

**Hull and East Yorkshire  
Skills Assets and Capabilities Study**  
Prepared for Hull and Humber Chamber of Commerce  
July 2024

# Hull and East Yorkshire Skills Assets and Capabilities Summary Report



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## 1. Introduction

## Purpose of the Report

Hull and Humber Chamber of Commerce commissioned ekosgen, part of GC Insight, to provide a review of the post 16 skills provision within Hull and East Yorkshire in order to support the development of Stage 2 of the Local Skills Improvement Plan (LISP) for the area. The mapping study has involved the development of a detailed evidence base to help understand the further education and higher education capabilities in Hull and East Yorkshire, as well as a primary research exercise to consider how skills providers are meeting the changing needs of employers.

This report presents the key findings from the research, including the strengths, specialisms and challenges of the key providers in the region. This report draws upon data from an accompanying [Power BI dashboard](#) which provides an overview of the current provision of skills, key assets and capabilities in Hull and East Yorkshire.

## Scope of the Study

This study has sought to gather information relating to all providers delivering education to learners aged 16+. This includes a range of Further Education (FE) providers, Higher Education Institutions (HEIs), public sector providers such as local authorities, and other independent providers.

The research draws on information gathered during desk research and primary research, including:

- **Desk research** – ekosgen completed desk based research to consider the provision, performance and quality of education and training in Hull and East Yorkshire using datasets from Ofsted, Higher Education Statistics Agency (HESA) and the Department for Education (DfE).
- **Primary research** – ekosgen worked with Hull and Humber Chamber of Commerce to distribute an online survey to all of the providers within the study's scope. Responses were received from 6 FE colleges, 4 independent providers, 1 local authority provider, and the one HEI. Follow up consultation was undertaken as required to address any information gaps and provide further clarification on the requirements.

This mixed method research approach has allowed the project team to provide a detailed assessment of skills provision in the region, as highlighted in this report. Insights are provided in this report with separate chapters for further education and equivalent level provisions, and higher education provision.

## Sector Focus

The study provides broad coverage of the post-16 education and skills provision in Hull and East Yorkshire, in addition to providing a focus on particular sectors of strategic priority in the region, along with related sector subject areas. Target sectors for Hull and East Yorkshire include agri-skills, construction, engineering construction, manufacturing, health & social care and the enabling sectors of green skills and digital skills.

Applying focus to these priority sectors during the desk research and primary research with providers has allowed a deeper understanding to be formed of the strengths and challenges of skills and training provision in Hull and East Yorkshire, and the opportunities for development in order to continually meet the changing needs of employers effectively.





## 2. Further Education Provision and Apprenticeships

## Summary of Providers

The research identified 25 Further Education providers in Hull and East Yorkshire, with **62,500 enrolments** being recorded in 2022/23. This includes enrolments to a specific course or module, rather than the total number of students as students can study for more than one learning aim. Figure 2.1 shows the location of these providers in Hull and East Yorkshire.

**Figure 2.1: Map of Further Education Provision in Hull and East Yorkshire**

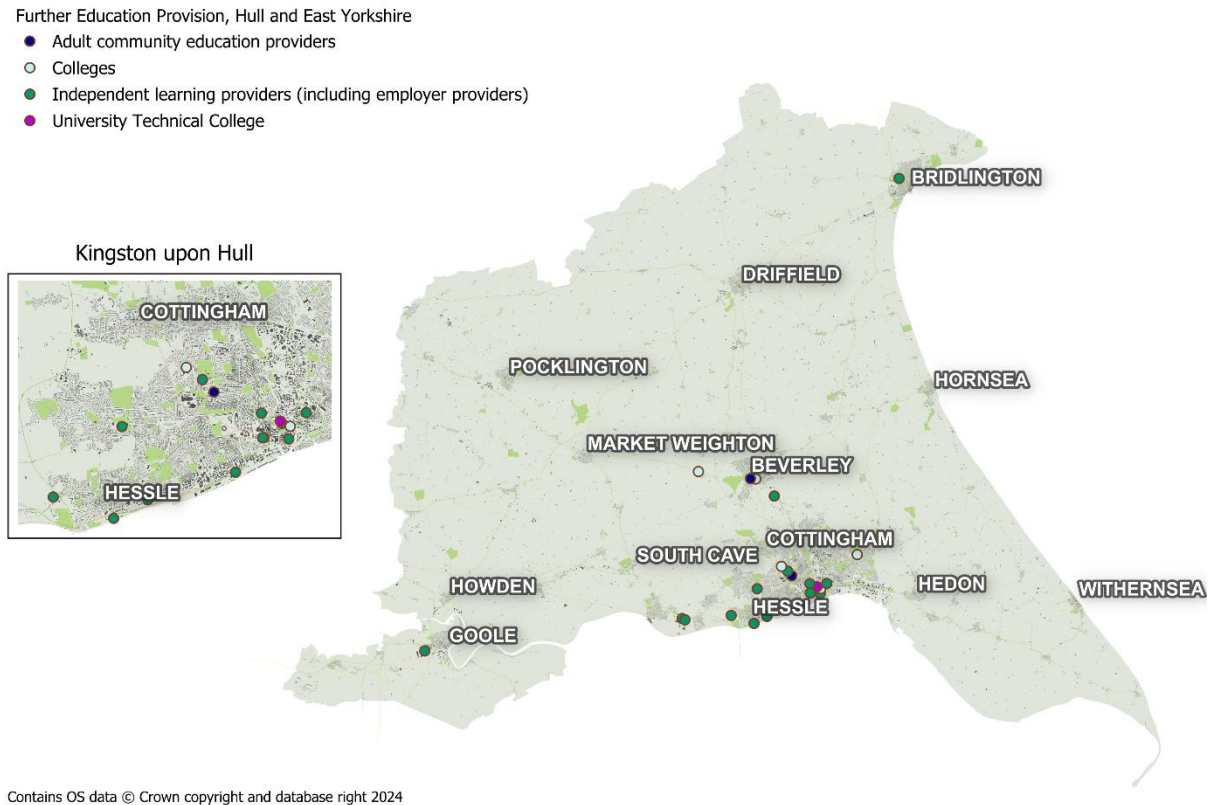


Table 2.1 provides a breakdown of the different types of Further Education providers working in the area.

**Table 2.1: Further Education Providers by Type in Hull and East Yorkshire**

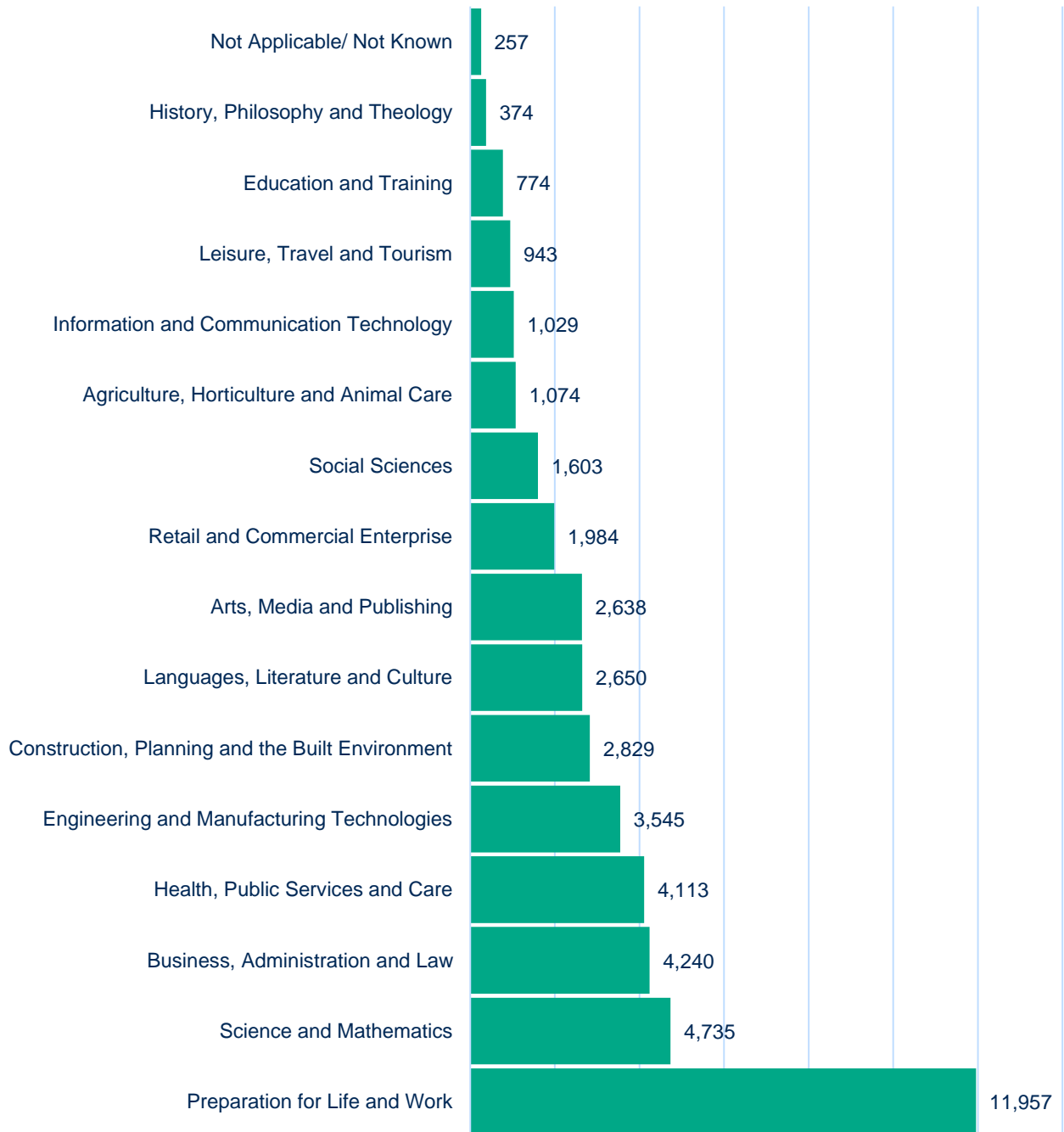
Provider Type	Number of Providers
Adult community education providers	2
Colleges	5
Independent learning providers (including employer providers)	17
University Technical College	1
<b>Total</b>	<b>25</b>

Source: Department for Education

## Sector Subject Areas (SSAs)

Figure 2.2 shows that the largest FE provision by Sector Subject Area (SSA) in Hull and East Yorkshire is Preparation for Life and Work, which had nearly 12,000 enrolments in the 2022/23 academic year, accounting for 17% of all enrolments. Other SSAs with high numbers of enrolments in 2022/23 included Science and Mathematics (4,735 enrolments, 7%), Business, Administration and Law (4,240 enrolments, 6%), and Health, Public Services and Care (4,113 enrolments, 6%).

**Figure 2.2: Further Education Enrolments in Hull and East Yorkshire, 2022/23**

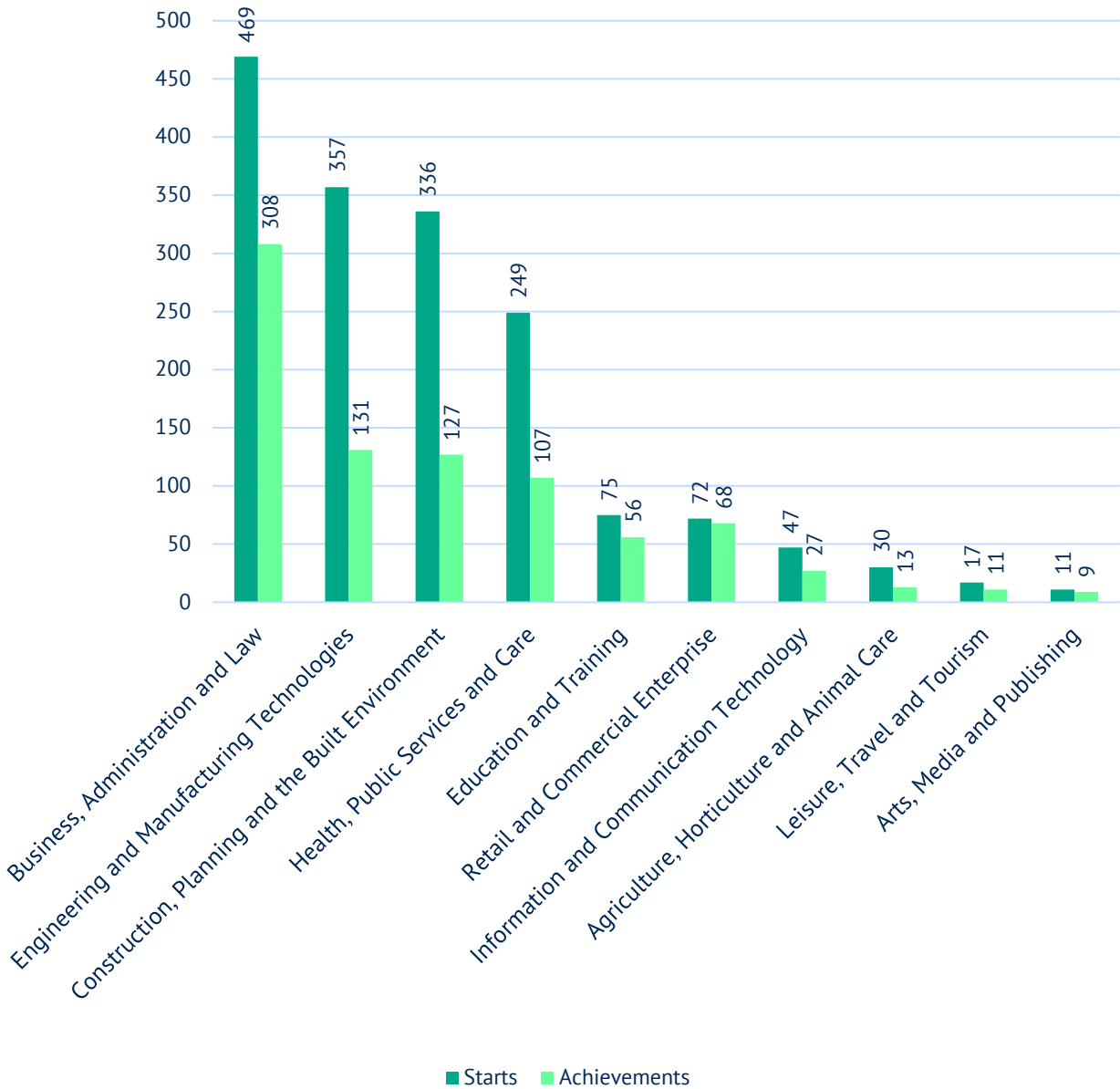


Source: Department for Education



Figure 2.3 shows the Business, Administration and Law SSA had the highest number of apprenticeship starts and achievements with 469 starts and 308 achievements during the 2022/23 academic year, followed by Engineering and Manufacturing Technologies.

**Figure 2.3: Apprenticeship Starts and Achievements by Sector Subject Area (SSA) in Hull and East Yorkshire 2022/23**



Source: Department for Education

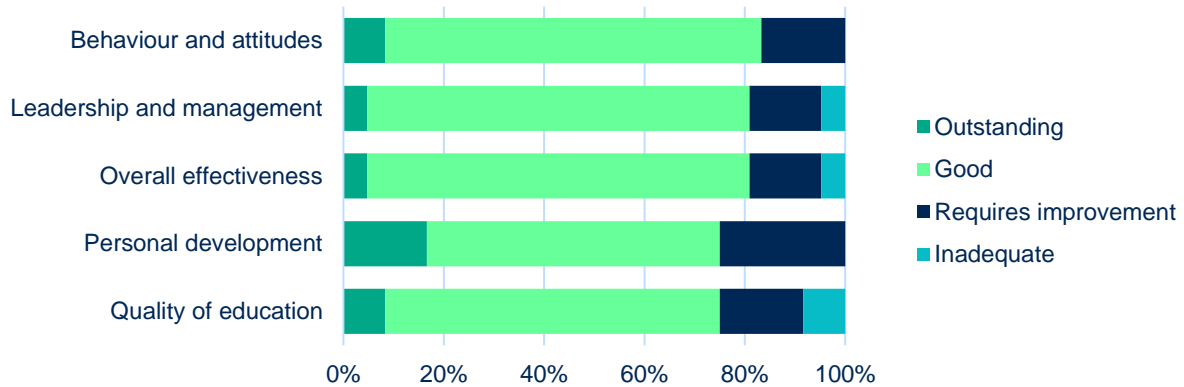
Eleven providers took part in primary research and provided more information and their expertise in different sector subject areas. While this information alone cannot give a full view of the provision in Hull and East Yorkshire, information that was provided has been included in the associated Power BI dashboard in the format of provider case studies. Specialist facilities related to the SSAs are outlined later in this report.

Appendix 2 provides an approximated outline of teaching provision in FE providers in Hull and East Yorkshire’s priority sector subject areas.

## Quality

Across the five areas rated by OFSTED - behaviour and attitudes, leadership and management, overall effectiveness, personal development and quality of education - **FE providers generally perform in either “Good” or “Outstanding”**. Though in some of these areas, notably in quality of education, leadership and management and overall effectiveness there are inadequate ratings suggesting room for improvement.

Figure 2.4: OFSTED Ratings of Hull and East Yorkshire FE Providers, 2023



Source: Department for Education

## Results

Average results are better overall in the City of Kingston upon Hull compared to East Riding of Yorkshire. Table 2.2 provides a breakdown of average results at the end of 16-18 study by gender and local authority.

Table 2.2: Average result at the end of 16-18 study in Hull and East Yorkshire, 2022/23

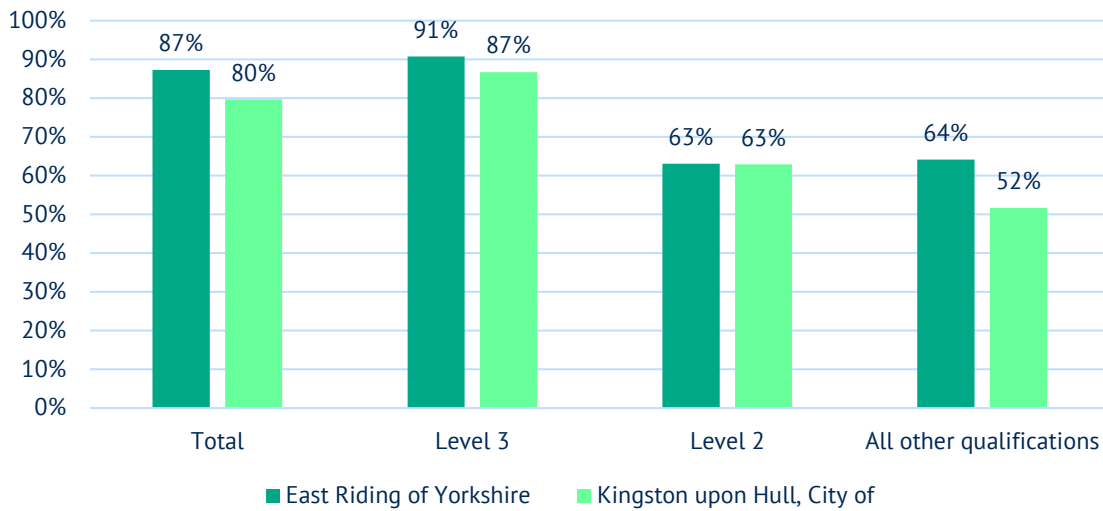
Cohort	Female		Male		Total	
	East Riding of Yorkshire	City of Kingston upon Hull	East Riding of Yorkshire	City of Kingston upon Hull	East Riding of Yorkshire	City of Kingston upon Hull
Average A level result	C+	B-	C	C+	C+	B-
Average applied general result	Merit+	Distinction+	Merit	Distinction-	Merit+	Distinction
Average tech level result	Merit+	Distinction	Merit	Distinction	Merit+	Distinction
Average technical certificate result	L2 Merit-	L2 Merit-	L2 Merit-	L2 Pass	L2 Merit-	L2 Pass

Source: Department for Education

## Progression

Overall, 84% students of Further Education learners in Hull and East Yorkshire achieved a sustained positive destination, compared to the national average of 80%. The proportion of positive destinations does though vary by geography and type of qualification, as shown by Figure 2.5, with the East Riding of Yorkshire demonstrating a higher rate of progression to sustained positive destinations across all levels.

**Figure 2.5: Proportion of 16-18 students in sustained education, apprenticeships or employment, Hull and East Yorkshire, 2021/22**







Source: Department for Education

## Other Specialisms and Facilities

Hull and East Yorkshire’s Further Education providers have a variety of specialist equipment and a number of specialist facilities that support learners. Based on responses to a survey of providers, the following specific facilities were identified:



**Table 2.3: Specialist Provision**

Institution	Description
 <p><b>Yorkshire and Humber Institute of Technology</b></p>	<p>Founded in 2019, this is one of the 12 original Institutes of Technology, strategically aligned with colleges, universities and employers to empower local businesses through the provision of cutting-edge tech-focused education. The Institute is partnered with 7 colleges in Hull and East Yorkshire, 2 universities and a number of local businesses. The Institute, which has state-of-the-art equipment, works with FE and HE providers to provide courses in areas such as agriculture, digital, engineering and construction, horticulture and animal care, and manufacturing.</p>
 <p><b>Clinical Skills Centre</b></p>	<p>A simulator and a range of medical equipment support health and social care students and help to respond to the shortage of medical professionals in the area. The facilities are part of the Bridlington Medical, Health and Social Care Academy, which works alongside East Riding College, local GPs, Headlands School and the University of Hull.</p>
 <p><b>BAE Systems Brough</b></p>	<p>Facilities support the development of engineers, using specialist equipment and learning from staff expertise and online resources. The facility is EAL accredited and BAE Systems has an Outstanding rating from Ofsted.</p>
 <p><b>NHMTGTA</b></p>	<p>The facilities for North Humberside Motor Trades Group Training Association (NHMTGTA) include MOT standard equipment, hybrid technologies and other specialist equipment, supported by a highly-skilled team of qualified motor teachers. In 2018, the facility was named the Institute of the Motor Industry National Approved Centre of the Year.</p>

## Industry Engagement

Hull and East Yorkshire's Further Education providers are involved in a range of engagement activities with industry, ranging from careers development sessions to co-delivery of the curriculum by industry partners. Some of the ways that providers engage with industry are as follows:

- **Employer-designed provision:** Some of the provision in Hull and East Yorkshire's FE sector has been designed by employers in order to meet their requirements. For example HETA was established by employers and works with over 350 employers from large corporate clients through to small engineering employers to support education delivery meeting the need of industry. NHMTGTA discussed the development of a skills bootcamp offer following employer consultations.
- **Employer relationships to support placements for students:** A number of providers including East Riding College outlined how they have relationships with some large employers and local authorities in order to provide apprenticeships and placements for FE students.
- **Employer visits and networking events:** Providers discussed running networking events, taking students to visit employers and being involved in employer events to support the transition into industry. East Riding College also holds breakfast events and similar to discuss apprenticeships and the curriculum.
- **Co-delivery of programmes:** At Wyke Sixth Form College, health care trusts and university medical schools are involved in the delivery of programmes in subjects and vocations allied to medicine.
- **Careers support:** Some of the providers have careers links built into the curriculum in order to support students and the transition to industry.
- **Representation on boards and membership of strategic bodies:** Representation on the Employer Industry Board, in sector groups and strategic bodies was highlighted as further ways that industry are engaged with the design and delivery of FE provision in Hull and East Yorkshire.

## Strengths, Challenges and Future Development

Table 2.3 provides a summary of the strengths, challenges and planned future developments of Further Education providers surveyed in Hull and East Yorkshire.

As demonstrated, the providers in Hull and East Yorkshire have a variety of sector strengths. Key challenges that were mentioned repeatedly include recruitment challenges due to higher salaries being offered in industry than education, and a shortage of high-skilled staff in some specialist areas. Other key issues cited included funding challenges, with some providers cutting back on staffing and estates expenditure due to higher costs. Some providers shared their planned future developments for their curriculums and estates, though some noted that these were dependent on the outcome of the General Election and any changes to future funding schemes. There was a mix of planned expansion and reduction in staffing and provision planned by the different providers that were surveyed.

**Table 2.3: Sector Focuses, challenges and planned future developments for FE providers in Hull and East Yorkshire**

Provider	Sector Strengths	Estates and Institution Challenges	Planned Future Developments
<b>Bishop Burton College</b>	<ul style="list-style-type: none"> <li>• Health and Social Care</li> <li>• Public services</li> <li>• Child development and wellbeing</li> <li>• Agriculture, Horticulture and Forestry</li> <li>• Animal care and veterinary science</li> <li>• Environmental conservation</li> <li>• Building and construction</li> <li>• Foundations for learning and life</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Energy efficiency related issues</li> <li>• Challenges recruiting staff when industry salaries are significantly higher</li> <li>• Space capacity</li> </ul>	<p>Plans to extend and enhance animal care facilities with additional classrooms and outdoor space to meet student demand. Other plans to support vocational delivery on hold due to funds required. Staffing numbers planned to decrease due to funding challenges.</p>
<b>East Riding College</b>	<ul style="list-style-type: none"> <li>• Health &amp; Social care Public services</li> <li>• Child development and wellbeing</li> <li>• Engineering, Manufacturing technologies</li> <li>• Transportation operations and maintenance</li> <li>• Building and construction</li> <li>• ICT practitioners</li> <li>• Media and communications</li> <li>• Foundations for learning and life</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Space capacity</li> <li>• Staffing capacity for building operations/maintenance</li> </ul>	<p>The curriculum is reviewed annually to ensure it meets the needs of employers – changes will also be required in response to changes in funding and new vocational pathways</p>
<b>Wyke Sixth Form College</b>	<ul style="list-style-type: none"> <li>• Medicine and dentistry</li> <li>• Nursing and subjects and vocations allied to medicine</li> <li>• Science, Engineering</li> <li>• ICT practitioners</li> <li>• ICT for users</li> <li>• Media and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges with space capacity</li> <li>• Recruiting into some key areas including IT and Business teaching roles</li> </ul>	<p>No significant changes planned, though dependent on funding decisions from government regarding Level 3 vocational qualifications</p>
<b>Wilberforce College</b>	<ul style="list-style-type: none"> <li>• Nursing and subjects and vocations allied to medicine</li> <li>• Health and social care</li> <li>• Public services</li> <li>• Child development and wellbeing</li> <li>• Science</li> <li>• Engineering</li> <li>• Manufacturing technologies</li> <li>• ICT practitioners</li> <li>• ICT for users</li> <li>• Media and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Space capacity</li> </ul>	<p>Planned fire safety and electrical improvements, increase provision and staffing numbers planned over time</p>



Hull and East Yorkshire Skills Assets and Capabilities Summary Report

Provider	Sector Strengths	Estates and Institution Challenges	Planned Future Developments
<b>Hull College</b>	<ul style="list-style-type: none"> <li>• Media and communication</li> <li>• Construction</li> <li>• Child development and wellbeing</li> <li>• Foundations for learning and life</li> <li>• Health and social care,</li> <li>• Engineering</li> <li>• Science</li> <li>• Public services*</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing issues in hard to recruit areas due to comparable industry salaries</li> <li>• Energy efficiency</li> <li>• Funding issues related to the estate</li> </ul>	Not outlined by provider
<b>Hull Training and Adult Education (HTAE)</b>	<ul style="list-style-type: none"> <li>• Construction</li> <li>• Engineering</li> <li>• Child development and wellbeing</li> <li>• Foundations for learning and life*</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Space capacity</li> <li>• High turnover of estates team</li> <li>• Recruitment challenges due to comparable industry salaries</li> </ul>	Not outlined by provider
<b>Humberside Engineering Training Association (HETA)</b>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Manufacturing technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Space capacity</li> <li>• Public transport industrial action creating travel barriers</li> </ul>	Introduction of learning to meet the needs of Industry 4.0, with plans to increase staffing numbers within the next 3 years
<b>Ron Dearing UTC</b>	<ul style="list-style-type: none"> <li>• Medicine and dentistry</li> <li>• Science, Engineering</li> <li>• Manufacturing technologies</li> <li>• Architecture</li> <li>• ICT practitioners</li> <li>• ICT for users</li> <li>• Media and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Reduce estates spend</li> <li>• Space capacity</li> <li>• Some issues recruiting to specialist areas from industry</li> </ul>	Plans to increase staffing numbers, dependent on the outcome of the General Election
<b>BAE Systems</b>	<ul style="list-style-type: none"> <li>• Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Space capacity</li> </ul>	Continued investment in site infrastructure and increased staffing numbers
<b>Life Skills Hub</b>	<ul style="list-style-type: none"> <li>• Child development and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Increased operational/staffing costs</li> </ul>	Expansion planned with extra child places
<b>North Humberside Motor Trades Group Training Association (NHMTGTA)</b>	<ul style="list-style-type: none"> <li>• Transportation operations and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Funding challenges</li> <li>• Challenges affording skilled teaching staff has seen reductions in staff count</li> <li>• Energy efficiency related issues</li> </ul>	No future plans outlined

Source: Primary Research Survey of Providers, 2024, \*Estimated Based on Desk Research, May-June 2024



### 3. Higher Education Provision

Hull and East Yorkshire has one Higher Education Institution: the University of Hull. The university had **15,100 enrolments** in the 2021/22 academic year and **4,900 qualifiers**. 83% (12,500) of students learning on a full-time basis and the remaining 17% (2,600) completing their course on a part-time basis. 71% (10,700) of students were at undergraduate level in 2021/22, compared to 29% (4,400) at postgraduate level.

The most popular subjects at the university include subjects allied to medicine, social sciences, business and management, and engineering and technology. Table 3.1 shows the enrolments by subject and by study level in 2021/22.

**Table 3.1: Enrolments by Subject, University of Hull, 2021/22**

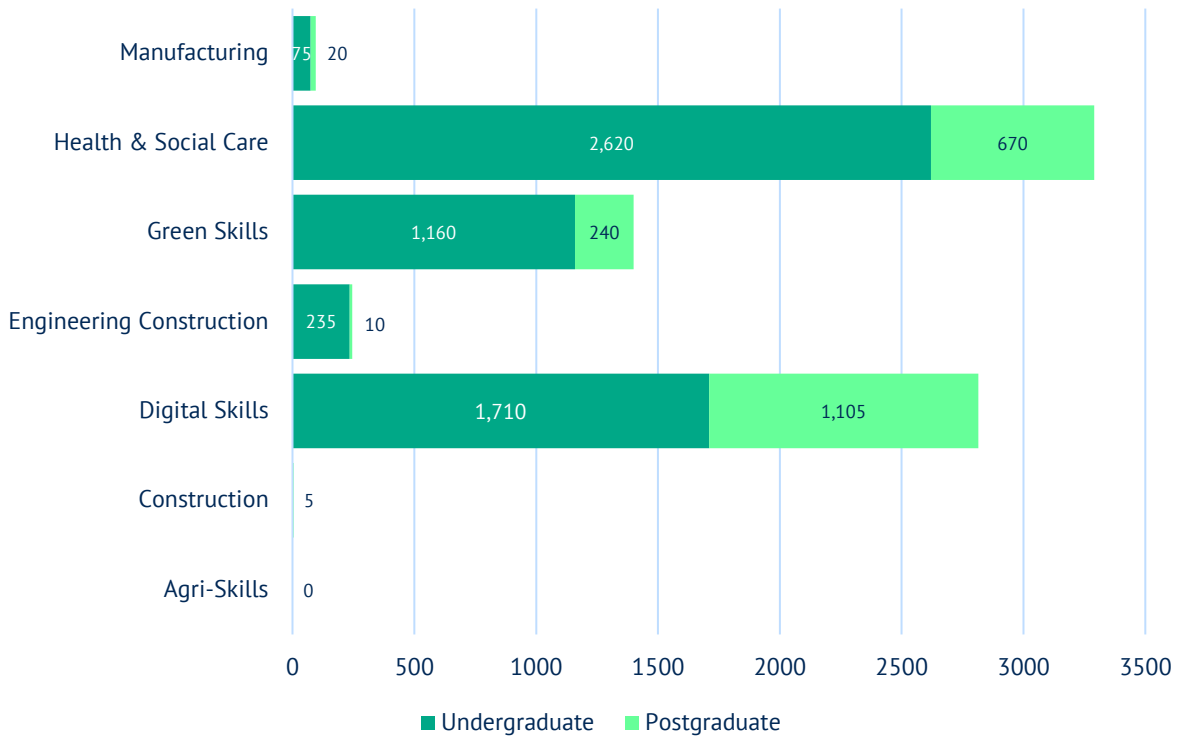
Subject	Undergraduate Enrolments	Postgraduate Enrolments	Total Enrolments
Subjects allied to medicine	2,045	625	2,670
Social sciences	1,910	500	2,410
Business and management	1,310	770	2,080
Engineering and technology	945	715	1,660
Education and teaching	360	440	800
Computing	500	265	765
Biological and sport sciences	635	50	685
Medicine and dentistry	575	45	620
Psychology	485	100	585
Law	475	105	580
Language and area studies	250	310	560
Physical sciences	350	60	410
Media, journalism and communications	185	125	310
Historical, philosophical and religious studies	210	45	255
Design, and creative and performing arts	215	30	245
Geography, earth and environmental studies (natural sciences)	175	10	185
Mathematical sciences	55	0	55
Geography, earth and environmental studies (social sciences)	35	10	45
Combined and general studies	10	0	10
Architecture, building and planning	0	5	5
<b>Total</b>	<b>10,725</b>	<b>4,210</b>	<b>14,935</b>

Source: HESA

Figure 3.1 shows enrolments by key sector in Hull and East Yorkshire. This highlights some gaps in HE provision in the area in relation to the HEY Key Sectors. For example, there were no enrolments at undergraduate or postgraduate in subjects directly linked to agri-skills, and only 5 enrolments at postgraduate level for subjects linked to the construction priority sector. The top priority sectors by enrolments include health and social care and the enabling sectors of digital skills and green skills.



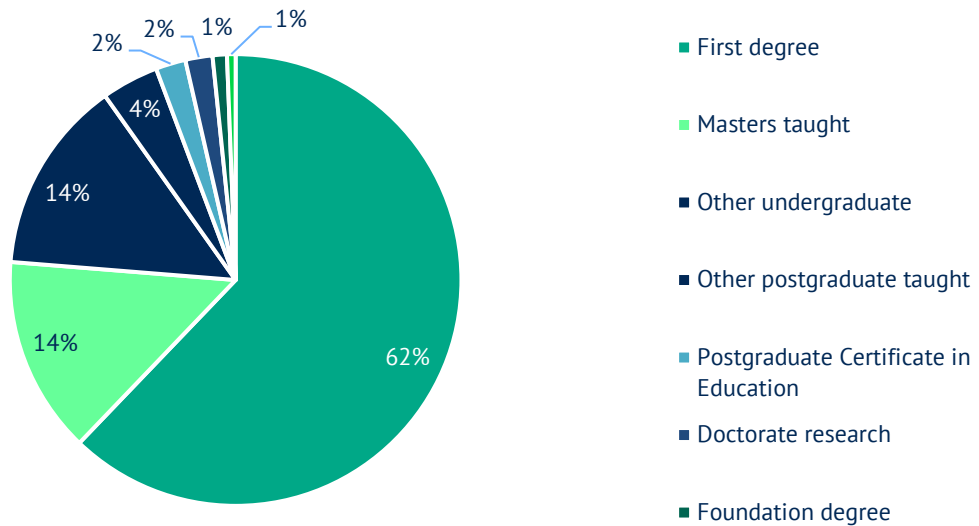
**Figure 3.1: Enrolments by HEY Key Sector, University of Hull, 2021/22**



Source: HESA

Figure 3.2 shows the number of HE qualifiers by qualification obtained at the University of Hull during the 2021/22 academic year. The vast majority of those who completed a course had been studying a first degree (3,040 students). 690 students obtained a masters taught degree.

**Figure 3.2: Qualifications Obtained, University of Hull, 2021/22**

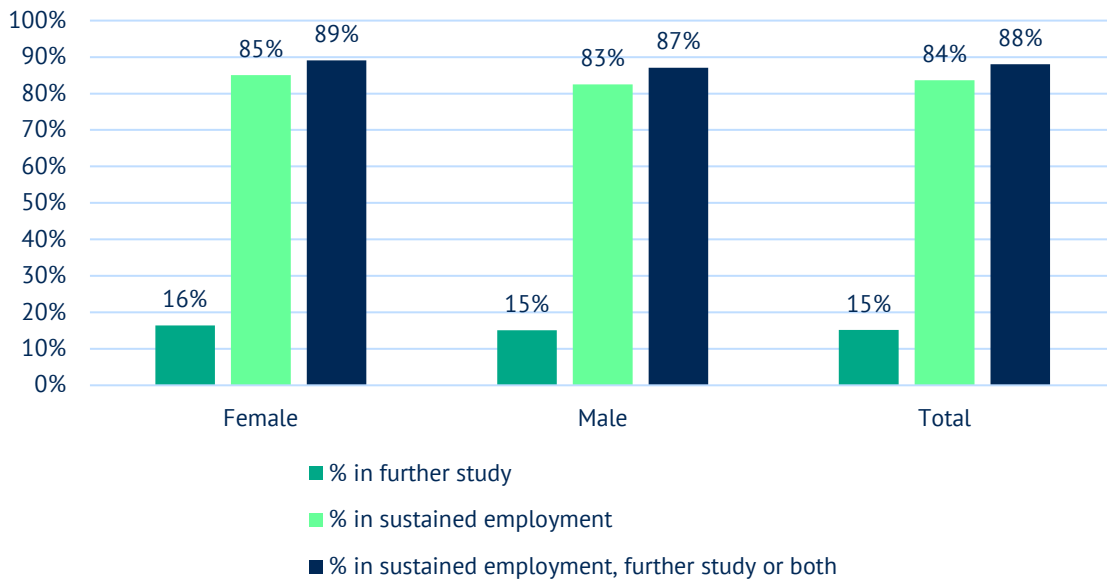


Source: HESA

## Quality

The University of Hull has a Gold rating in the Teaching Excellence Framework (TEF) which indicates that student experience and student outcomes are **typically outstanding**. The university **performs above the national average**, with 88.3% of graduates in sustained employment, further study or both after 3 years (compared to 87.6% nationally). Figure 3.3 shows the gender composition of positive destinations for students 3 years after graduating from the University of Hull.

**Figure 3.3: First Degree Graduate Outcomes 3 years After Graduating, University of Hull, 2020/21**



Source: Department for Education

While graduate outcomes are strong, the median annual earnings for individuals 3 years after graduating from the University of Hull are 6% lower than the national average at £24,100 (compared to £25,600 nationally).

## Key Assets and Capabilities

Table 3.2 shows the teaching staff at the University of Hull by cost centre. **In total there were 835 teaching staff working in the university in 2022/23**, with over a third of teaching staff working in clinical medicine (13% of teaching staff), business and management studies (11% of teaching staff) and nursing and allied health professions (10% of teaching staff).

**Table 3.2: FTE Teaching Staff by Cost Centre, University of Hull, 2022/23**

Cost Centre	FTE Teaching Staff	% of Total FTE Teachings Staff
Clinical medicine	105	13%
Business and management studies	95	11%
Nursing and allied health professions	80	10%
Education	60	7%
Biosciences	50	6%
IT, systems sciences and computer software engineering	50	6%
Central administration and services	45	5%
Sports science and leisure studies	35	4%
Psychology and behavioural sciences	30	4%

Cost Centre	FTE Teaching Staff	% of Total FTE Teachings Staff
General engineering	30	4%
Physics	25	3%
Law	25	3%
Sociology	25	3%
Music, dance, drama and performing arts	25	3%
Chemistry	20	2%
Earth, marine and environmental sciences	15	2%
Chemical engineering	15	2%
Geography and environmental studies	15	2%
Political and international studies	15	2%
Social work and social policy	15	2%
English language and literature	15	2%
History	15	2%
Mathematics	10	1%
Economics and econometrics	10	1%
Area studies	5	1%
Philosophy	5	1%
<b>Total</b>	<b>835</b>	<b>100%</b>

Source: University of Hull, 2022/23

The University of Hull has a number of specialist assets and capabilities across a range of subject areas. When surveyed, the university provided details from some departments (not exhaustive) and the assets identified include:

- **Ambisonic Studio LG48, Duality Studio (LG60-65) and Middelton AV Studio LG68** – music, sound design and film facilities supporting 150 undergraduate and postgraduate students to develop skills in immersive mixing, post-production, mastering session management and critical listening. The facilities also develop competencies in users to operate to industry standards and create professional quality audio products.
- **Positron Emission Tomography Research Centre (PETRC)** – a preclinical research facility for radiochemistry, radiopharmaceutical development, and small-animal imaging research. The facility has plans to expand further through a laboratory area for scanning and animal housing.
- **Clinical Skills Simulation Suite** – A clinical simulated environment for training the NHS workforce, with associated equipment found within hospitals and clinical environments. This facility supports nursing, midwifery, paramedic science, social work, physiotherapy, and operating department practitioners, and has refurbishment plans to provide 8 further clinical simulation environments, a virtual reality training suite and 2 live X-ray suites.
- **Sports Science Facilities** – The University has a strength and conditioning suite, a sports science research facility and a health, injury and performance hub. These facilities provide services while also offering space for performance testing and training.
- **Centre for Biomedicine** – A facility comprising recently refurbished laboratory space with high end molecular and cellular imaging facilities to track dynamic changes in cells. The facilities support skills and competency developments in a range of clinical areas, and see partnership working with the NHS and industry partners.



- **FAB Lab** – This facility includes a variety of 3D printing machines and other technologies to support the development of mechanical and electrical CAD skills among students. The University also has a mechanical workshop to support wider mechanical and electrical engineering skills.
- **Marine and Freshwater Aquaria** – Nine rooms/aquarium systems including freshwater, marine, tropical and temperate with basic associated laboratory space and storage to support students to develop skills in maintaining aquaria and aquatic animals.

Through its facilities, research and teaching expertise, the university engages with industry and individuals in the wider community. In particular, the University provided information relating to employer engagement with Hull University Business School. The high-level summary of engagement by the Business School during 2023 includes:

- Delivering over 90 webinars, masterclasses and research seminars
- **Engaged with over 270 SMEs** in courses including Help to Grow, Women in Leadership and through specific student modules such as Advertising Management and Digital Marketing
- Launched a **collaborative marketing network** with businesses in the region involving up to 6 events a year
- Involvement in **business-related projects** and competitions including Boot Camps, Networking Events and Business Hackathons
- An **Entrepreneurs in Residence (EIR)** programme to engage students, staff, alumni and businesses.

A woman in a red top is smiling and holding a tablet, presenting in a meeting room. In the background, there is a large whiteboard with a marker and a pen resting on it. In the foreground, the back of a person with long dark hair wearing a green top is visible, and the shoulder of another person in a light-colored top is partially seen on the right. A white banner with the text '4. Conclusions' is overlaid on the image.

## 4. Conclusions

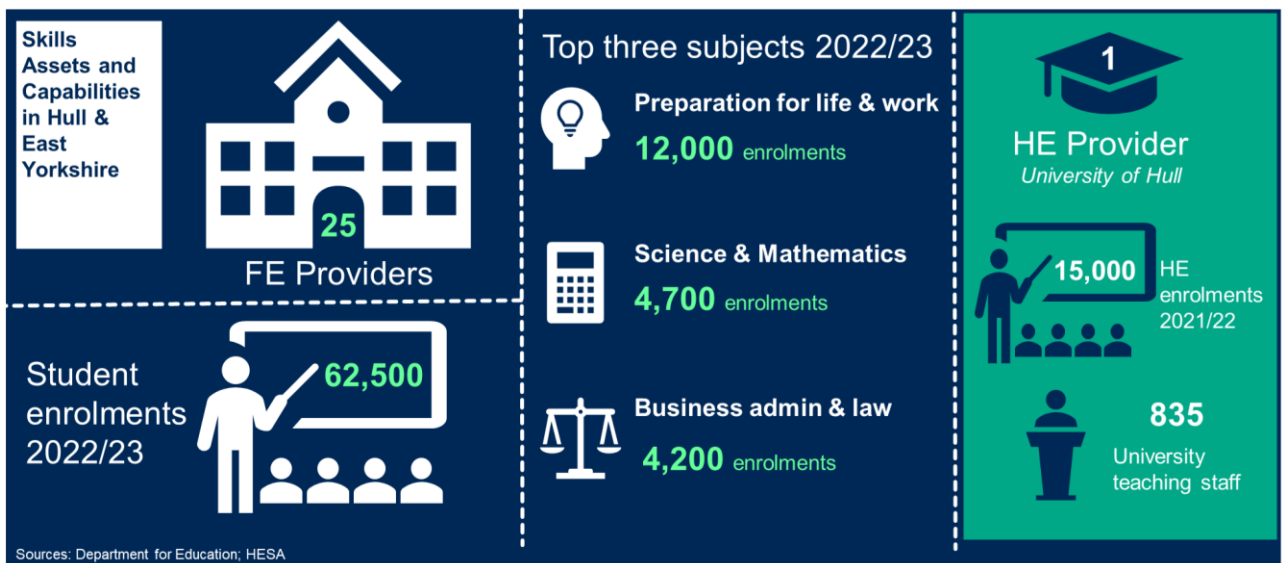
The review of post-16 skills provision in Hull and East Yorkshire reveals a diverse educational landscape that largely aligns with the region's economic priorities and employer needs. The subject breakdown of learners highlights a strong emphasis on foundational skills, with "Preparation for Life and Work" being the most prominent subject areas by enrolments. This focus on essential skills enhances employability across all sectors, providing a solid base for the region's workforce.

Importantly, there is a robust representation in STEM fields, business studies, and healthcare, which dovetails neatly with HEY's strategic priority sectors. The significant numbers in engineering, manufacturing, and construction further reflect the region's commitment to supporting key industries and addressing critical skills gaps. This distribution suggests that education and training providers are responsive to the area's industrial landscape and evolving labour market demands.

However, providers in HEY face significant challenges that hinder their ability to address these gaps effectively. A key issue is the struggle to recruit and retain teaching staff, particularly in vocational courses such as engineering and manufacturing. Education salaries often cannot compete with industry rates, leading to persistent skills gaps in these critical areas. Furthermore, providers grapple with facility-related challenges, including the high costs of maintenance, the need for energy efficiency improvements, and capacity constraints. These issues not only impact the quality of provision but also limit the ability to expand and modernise course offerings in line with industry needs.

In conclusion, while the post-16 skills provision in Hull and East Yorkshire showcases a robust and varied offering that broadly caters to regional priorities, it faces considerable obstacles. Addressing the recruitment and retention of teaching staff, particularly in vocational areas, and overcoming facility-related challenges are crucial steps. By tackling these issues, maintaining flexibility, fostering innovation in course delivery, and strengthening partnerships between education providers and industry, the region can better position itself to meet both current and future skills needs. This balanced approach, considering both strengths and areas for improvement, will be essential in supporting economic growth, enhancing productivity, and improving the employability of learners in Hull and East Yorkshire.

Fig. 4.1 Summary Infographic



## A.1. Appendix 1: Sector Subject Areas

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### Priority Sector Subject Areas (SSAs) for Hull and East Yorkshire – Selection from DfE Sector Subject Areas

- 1 - Health, Public Services and Care
  - 1.1 - Medicine and dentistry
  - 1.2 - Nursing, and subjects and vocations allied to medicine
  - 1.3 - Health and social care
  - 1.4 - Public services
  - 1.5 - Child development and well being
- 2 - Science and Mathematics
  - 2.1 - Science
- 3 - Agriculture, Horticulture and Animal Care
  - 3.1 - Agriculture
  - 3.2 - Horticulture and forestry
  - 3.3 - Animal care and veterinary science
  - 3.4 - Environmental conservation
- 4 - Engineering and Manufacturing Technologies
  - 4.1 - Engineering
  - 4.2 - Manufacturing technologies
  - 4.3 - Transportation operations and maintenance
- 5 - Construction, Planning and the Built Environment
  - 5.1 - Architecture
  - 5.2 - Building and construction
  - 5.3 - Urban, rural and regional planning
- 6 - Information and Communication Technology (ICT)
  - 6.1 - ICT practitioners
  - 6.2 - ICT for users
  - 9.3 - Media and communication
  - 9.4 - Publishing and information services
- 14 - Preparation for Life and Work
  - 14.1 - Foundations for learning and life



## A.2. Appendix 2: FTEs by Priority Sector Subject Areas

Provider	Provider Type	Medicine and dentistry	Nursing, and subjects and vocations allied to medicine	Health and social care	Public services	Child development and well-being	Science	Agriculture	Horticulture and forestry	Animal care and veterinary science	Environmental conservation	Engineering	Manufacturing technologies	Transportation operations and maintenance	Architecture	Building and construction	Urban, rural and regional planning	ICT practitioners	ICT for users	Media and communication	Publishing and information services	Preparation for Life and Work	Foundations for Learning and Life
First Avenue Training Limited	Independent learning providers					Ind.																Ind.	Ind.
McArthur Dean Training Limited	Independent learning providers			Ind.		Ind.																	
Hull Business Training Centre Limited	Independent learning providers																	Ind.			Ind.		
Hull College	Colleges			Ind.	Ind.	Ind.	Ind.					Ind.			Ind.						Ind.		
First Step Education and Training Limited	Independent learning providers																						
Learning Skills Partnership Ltd	Independent learning providers												Ind.		Ind.								
Wise Training Streetworks and Construction Limited	Independent learning providers														Ind.								
Encompass Consultancy	Independent learning providers																						
East Riding College	Colleges			5	1	4						6	2	2		13		3			4		5
AS Training Services Ltd	Independent learning providers																						
Bishop Burton College	Colleges			4	5	3		9	3	45	3					3							3
East Riding of Yorkshire Council	Adult community education providers			12	12	4												6	6	10	10	20	
Ron Dearing UTC	University Technical College	12					12					10	10		10			6	6	4			
Humber Learning Consortium	Independent learning providers																						
North Humberside Motor Trades GTA	Independent learning providers													7									
Hull Training and Adult Education	Adult community education providers					Ind.						Ind.			Ind.								Ind.
The Constellation Trust	Independent learning providers					Ind.																	
Wyke Sixth Form College	Colleges	Ind.	5	5			10					3						3	3	3			
Humberside Engineering Training Association Limited	Independent learning providers											45	45										
Wilberforce College	Colleges		2	5	3	2	3					5	3					4	3	2			
Activ First Limited	Independent learning providers					Ind.																	
BAE Systems Brough	Independent learning providers											3											
Life Skills Hub Limited	Independent learning providers					Ind.																	

FTE teaching staff numbers are provided by Sector Subject Area where these were made available by FE providers. Not all providers responded to the survey and responses have not been independently verified.

\*Ind. is used to provide an approximation of provision where there are indications of teaching staff in subjects based on information available through desk research.

