the curriculum as a whole.

Learners are surveyed at regular points throughout their programme to monitor impact on both hard and soft skills and allows honest feedback to be captured in order to make continuous improvements.

Standardisation meetings across the wider company are in place and happen on a quarterly basis. These meetings allow for the sharing of good practice and to ensure that what is being delivered meets learners needs and allows for the opportunity to develop programmes further.

Learners are reviewed throughout their programme to measure progression and check understanding. Reviews and progress reports link in with all aspects of the learner's programme and give a collective view of progression from the start of programme.

Our target achievements across programme are a success rate of 75%.

Where applicable we will also aim for a 60% EPA distinction rate.

Impact is also measured against the intent of the programme as follows:

- Improve salaries or promotion for 25% of learners (dependant on level undertaken)
- A minimum of 55% of learners gain increased responsibility (task, project, or people) evaluated through feedback surveys and after care engagement
- 90% Improve knowledge as a result of programme undertaken
- 80% Improve skills as a result of programme undertaken
- 65% Improve behaviours as a result of programme undertaken
- 70% improvement in English and maths skills
- 65% improvement of IT skills
- 75% increased confidence
- 72% improve assertiveness skills
- 70% improve time management skills
- 70% improve motivation
- 70% improve problem solving skills
- 70% improve communication skills
- 60% improve critical thinking skills

- 60% improve leadership skills
- 70% improve self-awareness
- 70% improve teamwork skills
- 75% improve productivity
- 70% improve resilience

Warehousing & Supply Chain

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Our target achievements across programme are a success rate of 98%.

Impact is measured against the intent of the programme:

- Improve salaries or promotion for 25% of learners (dependant on level undertaken)
- A minimum of 55% of learners gain increased responsibility (task, project, or people) evaluated through feedback surveys and after care engagement
- 90% Improve knowledge as a result of programme undertaken
- 80% Improve skills as a result of programme undertaken
- 65% Improve behaviours as a result of programme undertaken
- 70% improvement in English and maths skills
- 65% improvement of IT skills
- 75% increased confidence
- 70% improve time management skills
- 70% improve motivation
- 70% improve problem solving skills
- 70% improve self-awareness
- 75% improve productivity
- 70% improve resilience

Health & Social Care

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Our target achievements across programme are a success rate of 98%.

Impact is measured against the intent of the programme:

Level 2 Certificate courses (Dementia, footcare, falls, end of life, personal care)

- 90% Improve knowledge as a result of programme undertaken
- 90% Improve skills as a result of programme undertaken
- 50% improvement in English skills
- 15% improvement of IT skills
- 50% of learners gain increased responsibility (task, project, or people)
- 95% of learners remain in the Health & Social Care sector by the end of their programme
- 30% of staff have an ambition to progress to the next level of training
- Improve salaries or promotion for 10% of learners
- 75% improve their confidence
- 70% improve their motivation
- 70% improve their resilience

Level 3 Diploma in Principles in Health & Social Care

- 90% Improve knowledge as a result of programme undertaken
- 90% Improve skills as a result of programme undertaken
- 50% improvement in English skills
- 25% improvement of IT skills
- 50% of learners gain increased responsibility (task, project, or people)
- 95% of learners remain in the Health & Social Care sector by the end of their programme
- 40% of staff have an ambition to progress to the next level of training
- Improve salaries or promotion for 10% of learners
- 75% improve their confidence
- 70% improve their motivation
- 70% improve their resilience

Mental Health & Wellbeing

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Our target achievements across programme are a success rate of 98%.

Impact is measured against the intent of the programme:

- 90% Improve knowledge as a result of programme undertaken
- 90% Improve skills as a result of programme undertaken
- 50% improvement in English skills
- 15% improvement of IT skills
- 40% of learners have an ambition to progress to the next level of training
- 75% improve their confidence
- 70% improve their motivation
- 70% improve their resilience

Digital Skills

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Our target achievements across programme are a success rate of 98%.

We would anticipate the following impact from the ICT programme:

- Improve salaries or promotion for 25% of learners (dependant on level undertaken)
- A minimum of 70% of learners gain increased responsibility (task, project, or people) evaluated through feedback surveys and after care engagement
- 90% Improved their knowledge as a result of programme undertaken
- 90% Improved their skills as a result of programme undertaken
- 50% improvement in English and maths skills
- 100% improvement of IT skills
- 75% increased confidence
- 70% improve motivation
- 70% improve resilience

Employability

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Our target achievements across programme are a success rate of 98%.

Impact is measured against the intent of the programme:

- 60% of learners gain a job in an associated environment within 6 months of completing their programme
- 90% Improved their knowledge as a result of programme undertaken
- 90% Improved their skills as a result of programme undertaken
- 50% improvement in English and maths skills
- 25% improvement of IT skills
- 75% increased confidence
- 70% improve motivation
- 70% improve resilience

Functional Skills English & Maths (Non-Apprenticeships)

Impact is measured continuously throughout the learner journey. Starting Point Assessment completed at the start of the programme gives accurate starting points to allow distance travelled checks throughout the duration of the learner journey. This highlights areas that have been developed and areas for further development, which are then looked at in more depth in classes.

Our target achievements across programme are a success rate of 80%.

Impact is measured against the intent of the programme:

- 55% of learners gain a job in an associated environment within 6 months of completing their programme
- 90% Improved their knowledge as a result of programme undertaken
- 90% Improved their skills as a result of programme undertaken
- 25% improvement of IT skills
- 80% increased confidence
- 80% improve motivation
- 80% improve resilience