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# HEY **LSIP**

HULL & EAST YORKSHIRE LOCAL SKILLS IMPROVEMENT PLAN

**JUNE 2023**

MANAGED BY



HULL & HUMBER  
Chamber of Commerce



Funded by  
UK Government

# I Opening Statement

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This Local Skills Improvement Plan has been approved by the Secretary of State in line with the approval criteria set out in the [Skills and Post-16 Education Act 2022](#), and in accordance with the [LSIP Statutory Guidance](#).

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### 3 About the Hull & East Yorkshire LSIP

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The Hull & East Yorkshire Local Skills Improvement Plan (LSIP) is a three-year plan that sets out to place employers at the heart of the local skills system, to ensure that our current and future workforce are equipped with the skills and attributes that meet the needs of employers and the local area.

Through this we aim to:

- Be responsive to the needs of employers;
- Breakdown barriers in accessing provision;
- Develop and enhance skills amongst our existing workforce;
- Develop careers guidance that is in-line with local opportunities;
- Enable employers to directly influence provision;
- Enhance knowledge of provision available to employers;
- Ensure collaborative working between employers, providers, colleges and key stakeholders for the benefit of the Hull & East Yorkshire region;
- Ensure the workforce of the future are equipped with the skills necessary to meet employer needs;
- Ensuring job opportunities within new developments go to local people;
- Increase uptake on to technical education courses, such as Apprenticeships and T-Levels;
- Listen to the employer voice, and as a result achieve greater volumes of training and increased numbers of fully competent people in the area.

Our priorities detailed consider not only post-16 but also the adult workforce.

Collaboration has very much been at the heart of the development of this LSIP with significant contributions being received beyond employers in the region. We therefore wish to thank and acknowledge the valuable contributions and support from Hull & East Yorkshire LEP, Hull City Council, East Riding of Yorkshire Council, CITB, ECITB, Bishop Burton College, Hull College, East Riding College, Wilberforce College, Wyke College, Institute of Technology, University of Hull, FSB, CBI, Education Development Trust, Jobcentre Plus / DWP, local Independent Training Providers and employers across Hull & East Yorkshire.

## 4 The Current Scene

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The Hull & East Yorkshire region consists of two local authority areas – Kingston-upon-Hull and East Riding of Yorkshire.

In September 2022, around 267,000 people were employed in the region; representing 74% of residents aged 16-64 in the area.

Over the past five years, Hull & East Yorkshire's employment rate has decreased and remained below the national rate, and ranked 28<sup>th</sup> out of the 38 LEP areas. Although it showed a recovery in 2021, the current employment rate is also below the regional rate of Yorkshire & Humber.

Within the Hull & East Yorkshire region, there is a significant variance in the employment rate by local authority. East Riding of Yorkshire presents an employment rate of 77% (above national and regional levels), while Kingston-upon-Hull's rate is 70%.

The 16-24 age bracket in Kingston-upon-Hull experienced a lower rate of employment (44%) compared to East Riding of Yorkshire (55%) and the Yorkshire & Humber and England (53%), but the highest employment rate for the 50+ age (46%).

The working age population is shrinking and is expected to account for 58% of the current population by 2030.

Overall, the region comprises of 20,945 businesses, with 32.5% being in Hull and the remaining 67.5% being in the East Riding of Yorkshire. Significant sectors were deemed as being construction (14%) and professional, scientific and technical (12%). Hull & East Yorkshire has shown a 5% growth in the number of businesses from 2019 - higher than national levels (2%), namely in the sectors of transport & storage (35%) and construction (12%), and mainly in Hull. The region boasts a strong micro business base, with approximately 75% of businesses only employing 0-4 members of staff, and 13% employing 5-9 members of staff.

Challenges for the region include:

- The levels of income, employment and education deprivation in the city of Kingston-upon-Hull is high.
- An increasingly ageing population, which will reduce the pool of labour in the region.
- A higher proportion of lower skill occupations.
- Lower wages in the region compared to the national average.
- Reduction in education, training and apprenticeship achievements.

Opportunities, however, include:

- A large manufacturing base, which is well positioned.
- High employment levels in priority sectors, such as health & social care, which are important within the context of an ageing population.
- Sector specialisms in engineering, manufacturing, logistics, construction, and professional services have high-value growth potential.
- Building upon the success of the Skills Development Fund (SDF) round 2, and its projects relating to the Low Carbon and Digital agendas.

Total GVA for Hull & East Yorkshire was at £13.1bn in 2020, which is 3.1% less than the national and Yorkshire & Humber regional figure.

Anecdotally, we understand that barriers for micro businesses and SMEs to engage within the skills agenda is primarily due to pressures on their businesses and the need for support in determining their skills requirements. This is a situation we seek to address as we progress with the delivery of our LSIP.

Other factors that we have considered in developing this LSIP include:

- The importance of the Humber, and its industrial cluster and its economic relevance to our region.
- The priorities of Leadership & Management; Digitisation and smarter working; Decarbonisation and Green Skills; Work Readiness & Essential Skills; and consideration to the key sectors of Engineering and Construction for the Greater Lincolnshire & Rutland LSIP.
- The priority sectors of Construction; Engineering and Manufacturing; Health & Social Care; Digital; Agri-skills; Business (including leadership and management); and people (preparation for life and work) for the York and North Yorkshire LSIP.

Sources of information: [Unit for Future Skills Dashboard](#); [Hull & East Yorkshire Local Skills Report](#); [HEY LEP State of the Economy Report](#).

## 5 The Key Themes of the HEY LSIP

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In response to employer feedback, the Hull & East Yorkshire LSIP priorities are divided across five key themes:



Our ambitions can therefore be outlined as follows:

### **Theme 1 – Technical Skills**

To ensure the supply of and demand for technical skills matches the needs of employers to ensure vacancies are filled, productivity is amplified, and employers are able to thrive. Technical skills are split between our priority sectors and key cross-cutting themes that have been talked about amongst our employers.

### **Theme 2 – Educational Professionals**

To address the concerns that there are insufficient numbers of educational teaching professionals who are able to deliver the courses and provision that employers seek.

### **Theme 3 – Employability Skills & Behaviours**

Employability Skills and Behaviours were identified as a key common thread throughout engagement with employers. We understand that they are an essential requirement for the existing and future workforce, however employers do not feel this is embedded enough within provision, or there is a lack of understanding as to how it is incorporated into the skills system. Employers believe that the workforce being equipped with these skills is the primary stepping needed to progress within their careers. Employers have also raised concerns about the behavioural attributes of both new and existing employees. Consideration also must be given to those that are already in employment, and how they can be better supported in enhancing their employability skills. More support and further actions are needed to ensure the workforce understand what is expected of them when entering the world of work, as well as managing the expectations of employers.

### **Theme 4 – Careers Guidance**

Employers have reported a misalignment between careers guidance and employment opportunities within Hull & East Yorkshire. There also appears to be a lack of knowledge relating to what careers guidance activity is carried out locally. This is a theme that needs to be addressed to support the other priorities detailed within this LSIP, and ensure local jobs go to local people.

### **Theme 5 – Accessibility**

This theme consists of four threads: accessibility of information on matters that affect businesses and organisations; accessibility of information relating to training and provision, including funding; accessibility of provision pathways for those considered to be at a disadvantage; and accessibility for support in assessing future skills needs.

## 6 Theme I – Technical Skills

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This theme focuses on the key requirement set by the Department for Education for Local Skills Improvement Plans (LSIPs). Within this section we will discuss:

- Cross-cutting technical skills of Digital & Net Zero.
- Technical skills specific to Engineering Construction, including Offshore Wind and Carbon Capture.
- Technical skills specific to the Construction industry.
- Technical skills specific to Manufacturing.
- Technical Agri-Skills.
- Technical skills specific to the Health & Social Care sector.

To ensure that technical skills meet the needs of employers, we need to:

1. Identify key occupations that are needed to support our economy.
2. Understand provision available to support these occupations.
3. Have awareness of changing technologies that will affect business, and in turn the skills requirements of their workforce, including skills gaps and upskilling needs.
4. Improve the knowledge of employers and promote technical education provision available, particularly linking to apprenticeships and T Levels.
5. Increase technical education uptake, particularly linking with Apprenticeships & T Levels.
6. Establish sector specific working groups, with both employer and educational teaching professionals forming the membership of the working groups.

### CROSS-CUTTING TECHNICAL SKILLS

For the purpose of this LSIP we have focused in on specific sectors. This does not mean other sectors will no longer be taken into consideration as the LSIP will continue to listen to the employer voice and ensure areas of concerns are addressed.

The following cross-cutting themes will feature across this LSIP, and are applicable to all sectors:

1. Digital
2. Net Zero

#### Digital

This has been identified as a cross-cutting theme due to the importance across all sectors.

Comparing to national levels, the digital and technology sector is under-represented in the region.

In terms of skills that need developing, employers are most likely to report the need to adapt to new and emerging technologies and materials, which reflects the impact of automation and digitalisation across all priority sectors highlighted within the HEY LEP's Local Skills Report.

Within the HEY LEP's Economic Growth and Workforce Wellbeing Strategy 2021-2026, it was recognised that there was a strong need to embed digital skills. Work is ongoing by the Humber Local Digital Skills Partnership to help increase the digital capability of individuals and organisations across the Humber region.



We are also aware that:

- There is a mismatch in STEM demand and supply, particularly across the energy, food and manufacturing sectors. This has increased the need for digital expertise, particularly digital engineering skills.
- Evidence shows some businesses are experiencing difficulties in implementing innovative technologies, further suggesting a skill need for workers to understand emerging technologies and integrate this effectively within the existing digital infrastructure.
- Research indicates that current qualifications are not aligned with sector and technological developments, which has resulted in technical skills shortages.
- On a national basis, for all occupations and industries, at least 25% of employers have reported digital skills are difficult to obtain.
- Digital skills are apparent across all sectors.
- In relation to the construction industry, the challenge of retrofitting millions of domestic properties and meeting net zero targets, will not only require more workers entering the industry but also requires increased knowledge, as well as inter-personal skills. This skills mix will have to include technical/occupational knowledge and competencies with digital skills and meta-skills to create a much more flexible and adaptable skills set.
- A sector specific approach would be needed to improve digital skills that are responsive to different sectors.
- Access to digital skills training needs has been reported as being of concern.
- Basic IT skills need to be embedded within curriculum.

The following table outlines specific digital skills requirements highlighted by employers across the region:

<b>Employer Need</b>	<b>Actionable Priority</b>	<b>Key Partners</b>
Microsoft applications.	Essential digital skills qualifications within education system.	Chamber of Commerce FE & HE Providers Independent Training Providers Local Digital Skills Partnership Secondary schools
Social Media.	Essential digital skills qualifications within education system.	
Management and business specific software.	Bespoke training.	
Marketing.	Bite size and modular provision.	
Cyber Security.	Facilitation via Skills Bootcamps / essential digital skills qualifications within education system.	
Online sales.	Bite size and modular provision.	
Adaptation abilities to emerging digital technologies.	Bespoke training / Bite size and modular provision.	

## Net Zero

Net Zero and the Green economy will be directly referred to within four of our five key sectors (Engineering Construction, Construction, Agri-skills and Manufacturing). However, there are considerations across all sectors and due to the importance of this agenda on a local and national basis, there is a need to incorporate this within our LSIP.

From employer engagement we have found that:

- Approximately 4 in 5 employers have reported experiencing skills shortages in relation to low carbon / net zero related skills to some or a great extent.
- Employers highlighted a need to expand the specific technical skills base of their workforce by providing training courses and through employing apprentices.
- Net zero requirements have been considered as a reason as to why employers are needing to reduce their workforce within the next twelve months due to costs.
- A greater integration between sector training and net zero related courses would prove useful within the area.
- Support is needed for employers in understanding the implication of net zero and decarbonisation policies for their businesses through diagnosis of need, and the implication for future skills development.
- Language and terminology of what net zero means needs to be considered for employers.

The following table details employer needs and associated actionable priorities:

Employer Need	Actionable Priority	Key Partners
Up-skilling for emerging green technology.	Understanding green technology short course.	Chamber of Commerce
Up-skilling for clean energy & fuel markets.	Understanding clean energy and fuel markets short course.	Employers
Net Zero / Low Carbon transition skills .	Understanding green technology short course.	FE & HE Providers
Addressing language barriers for Net Zero requirements / understanding the implication of net zero and decarbonisation policies.	Further work to be developed by the LSIP / LEP / Local Authorities – collaborative approach needed.	Independent Training Providers  Institute of Technology  Public sector stakeholders

## ENGINEERING CONSTRUCTION INCLUDING OFFSHORE WIND & CARBON CAPTURE

The Humber is deemed as the UK's largest industrial cluster, and its economic importance to our region has been considered within this LSIP. The industrial cluster benefits from:

- Its proximity to planned CO<sub>2</sub> storage sites in the southern North Sea;
- Its proximity to Hydrogen storage options (previously natural gas);
- Its proximity to renewable power (biomass and wind);
- Its process operations and supply chain capabilities;
- Its proximity to major UK conurbations/clusters and export facilities.

The Humber region emits more CO<sub>2</sub> than any other industrial cluster, whilst a quarter of the Humber's GVA and its jobs depend on these industries. Clean growth, including achieving Net Zero

by 2030, has therefore become a priority for the region. The Humber region is expected to become a SuperPlace, where Carbon Capture, Utilisation and Storage (CCUS), renewable energy, and Hydrogen comes together to be at the forefront of technical developments in the race to meet Net Zero requirements.

Consideration must be given to the employment opportunities within the energy sector, which are forecast to grow significantly. We also must consider that Engineering Construction is not identified as an independent sector within curriculum.

Utilising existing research from the Humber Industrial Cluster Plan and information provided by ECITB, we are aware that:

- 5100 new direct jobs are supported in Engineering Construction per £1bn invested.
- The current workforce across the Humber is estimated by ECITB to comprise of around 5300 jobs.
- Cluster stakeholders are already experiencing significant challenges in staffing existing operations, retaining their existing workforce and recruiting individuals with the right experience.
- There has been unanimous agreement from all stakeholders that without action there will be a critical skills shortage, which would result in Net Zero ambitions not being realised.
- There is a low appetite for industrial career paths.
- Collaboration is needed in the region to strengthen the voice on concerns over skills shortages.
- Local contractors are not guaranteed long-term work.
- Electrical installation, maintenance and instrument and control technicians are critical areas of concern for the future of Net Zero projects.

Here, and in the tables, which follow for other sectors, we have identified occupational skill shortages wherever possible. We have also considered the green economy up-skilling requirements alongside this for some sectors. Generally, these green economy needs fall into four categories:

1. Simple awareness of what is happening in the economy to achieve net zero.
2. Understanding of the subject in the context of practising the occupation.
3. Substantial up-skilling for those occupations which need it.
4. Whole occupations that are relevant to this sector.

We hope that: 1) would be a short cross area events programme funded by employers themselves, possibly with an LSIF input; 2) a more substantial input specific to sector/occupation funded by employers and LSIF; and 3) a much more significant up-skilling programme publicly funded by LSIF and/or AEB innovation. It should also be noted grant funding may be available from other sources such as ECITB and CITB.

Please note a number of the occupations below can also be found in the construction sector.

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision *1
<b>Professional Level</b>				
Offshore project managers L3/L6	Yes. Apprenticeship upgrading from trades or professional	Understanding green economy (short course)	Employer/LSIF/innovation	Yes
Construction project managers L3/L6	Yes. Apprenticeship upgrading from trades or professional	Understanding green economy (short course)	Employer/LSIF/innovation	No
Construction supervisors L4	Yes. Apprenticeship upgrading from trades or professional	Understanding green economy (short course)	Employer/LSIF/innovation	Yes
Site managers (with trade experience) L4	Yes. Apprenticeship upgrading from trades or professional	Understanding green economy (short course)	Employer/LSIF/innovation	Yes
Quantity surveyors L6	Yes. Apprenticeship or FT HE	Understanding green economy +specifics re materials	Employer/LSIF/innovation	No
Engineering technicians L3/4	Yes. Apprenticeship, 16 to 19 FE, T Levels	Understanding specifics regarding engineering	Employer/LSIF/innovation	Yes
<b>Digital</b>				
Data analysts, scientists and engineers L3/L4	Yes. Apprenticeships, FT 16 to 19, T Levels	Green Economy Awareness	Employer/LSIF/innovation	No
Cyber Security Specialist L7	Yes. Apprenticeship or post grad HE	Green Economy Awareness	Employer/LSIF/innovation	No
Artificial Intelligence Specialist L7	Yes. Apprenticeship or post grad HE	Green Economy Awareness	Employer/LSIF/innovation	Yes
<b>New Occupations</b>				
Earth/Environmental science (change of phrase from Ecologists L7)	Yes. Apprenticeships and full time HE	Green Economy - Full occupation	Employer/LSIF/innovation	Yes
EV charging point installers – domestic and public/contractors L3	Yes. Up-skill electricians or create own training programme via LSIF	Specialists employed by specialist employers usually electricians up-skilled by employers	LSIF/AEB innovation	Yes
EV mechanics (L2)	Yes. Up-skill or create own training programme Funding possibly via AEB/Bootcamps	No standard yet so employers own training programme funded via AEB innovation/Bootcamp	AEB/Innovation	Yes
Low Carbon Heating Technician L3 and Plumbing and Heating Tech L3(Ground/Air Source Heat Pumps installers)	Yes. Apprenticeships/Full time 16 to 19/up-skill plumbers	LCHTs employed by specialist firms but large numbers of plumbers will need up-skilling	Employer/LSIF/AEB Innovation	No

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision *1
Craft Level				
Electrical Installation L3	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF/innovation	Yes
Pipe Fitters L3	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF/innovation	Yes
Scaffolders, staggers and riggers L2	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF/innovation	Yes
Steel erectors L3	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF/innovation	No
Steel-fixers L2	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF/innovation	Yes
Welders L2/3 (pipe welders L3, general welders L3)	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF/innovation	Yes

## CONSTRUCTION

From the recent State of the Economy Report for Hull & East Yorkshire, produced by the Hull & East Yorkshire LEP, we are aware that:

- Between 2019 and 2022, the region saw a 12% growth within this sector.
- Construction is deemed as a significant sector by total business count at 14%.
- The highest number of incorporations were found within construction (16.5% of total incorporations).
- The sector is one of the top 5 in terms of apprenticeship starts.

In addition, from data supplied by CITB, we must also consider the sector across Yorkshire & Humber and that the region is expected to:

- Have an average construction growth of 2.2% per year, which is the highest regional/national rate in the forecast.
- The industry recruits between 12,500 and 16,500 new workers each year.
- To meet demand, it would be forecast that recruitment would need to increase by nearly 3,560 workers per year (approximately a 25% increase) to deliver the expected work between the start of 2023 and the end of 2027.
- Significant projects that would pull on the construction workforce within Hull & East Yorkshire include Offshore Wind Farm Dogger Bank A (£2bn) and Full Sutton Prison.

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision*1
Architects		Green Economy – Short Course	Employer/LSIF	No
Bricklayers	Yes. Apprenticeship / T Levels	Green Economy Awareness	Employer/LSIF	Yes

<b>Employer Need</b>	<b>Priority</b>	<b>Additional requirements</b>	<b>Potential funding for additional requirements</b>	<b>Local Provision*1</b>
Building envelope specialists		Green Economy Awareness	Employer/LSIF	No
Construction project managers	Yes. Project Manager Apprenticeships or short courses	Green Economy – short course	Employer/LSIF	Yes
Construction trades supervisors	Yes. Site supervisor up-skilling Apprenticeships or short courses	Green Economy – short course	Employer/LSIF	Yes
Civil Engineers	Yes. Apprenticeships / HE	Green Economy – short course	Employer/LSIF	Yes
Electrical trades and installation	Yes. Apprenticeships/ 16 to 19 FE	Up-skilling heat pumps/solar power	LSIF/AEB	Yes
Floorers	Yes.	Green Economy Awareness	Employer/LSIF	Yes
Glaziers		Green Economy Awareness	Employer/LSIF	Yes
Groundworkers / Labourers	Yes. Apprenticeship	Green Economy Awareness	Employer/LSIF	Yes
Logistics	Yes.	Green Economy Awareness	Employer/LSIF	Yes
Non-construction operatives		Green Economy Awareness		Yes
Non-construction professional, technical, IT, and other office-based staff		Green Economy Awareness	Employer/LSIF	Yes
Other construction process managers		Green Economy – short course	Employer/LSIF	Yes
Plasterers	Yes. Apprenticeships/FT 16 to 19 FE	Green Economy Awareness. Insulation retrofit/dry lining Up-skilling courses	LSIF/AEB innovation	Yes
Plant mechanics/fitters		Up-skilling EV vehicles	LSIF/AEB	Yes
Plant Operatives		Green Economy Understanding	Employer/LSIF	Yes
Plumbing and HVAC Trades	Yes. Apprenticeships/ 16 to 19 FE	Up-skilling heat pumps, under floor	LSIF/AEB	Yes
Roofers	Yes. NVQs	Green Economy Awareness. Solar power installation courses	LSIF/ AEB innovation	No
Scaffolders	Yes. Apprenticeships	Green Economy Awareness	Employer/LSIF	Yes
Specialist building operatives	Yes. Apprenticeships / HE	Green Economy Awareness	Employer/LSIF	Yes
Surveyors	Yes. Degree Apprenticeships/HE	Green Economy – Short Course	Employer/LSIF	No
Wood trades and interior fit-out	Yes. Apprenticeships.	Green Economy Awareness	Employer/LSIF	Yes

## MANUFACTURING

Hull & East Yorkshire has a large manufacturing base, which is well positioned to capitalise on high value opportunities, and is one of the main sectors of employment (16% or 42,000 jobs).

The Manufacturing sector is the single largest contributor to total GVA with Hull & East Yorkshire, having a worth of £2.97bn (or 23% of total GVA) in 2020.

Key concerns relating to the sector, and recognising skills shortage vacancies, include:

- Careers guidance is perceived to not be aligned with the sector.
- Industry perception, particularly relating to shift work and lower wages, proves a challenge with recruitment.
- Higher skills and new skills set requirements to suit automation, digitalisation and the transition to Net Zero.
- Increased demand for apprentices.
- Lack of sufficient employees with the relevant technical and employment skills within the Hull & East Yorkshire region.
- The share of FE achievements in manufacturing technologies (as well as engineering) is relatively low compared to other sectors such as health & retail.
- Hard to fill vacancies are highest in manufacturing (11%).
- Nationally 186,000 engineers and 79,000 other skilled workers need to be recruited on an annual basis until 2024.
- Even when qualification needs are met, the skills set demonstrated by workers is not always suitable, which has been mirrored on the views of the importance of employability skills.
- The cost of specialist training has proven to be a barrier.
- There is an ageing workforce, added to the fact difficulties are being observed in attracting school/college leavers into the sector.

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision* <sup>1</sup>
Design and Development Engineers	Yes. Degree Apprenticeship / Full time HE	Green Economy Understanding	Employer/LSIF	Yes
Draughtspersons		Green Economy Understanding	Employer/LSIF	Yes
Electronics Engineers		Green Economy Understanding	Employer/LSIF	Yes
Engineering Professionals		Green Economy Understanding	Employer/LSIF	Yes
Engineering Technicians	Yes. Apprenticeships/16 to 19 FE	Green Economy Understanding	Employer/LSIF	Yes
Food & Drink Engineer	Yes. Apprenticeships.	Green Economy Understanding/up-skilling	Employer/LSIF/AEB	Yes
Food & Drink Process Operator	Yes. Apprenticeships	Green Economy Understanding/up-skilling	LSIF/AEB	Yes

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision* <sup>1</sup>
Mechanical engineers	Yes. Degree Apprenticeship / Full time HE	Green Economy Understanding	Employer/LSIF	Yes
Metal Making and Treating Process Operatives		Green Economy Awareness	Employer/LSIF	No
Metal Plate Workers, and Riveters		Green Economy Awareness	Employer/LSIF	No
Plant and Machine Operatives	Yes. Apprenticeships	Green Economy Understanding/up-skilling	LSIF/AEB	No
Production Managers and Directors in Manufacturing	Yes. HE	Green Economy Awareness	Employer/LSIF	No
Production and Process Engineers	Yes. Degree Apprenticeship / Full time HE	Green Economy Understanding	Employer/LSIF	Yes
Quality Control and Planning Engineers		Green Economy Awareness	Employer/LSIF	No
Quality control professionals		Green Economy Awareness	Employer/LSIF	No
Research and Development Managers		Green Economy Understanding	Employer/LSIF	No
Sheet Metal Workers		Green Economy Awareness	Employer/LSIF	No
Supervisors	Yes. Apprenticeship up-skilling / short courses	Green Economy Awareness	Employer/LSIF	Yes
Skilled Metal, Electrical and Electronic Trades Supervisors	Yes. Apprenticeship up-skilling / short courses	Green Economy Understanding	Employer/LSIF	No
Tool Makers, Tool Fitters and Markers-out		Green Economy Awareness	Employer/LSIF	Yes
<b>Generic requirements</b>				
Food Hygiene Certification	Yes.		Employer	Yes
FLT Training	Yes.		Employer	Yes
Basic IT skills (Outlook, Word and other Office programmes)	Yes.	Basic digital skills programme of short courses / Essential digital skills qualifications within education system	Employer / LSIF	Yes
Health & Safety	Yes.		Employer	Yes



## AGRI-SKILLS

The Agri-Tech and Food sector accounts for a significantly higher level of employment in the Hull & East Yorkshire region (11%) than at a national level (4%). Employment is high in this sector as Yorkshire & Humber is the country's largest food producing region. Innovation and automated technologies will be required to meet future challenges of climate change and the growing population.

As stated within the HEY LEP's Local Skills Report 2022, within the sector there is a need to:

- Up-skill the existing labour force to meet technological drivers of change including automation.
- Mitigate for the reduction in migrant labour through skills attraction and retention strategies.

In terms of skills supply and demand:

- Innovative and automated technologies to meet future challenges will drive demand for engineers, scientists and mathematicians.
- Around 133,000 new jobs will be needed in Food Manufacturing between 2014 and 2024 across the UK, more than any other manufacturing sector.
- Yorkshire and Humber is the country's largest food producing region.
- Automation in the sector is an opportunity to attract more young people into the agricultural industry as it engages those with technology and data skills in an industry that has not traditionally done so.
- The region has a proud fishing heritage and whilst, in employment terms, the fisheries sector is now relatively small, the area is home to one of the largest shell fishing fleets in the UK, which exports most of its catch.
- The food sector in the area adds significant value to the wider economy, with research by Defra indicating that for every £1 of GVA in agriculture, there is a further £4 in food processing and a further £5 in food retail and catering. This sector is highly contained within the Humber region, with over half of the supply chain spent by the food sector captured within the sector itself. Opportunities to support supply chain diversification will drive resilience in the sector.

During our conversations with employers within the sector we have found that:

- There is a demand for roles from across the skills spectrum, ranging from professional roles (e.g. agronomy, specialist solicitors) to managerial roles and skilled labour (e.g. crop spraying) through to broader trades and manual occupations.
- The twin agendas of digitalisation and drive to net zero are aligned, with the former leading to emerging requirements around automation, robotics and AI in agriculture, which in turn will deliver better cost-effectiveness that will assist with delivering the latter. Both agendas will require up-skilling of staff, particularly in relation to digital skills and the wider use of technology.
- One of the key skills supply issues focuses around the need for suitable employability skills and behaviours, such as attitude, enthusiasm towards work and communication skills.

<b>Employer Need</b>	<b>Priority</b>	<b>Additional requirements</b>	<b>Potential funding for additional requirements</b>	<b>Local Provision*1</b>
Agricultural and Fishing Trades	Yes. Apprenticeships	Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Biological Scientists and Biochemists	Yes. FT HE	Green Economy understanding	Employer/LSIF	Yes
Chemical Scientists	Yes. FT HE	Green Economy understanding	Employer/LSIF	Yes
Environment Professionals	Yes. Apprenticeships and FT HE	Green Economy understanding	Employer/LSIF	Yes
Farmers		Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Farm Workers	Yes. Apprenticeships and FT FE	Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Fishing and Other Elementary Agriculture Occupations		Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Food & Drink Process Operator	Yes. Apprenticeships	Green Economy & Automation awareness and upskilling	LSIF/AEB	Yes
Forestry Workers		Green Economy & Automation awareness and upskilling	Employer/LSIF	No
Gardeners and Landscape Gardeners		Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Groundsmen and Greenkeepers		Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Horticultural Trades	Yes. Apprenticeships and FT FE	Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Laboratory Technicians	Yes. Apprenticeships and FT HE	Green economy awareness	Employer/LSIF	Yes

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision*1
Managers and Proprietors in Agriculture and Horticulture		Green Economy & Automation awareness and upskilling	Employer/LSIF	Yes
Mathematicians	Yes. HE	Green economy awareness	Employer/LSIF	Yes
Precision Agriculture	Yes. FE/HE	Green Economy & Automation awareness/upskilling	Employer/LSIF	Yes
Physical Scientists	Yes. FT HE	Green economy awareness	Employer/LSIF	Yes
Quality Assurance Technicians		Green Economy & Automation awareness and upskilling	Employer/LSIF	No
Specialist Professionals – Solicitors, Bankers, Accountants and Advisors	Yes. Encouraging professionals to enter this specialism	Green economy awareness	Employer/LSIF	No
<b>Generic</b>				
Up-skilling for automation	Yes. Up-skilling apprenticeship / short course	Add in to training	Employer/LSIF	Yes
Up-skilling for robotics	Yes. Up-skilling apprenticeship / short course	Add in to training	Employer/LSIF	Yes
Up-skilling for AI	Yes. Up-skilling apprenticeship / short course	Add in to training	Employer/LSIF	Yes
Relevant employability skills, including communication skills, and behavioural attributes	Yes. Short course	Should already be included in training.	Employer/LSIF	Yes
Health & Safety	Yes. Short course / FE & HE courses	Ensure included in training	Employer/LSIF	Yes
Mental Health awareness training	Yes. Short course	Add in to training	Employer/LSIF	Yes

## HEALTH & SOCIAL CARE

Driven by Hull and East Yorkshire's ageing population (which is above the national average rate), the Health & Social Care sector is expanding. There is also a notable increase of pressures on mental health as a result of the Covid pandemic. The number of Health & Social Care jobs in the Humber are expected to grow from 155,000 to 200,000 by 2030. A perception exists that these jobs are roles as opposed to careers. High staff turnover is also apparent with reasons given as being high demands within the roles and personal needs for greater salaries.

A rapidly growing sector in the UK, jobs in Health and Social Care are projected to continue to grow as the nation grapples with an ageing population and recovering from the COVID-19 pandemic. Health represents the second largest employment sector within the Hull & East Yorkshire region and accounts for around 37,000 jobs in the area. High levels of achievement in health, public services and care reflect the high proportion of jobs within this sector.

Health occupations, such as nurses, care workers and home carers, and nursing auxiliaries and assistants have been the most advertised in the last year, accounting for 41% of job postings in Hull & East Yorkshire in 2022.

For the academic year 2020/21, apprenticeship achievements in health, public services and care were 11% compared to 23% nationally.

As stated within the HEY LEP's Local Skills Report 2022, there is a need to:

- Address barriers to up-skilling as 26% of the workforce are over 55 years old and there is expected depletion of the workforce.
- Alter job perceptions to reduce staff turnover that creates a barrier to training investment.
- Increase dementia awareness, mental health, care for the vulnerable and the elderly, and safeguarding knowledge

Through feedback received directly from employers within the sector, we note that:

- There is a generational gap with digital skills/capabilities, the need for which is becoming greater given trends towards digitalisation and digital health care service delivery.
- Skills requirements focus around temperaments and attitudes, such as emotional resilience and softer skills such as sensitivity and boundary skills (e.g. talking to family members about sensitive topics).
- Customer service skills are also a useful competency for the sector, which presents an opportunity to look to the retail sector for workers seeking a career change.
- There are challenges with recruitment, citing factors such as the area's location and transport links and difficulties attracting apprentices due to the challenging nature of the work.
- There is a strong knowledge of where to access external training, with preference toward face-to-face learning.

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision* <sup>1</sup>
All Consultants (Medical & Dental)	Yes. HE	Add in generic training elements cited below.		Yes
Allied Health Professionals	Yes. Apprenticeships / HE			Yes
All non-Consultant career Grades (Medical & Dental)	Yes. HE			Yes
Nursing Auxiliaries and Assistants (6141)	Yes. Healthcare support worker and senior L2/3 Apprenticeships Nursing Associate L5 / L5 Assistant Practitioner			Yes

Employer Need	Priority	Additional requirements	Potential funding for additional requirements	Local Provision* <sup>1</sup>
Care Workers and Home Carers (6145)	Yes. Apprenticeships/Care Certificates  Possible recruitment and employability training via JC+/Bootcamp/AEB	Add in generic training elements cited below.		Yes
Senior Care Workers (6146)	Yes. Apprenticeships			Yes
Support to clinical staff	Yes. Apprenticeships/FE/HE			Yes
Mental Health Nursing	Yes. Apprenticeships / HE			Yes
Midwives	Yes. HE			Yes
NHS Infrastructure support	Yes. Apprenticeships/FE/HE			Yes
Other Community Services	Yes. Apprenticeships / HE			Yes
<b>Generic</b>				
Dementia Awareness	Yes. Up-skilling Short course	Add in to training	Employer/LSIF/AEB	Yes
Consistent/Certificated induction process across all Health & Social Care settings	Yes. For development by Care employers' association	For all new staff	LSIF	Yes
Mental Health Training	Yes. Short course	Add in to training	Employer/LSIF	Yes
Mental Health First Aid Certification	Yes. Short course	Add in to training	Employer/LSIF	Yes
Safeguarding	Yes. Short course	Should already be included in training.		
Communication skills	Yes. Short course	Should already be included in training.		Embedded within provision
Leadership & Managerial	Yes. Up-skilling Apprenticeship/short courses	Add in to training	Employer/LSIF	Embedded within provision
Basic IT skills (Outlook, Word and other Office programmes)	Yes. Digital short course programme	Add in to training	Employer/LSIF	Yes
Planning & Organisational Skills	Yes. Management workshop	Should already be included in training.		Embedded within provision
Behavioural attributes – e.g.: self-assessment/regulation in public/private domains & emotional resilience	Yes. Short course	Should already be included in training.		Embedded within provision

\*<sup>1</sup> Please note confirmation of provision being available locally is as accurate as possible but could be subject to change.

## 7 Theme 2 – Educational Teaching Professionals

Theme 2 relates to the importance of Educational Teaching Professionals to support us in the delivery of this LSIP. Concerns continue to mount regarding the shortage of educational teaching professionals in some sectors, particularly in some of our priority sectors.

For this we need to:

1. Ensure we have sufficient educational teaching professionals to deliver the courses that employers require to support their businesses and organisations.
2. Understand the barriers that are preventing people from choosing this career path.
3. Increase awareness of the benefits of working within education.
4. Work collaboratively and establish a theme specific working group to address skills gaps, and develop solutions.
5. Encourage experienced professionals to consider supporting education delivery to increase capacity, through incentivising or flexible schedules.
6. Invest in technology and infrastructure, or enable access, for educational teaching professionals that will enhance teaching capabilities and is in-line with technology found in industry.

Employer Need	Actionable Priority	Key Partners	Timescales
Increased educational professionals to enable delivery of courses to meet the needs of employers.	<ul style="list-style-type: none"> <li>• Employers to allow for secondment of staff to support course delivery.</li> <li>• Understand incentives to encourage people to consider this career path.</li> <li>• Share best practice with other LSIPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce Network</li> <li>• FE / HE Providers</li> <li>• Independent Training Providers</li> <li>• Employers</li> <li>• Employer Representative Bodies</li> <li>• Sector Representative Bodies</li> <li>• Public Sector partners.</li> </ul>	To be addressed ahead of the academic year 24/25.
Up-skilling of existing educational professionals.	<ul style="list-style-type: none"> <li>• Utilising staff in industry who may already be trained on using new and emerging technologies.</li> <li>• Understand the technologies that need to be used in industry.</li> </ul>		To be addressed ahead of the academic year 24/25.
Build capacity with the existing system.	<ul style="list-style-type: none"> <li>• Identify the areas where there are key shortages.</li> <li>• Identify a provider that could lead on educational teaching professional training.</li> </ul>		Ongoing.

## 8 Theme 3 – Employability Skills & Behaviours

Throughout our discussions with employers, above anything, employers reported that employability skills and behavioural attributes were most important to their business.

Although, this was not set out within initial guidance to be a priority of the LSIP, the viewpoint of employers must be central to the development of this LSIP, and thus will be included.

What is needed:

1. An understanding amongst the existing and future workforce as to what skills are important to business.
2. Employers to be supported in understanding how core employability skills are incorporated into existing provision.
3. An understanding as to what skills employers' feel are missing across their workforce.
4. A collaborative approach in how to address the concerns around employability skills, and developing existing work that is already underway, with the support of employers.
5. Support in embedding desired behavioural attributes amongst workers.
6. Incorporating desired behavioural attributes in day-to-day learning.
7. Future workforce to have an understanding as to what is expected of them when entering the world of work.

Employer Need	Actionable Priority	Key Partners
Existing and future employees not being equipped with the necessary employability skills.	Development of an employability passport.  Link with actions for careers guidance.  Improved understanding of what employers' specific needs are.	CEIAG Providers  Chamber of Commerce Network  Education Development Trust
Prioritisation of tasks within settings to deliver solutions.	These skills are already covered in Apprenticeships/FT 16 to 19. We want to ensure they are incorporated into all occupational programmes and that a short course programme for existing employees is considered	HEY LEP Career Aspirations Working Group
Work Ethic		HEY Careers Hub
Communication		FE/HE Providers
Literacy		Independent Training Providers
Numeracy		Employers
Leadership & managerial	Management workshop.	Jobcentre Plus
Organisation	Bite size and modular provision.  Up-skilling Apprenticeship.	National Careers Service  Secondary Schools  VCS Sector

## 9 Theme 4 – Careers Guidance

Theme 4 recognises the importance of sufficient and quality careers guidance, to better advise the future workforce of Hull & East Yorkshire and the opportunities available locally, and also to promote sectors that are deemed less attractive. In addition, consideration is needed for those that wish to pursue a change in career.

We therefore need to ensure that:

1. Careers guidance reflects local employment opportunities available.
2. Careers advisors and education teaching professionals have a knowledge of the local landscape and opportunities available across all sectors in Hull & East Yorkshire.
3. Young people and those seeking career changes have access to impartial CEIAG.
4. There is a collaborative approach between employers, colleges, training providers, secondary schools and public sector stakeholders.
5. A change in the structure as to how careers guidance is delivered.
6. Build on existing work already being carried out, and develop a working group specific to this theme.

Employer Need	Actionable Priority	Key Partners
<p>Careers guidance needs to reflect local employment opportunities.</p>	<ul style="list-style-type: none"> <li>• Review all careers guidance activity currently taking place.</li> <li>• Work with key stakeholders to develop a plan of how careers guidance needs to be conducted.</li> <li>• Collaborative working between secondary, further and higher education providers.</li> <li>• Increase work experience opportunities for young people and those looking for a change of career.</li> <li>• Forums to enable employers to highlight opportunities within their organisations to key partners.</li> <li>• Consider alternative channels for providing guidance, such as social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce Network</li> <li>• HEY LEP Careers Aspirations Working Group</li> <li>• HEY Careers Hub</li> <li>• Education Development Trust</li> <li>• Employers</li> <li>• Employer Representative Bodies</li> <li>• FE/HE Providers</li> <li>• Independent Training Providers</li> <li>• HEY LEP</li> <li>• Jobcentre Plus</li> <li>• Local Authorities</li> <li>• National Careers Service</li> <li>• Secondary Schools</li> </ul>
<p>Knowledge needs to be increased amongst CEIAG Providers and Educational Professionals</p>	<ul style="list-style-type: none"> <li>• Facilitate industry placement days for providers of CEIAG &amp; Educational Professionals.</li> <li>• Enable employer visits into educational settings.</li> <li>• Readily available information as to opportunities available.</li> </ul>	



## 10 Theme 5 - Accessibility

Theme 5 focuses on key threads within accessibility.

Employers and key stakeholders have informed us that they need:

1. Information on matters, such as Net Zero and Automation, to be written in a user-friendly language that is understood by all.
2. Access to information with regards to training that could support their business within one central point.
3. Accessible pathways to all on to provision available, particularly those who are considered to be at a disadvantage.
4. Support in assessing their organisations' skills needs for the future.

Employer Need	Actionable Priority	Key Partners
Removing barriers to Apprenticeship provision across all ages.	<ul style="list-style-type: none"> <li>• Development of a localised Apprenticeship Strategy, providing a tailored response to demand and supply.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce</li> <li>• HEY Careers Hub</li> </ul>
Improve knowledge of provision available	<ul style="list-style-type: none"> <li>• Accessible information on the LSIP website.</li> <li>• College and provider websites to be more employer friendly.</li> <li>• Establish a signposting service for employers.</li> </ul>	<ul style="list-style-type: none"> <li>• HEY LEP</li> <li>• FE &amp; HE Providers</li> <li>• Independent Training Providers</li> </ul>
Information regarding Net Zero, its navigation and the likely impact on businesses.	<ul style="list-style-type: none"> <li>• Documentation to be provided in layman's terms.</li> <li>• Identification of funding sources to support employers in making necessary changes.</li> <li>• Skills bootcamps and workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce network</li> <li>• Public sector partners</li> <li>• Skills Bootcamps</li> </ul>
Flexible course provision.	<ul style="list-style-type: none"> <li>• Development of a prospectus for employers.</li> <li>• Bootcamps tailored for employer needs.</li> <li>• More modular and bite-size course delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce</li> <li>• FE &amp; HE Providers</li> <li>• Local Authorities</li> <li>• Skills Bootcamps</li> </ul>
Support for employers to assess their longer-term skills needs.	<ul style="list-style-type: none"> <li>• Develop a template for employers to identify recruitment and skills needs.</li> <li>• Gain support in this process from recruitment agencies.</li> <li>• Information on upcoming developments that could impact on businesses, whether it be in a positive or negative way.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce network</li> <li>• HEY LEP</li> <li>• Local Authorities</li> <li>• Jobcentre Plus / DWP</li> <li>• Recruitment Agencies</li> </ul>
Supporting those considered to be at a disadvantage to access job opportunities and pathways.	<ul style="list-style-type: none"> <li>• Establish a system where key partners can provide support more freely.</li> <li>• Ensure entry level pathways are available.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamber of Commerce</li> <li>• Inclusive Careers project</li> <li>• Local Authorities</li> <li>• FE &amp; HE Providers</li> <li>• SEND Employment Forum</li> </ul>

## 11 Moving Forward

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Hull & East Yorkshire benefits from having a broad range of high-quality training and education provision available. The region also benefits from significant opportunities and developments on the horizon which will support the economy, and provide highly skilled opportunities for the region's population.

We recognise the importance of the employer voice, and as such, will continue to engage to ensure a continuous feed into the local skills system.

With LSIPs being a new initiative, we need to capitalize on the opportunities it brings, supported by existing good practice that has already taken place across the region in relation to skills.

To assist us in achieving our priorities we have outlined within the LSIP we will be committed to:

- Collaborating with key stakeholders in the region to utilise existing structures, and build upon existing best practice.
- Develop sector specific groups to take forward relevant actions.
- Ensuring our LSIP Board is representative of employers within the region.
- Establish relevant sub-groups within our governance structure to provide recommendations and conduct 'deeper dives' into specific issues of importance.
- Monitor Apprenticeship and T-Level starts, and ensure opportunities are widely known.
- Monitor statistics relating to those considered to be at a disadvantage to ensure they are gaining sufficient support to enter pathways.
- Monitor statistics relating to job vacancies and jobs filled.
- Monitor course uptake.
- Monitor destination tracking of learners.
- Work with partners to ensure our new workforce, and those wishing for a change in career, can access impartial careers education information, advice and guidance.

As part of the LSIP, we are also committed to:

- Continue to engage with all employers, regardless of sector.
- Encourage employers to work with providers to ensure courses are tailored to their needs.
- Ensure the LSIF bid is relevant to the LSIP report and meets the needs of employers.
- Ensure the monitoring of the progress of the LSIP is a transparent process.
- Ensuring employers can access information they need to support their business needs, including provision and implications surrounding the Net Zero and Digital agendas.
- Establish new and maintain existing networks for the benefit of the LSIP.
- Gather up-to-date labour market intelligence.
- Increase awareness of LSIPs and provide opportunities for employers to continue to engage with the process.
- Support employers in better articulating their skills needs.
- Working collaboratively with partners for the benefit of our region.

## 12 The LSIP Roadmap for Hull & East Yorkshire

Actionable Priority	Responsibility	Monitoring	Barriers	Key Activities
<b>Theme 1 – Technical Skills</b>				
As detailed within specific sectors.	<ul style="list-style-type: none"> <li>• Education Development Trust</li> <li>• Employers</li> <li>• FE/HE Providers</li> <li>• IOT</li> <li>• National Careers Service</li> <li>• Sector Representative Bodies</li> </ul>	<p>Technical Education &amp; Course uptake.</p> <p>Number of employers taking on apprentices and work placement students.</p>	<p>Limited interest in certain occupations.</p> <p>Employers unable to fund.</p> <p>Lack of understanding about provision available.</p>	<p>Central point to navigate skills system.</p> <p>Improve learner and employer knowledge about T-Levels and limited current provision.</p> <p>Provide clear guidance for learners, their parents and employers.</p> <p>Consider targeted funding/bursaries for learners to enrol on T-Level courses.</p>
Increase female participation in apprenticeships and technical education	<ul style="list-style-type: none"> <li>• Employers</li> <li>• Providers</li> <li>• Education Development Trust</li> <li>• Jobcentre Plus</li> <li>• National Careers Service</li> <li>• Sector Representative Bodies</li> </ul>	<p>Course uptake.</p> <p>Social media engagement.</p> <p>Engagement with employers.</p>	<p>Limited interest in certain occupations.</p> <p>Lack of knowledge around career progression routes.</p>	<p>Provide guidance to employers and training providers on how to write apprenticeship course and job descriptions in non-gendered language to widen appeal.</p> <p>Run events / social media campaigns with schools and colleges.</p> <p>Hold discussions with local employers in sectors that struggle to recruit and retain staff.</p>
Promote Higher level apprenticeships to local employers and their workforce	<ul style="list-style-type: none"> <li>• Education Development Trust</li> <li>• Employers</li> <li>• Jobcentre Plus</li> <li>• National Careers Service</li> <li>• FE/HE Providers</li> </ul>	<p>Destination tracking.</p> <p>% intermediate learners re-entering technical education.</p>	<p>Lack of desire to re-enter technical education.</p> <p>Lack of funding or understanding of funding available.</p>	<p>Social Media &amp; PR campaigns.</p> <p>Review financial support available.</p> <p>Support to re-enter technical education at advanced and higher levels.</p>

Actionable Priority	Responsibility	Monitoring	Barriers	Key Activities
<b>Theme 1 – Technical Skills continued</b>				
Address barriers (such as accessing funding and lack of understanding on provision available) that have a negative impact on technical education uptake.	<ul style="list-style-type: none"> <li>Chamber of Commerce network</li> <li>FE &amp; HE Providers</li> <li>Public sector stakeholders</li> <li>Sector Representative Bodies</li> </ul>	<p>Apprenticeship uptake.</p> <p>Number of employers employing apprentices.</p>	<p>Employers not willing to consider apprentices.</p> <p>Insufficient staff within the workplace to supervise apprentices.</p> <p>Apprenticeship standards not meeting the needs of employers.</p>	<p>Work with local employers regarding apprenticeship programmes to promote the benefits of the levy transfer scheme.</p> <p>Provide guidance on the costs of apprenticeships and technical education.</p> <p>Investigate opportunities for shared apprenticeship schemes.</p> <p>Development of a localised Apprenticeship Strategy, providing a tailored response to demand and supply.</p>
Respond to the needs of the Digital Skills Agenda.	<ul style="list-style-type: none"> <li>Chamber of Commerce</li> <li>Local Digital Skills Partnership</li> <li>Public sector stakeholders</li> <li>Sector Representative Bodies</li> </ul>	<p>Uptake of support.</p> <p>Changes to curriculum.</p>	<p>Basic Microsoft skills not embedded in provision.</p> <p>Different needs within different sectors.</p>	<p>Embedding Microsoft applications and social media in the school curriculum will help acquisition of these basic digital skills.</p> <p>Provision of business support advice and guidance to diagnose digital skill needs and signpost to digital training provision.</p> <p>Identifying gaps in digital skills provision and addressing through targeted intervention.</p>
Respond to the needs of to support adapting to the Green Economy Agenda.	<ul style="list-style-type: none"> <li>Chamber of Commerce</li> <li>Employers</li> <li>Public sector stakeholders</li> <li>Sector Representative Bodies</li> </ul>	<p>Course uptake.</p> <p>Google analytics relating to documentation made available.</p>	<p>Disconnect between public and private sector in terms of appropriate terminology.</p>	<p>Horizon scanning and collaborative work with providers.</p> <p>Supporting employers to understand the implication of this agenda for their business through diagnosis of need.</p> <p>Identify funding support.</p>

Actionable Priority	Responsibility	Monitoring	Barriers	Key Activities
<b>Theme 2 – Educational Teaching Professionals</b>				
Build capacity within the existing system to increase volume and up-skills existing educational teaching professionals.	<ul style="list-style-type: none"> <li>• Chamber of Commerce network</li> <li>• Devolved responsibilities of the future combined authority.</li> <li>• Employers</li> <li>• FE/HE Providers</li> <li>• HEY LEP</li> <li>• Sector Representative Bodies</li> </ul>	LMI relating to educational teaching professionals.	<p>Salaries not appropriate to the roles.</p> <p>Salaries are higher within industry.</p>	<p>Develop a Strategy specifically focusing on the areas of concern.</p> <p>Employers to allow for secondment of staff to support course delivery.</p> <p>Social media &amp; PR campaigns.</p> <p>Identify a lead to support delivery of training for industry professionals to enter teaching/training.</p> <p>Raise awareness of benefits of following this career path.</p> <p>Ensure technology &amp; infrastructure is in-line with employer needs.</p>
<b>Theme 3 – Employability Skills &amp; Behavioural Attributes</b>				
Existing and future employees not being equipped with the necessary employability skills or behavioural attributes.	<ul style="list-style-type: none"> <li>• Careers Hub</li> <li>• CEIAG Providers</li> <li>• Employers</li> <li>• Education Development Trust</li> <li>• FE/HE Providers</li> </ul>	Employer feedback.	Lack of understanding as to what skills are deemed necessary and behaviours deemed acceptable within the workplace.	<p>Development of an employability skills passport and checklists of core occupational skills.</p> <p>Link with actions for careers guidance.</p> <p>Improve understanding employers' specific needs.</p>
Specific employability skills described earlier within Theme 3.	<ul style="list-style-type: none"> <li>• National Careers Service</li> <li>• Secondary education</li> <li>• VCS Sector</li> </ul>	Employer feedback.	Lack of understanding as to how skills are transferable.	<p>Ensure they are incorporated into all occupational programmes and that a short course programme for existing employees is considered</p> <p>Develop checklists of core occupational skills.</p>

Actionable Priority	Responsibility	Monitoring	Barriers	Key Activities
<b>Theme 4 – Careers Guidance</b>				
Careers guidance needs to reflect local employment opportunities.	<ul style="list-style-type: none"> <li>• Careers Aspirations Working Group</li> <li>• Careers Hub</li> <li>• Education Development Trust</li> <li>• Employers</li> <li>• FE Providers</li> <li>• HE Providers</li> <li>• Jobcentre Plus</li> <li>• Public sector stakeholders</li> </ul>	<p>Statistics in terms of attendance at careers guidance related events.</p> <p>Number of people engaged within careers services.</p> <p>Statistics for industry placement days.</p> <p>Statistics for employer events within educational settings.</p> <p>Destination tracking.</p>	<p>Lack of knowledge amongst employers as to what careers services are currently available.</p> <p>Lack of work experience opportunities.</p> <p>Employer feedback does not correspond to what is being provided locally.</p>	<p>Development of a Careers Guidance Strategy.</p> <p>Increase work experience opportunities for young people and those looking for a change of career.</p> <p>Facilitate engagement between employers and education via Forums, sector specific CIPD &amp; industry placement days and educational setting visits.</p> <p>Improve awareness and understanding of apprenticeships and technical education.</p> <p>Social media &amp; PR campaigns.</p> <p>Readily available information as to opportunities available.</p> <p>Facilitate apprenticeship and work placement providers delivering information within secondary education settings.</p>
Review how careers guidance is delivered.	<ul style="list-style-type: none"> <li>• National Careers Service</li> <li>• Secondary Schools</li> <li>• Sector Representative Bodies</li> </ul>	<p>Localised Careers Guidance Strategy</p> <p>Destination tracking.</p>	<p>Knowledge of local opportunities is not sufficient.</p> <p>Guidance is sometimes given based on what a person is good at rather than exploring their careers aspirations.</p>	<p>Review careers guidance activity.</p> <p>Explore channels for delivering careers guidance.</p>

Actionable Priority	Responsibility	Monitoring	Barriers	Key Activities
<b>Theme 5 - Accessibility</b>				
Improve knowledge of provision available.	<ul style="list-style-type: none"> <li>Chamber of Commerce</li> <li>FE Providers</li> <li>HE Providers</li> <li>Public Sector</li> <li>Sector representative Bodies</li> </ul>	<p>Google analytics.</p> <p>Destination tracking.</p>	<p>Language used within the skills system is not understood by all.</p> <p>Disconnect between employers and education providers.</p>	<p>Accessible information on the LSIP website.</p> <p>College and provider websites to be more employer friendly.</p> <p>Establish a signposting service for employers.</p>
Information regarding Net Zero, its navigation and the likely impact on businesses.	<ul style="list-style-type: none"> <li>Employer Representative Bodies</li> <li>Public sector stakeholders</li> </ul>	<p>Course uptake relating to the green economy.</p> <p>Course provision availability.</p>	<p>Disconnect between employers and public sector regarding appropriate terminology that is understood by all.</p>	<p>Documentation to be provided in layman's terms.</p> <p>Identification of funding sources to support employers in making necessary changes.</p> <p>Skills Bootcamps and workshops.</p>
Flexible course provision.	<ul style="list-style-type: none"> <li>FE Providers</li> <li>HE Providers</li> <li>Public sector stakeholders</li> <li>Skills Bootcamps</li> </ul>	<p>Course provision availability.</p> <p>% increase in employer engagement.</p>	<p>Insufficient educational teaching professionals.</p> <p>Lack of interest in courses provided.</p> <p>Employers have different perceptions on what flexibility they need for courses.</p> <p>Employers unable to allow staff time for training due to immediate productivity needs.</p>	<p>Development of a prospectus for employers.</p> <p>Skills Bootcamps tailored for employer needs.</p> <p>More modular and bite-size course delivery.</p>

Actionable Priority	Responsibility	Monitoring	Barriers	Key Activities
<b>Theme 5 – Accessibility continued</b>				
Support for employers to assess their longer-term skills needs.	<ul style="list-style-type: none"> <li>• Jobcentre Plus</li> <li>• Public sector stakeholders</li> <li>• Recruitment Agencies</li> <li>• Sector Representative Bodies</li> </ul>	<p>Employer feedback.</p> <p>Provision alignment with employer need.</p>	<p>Costs to employers in accessing support for assessing their skills' needs.</p> <p>Employers more concerned about 'now' rather than the future.</p>	<p>Develop a template for employers to identify recruitment and skills needs.</p> <p>Gain support in this process from recruitment agencies.</p> <p>Information on upcoming developments that could impact on businesses, whether it is in a positive or negative way.</p>
Supporting those considered to be at a disadvantage to access job opportunities and pathways.	<ul style="list-style-type: none"> <li>• FE Providers</li> <li>• Public sector stakeholders</li> <li>• SEND Employment Forum</li> </ul>	<p>Provision available.</p> <p>LMI data.</p> <p>Course uptake.</p> <p>Destination tracking.</p>	<p>Employers not engaged.</p> <p>Insufficient entry level pathways.</p>	<p>Establish a system where key partners can provide support more freely.</p> <p>Ensure entry level pathways are available.</p> <p>Promote pre-employment support, particularly for those from disadvantaged backgrounds, to improve soft-skills and employability skills.</p> <p>Consult with local colleges and ITPs to understand the level of local traineeship provision to be delivered post-August 2023.</p> <p>Ensure mentoring/pastoral care capacity in training providers and other organisations.</p> <p>Raise awareness of additional learner support funding with local employers.</p> <p>Consider extra funding support for disadvantaged learners as current additional learner support (£150 per week) is often seen as inadequate.</p>



## 13 Final Words

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Through this report we can see that Hull & East Yorkshire already offers a significant amount of high-quality provision, in-line with the key priorities of this LSIP. However, we recognise the need for provision to be adapted to incorporate the new emerging technologies affecting business, and consideration to local and national Government priorities, including the Net Zero agenda. We must also consider that work is already underway in some areas and we need to build upon this.

The initial aim of the LSIP was to focus on the technical skills needs of employers. However, through our engagement the prominence of non-technical skills was apparent, along with other priorities linking to careers guidance, accessibility and educational teaching professionals. Bringing more employers to the heart of the region's skills systems means addressing concerns beyond technical skills requirements.

The next stage of the LSIP will be its delivery: addressing priorities and key actions; and monitoring progress.

The key to the successful delivery of the LSIP will be:

- Articulation
- Building upon existing best practice
- Collaboration

Articulation includes communication of all matters relating to this LSIP, and bridging the gap where communication between different parties needs to be strengthened.

Building upon existing best practice is our commitment to not duplicate key structures that are already in place and are contributing positively to the skills agenda in our region. We will also maintain our productive collaboration with other LSIPs, and work together to address common priorities.

Collaboration is recognising the importance of all stakeholders, whether they be private, public or voluntary and community sector, and identifying how by working together we can achieve our ambitious priorities detailed within this LSIP.

We would like to thank all stakeholders who have engaged in this process to date, and we look forward to continuing and building upon the positive relationships developed as we move forward with our LSIP for the benefit of Hull & East Yorkshire.