

ATE Transitions Framework Analysis

Update for 2024

Key findings



The average score for seven of the eight factors has trended away from barrier and towards support.



If you look at an average of all of the Careers Hub scores **promotion of ATE options** has tipped over from being a net barrier to a net support.



There is strong progress on **employer willingness to offer opportunity** (+0.41) and **enthusiasm for occupations with opportunities** (+0.39) which offers hope and a model for further improvement.



There is a general flattening of the relative impact of the factors - average standard deviation per factor is 0.62 in 2024 compared to 0.84 in 2023. This offers a credible data point to show that the most significant barriers are being mitigated or broken.



Significant progress has been made where Career Hubs have focussed their energy following last year's analysis - for example in Dorset **promotion of ATE options** (+2.2), Solent - **conversion rate of interest to take up** (+1) & West Sussex - **enthusiasm for occupations with opportunities** (+1)

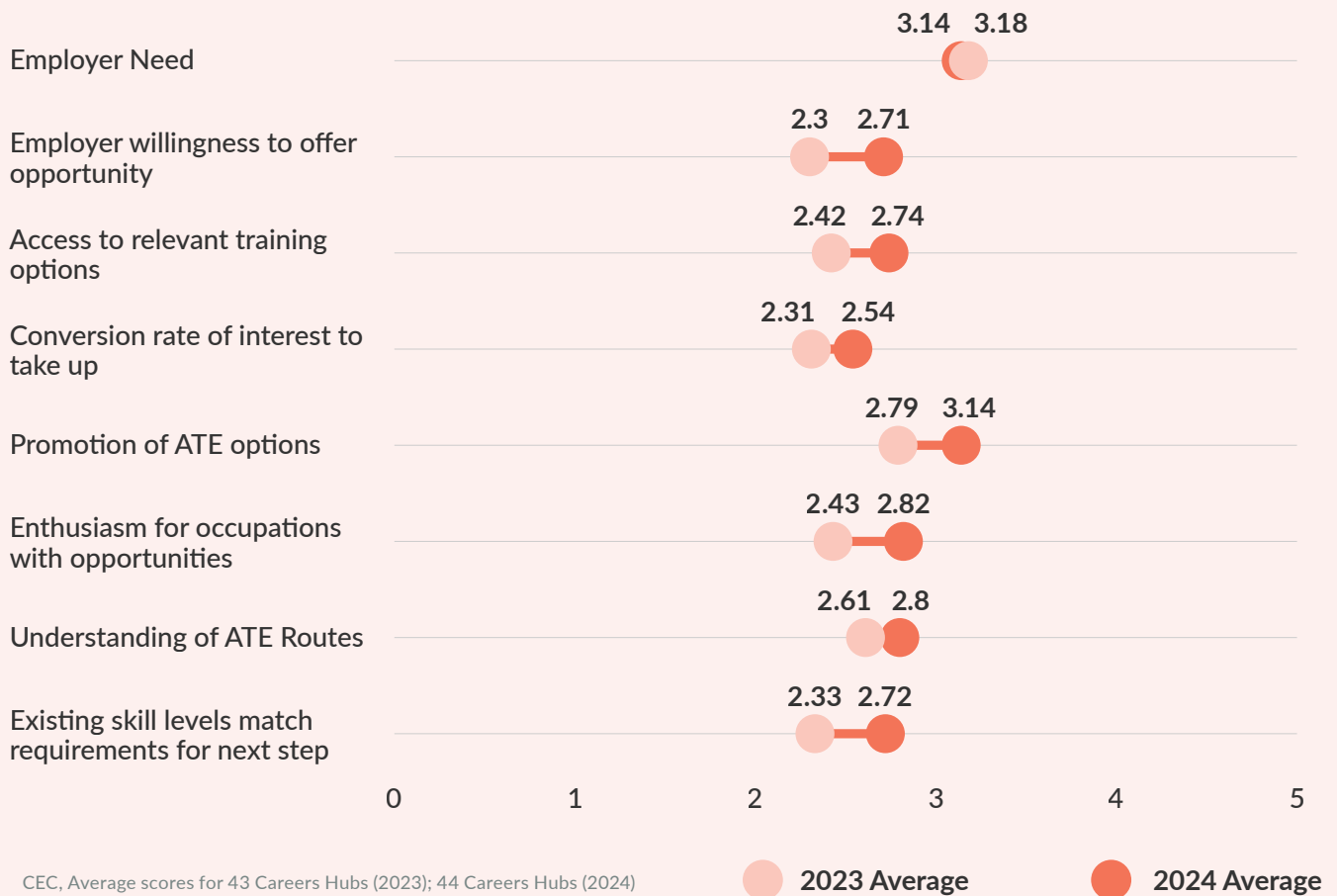
Summary

In 2023 and again in 2024 we have synthesised public data (the [Employer Skills Survey](#), [Individualised Learner Record](#) and more) with our data, against eight factors that affect young people transitions into ATE pathways. We created regional data packs and asked experts to analyse and agree on a consensus as to the extent to which each of the eight factors was a barrier or support to ATE Transitions in each Careers Hub. These are the findings.

This is an update to [Conditions for Transition](#) published last year. For further insight on the individual factors and methodology please refer to the original report.

Summary of results

Ranking of factors by average score from biggest support to biggest barrier.



Scoring criteria for the 8 key factors

1

This is a significant barrier to ATE transitions and the evidence conclusively points to this.

2

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

3

There is roughly equal amount positive and negative evidence in this criteria and it is broadly neutral in terms of its impact on ATE transitions.

4

There is positive evidence this is supporting ATE transitions despite some negative indicators.

5

This is a significant support to ATE transitions and the evidence conclusively points to this.



Overall Analysis

- Progress against the indicators underpins scoring rises across the factors, in particular PAL compliance (promotion), understanding of T Levels (understanding) and work readiness (existing skills match the requirements for next step). Equally a fall in advertised vacancies underpins the falling Employer Need score. This fosters confidence in the model.

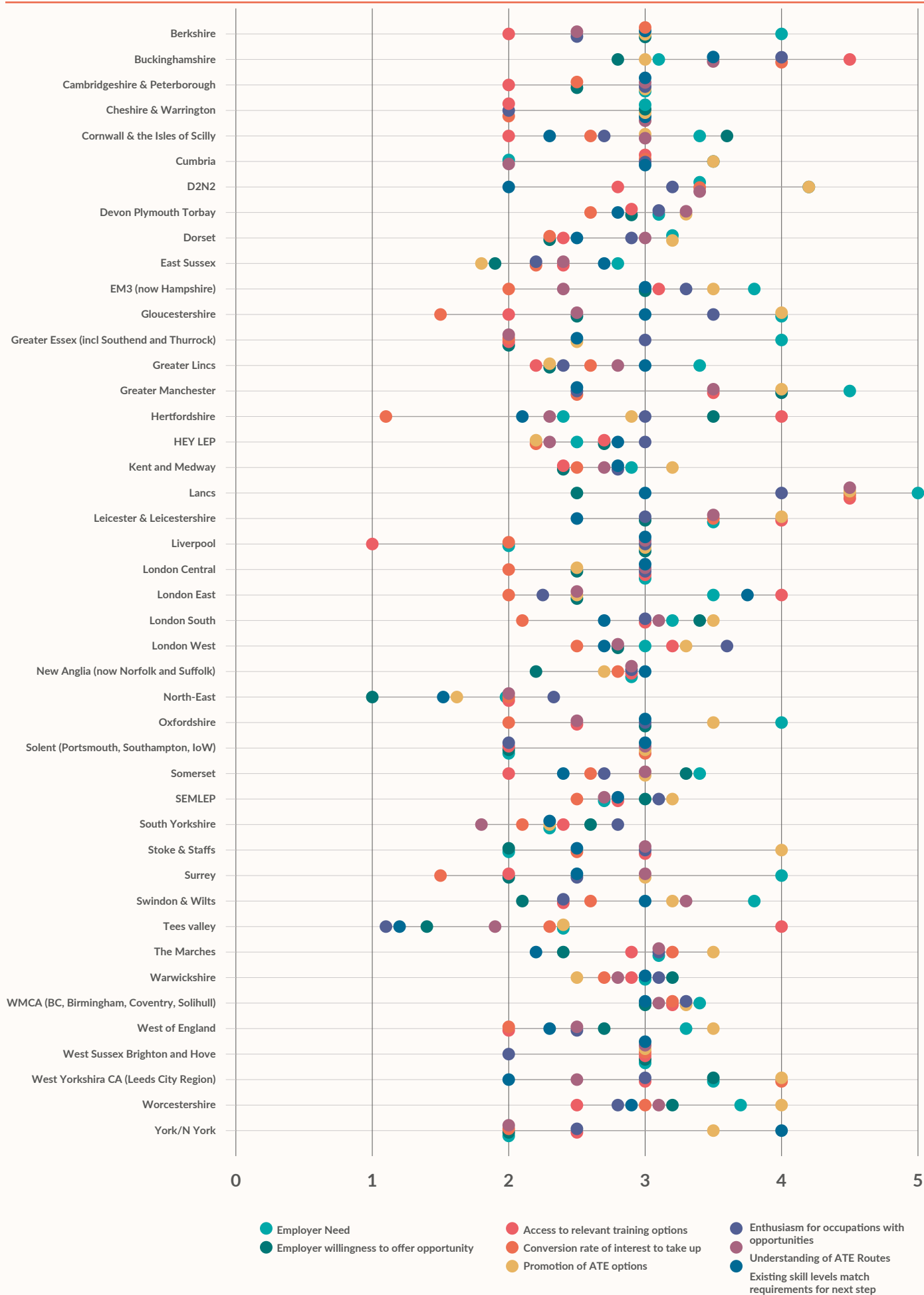
Example indicator shifts year to year

Factor	Indicator	change in national average compared to previous years data
Promotion of ATE Options	For what % of schools have 76-100% of learners had meaningful encounters with Independent Training Providers?	+5%pts
Understanding of ATE Options	What % of learners in KS4 understand T Levels as an option after Y11?	+4%pts
Conversion of interest to uptake	What % of learners sustain an apprenticeship on leaving KS4?	+1.1%pts

Sources: CEC analysis of Compass and FSQ data and comparison of DfE KS4 destination measures 2020/2021 - 2021/22 (most recent available at times of analysis)

- Progress has been made where Careers Hubs have focussed their ATE Hub fund projects; for example in Dorset promotion of ATE options (+2.2), Solent - conversion rate of interest to take up (+1) & West Sussex – enthusiasm for occupations with opportunities (+1).
- The general flattening of the picture offers a credible data point to show that the most significant barriers are being mitigated or broken.
- There are 'stickier' aspects which should be monitored to see if the effect is not yet being felt (for example you would expect a lag between rising promotion and rising understanding) or if more needs to be done.

Complete scores for each Careers Hub





Stoke-on-Trent & Staffordshire

“The skills framework has been an excellent tool in helping us to build and develop a robust careers offer as part of the Stoke and Staffs Careers Hub ‘Experience of the Workplace’ project.”

Maria Carroll - Capula

Employer willingness to offer opportunity

Previous Score: 1.5

Current Score: 2.0

We are very fortunate locally to have a very engaged group of Enterprise Advisers (business volunteers) and when we targeted employer willingness to offer opportunity, we thought it would be best to reach out to them for support. We had positive survey response from over 65 of them and they all highlighted issues around young people’s preparedness for the world of work as being the major barrier limiting employers’ willingness to offer opportunities. They noted specific skills and competencies which needed attention – when we reviewed their comments, we took this opportunity to work with them to develop our ‘Employer Competency Framework for skills’ (ECF).

As it has been led by local employers the ECF has been very well received by various employer networks, it is embedded into planning with our Cornerstone Employers and it is included within the latest version of our LSIP. We also took this a step forward and worked with one of our local MATs to create educator facing ‘learning outcomes’ aligned to the skills and competencies highlighted by employers and are now moving, with both educators and employers, towards a shared language in this space (which complements the Skills Builder Essential Skills Framework).

This activity has helped to increase the Careers Hubs profile within the business community and employers are valuing the clarity provided by the ECF and changing their behaviour - for example - a new employer (working with us for the first time) recruiting new apprentices on the back of their involvement with the ECF.

The development of the ECF has been a great example of local partnership working involving our Enterprise Advisers, the local LSIP, our Cornerstone Employers, the Stoke & Staffs Apprenticeship Ambassador Network, the Staffordshire Training Provider Network and the Alpha Academies Trust.

We’re keen to build on these developments and have recently launched further resources to support employer engagement with the CEC Employer Standards via our employer roadmaps, providing a simpler and smoother journey of engagement for employers of all shapes and sizes.



Dorset

“We found the Apprenticeship information very helpful. It helped to support our son through the application process. Since coming, we have attended three further Careers Hub events – thank you for sending the information out to us”

Promotion of ATE options

Previous Score: 1.0

Current Score: 3.2

Underlying Indicators – shift:

For what % of schools have 76-100% of learners had meaningful encounters with Independent Training Providers? **84.21%** (2024) **68.7%** (2023)

- What % of school have 76-100% of learners had meaningful encounters with Further Education Colleges? **93.42%** (2024) **84.3%** (2023)

We identified this particular factor ‘Promotion of ATE Options’ following on from the workshop we ran with partners last year. We decided that we wanted to look at ‘promotion’ through a different lens by developing the idea of ‘Careers and Coffee’ events for young people and their parents/carers. In partnership with the Dorset and Somerset Training Provider Network – (DSTPN), we organised and promoted these with our local schools but made the decision to run them outside of schools hours (on weekends) and outside of school venues, preferring community centres.

We also thought carefully about the content for these events, and worked with our local ASK provider (DSTPN) to ensure that we pitched the information about apprenticeships and technical pathways in an engaging and audience-friendly way. Despite the sessions running on a Saturday morning, they all had good attendance (approx. 120 in total) and the attendees really appreciated the time to talk and ask questions in an informal environment. Another positive is that we also had members of our home educated community attend the events and this has built a positive bridge for further engagement on related topics.

The ‘Careers and Coffee’ events have led to increasing numbers of parents/carers also attending further Careers Hub events, supporting their young people as they make decisions about their best next steps. We’re also working with our local authorities to share the lessons learned from these events which have really made a difference in engaging young people and their parents/carers within their local communities.



Oxfordshire

“It was good to have stands manned by people currently on apprenticeship programs who could talk about their own experiences.”

Parent quote

“It was really useful, I learnt a lot about apprenticeships, and that I can do one after I’ve finished my A Levels rather than going to University.”

Student

“They were fab, full of energy and positivity. The students loved them! Great role models.”

School

“Talking to students who were in my position a couple of years ago made me feel proud of my achievements.”

Ambassador

Conversion of interest to uptake

Previous Score: 2.0

Current Score: 2.0

Underlying Indicators – shift:

- For what % of schools have 76-100% of learners had information about the full range of apprenticeships? **94.44%** (2024) **82.6%** (2023)
- What % of learners sustain an apprenticeship on leaving KS4? **2.8%** (2024) **2%** (2023)

Whilst we noted that the ATE score assigned by our expert group for this particular ATE criteria did not change this year, we were pleased to report some significant shifts with our underlying indicators. This resulted from activity in several areas with some seeing some particularly impactful results – for example we ran specific workshops for parents/carers as part of our National Apprenticeship Week programme and had over 800 participants for the sessions. One of our other key initiatives supporting ‘conversion’ is our work with the local Apprenticeships Ambassador Network (AAN) – a group of approx. 30 apprentices or ex-apprentices, some coming from our Cornerstone Employers and others from businesses in the area.

The key difference the AAN has made is in changing the perspective of Careers Leaders and senior Leaders within schools about who/what an apprentice is. When they see former students progressing on this pathway into very successful opportunities there were several lightbulb moments as their interest, understanding and enthusiasm for ATE routes really took off. We’ve found this has led to a notable shift in their support for converting interest into applications for these pathways.

We’ve also had specific support sessions for our SEND schools where former students who have progressed onto supported schemes (e.g. internships) have visited their schools to talk about their experiences to bring their transition into the workplace to life. Again, very positively received.

All of these activities come together to provide a rich and lived experience of the various ATE pathways and we are fortunate in the support of OXLEP, our Cornerstone Employers, our local training provider network and local schools/colleges in making this happen.

We plan to build on these approaches next year and are looking at ways to improve these further, working with partners and stakeholders for the benefit of all young people in Oxfordshire.

We also ran a twilight session for parents and carers as part of our two-day Oxfordshire CareersFest. The event had over 70 employers, training providers, FE and HE establishments present, many of whom will have an apprentice on their stand with them. We had almost **700 people attend** in person over the 2 hours and **88% of parents/carers** said that it made them think differently about what pathway might be best for their child post 16/18 and **91% of students** felt they’d learnt more about apprenticeships with 74% saying it had changed their thinking in terms of future pathways.



Lancashire

Existing skill levels match the requirement for next step

Previous Score: 2.0

Current Score: 2.5

The LSIP in Lancashire, led by the Chambers of Commerce, working in partnership with the Lancashire Skills and Employment Hub, identified that the work readiness of young people was a concern from local employers. This fed into the ATE review process in Lancashire, highlighting the concern that educators and employers had different views on what is meant by employability skills and work readiness skills. One aim of our approach in tackling this area was to develop a 'common language' around these skills which, most importantly, would also then help young people to recognise them and be able to talk with confidence about them.

We worked with our Skills & Employment Hub, the Chambers of Commerce and various business networks to survey local employers to both understand and then prioritise their skills needs around work readiness. We then used information to create a 'Learn it, Apply it and Develop it' approach to work readiness skills which we have called 'Work Ready Lancashire' which is cross referenced to the Skills Builder Framework. The approach has created a common work-ready language which can be used by both employers and educators alike.

Moving forward, the Lancashire Careers Hub will embed this approach into their commissioning and support arrangements with local schools and employers – for example, embedding Work Ready into Employer Encounters, Experiences of the Workplace and Teacher Encounters and encouraging schools to embed work readiness into curriculum. It has also received support from local Cornerstone Employers, Enterprise Advisers and aligns with the Lancashire Skills Pledge.



Cheshire & Warrington

“Having been fortunate enough to have done a Railway engineering apprenticeship myself I wanted to be able to give young people the same fantastic opportunity that I had and becoming an EA has given me that. As a company Arriva Traincare have seen a significant increase in applications for our Engineering apprenticeships from the schools & colleges that we have interacted with, so we are seeing real benefits from being able to this through the Cheshire and Warrington Careers Hub.”

Stuart Hammersley – Arriva Traincare – Engineering Manager

Understanding of ATE

Previous Score: 2.0

Current Score: 3.0

Underlying Indicators – shift:

- FSQ data shows that Understanding of apprenticeships at Year 11 has increased from **70% to 76.4%** in the last 2 years
- Understanding of T Levels at Year 11 has increased from **25% to 41.7%** in the last 2 years

When we looked to target this particular factor we decided to deliver a series of activities which prioritised groups who are amongst the key influencers in young people’s lives, their parents/carers and their educators. Working as part of the CEC’s wider Teacher Encounters programme, we focused on upskilling 60 teaching members of staff in the apprenticeship application and recruitment process by putting them through a Mock Assessment Centre activity delivered by employers and apprentices.

When surveyed **94%** of Teachers informed us that they now feel more confident in having discussions around apprenticeships and technical routes with the young people they are supporting. To ensure sustainability of the intervention the Careers Hub commissioned Cre8tive Resources to produce KS3/4 interactive curriculum resources focused on ATE pathways across our four growth sectors. Following the activity the teachers then cascaded this learning supported by the resources to over 350 members of staff upskilling their knowledge around ATE pathways.

As part of our support sessions for parents/carers we commissioned our local **Apprenticeship Support and Knowledge for Schools and Colleges (ASK)** provider to deliver 4 parental online focus sessions around post 16 pathways. There were over 500 participants online during these sessions. Using a poll we received feedback that **65%** of parents felt more confident in discussing apprenticeships and technical education with their child as a result of the sessions. In addition, ASK also produced three newsletters and a presentation for parents/carers, which focussed on ATE and these were sent to every high school across Cheshire and Warrington.

This has very much been a partnership effort, across Cheshire and Warrington we have **The Pledge Partnership** which includes the Careers Hub, Youth Fed (3rd Sector charity), Schools/Colleges, Independent Training Providers, Employer Networks including the Cornerstone Group and Enterprise Advisor Network, ASK, DWP and our 3 Local Authorities and other key partners. As a collective group we ensure quality Careers Education is embedded across the curriculum, informs School Improvement, and aligns to economic priorities for Cheshire and Warrington.

We now plan to build on this activity and look at how we convert this understanding into a wider uptake of apprenticeships and other technical routes, using our network of Enterprise Advisers, Cornerstone Employers and the wider partnership.

Join us

Progress is being made and accelerated by local partnerships of employers, training providers and schools coordinated by Careers Hubs.

CEC is committed to boosting skills pathway transitions nationally and as a result of this analysis is leading on a number of initiatives which include but are not limited to:

- Enhancing the quality and quantity of experiences of the workplace through [equalex](#) to ensure learners are better equipped with the **understanding of pathways** and the **skills required to take the next step**.
- Through the [ASK programme](#) ensure the effective **promotion of apprenticeships and technical education pathways**.
- Continue to develop the support for **teachers** and **parents & carers** to improve their ability to support transitions and boost the **conversion of interest** to take up.
- Support **employers** and **sectors** to engage in all pre-19 education with precision and purpose in order to boost **employer willingness to offer opportunity**.

Alongside these national initiatives and based on their analyses and local consultation each Careers Hub has identified a factor of primary focus for 2024 / 2025. You can see which factor each Careers Hub has identified below. If you would like to work with or can offer support to hubs on their area of focus you can contact them [here](#).



Annex 1

Factor of focus for each Careers Hub 2024/25

Hub	ATE Factor identified
Berkshire	Promotion of ATE options
Buckinghamshire	Promotion of ATE options
Cambridgeshire & Peterborough	Promotion of ATE options
Cheshire & Warrington	Conversion rate of interest to take up
Cornwall & the Isles of Scilly	Promotion of ATE options
Cumbria	Conversion rate of interest to take up
D2N2	Understanding of ATE routes
Devon Plymouth Torbay	Conversion rate of interest to take up
Dorset	Enthusiasm for occupations with opportunities
East Sussex	Promotion of ATE options
EM3 (now Hampshire)	Conversion rate of interest to take up
Gloucestershire	Conversion rate of interest to take up
Greater Essex (incl Southend and Thurrock)	Conversion rate of interest to take up
Greater Lincs	Promotion of ATE options
Greater Manchester	Understanding of ATE routes
Hertfordshire	Conversion rate of interest to take up
HEY LEP	Conversion rate of interest to take up
Kent and Medway	Employer willingness to offer opportunity
Lancs	Employer willingness to offer opportunity
Leicester & Leicestershire	Enthusiasm for occupations with opportunities
Liverpool	Promotion of ATE options
London Central	Understanding of ATE routes
London East	Promotion of ATE options
London South	Conversion rate of interest to take up

Hub	ATE Factor identified
London West	Existing skills levels match requirements for next step
New Anglia (now Norfolk and Suffolk)	Promotion of ATE options
North-East	Employer willingness to offer opportunity
Oxfordshire	Understanding of ATE routes
Solent (Portsmouth, Southampton, IoW)	Promotion of ATE options
Somerset	Access to relevant training options
SEMLEP	Conversion rate of interest to take up
South Yorkshire	Understanding of ATE routes
Stoke & Staffs	Employer willingness to offer opportunity
Surrey	Conversion rate of interest to take up
Swindon & Wilts	Employer willingness to offer opportunity
Tees valley	Promotion of ATE options
The Marches	Employer willingness to offer opportunity
Warwickshire	Promotion of ATE options
WMCA (BC, Birmingham, Coventry, Solihull)	Employer willingness to offer opportunity
West of England	Conversion rate of interest to take up
West Sussex Brighton and Hove	Enthusiasm for occupations with opportunities
West Yorkshire CA (Leeds City Region)	Existing skills levels match requirements for next step
Worcestershire	Existing skills levels match requirements for next step
York/N York	Promotion of ATE options



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