Lancashire Local Skills Improvement Plan

# Lancashire Local Skills Improvement Plan (LSIP)

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North & Western Lancashire Chamber of Commerce

East Lancashire Chamber of Commerce

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# Contents

# 1. Foreword

The local skills agenda has never been as important as we address the post-pandemic and post-Brexit world. The Local Skills Improvement Plan LSIP is a great opportunity for Lancashire's businesses, colleges, training providers and business support community to work together and create a local skills improvement plan that truly recognises the skills needs, and more importantly, some of the solutions needed to address these.

Back in July 2021, Lancashire was chosen by the Department of Education as one of eight UK) Trailblazers which intends to reshape the local technical skills system to better support the needs of the local labour market and the wider economy.

This programme, led by North & Western Lancashire Chamber of Commerce in partnership with our neighbouring East Lancashire Chamber was tasked with undertaking a root and branch review of the skills requirements needed by our business community, now and for the future

Our aim was to produce an evidence-based skills audit of a sort never seen before to ensure future skills delivered by colleges of further education actually match what firms require and deserve in the future.

Our work over the past few months was all about placing employers at the heart of defining local skills needs and providing a once in a generation opportunity for Lancashire businesses to have their say and set out the key changes needed to make technical skills training more responsive to employers' skills need.

I am delighted that through the sterling efforts of both Chambers, a meaningful and collaborative partnership has been created between Employers, Colleges of Further Education, private sector providers, Universities, trade associations and key stakeholders who have pledged to work together in shaping adult learning and apprenticeship programmes to satisfy the needs of commerce and industry.

From this significant piece of research, the LSIP has set out in this report the key changes needed to make technical skills training more responsive to employers' skills needs within the County.

This new system must be driven by employers, colleges and other providers working together to identify the skills needs of an area, and to begin the process of transforming the delivery of technical education so that it both meets and drives demand for skills.

Our local business community has played a significant part in influencing the following plan. A plan that sets out a credible and evidence-based assessment of local employer skills needs, which providers will be empowered to respond. The report sets out the real and transformational change needed to achieve a more responsive skills provision which is locally driven and tailored to the challenges and opportunities most relevant to the County.

I truly believe this will be a genuinely transformative approach to dealing with long-term skills gaps, improving productivity, and increasing opportunity for Lancashire people.

J. Cole

Jane Cole

Chair Lancashire LSIP Board
President North & Western Lancashire Chamber of Commerce

## 2. Executive Summary

### 2.1 Aim of this Report

This report aims to provide a qualitative examination of the skills shortages in the County of Lancashire. Its key motivations are both to assess the true extent of the re-emergence of skills shortages and the underlying factors behind them, and to understand how employers are coping with and responding to them. Further its aim is to not only identify the problems but to propose solutions and how those solutions may be enacted to fill roles with the talent they require.

### 2.2 The approach taken

The report used a range of market research methods such as surveys, sector-specific and cross-sector focus groups, one to one interviews, roundtable discussions and a series of roadshows. The data collected provided basic measures of both anticipated changes required in as well as those skills that are required as a matter of urgency.

This report therefore looks to provide an evidence-based and analytical approach to assessing Lancashire Skills shortages, both now and for the future and discusses the implications for employers as well as the Government's policy for upskilling and reskilling.

### 2.3 What has been revealed

The report highlights several issues that are critical to our understanding of local skills needs and debates about sensible policy responses required by the Government.

It is clear that shortages in essential technical skills are rising and that shortage applies to the majority of sectors. Two-thirds of employers surveyed believe their sector is suffering from a shortage of qualified individuals.

In the vast majority of cases, the data collected indicates that the incidence of skills shortages in many sectors is far more profound than it was before the pandemic. This relates to the second issue, which is that there are positive signals that some employers, mainly larger ones, have become better at sourcing skilled labour.

Training is valued highly by employers. The majority hire people they expect to have to train and the vast majority provide in-house training. Many employers did express enthusiasm for the potential role apprenticeships could play in offsetting labour and skill shortages in the future. Although others said that apprenticeships were not relevant to their sector. On top

of this, there is a perception among some employers that the quality of skilled candidates was in short supply.

## 2.4 Barriers to overcome

There were a number of factors that businesses found to be barriers to accessing the training needed to fulfil their skills requirements.

Time was a big issue for employers. Whether it is the time needed to identify skills needs within the business, the time it takes to source suitable training, or the time an individual has to spend off the job to complete training, this was the biggest concern of employers, the time it takes to access the skills system is a big barrier. The lack of in-house resource and capability to identify skills requirements and source training was also a concern for many organisations. Streamlining identification of skills and courses is essential to help more employers pursue training for their staff.

Cost is another concern. Disparate methods of funding training has created confusion for employers. Funded skills training is frequently tied to long-term courses and qualifications which are not required to train an individual in on specific skill required to progress. Employers believe that allowing a wider range of courses to attract funding will enable more training to be undertaken, and more efficiently than tying individuals into longer courses than needed.

Many businesses stated that they had encountered difficulties with the accessing the right content in the available training provision. Programmes/frameworks were also found to be too generalised, too rigid and failed to address industry requirements. A more flexible approach to delivery with the focus on specific skills would make training much more accessible for employers and learners alike.

Some organisations expressed concern about the lack of up-to-date knowledge/expertise training providers possessed. Providers are very keen to work with employers to enable industry placements for trainers to remain up-to-date with current working practices and technologies.

## 2.5 Solutions by action

In the context of this report, a key attraction of this LSIP is that it would help many more employers to understand their skill development needs and enable them to engage more meaningfully with further education (FE) if there was a central point that could offer sign-posting, advice, information and skills needs analysis.

This plan outlines the need for change and recommendations to improve Lancashire's skills system. Some recommendations can be delivered collaboratively locally, while others will require structural changes from central government. The plan can help boost the growth of Lancashire's economy and more effective investment in skills. The collaborations developed throughout the process of the LSIP and SDF need to continue with the momentum that has been built during this time harnessed to deliver something transformational for the Lancashire. Implementation will be key.

## 3. Structure of this Report & Glossary

This report is intended to improve the connection of required skills to employers in Lancashire. It is built around four key pillars:

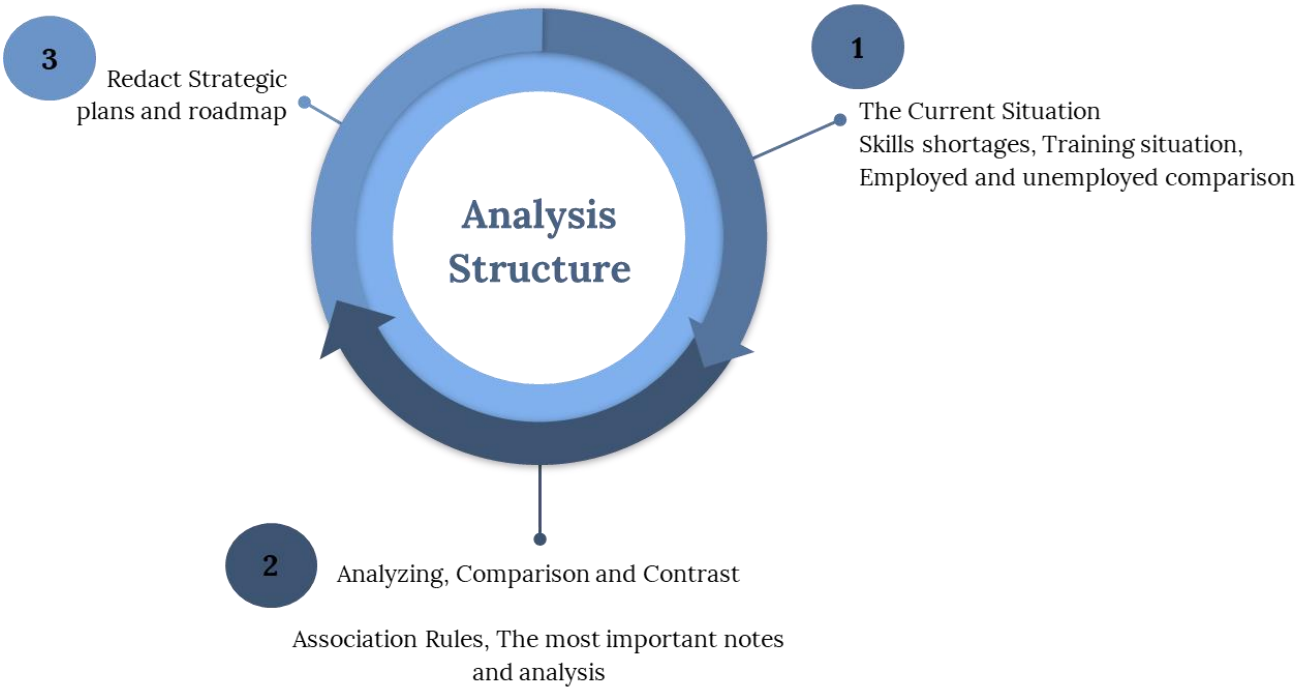
a) A Strategic Overview: to understand the current landscape and future vision

b) Specification of employers' skills needs in key sectors both now and in the future

c) Analysis of what needs to change and why

d) A Roadmap to delivering change

Analysis of data has been approached, as follows:




This approach allows identification of main skills shortages in each chosen sector and whether they are predicted to increase or decrease. Further, based on association rule analysis, skills needs that have been mentioned together will be identified. Analysis will inform actions to be taken to help bridge the gap between skills provision and employer needs.

## Glossary

| Term | Meaning |
|---|---|
| AMRC | Advanced Manufacturing Research Centre |
| BCC | British Chambers of Commerce |
| BRES | Business Register and Employment Survey (ONS 2020) |
| (the) Chamber | North & Western Lancashire Chamber of Commerce |
| ERB | Employer representative body |
| ESF | European Social Fund |
| FE | Further Education |
| GDP | Gross Domestic Product |
| HEI | Higher Education Institution |
| KS | Key Stage |
| LCC | Lancashire County Council |
| LEP | Local Enterprise Partnership |
| LMI | Labour market intelligence |
| NEET | Not in Education, Employment or Training |
| NUTS | Nomenclature of Territorial Units for Statistics |
| NWLCC | North & Western Lancashire Chamber of Commerce |
| ONS | Office for National Statistics |
| TTWA | Travel to work area |
| WTDC | Workplace Training and Development Commission |

# 4. Introduction

This Trailblazer Local Skills Improvement Plan (LSIP) for Lancashire has been produced by the North & Western Lancashire Chamber of Commerce, one of eight employer representative bodies testing an employer-led approach to skills planning. This will help the DfE determine how best to rollout LSIPs across the country. It is DfE's intention that the employer voice articulated in this plan should help inform the decisions of local skills providers and inform relevant future funding bids. This Local Skills Improvement Plan will be a starting point for any future Local Skills Improvement Plan produced under a national roll out of the programme.

The Department for Education's Skills for Jobs White Paper (published January 2021) and the resulting Skills Accelerator pilots seek to address years of technical skills gaps. The need was identified to reshape the technical "skills system to better support the needs of the local labour market and the wider economy."

To support a "transformational approach to tackling long-term problems to deliver growth and create high-quality jobs across the country", LSIPs have been tasked with setting out "the key changes needed to make technical skills training more responsive to employers' skills needs within a local area."

Through a leading employer representative body (ERB), employers will create the LSIP through a "credible and evidence-based assessment of their skills needs." [Skills Accelerator]

4.1 Objectives

The Lancashire LSIP is operating as one of eight Trailblazers, to engage with a wide range of employers not already working with the skills system in the county. Only by gaining a thorough understanding of the skills supply issues employers across different sectors are struggling with can the LSIP deliver a plan that meets the genuine needs of employers.

In order to engage with a sufficiently wide range of employers it is essential that numerous stakeholders with reach into different elements of the business community are actively involved. Led by the North & Western Lancashire Chamber of Commerce, working in partnership with the East Lancashire Chamber of Commerce and supported by the Lancaster & District Chamber of Commerce, the LSIP has sought to work with other business support organisations, trade bodies, local authorities and other local stakeholders to gain as wide a reach as possible to address the following objectives:

4.1.1 To collect information on labour market demand and present/future skills shortages

The collection of data to build a comprehensive picture of employer skills requirements has been the cornerstone of Lancashire's LSIP. Existing research and labour market intelligence has been analysed to help inform the primary research conducted by the LSIP and create the context for the LSIPs findings.

Primary research will form the basis of the LSIP's findings and action plan. This includes a variety of methods to help engage with as many employers as possible and gather a range of quantitative and qualitative data. Mass surveys, focus groups, roundtable discussions, one-to-one interviews and roadshow events are all methods utilised in the gathering of the necessary information.

4.1.2 Identify skills provision

An understanding of existing skills provision across Lancashire is essential to see how needs are currently being met and why gaps exist. This helps highlight why, in connection with differing industry demographics, certain skills gaps are more or less of a problem in different authority areas within Lancashire.

The combination of skills gaps outlined by employers and the availability of suitable provision will work to build a clear picture of the reasons behind gaps. Knowing whether the reasons for gaps are down to lack of provision, unsuitable delivery methods, or lack of employer awareness is necessary to develop plans to close gaps.

4.1.3 Identify barriers to upskilling/reskilling

With investment in training decreasing over recent years both in terms of time and money spent, it is important to understand what may be preventing employers accessing training for employees.

There is awareness that employers find the fragmented nature of provision and funding a problem, lack any collective influence over provision, and lack full awareness about the opportunities for training provision. [Work Foundation]

Understanding the impact of these and other barriers on Lancashire employers is important to enable employers, especially SMEs to access and influence the skills system.

4.1.4 Create a plan for deliverable improvements

With all of the information gathered the final goal of the Trailblazer is to develop a clear plan to transform skills provision in Lancashire to meet employer needs. This plan will include changes that can be delivered in continued partnership with providers.

There will be some solutions that have been arrived at alongside employers that cannot be delivered purely on a local level. Where structural changes at a national level are these will be featured as recommendations for consideration by the necessary Government departments.

Where possible though the plan will look to engage local providers and stakeholders to deliver the necessary changes. The plan must make it possible to address specific skills needs as well as making it easier for employers to access the skills system.

4.2 LEP/LSEH priorities

4.2.1 The Lancashire Skills and Employment Strategic Framework LancashireSkillsFramework_2021-compressed.pdf (lancashirelep.co.uk sets out some LEP pillars of growth:

- Health
- Energy & Low Carbon
- Tourism, Culture & Place
- Digital
- Advanced Manufacturing
- Food & Agriculture

4.2.2 It also contains the following sensible themes and aims:

Future Workforce:

- Careers Hub: Excellent careers provision underpinned by Labour Market Intelligence (LMI)
- Technical Education Vision: roll out of T levels & progression pathways to higher technical qualifications
- Digital Workforce of the future
- Supporting young people who are NEET to reengage with learning and work

Skilled & Productive Workforce:

- Technical Education Vision: Apprenticeships aligned with business needs, alongside growth in higher level and degree Apprenticeships
- Reskilling & Upskilling the current workforce – with focus on digital skills to support technology adoption & the growth pillars
- Leadership & Management capacity in SMEs
- Healthy Workplaces

Inclusive Workforce:

- Boost employability & skills of unemployed & economically inactive residents & support journey into work particularly in disadvantaged areas
- Sector specific initiatives targeted at areas with labour market demand
- Raise digital inclusion
- Embed social value in commissioning, procurement and planning processes

An Informed Approach:

- Maintain a robust evidence base in the form of an effective and open-source suite of relevant data
- Evidence based approach to prioritising, influencing and directing funds
- Collaboration with Local Stakeholders, other LEPs and Mayoral Combined Authorities, and sharing of good practice
- Work with government to evaluate what works to influence future priorities and programmes

Interaction with Enablers as to:

Infrastructure:

- Investment in skills infrastructure.
- Embedding social value.
- Building construction skills & workforce of future.

Mental Health:

- Building the resilience of our Future Workforce.
- Healthy workplaces driving up productivity and health and well-being.

Finance & Inward Investment:

- Supporting inward investment through skills base offer and supporting recruitment.

Stakeholder Engagement:

- Businesses, providers and stakeholders engaged in the implementation of joint objectives.

4.2.3 The Action Plan provides:

The Lancashire Skills Pledge - which aims to provide a one stop shop for employers to easily engage in the upskilling, recruitment and inspiration of the people of Lancashire, whilst also recognising their commitment.

Lancashire LMI Toolkit - an open-source evidence base will be developed to provide a detailed insight into the Lancashire Labour Market to support careers information, advice and guidance, curriculum planning, prioritisation of funding, articulation of priorities to government and to support bids and propositions.

Escalate - an on-line search tool that enables referral agencies and Lancashire residents to search and access local provision aimed at supporting unemployed adults on their journey back into work.

Social Value Toolkit – a toolkit to support organisations to embed social value into public sector contracts, with local sources of support to help them to deliver against their commitments.

Skills for Work - the Skills for Work microsite has been launched with over 50 partners in response to COVID-19 to communicate current offers, to bring support to those that are furloughed, to boost skills for business recovery and employability, support those facing redundancy and those seeking work, and younger people aged 16-24 with tailored provision.

Opportunities Map - A place-based resource detailing training opportunities for young people aged 16-18 who are NEET.

4.2.4 The Lancashire Skills and Employment Strategic Framework SWOT analysis shows us, as follows:

Continued…

| Strengths | Weaknesses |
|---|---|
| ○ 'Good and Outstanding' network of Lancashire Colleges with strengths in technical education+ World class universities, science excellence, new facilities, inc. Health Innovation Centre and Drone Technology Centre<br>○ Award winning Careers Hub & Digital Skills Partnership<br>○ Lancashire Skills and Employment Strategic Framework & Technical Education Vision: Strong partnership approach | ○ Lag in productivity, lower than average wages<br>○ Lower attainment levels at Level 4+<br>○ Ageing workforce and reducing working age population<br>○ Impact of COVID-19 on the 'levelling up' agenda – volatile employment rates and inability of Lancashire to cope well with economic shocks<br>○ Health of the workforce |
| **Opportunities** | **Threats** |
| ○ Drive up digital skills building on 'test and learn' approaches, National Skills Fund allocation and relationships with corporates<br>○ Lancashire Skills Escalator – embed in practice and approach to the UK Shared Prosperity Fund<br>○ Widening the funnel of experiences and encounters for young people through virtual means in COVID-19 environment<br>○ Rebuild the legacy of Apprenticeships to 'grow our own' – 14utilizing Government policies regarding incentives, apprenticeships and levy transfer<br>○ Four Enterprise Zones, City Deal and Eden Project North attracting employers and people into Lancashire | ○ Fragmented approach to policy making across Government Departments<br>○ Unclear policy regarding UK Shared Prosperity Fund – lack of influence on priorities and shape of a fund which will replace £80m+ of ESF<br>○ Piecemeal approach to funding of programmes due to COVID-19<br>○ COVID-19 impact on the 'levelling up' of disadvantaged areas<br>○ Further impact on health of workforce due to COVID-19 |

4.3 The businesses the LSIP seeks to reach

As can be seen with the LSEH pillars for growth, Lancashire provides a variety of priority sectors that require further engagement. Each area of the county has its own industrial makeup and increases the number of sectors that will need to be addressed.

As such, the Lancashire LSIP does not seek to close off any sectors from the work being carried out. However, there is a need to gain greater insight into those priority areas within the county, especially those with a heavy reliance on technical skills. This will require sector specific questioning in surveys for the following sectors:

- Advanced manufacturing
- Manufacturing
- Construction
- Farming & agriculture
- Energy & environmental
- Transport & distribution
- Telecommunications
- Digital & marketing
- Architects & surveyors
- Healthcare
- Software & computing

Equally important to including a wide variety of sectors is to seek input from smaller businesses. It has been a problem for some time that smaller employers feel increasingly distant from the skills system, with larger employers seen as having significant impact on skills priorities and course content, together with the resources to access it.

Following extensive engagement through WTDC, BCC recommendations included:

> "Engage employers of all sizes in the development and future proofing of prestigious, high-quality technical and vocational qualifications."
>
> And
>
> "Employers of all sizes must be at the centre of skills design and planning. Skills and broader economic strategies must be aligned with business growth aspirations and be underpinned by extensive business engagement, research and data." [WTDC]

As a result the LSIP seeks to include businesses of all sizes to ensure the voice of smaller employers is heard. With 98% of Lancashire businesses classed as either Micro or Small i.e. having fewer than 50 employees, it is essential that this group is not ignored. [Local Skills report]

This approach to all sectors and sizes was supported by a Work Foundation report published after the start of the LSIP:

> "This research found that deep consultation with a broad range of employers was vital to ensuring educational provision is well matched to local needs. A broad range of employers – critically smaller businesses – should also be consulted within the emerging models of engagement. Smaller businesses can find it more challenging to engage with stakeholders in the skills system but developing a clear offer, in terms of the benefits that will be gained from participation, can help to mitigate this. Again, new models of engagement must ensure

that smaller businesses are engaging within the process of understanding skills needs in a place."

This included the following recommendation:

"Chambers of Commerce should ensure that LSIPs involve broad engagement with a range of businesses. The establishment of SME/microbusinesses panels could be one method for achieving this. The Department for Education should require evidence of extensive engagement as part of the LSIP approval process."

# 5. Background

5.1 The County of Lancashire

Local Government in the County of Lancashire comprises of an upper tier authority, Lancashire County Council and 12 district authorities namely: Burnley, Chorley, Fylde, Hyndburn, Lancaster, Pendle, Preston, Ribble Valley, Rossendale, South Ribble, West Lancashire, and Wyre. Blackpool and Blackburn with Darwen are unitary authorities that do not come under county council control. The county, including the unitary authorities, borders Cumbria, North Yorkshire, West Yorkshire, Greater Manchester and Merseyside in the North West England region.

Lancashire's geography makes a lot of sense for an LSIP. It is coterminous with the existing LEP area and that covered by the SAP. The county's colleges have an existing collaborative body, The Lancashire Colleges. In terms of local authority areas, Lancashire County Council is the higher tier covering 12 of 14 district council areas, with 2 being unitary authorities: Blackpool and Blackburn with Darwen. It is, however, common practice for countywide projects to be delivered across the LEP area including the LCC, Blackpool and Blackburn authority areas.

In local skills conversations these local authority areas are often linked together in six TTWAs:

- Blackburn with Darwen, Hyndburn, Rossendale and Ribble Valley
- Blackpool, Fylde & Wyre
- Burnley and Pendle
- Lancaster and Morecambe (covered by the Lancaster City Council area)
- Preston, Chorley and South Ribble
- West Lancashire


LANCASHIRE
Lancaster
Wyre
Ribble Valley
Pendle
Blackpool
Fylde
Preston
Burnley
Hyndburn
South Ribble
Rossendale
Blackburn with Darwen
Chorley
West Lancashire


LANCASHIRE

5.1.1 Lancashire is covered by two accredited Chambers of Commerce: North & Western Lancashire and East Lancashire. A third Chamber covering the Lancaster City District area is a subsidiary of the North & Western Lancashire Chamber. The three Chambers have experience of working closely together on issues and projects that cover the whole of Lancashire from the production of the quarterly economic survey reports to the delivery of the Chamber Low Carbon programme.

5.1.2 As an area Lancashire has a wide range of industry types with different priority areas in different areas of the county. It is genuine mix of urban, rural and coastal locations. This is highlighted by a huge disparity in population density, with Blackpool containing 3,968 people per square kilometre compared to Ribble Valley with only 106. For reference, Lancashire is 494, North West is 522, and England is 433. [ONS Population Estimates]

| Location | Area (sq km) | Persons | People per sq km |
|---|---|---|---|
| Blackpool | 35 | 138,381 | 3,968.38 |
| Hyndburn | 73 | 81,133 | 1,111.45 |
| Blackburn with Darwen | 137 | 150,030 | 1,094.93 |
| Preston | 142 | 144,147 | 1,013.09 |
| South Ribble | 113 | 111,086 | 981.83 |
| Burnley | 111 | 89,344 | 807.20 |
| Chorley | 203 | 118,870 | 586.25 |
| Pendle | 169 | 92,145 | 544.01 |
| Rossendale | 138 | 71,432 | 517.47 |
| Fylde | 166 | 81,211 | 490.12 |
| Wyre | 282 | 113,067 | 400.71 |
| West Lancashire | 347 | 114,496 | 330.31 |
| Lancaster | 567 | 148,119 | 261.26 |
| Ribble Valley | 583 | 62,026 | 106.36 |
| LANCASHIRE | 3,066 | 1,515,487 | 494.29 |
| NORTH WEST | 14,108 | 7,367,456 | 522.22 |
| ENGLAND | 130,310 | 56,550,138 | 433.96 |

There are also areas of relative affluence mixed with five of the Government's priority areas of deprivation – Blackpool, Blackburn with Darwen, Burnley, Pendle, and Rossendale. [List of Places]

5.1.3 According to mid-2020 population estimates, Lancashire's population is 1,515,487 with clear indicators that the population is aging. The over 65 age group has a higher annual

growth rate, 0.9% than the 0-18s (0.5%) and 18-64 (0.2%). Lancashire's median age is 42.76, higher than both the North West (40.33) and England (40.18). [ONS Population Estimates]

5.1.4 Lancashire residents earn considerably less than the national average with a median gross weekly pay of £561.90, compared to £613.50 in England. The gap increases for those who work in Lancashire (but not necessarily live in the county), with a median gross weekly pay of £557.80.

As referenced by the LEP:

> "Lower and more slowly growing gross weekly wages for those working full time in Lancashire represents a threat to Lancashire's economy, if highly skilled workers have to seek work outside of Lancashire in order to access higher weekly wages and those which are growing faster (to keep pace with inflation), there is a risk of skills drain from the area, skills which are needed to help drive up Lancashire's lagging productivity." [Local Skills Report]

5.1.5 Lancashire's ethnic make up is predominantly white (90.4%) which is largely in line with England (90.1%). The next highest ethnic characteristic is Asian/Asian British with 7.9% which is higher than England (5.9%). The number Asian/Asian British people varies significantly between the authority areas with particularly high percentages in Blackburn with Darwen (28.1%), Pendle (15.5%), Preston (15.5%), Hyndburn (11.2%), and Burnley (11%).

**Inactivity by Ethnicity**

| Ethnic characteristic | Lancashire | North West | England |
|---|---|---|---|
| White | 20% | 23% | 21% |
| Ethnic minority | 40% | 35% | 32% |
| Mixed ethnic group | 22% | 29% | 28% |
| Indians | 35% | 28% | 25% |
| Pakistanis/Bangladeshis | 48% | 40% | 39% |
| Black or black British | 32% | 33% | 27% |
| All other ethnic groups | 39% | 39% | 36% |

It is of particular note that the unemployment rates of Asian/Asian British people are significantly higher than the average but also much higher than those from similar ethnic backgrounds in the both the North West and England.

5.2 Overview of education/training provision in Lancashire

Key headlines for education and training provision in Lancashire show:

5.2.1 Lancashire has a lower percentage of workers qualified to NVQ Level 4 and above, and a higher percentage of Levels 2 and 3, compared to the England average. However, the Lancashire proportion of residents qualified to NVQ Level 4 and above for 20-24 year olds is higher than the national average.

5.2.2 Lancashire FE achievements appear well matched by subject to Lancashire's largest employment sectors. Engineering and Manufacturing Technology achievements account for a larger proportion of FE in Lancashire than in England, as do Construction, Planning and the Built Environment, and Retail and Commercial Enterprise.

5.2.3 Lancashire's apprenticeship achievements by sector subject area align to those in England. Following the apprenticeship reforms, starts initially dropped in Lancashire, but were beginning to recover pre-pandemic. The impact of COVID on apprenticeship starts has been more severe in Lancashire than was typical nationally. Lancashire does have a lower percentage of apprenticeship achievements in Information and Communications Technology than England, and a higher percentage of apprenticeship achievements in Engineering and Manufacturing Technology than England, though these are in line with differentials in Lancashire's employment sectors compared to England.

5.2.4 HE achievements in Lancashire differ compared to England. There are a higher percentage of HE achievements in Lancashire in Subjects Allied to Medicine, and Education but a lower percentage in Engineering and Manufacturing Technology, and Business and Administration than in England.

5.2.5 There was a higher percentage of school leavers in Lancashire who transitioned into sustained employment and apprenticeship destinations than in England, but a lower percentage who moved into sustained education.

5.2.6 KS4 and KS5 leavers in Lancashire were more likely to move into sustained education and apprenticeships, and the higher the most recent level of study the higher the likelihood of moving into sustained education and apprenticeships.

5.2.7 FE and Skills learners in Lancashire were less likely to enter into sustained employment than in England, but those with Level 4 and Level 5 qualifications in Lancashire were more likely to go into sustained employment in Lancashire than they were nationally.

5.2.8 A lower percentage of Level 2 apprenticeship achievers go on to sustained employment in Lancashire than in England. However, those completing Level 3 apprenticeships in Lancashire

are equally as likely as their contemporaries nationally to go into sustained employment. Those in Lancashire completing Level 4, and Level 5 apprenticeships were more likely than is typical in England to go into sustained employment.

5.2.9 Graduates from Lancashire HEIs are as likely as they are nationally to go into employment, but a higher percentage of these graduates will work part time than is typical nationally. A similar percentage of graduates from Lancashire will go into further study.

5.2.10 Graduates from Lancashire HEIs are more likely to stay in the North West than is typical of most SAP areas, but they do not necessarily stay in Lancashire, they might live in Lancashire and commute to neighbouring SAPs where they may be able to access higher weekly wages. Indeed, data suggests 22.7% of graduates from Lancashire HEIs remain in Lancashire to work after graduation, 17.7% for those completing a Masters degree, and 17% for those completing a doctorate.

Source: Local Skills Report Standardised Data Pack (Annex A) https://www.lancashireskillshub.co.uk/wp-content/uploads/2022/03/Lancashire-Local-Skills-Report-Annexe-A-2022-Final.pdf

# 6. The Market

6.1 Enterprises

There are approximately 54000 VAT/PAYE-registered enterprises in the Lancashire. Preston (5,165), Lancaster (4,585) and West Lancashire (4,410) had the largest numbers of enterprises in the Lancashire-. Chorley (4,350) and Wyre (4,215) also have numbers greater than 4,000 enterprises. Hyndburn (2,245) had the lowest number of VAT/PAYE-registered enterprises. Burnley (2,530), Pendle (2,790) and Rossendale (2,800) are also below 3,000. In the unitary authorities of Blackburn with Darwen, there are approximately 5000 VAT/PAYE-registered enterprises. This was the second largest figure in the Lancashire, behind Preston, whilst the Blackpool total (3,905) was the seventh largest in the County.

6.2 GDP

The overall provisional gross domestic product (GDP) totals approximately £39.124 billion, which was the second largest in the North West region, behind Greater Manchester (£78.918 billion). Lancashire is ahead of Merseyside (£37.956 billion) and Cheshire (£37.427 billion) and Cumbria (£14.028 billion). .

GDP for the County is ranked in 24th position out of 41 NUTS-2 areas in the UK (including Northern Ireland).

6.3 Employee numbers

The number of VAT/PAYE registered enterprises reveal a large proportion that have nine employees or less, and that less than 1% of public/private organisations employ 250 or more people. BRES 2020 confirms that for Lancashire a small number of large organisations account for a substantial proportion of total employment.

Lancashire County Council is by far the largest employer in the county, whilst of the various NHS organisations in the county the Lancashire Teaching Hospitals NHS Foundation Trust has the most staff. In the private sector, BAE Military Air Solutions is by a large margin the biggest employer. Other large private sector employers in the county include Booths and Westinghouse's Springfields Fuels Ltd.

Many retailers and financial institutions such as Tesco, Asda, Marks and Spencer, HSBC etc., are major employers in the county while Co-operative Bank employs many hundreds of people in Skelmersdale.

6.4 Employer overview and Sectors

Among the well established locally owned companies that are significant employers, Booths has its headquarters in the county and a number of supermarkets in Lancashire. James Hall & Co is a major wholesale distribution company in Preston.

The most important multi-national company in the county is BAE Military Air Solutions. The company has two major sites at Warton on the Fylde coast and Samlesbury between Blackburn and Preston. In 2011, the two sites were designated as local enterprise zones and this will attract additional employees to the sites.

Eric Wright Construction is an important employer in the construction sector with its HQ in South Ribble district. Other significant private sector employers in the county include Leyland Trucks, Rolls Royce with a site in Barnoldswick and Safran Nacelles in Burnley.

Barnoldswick is also home to Silentnight which is said to be UK's largest manufacturer of branded beds.

The nuclear industry has a very important presence in Lancashire. In particular, EDF Energy operates Heysham 1 and Heysham 2 nuclear power stations whilst nuclear fuel is manufactured at the Westinghouse Springfields site near Preston. The Nuclear Industry Association produces a yearly jobs map that lists all the companies and employee numbers that are connected with the nuclear industry.

The manufacturing sector in the county contains a number of sites belonging to major national and multinational organisations. These important local employers include Burton's Foods, Fox's Biscuits, Warburtons, Cott Beverages, Graham and Brown, Eka Chemicals in Blackburn (part of Akzo Nobel) Ashi Glass Fluoropolymers, Andrew Industries, Synergy Health UK LTD, Tensar International, Trelleborg Offshore, Hanson Heidelberg Cement Group, Victrex, Dixon Group Europe, TRW, Alstom Transport, and Accrol Papers.

A fast moving private sector company that is a major local employer in East Lancashire is the business telecoms service provider Daisy. Homeserve in Preston is an emergency insurance group that employs a large number of people at its claims management centre.

Hinduja Global Solutions is a major international organisation that employs hundreds of people undertaking customer contact work in central Preston.

The county has a very important agricultural sector that encompasses a range of farming, fishing and horticultural activities. Many of the businesses are well established, but as with

a number of other sectors it is a challenge to identify the largest employees. Of note however are Flavourfresh Solfresh Group of Banks, West Lancashire, a leading UK salad producer, and Huntapac Produce Ltd, growers, packers and distributors of organic and conventional root vegetables, brassicas and salads. Agency staff, hired during the busier parts of the growing season, will significantly add to the workforces at these and other major local employers in the sector.

**Aerospace -** Lancashire's aerospace sector is the largest cluster of aerospace activity in the UK, employing over 12,700 people.

Lancashire makes a significant contribution to the whole aerospace supply chain with world-class firms like Senior Aerospace Weston, Magellan Aerospace, Rolls-Royce and Safran Nacelles, to name but a few, operating in areas such as metal machining of aircraft structural and engine components, the process and treatment industry and engine sub-systems.

**Advanced Manufacturing -** The manufacturing industry in Lancashire is enterprising and innovative, with the UK's highest concentration of activity outside South East England.

With just under 78,000 employed in manufacturing overall, Lancashire has a significant employee base with manufacturing expertise. 13.1% of the workforce is employed in manufacturing operations, considerably higher than the national average of 8.6%.

3,500 are employed in the automotive sector and key companies include PACCAR, who manufacture and design Leyland Trucks, Piolax, Sanko-Gosei and TRW Automotive.

**Digital and creative -** Over recent years the industry has seen expansion accelerate at twice the rate of the broader economy. More than 4,000 local firms operate in the county's industry – a figure that continues to rise as more and more businesses tap into the opportunities created by Media City in Salford.

Our growing centre of excellence has an annual GVA contribution of £700m and plays an increasingly significant role in Lancashire's economy.

**Energy and environmental -** Over 41,000 people are employed in the related energy and environment sector. Over 12,000 people are employed in civil engineering, a key area in energy infrastructure and provision; particularly in nuclear, renewables and water. It also represents a skills base which is nationally in short supply. Significant energy companies are represented in Lancashire. This includes EDF, AMEC PLC, SITA, Assystem and Toshiba.

Lancashire has a well-established nuclear industry which is likely to increase in importance given the presence of Toshiba Westinghouse UK HQ in South Ribble and Toshiba's majority stake in the NuGen new build JV.

**Healthcare -** Over 98,000 people are employed in the health and social care sector in Lancashire – with the workforce set to grow to meet the demands of the county's ageing population.

While the NHS accounts for the majority of the workforce, the sector is made up by nearly 4,000 businesses – including many businesses in the NHS's supply chain. Major employers in the county include Synexus, Speed Medical, Mi3, Synergy Healthcare, Presspart Manufacturing and Touchstone Medical.

**Food and drink -** Around 12,000 people are employed specifically in food & drink manufacturing activities, representing 2.0% of employees compared to the national average of 1.3% for Great Britain.

There is a strong mix of companies ranging from multinationals such as PepsiCo and Dr Oertker to small artisan producers has resulted in a diverse range of companies producing products ranging from biscuits, crisps and functional food to pet food.

The whole food supply chain is represented in Lancashire. From raw materials, meat processors and dairies to logistics. Lancashire, in particular the Ribble Valley and the Trough of Bowland provides an outstanding provenance to meet growing consumer demand for quality.

**Professional and business services -** Just under 34,000 people are employed in business and financial and business services, across a wide range of operations ranging from accountancy and law to consumer finance and venture capital.

The diverse economy has encouraged companies such as Guardian Financial Group and Chesnara Plc to grow in Lancashire as well as providing outsourcing opportunities for businesses services firm in areas such as pension administration and claims handling.

With 53,200 people employed in sales and customer services occupations, this provides a significant pool of labour for contact centre and Business Process Outsourcing operations

Recent recessions have been very difficult for the Lancashire economy and the social and economic costs imposed on a large section of the workforce have been dire. In retrospect, however, what can be said is that the enforced changes and unwinding of hitherto large

industrial clusters represented a sharp acceleration to the long-term fundamental shift in the nature and structure of the local economy.

Today, Lancashire has a number of large major employers in both the public and private sectors, but the defining characteristic of today's economy is no longer the domination by very large vertically integrated enterprises. Now, 90% of local businesses are small, employing fewer than 10 people.

Whilst much reduced in size, manufacturing still retains a key presence, providing almost one fifth of GVA wealth creation and more than an eighth of total employment in the Lancashire-14 area in 2014. The manufacturing base has an important high-technology content, and a big slice of this is contained within the aerospace and associated industries.

Despite the importance of high tech their remains an historical structural bias towards lower growth more mature and lower value-added activities across a wide range of Lancashire manufacturing and service sectors.

Around 80% of employees in Lancashire are now allocated to the various service sectors – everything from retail, distribution and hotels, through financial and business services to health, education and public administration activities and personal and community services.

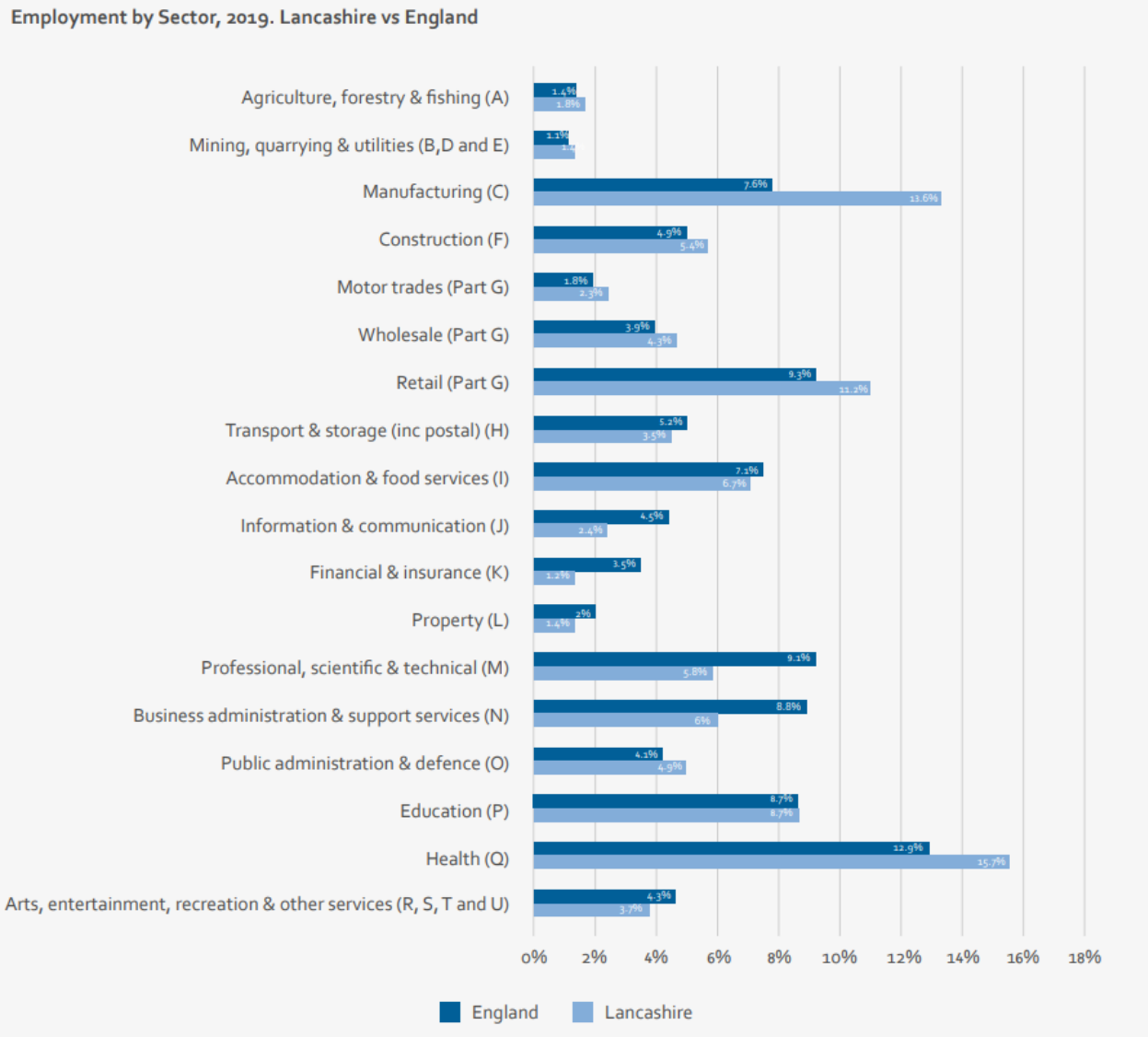
Unlike manufacturing, Lancashire has few specialisations in services but where they are to be found they are invariably in low value/low wage activities and include mail order and fulfilment services, call centres, contract packaging, hotels and bars and basic administration/clerical-type occupations.

Lancashire is one of England's largest shire counties and still contains an important agricultural sector. Livestock and dairy farming is far more important than arable production in the broader Lancashire area, but there is a large amount of top grade farming land in West Lancashire means that the area is a significant producer of field vegetables and crops under glass/plastic.

Within Lancashire, Preston (89,000) had the greatest provisional estimate of employee numbers, followed by Lancaster (55,000), South Ribble (54,000) and West Lancashire (50,000): Rossendale (22,000) had the lowest. Blackburn with Darwen (70,000) and Blackpool (63,000) had the second and third largest total number of employees in the Lancashire-14 area.

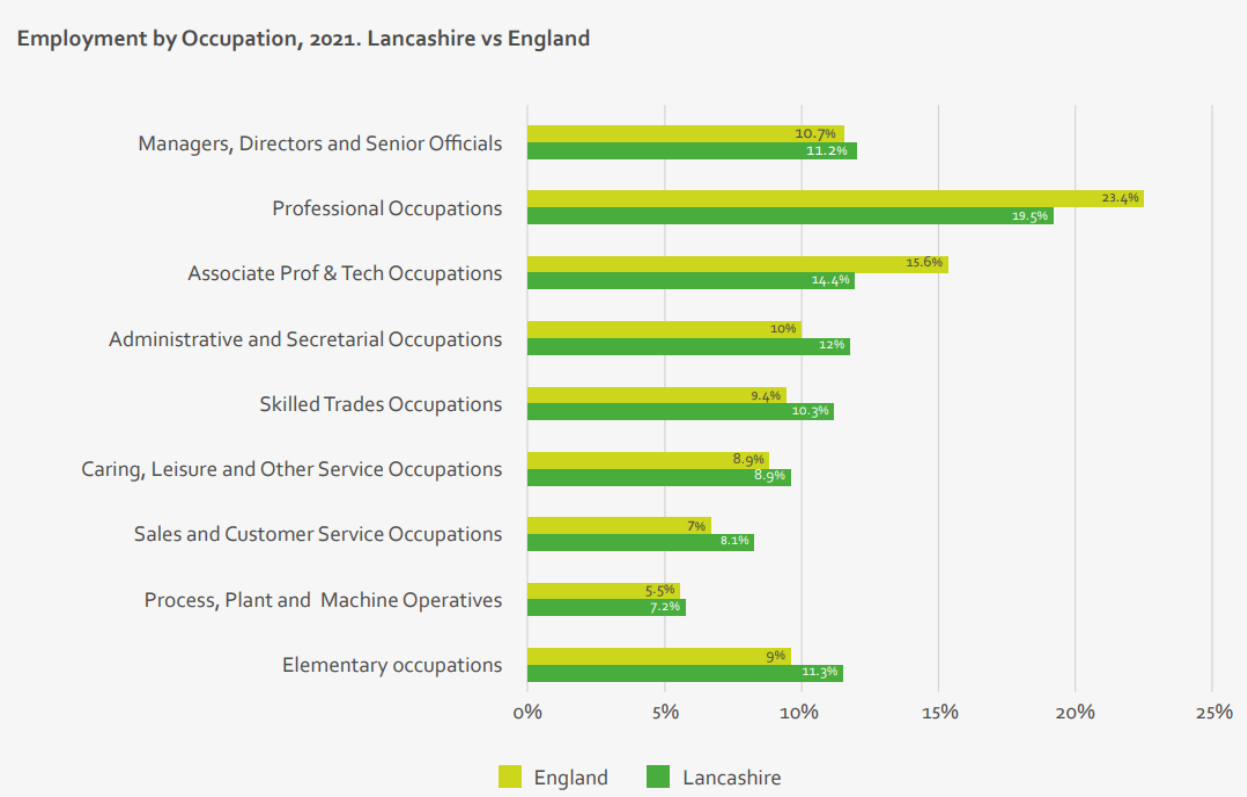
Source of data: LCC

Lancashire's current and immediate employment structure looks like this:



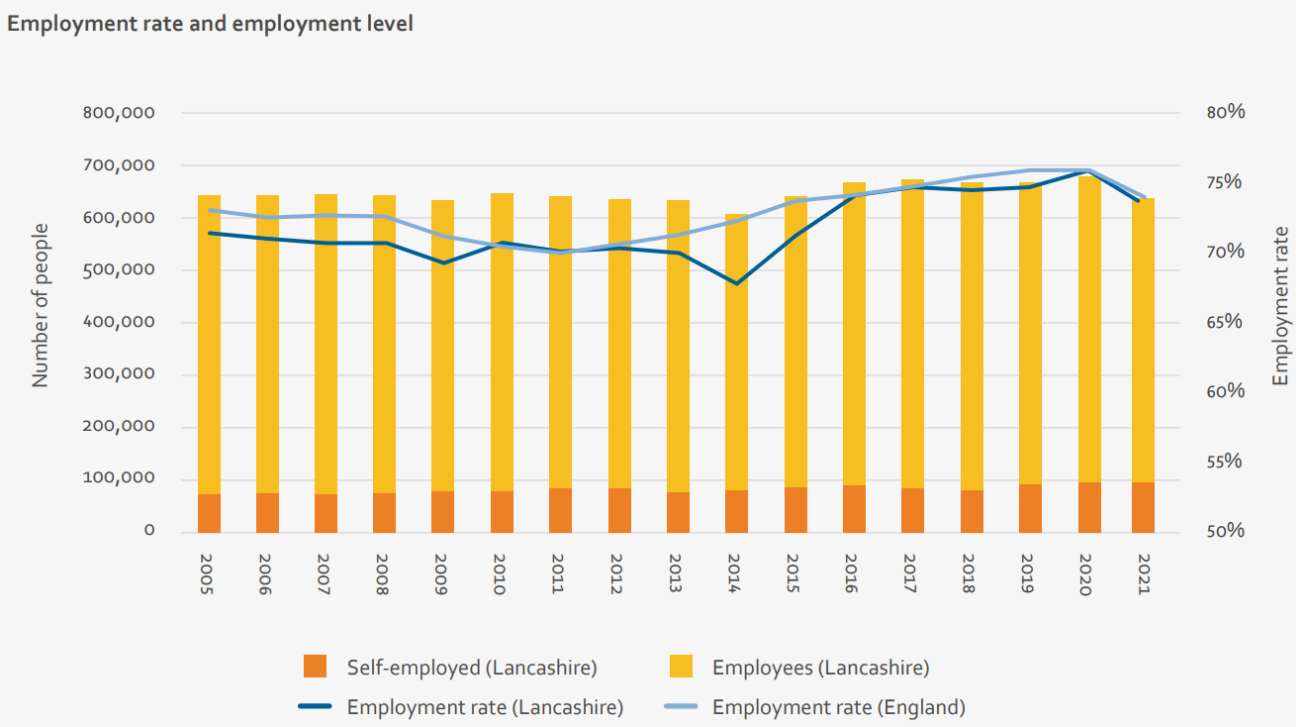

Source: ONS Business Register and Employment Survey, 2021

Employment rates in 2021 in Lancashire are provided in chart below:




Source: ONS Annual Population Survey, July 2020 to June 2021

Employment rate and employment level history 2005 to 2021 is represented, as follows:




Source: ONS Annual Population Survey, 2021.

# 7. Strategic Overview

7.1 Focus and Objectives

Crucially, we all agree the need to create a more relevant, joined-up and flexible skills system that meets the needs of the Lancashire businesses community. This means helping businesses to understand their current and future employees' education and training needs and ensuring the skills system delivers what is required both now and in readiness for the changes of the future.

The Chamber has an established leadership role and will work with other business representation organisations to bring businesses beyond our traditional membership and client base. Lancashire LSIP will be truly inclusive and representative of diverse business communities. It will extend penetration into traditionally hard-to-reach communities, ensuring their specific skills needs are addressed. Through this inclusive and collaborative partnership approach, the establishment of a Lancashire LSIP will transform how partners from both the public and private sector work together to strengthen the voice of business and to ensure that the employer is placed at the heart of the programme guaranteeing that it is demand led and learner centric.

To achieve in-depth data, knowledge and ultimately results, efficiencies have been created by the utilisation of modern technologies, for example: online fieldwork; focus groups; and virtual launch to audience segmentation utilising GEO/socio profiling/datasets. These sustainable virtual methods correspond to the Chamber's environmental & sustainable policies.

Following on from this, we moved to address each aspect and what we will measure to demonstrate real and sustainable progress. To achieve this:

- We worked and will work collaboratively with local partners and stakeholders to offer viable and targeted solutions in each area
- The LSIP's work developed and will be further developed through focussed engagement with employers, carried out via a systematic approach involving data analysis followed by further quantitative and qualitative methods
- We drew upon and will draw upon a range of evidence, from in-depth conversations with the business community from one to one meetings, focus groups, round tables, workshops, surveys and large scale events.

- The plan sets out our understanding of local circumstances, needs and aspirations across different aspects of businesses: large to small, sector to clusters, cross theming to geographies
- We have analysed existing data to direct priorities. There already exists a lot of high-level data gathered by the LEP's Skills & Employment Hub.
- We will increase employer engagement. Surveys were conducted via e-surveys, telephone and video interviews, and face-to-face meetings. Data was collected through dynamic mobile-responsive technology, allowing live participation at events. Part of the survey was intended to discover how employers are engaging with issues such as the move to net zero, digitalisation, technological advancement, and internationalisation.
- There has been and will be discovery of employers who lack the tools to identify strategic skills requirements. Those employers will be offered training on the process of conducing a training needs analysis and forward planning. A strategic skills analysis toolkit will also be developed to further aide employers. Once trained, surveying can be repeated.
- Theme-based skills panels. Panels will not necessarily be formed by specific sectors, although it is inevitable this will be the case with some themes, but will encourage a cross-sectoral approach where beneficial.
- The Chamber created a Lancashire Local Skills Improvement Plan Board, chaired by the President of the North & Western Lancashire Chamber of Commerce. It includes representatives from the East Lancashire Chamber of Commerce, colleges of further education, universities, the private sector training providers, Local Enterprise Partnership and other business representation organisations and employer representative bodies such as the Federation of Small Businesses, Institute of Directors, Marketing Lancashire, BOOST Growth Hub and sector specific representatives).

7.2 Strategic Context

Lancashire is an UK employment hot-bed and we have a fantastic network of colleges but we needed to ensure that the technical courses our colleges offer are aligned to the skills requirement of employers. The aim of the research was to ensure employers share their views to make the LSIP plan fit for them and fit for purpose. Led by the Chamber, working

in partnership with the East Lancashire Chamber and supported by Lancaster Chamber, we looked to engage with over 10,000 businesses as part of our evidence gathering.

7.3 Process of Engagement

In order to gain a comprehensive understanding of the current and future skills gaps a wide range of market research tools were used to allow business owners and leaders help form the brand-new Lancashire Local Skills Improvement Plan (LSIP). The involvement of the business community was key to the success of this project. Without the contribution of business leaders, owners and managers, we could not truly represent the needs of local employers.

As part of the Chamber's evidence gathering, a suit of consultation initiatives ran across a range of skills areas including manufacturing, services, transport and distribution, energy and environmental, construction, internationalisation, digitisation, net zero, sales and marketing, and HR.

Typically, tried and proven research methods were used, which incorporated:

7.3.1 Surveys

a) Employer Skills Gap Survey

In order to gather detailed information from employers about the skills gaps that are having an impact on their businesses, the Employer Skills Survey was shared with large numbers of Lancashire employers.

The survey was developed by the NWLCC to gather skills gap information with a focus in priority sectors and on cross-cutting themes such as net zero, digitalisation, international trade etc. Businesses of all sectors were able to respond with responding to all general skills and with open-ended responses available if there were any issues they have not covered in the survey.

The sectoral questions were tested with industry representatives to ensure we featured a comprehensive list of skills relevant to each sector.

The survey was launched with a joint launch between the LSIP partners and stakeholders. The Chamber alone emailed the survey to over 10,000 contacts with the other Chambers and stakeholders sending it to thousands more. There was also a significant social media campaign and articles featured in the local press.

A telemarketing company was also engaged to contact as many of the Chamber's contacts and to encourage completions. The survey was also pushed at a number of events and networking meetings.

There were 1,094 individual responses to the survey. Due to duplications or insufficient detail some were removed for analysis purposes, leaving 970 responses.

b) Employer barrier to upskilling/reskilling survey

A second survey focused on the barriers to employers investing in training, levels of upskilling investment and experience of the providers. This was similarly sent out to Chamber contacts and shared by stakeholders. There was also additional telemarketing work to those who completed the Employer Skills Survey.

The intention of this survey was to gain a clearer understanding of how businesses identify skills needs and how they invest in upskilling their employees. The first survey touched briefly on the barriers to accessing training and this survey was able to go into more depth as to the problems employers face.

There were 318 individual responses to this survey.

c) Employee upskilling/reskilling survey

To better understand the experience of employees with regard to skills training, a social media campaign was ran asking people to complete a short survey. This survey asked whether they received training within their role ad what barriers there may be to completing extra training through work.

This survey received 569 responses.

d) Unemployed skilling/reskilling survey

Similarly to the Employee survey the LSIP was keen to understand the skills levels of those currently out of work and what their experiences were regarding getting trained to help them into a job. This was also promoted through a social media campaign.

This survey received 201 responses

7.3.2 Face-to-face consultations

a) Online focus groups

Groups of employers representing specific sectors or dealing with certain cross-cutting themes were brought together to discuss common issues affecting them and to develop recommendations to these problems.

The following groups were created:

- Advanced Manufacturing
- Manufacturing
- Services
- Transport & Distribution
- Energy & Environmental
- Construction
- Internationalisation
- Digitalisation
- Net Zero
- Sales & Marketing
- Farming & Agriculture
- Health & Social Care
- Software & Computing

Invitations to join the groups were made through the chambers of commerce in Lancashire, stakeholders and social media channels. The overall response was positive.

Meetings were held fortnightly with between 5 and 12 employers in attendance. They progressed from discussions on skills gaps and the barriers to getting the required number of people trained up, through to developing and testing recommendations.

There is interest from many of those involved in the focus groups to continue to contribute to the skills conversation in Lancashire.

b) Stakeholder roundtables

A series of roundtable events were held in collaboration with some of the LSIP stakeholders. The purpose was to get a picture of how some of the big cross-cutting themes like net zero
and digitalisation are impacting different industries.

The roundtables held were:

- Advanced manufacturing (with the Advanced Manufacturing Research Centre)

- Leisure, Tourism & Hospitality (with Marketing Lancashire)
- Construction (with Preston College)
- Farming & Agriculture (with Myerscough College)
- General business (with Lancashire)
- Energy & Environment (with Chamber Low Carbon)
- Digital & Cyber (with Lancaster University)

Each of the roundtables had between 7 and 12 employers represented.

c) <u>One to one interviews</u>

For those unable to attend the focus groups and other events one-to-one interviews were arranged. This gave a wider group of businesses the opportunity to engage with the LSIP. As with the roundtables the conversation looked at their particular issues, experience of the skills system and how they would like to see it improved. Later interviews also covered some of the recommendations to test some of those ideas.

7.3.3 <u>Roadshows</u>

A week of roadshow events were held across the county to raise the profile and demonstrate the collaboration between the LSIP, Skills Hub and colleges. The five events each gathered between 20 and 40 attendees with a mix of employers and stakeholders.

The events all had an update from the LSIP including early findings and a local update based on the host location. The Skills Hub gave a presentation of existing support for employers and the host college also presented with updates on employer engagement and any SDF projects they were involved with.

The events were:

- Blackpool, Fylde & Wyre Skills Roadshow (at Myerscough College)
- East Lancashire Skills Roadshow (at Burnley College)
- Blackburn Skills Roadshow (at Blackburn College)
- North Lancashire Skills Roadshow (at Lancaster & Morecambe College)
- West Lancashire Skills Roadshow (at West Lancashire College)

7.3.4 Call for evidence

Stakeholders were approached to have their input to the LSIP through a call for evidence. Six responses were received all from organisations who represent employers. These responses provided an overview of the skills situation from the outlook of the organisation and the employers they represent.

## 8. Employers' and Employees' Skills Needs & Barriers Analysis

There follows in this section 8 summary analysis* of the following sets of data gathered by the LSIP:

- Employer Skills Gap Survey
- Employer barrier to upskilling/reskilling survey
- Employee upskilling/reskilling survey
- Unemployed skilling/reskilling survey
- Online focus groups
- Stakeholder roundtables
- One to one interviews
- Roadshows

*Further and detailed analysis is contained in the reports at Annex 3 (separate document).

Commentary

1. Given that analysis of data indicates (unsurprisingly) that anticipated future skills needs often change from those currently required, it's recommended that the LSIP should assist the development and provision not only of the indicated current and future skills but should embed a "future view" mindset for its own strategy and operation, while encouraging employers (and the self-employed) to do the same. This will bring focus on skills for tomorrow's jobs, not those at risk of decline.

2. Where applicable association rule analysis allows further progress to be made in the use of data. This algorithm considers all the skills that have been selected by respondent employers as a consolidated set of skills need. Hence, having these skills together is more likely to be appropriate for an employer in a particular sector and considering them in the formation of future education and training provision is likely to better fulfil employer needs and, in time, boost both quality of employment productivity.

Continued...

## 8.1 Employer Skills Gap Survey (analysis by sector)

### Advanced Manufacturing

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| CAD/CAM/CNC programmes | 39% | 39% | ! |
| Data analytics | 19% | 26% | ✓ |
| Lean Management | 19% | 10% | ✗ |
| Product Engineering | 19% | 26% | ✓ |
| Quality Control | 19% | 16% | ✗ |
| Robotics, Artificial Intelligence(AI) | 19% | 19% | ! |
| Technical equipment/operational skills | 19% | 19% | ! |
| Machine Operating | 16% | 13% | ✗ |
| Procurement/supply chain | 16% | 16% | ! |
| Product Development | 16% | 23% | ✓ |
| Programing/Manufacturing specific machines & devices | 13% | 19% | ✓ |
| Digital Fluency | 10% | 16% | ✓ |
| FMEA (Failure Mode Effects Analysis) | 10% | 13% | ✓ |
| Internet of Things (IoT) | 10% | 13% | ✓ |
| Other (please specify) | 10% | 10% | ! |
| Tool Making | 10% | 10% | ! |
| Cybersecurity | 6% | 16% | ✓ |
| Fabricating | 6% | 13% | ✓ |
| Poka Yoke (error proofing) techniques | 6% | 3% | ✗ |
| Process Controls | 6% | 3% | ✗ |
| Product Designing | 6% | 10% | ✓ |
| Servicing Machinery | 6% | 16% | ✓ |
| Writing and Understand Code | 6% | 10% | ✓ |
| Complex Assembly | 3% | 3% | ! |
| Facilities Design | 3% | 0% | ✗ |

Commentary

"CAD/CAM/CNC programmes"," Data analytics", "Product Engineering"," Robotics, Artificial Intelligence (AI)" and "Technical equipment/operational skills" are top 5 in-demand skills that are predicted to increase in the future.

Conversely, the following are indicated to decline in importance from their current status: "Lean Management", "Quality Control" and "Machine Operating".

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Data analytics, Lean Management, Programing/Manufacturing specific machines & devices | Cybersecurity, Data analytics, Robotics, Artificial Intelligence (AI), Internet of Things (IoT) |
| Data analytics, Quality Control, Programing/Manufacturing specific machines & devices | Digital Fluency, Artificial Intelligence (AI), Internet of Things (IoT), Robotics |
| Lean Management, Quality Control, Programing/Manufacturing specific machines & devices. | Digital Fluency, Cybersecurity, Data analytics, Internet of Things (IoT). |

## Construction

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Other (please specify) | 26% | 16% | ✗ |
| Joinery | 23% | 18% | ✗ |
| Bricklaying | 20% | 19% | ✗ |
| Electricians/Electrical Engineering | 19% | 18% | ✗ |
| Carpentry | 18% | 13% | ✗ |
| Construction management | 18% | 16% | ✗ |
| Groundworkers | 18% | 14% | ✗ |
| Plastering | 16% | 13% | ✗ |
| Building site supervision | 15% | 16% | ✓ |
| Plumbing | 15% | 15% | ! |
| Roofing | 15% | 16% | ✓ |
| Mechanical engineering | 14% | 9% | ✗ |
| Painting & Decorating | 13% | 10% | ✗ |
| Tiling | 10% | 6% | ✗ |
| Masonry | 9% | 7% | ✗ |
| Estimating | 8% | 9% | ✓ |
| Scaffolding | 8% | 8% | ! |
| Environmental codes (knowledge of) | 9% | 0% | ✗ |
| HGV Driving | 7% | 7% | ! |
| HVAC systems | 7% | 8% | ✓ |
| Architectural | 6% | 7% | ✓ |
| Civil Engineering | 6% | 9% | ✓ |
| Forklift Driving | 6% | 6% | ! |
| Sheet metal work | 6% | 2% | ✗ |
| Drywalling | 5% | 1% | ✗ |
| Fencing | 5% | 2% | ✗ |
| Measuring | 5% | 2% | ✗ |
| Pipe fitting | 5% | 5% | ! |
| Concreting | 3% | 2% | ✗ |

| skill | Now | Future | |
|---|---|---|---|
| Erecting | 3% | 3% | |
| Maintenance - technical | 3% | 5% | |
| OSHA safety requirements | 3% | 2% | |
| Surveying | 3% | 5% | |
| Cleaning & Maintenance | 2% | 1% | |
| Flooring | 2% | 6% | |
| Ironwork | 2% | 3% | |
| M&E Consultancy | 2% | 5% | |
| Metal lathing | 2% | 1% | |
| Planning Consultants | 2% | 1% | |
| Reading and interpreting drawings | 2% | 5% | |
| Refrigeration | 2% | 1% | |
| Structural Engineering | 2% | 5% | |
| Banking & Financial | 1% | 1% | |
| Building codes & standards (knowledge of) | 2% | 0% | |
| Construction reports | 1% | 2% | |
| Drainage Consultants | 1% | 1% | |
| Landscape Architecture | 1% | 1% | |
| Power Tooling | 1% | 1% | |
| Rigging | 1% | 1% | |

Commentary

"Building site supervision", "Plumbing" "Roofing"," Estimating" and "Scaffolding" are top 5 in-demand skills that are predicted to increase in the future.

Conversely, the following are indicated to decline in importance from their current status: "Mechanical engineering", "Tiling" and "Sheet metal work".

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Joinery, Bricklaying | Building site supervision, Bricklaying |
| Plastering, Bricklaying | Groundworkers, Roofing |
| Plastering, Joinery | Plastering, Joinery |

## Energy & Environment

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Equipment and process monitoring and its implementation | 7% | 11% | ✓ |
| Planning and permitting | 7% | 7% | ! |
| Platforms for energy management of equipment and plants | 7% | 7% | ! |
| Use of digital communication tools | 7% | 14% | ✓ |
| Agile human-machine interfaces (HM) | 4% | 4% | ! |
| Artificial intelligence (AI) | 4% | 14% | ✓ |
| Augmented reality (AR) | 4% | 11% | ✓ |
| Big Data | 4% | 7% | ✓ |
| Cloud computing | 4% | 0% | ✗ |
| Collaborative/autonomous robotics | 4% | 7% | ✓ |
| ERP systems | 4% | 4% | ! |
| Machine learning | 4% | 7% | ✓ |
| Monitoring systems of energy consumption | 4% | 7% | ✓ |
| Online inspection and monitoring systems | 4% | 7% | ✓ |
| Post-processing | 4% | 0% | ✗ |
| Resource reuse/recycling | 4% | 0% | ✗ |
| Reverse engineering | 4% | 4% | ! |
| Sensors technology | 4% | 7% | ✓ |
| Traceability | 4% | 4% | ! |
| Use of drones (for surveys) | 4% | 11% | ✓ |
| Waste reduction | 4% | 0% | ✗ |
| Water conservation | 4% | 11% | ✓ |

Commentary

"Energy efficiency", "Electric car charging", "Sustainable resource management"," Complex information processing and interpretation" and "Power generation" are top 5 in-demand skills that are predicted to increase in the future.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Advanced financial modelling, Mechanical Engineering | Advanced data analysis and modelling, Product life cycle impact assessment |
| Climate change risk management, Engineering, Advanced financial modelling | Use of drones (for surveys), Use of digital communication tools |
| Climate change risk management, Engineering, Mechanical Engineering, Advanced financial modelling | Water conservation, Artificial intelligence (AI) |

# Farming & Agriculture

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Driving qualification | 28% | 20% | ✗ |
| Environmental planning | 24% | 20% | ✗ |
| Manual handling | 24% | 12% | ✗ |
| Farm chemicals | 20% | 20% | ! |
| Mechanical knowledge | 40% | 0% | ✗ |
| Farming legalities | 20% | 8% | ✗ |
| Forklift truck / tractor driving | 20% | 16% | ✗ |
| Animal husbandry | 16% | 20% | ✓ |
| Health & safety knowledge | 32% | 0% | ✗ |
| Fencing/Boundary management | 16% | 8% | ✗ |
| Other (please specify) | 16% | 12% | ✗ |
| Animal management (birthing etc.) | 12% | 12% | ! |
| Disease control | 12% | 16% | ✓ |
| Disease management | 12% | 24% | ✓ |
| Reporting (Safety & Technical) | 12% | 12% | ! |
| Technological skills (understanding data) | 12% | 20% | ✓ |
| Animal welfare | 8% | 8% | ! |
| Crop production | 8% | 16% | ✓ |
| Farming implements | 8% | 16% | ✓ |
| Pesticide control and application | 8% | 12% | ✓ |
| Time management | 8% | 16% | ✓ |
| Water course awareness | 8% | 8% | ! |
| Crop rotation | 4% | 4% | ! |
| Milking machinery knowledge | 8% | 0% | ✗ |
| Plotting / GPS | 4% | 4% | ! |

Commentary

“Farm chemicals”, ”Animal husbandry”, “Animal management (birthing etc.)”, ”Disease control” and “Disease management” are top 5 in-demand skills that are predicted to increase in the future.

Conversely, the following are indicated to decline in importance from their current status: “Driving qualification”, “Environmental planning” and “Manual handling”.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Animal management (birthing etc.),Animal husbandry | Crop production, Forklift truck / tractor driving, Reporting (Safety & Technical) |
| Disease management, Health & safety knowledge | Disease control, Forklift truck / tractor driving, Reporting (Safety & Technical)” |
| Driving qualification, Health & safety knowledge, Reporting (Safety & Technical) | Farming implements, Forklift truck / tractor driving, Reporting (Safety & Technical)” |

# Manufacturing

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Machine Operating | 32% | 34% | ✓ |
| CAD/CAM/CNC programming | 19% | 14% | ✗ |
| Quality Control | 18% | 14% | ✗ |
| Fabricating | 17% | 18% | ✓ |
| Product Designing | 16% | 17% | ✓ |
| Programming/Manufacturing specific machines & devices | 16% | 14% | ✗ |
| Technical equipment/operational skills | 16% | 14% | ✗ |
| Product Engineering | 15% | 20% | ✓ |
| Procurement/supply chain | 14% | 14% | ! |
| Servicing Machinery | 13% | 14% | ✓ |
| Lean Management | 10% | 13% | ✓ |
| New Product Development Processing | 10% | 17% | ✓ |
| Process Controls | 8% | 9% | ✓ |
| Regulatory Compliance | 7% | 7% | ✗ |
| Tool Making | 7% | 10% | ✓ |
| Food Science | 5% | 5% | ✓ |
| Data analytics | 4% | 5% | ✓ |
| Robotics/Artificial Intelligence (AI) | 4% | 8% | ✓ |
| Textile & Dying | 4% | 4% | ! |
| Cybersecurity | 3% | 3% | ! |
| Internet of Things (IoT) | 3% | 7% | ✓ |
| STEM | 2% | 3% | ✓ |
| Writing and Understand Code | 2% | 4% | ✓ |
| Chemical Engeering | 2% | 2% | ! |
| Complex Assembly operating | 2% | 2% | ! |
| Systems Analysis | 2% | 2% | ✓ |
| Digital Fluency | 1% | 4% | ✓ |
| Facilities Designing | 1% | 1% | ! |
| Sensory Systems Operations | 1% | 1% | ! |

Commentary

“Machine operating”,” Fabricating”, “Product designing”,” Product Engineering” and “Servicing Machinery” are top 5 in-demand skills that are predicted to increase in the future.

Conversely, the following are indicated to decline in importance from their current status: “CAD/CAM/CNC programming”, “Quality Control”,” Programming/Manufacturing specific machines & devices”, “Technical equipment/operational skills” and “Procurement/supply chain”.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Programming/Manufacturing specific machines & devices and Machine Operating | Machine Operating and Product Engineering |
| Machine Operating and Quality Control | Fabricating and Machine Operating” |
| | Programming/Manufacturing specific machines & devices and Machine Operating |

# Services

## Architects & Surveyors

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Data collection | 33% | 17% | ✗ |
| Knowledge/Use of Survey Equipment | 33% | 0% | ✗ |
| Designing | 17% | 33% | ✓ |
| Legal/regulatory compliance | 17% | 33% | ✓ |
| Materials, methods and tools | 17% | 17% | ! |
| Numeracy | 17% | 17% | ! |
| Understanding GPS technologies | 17% | 17% | ! |

Commentary

"Designing" and "Legal/regulatory compliance" are in-demand skills that are predicted to increase in the future.

Conversely, the following are indicated to decline in importance from their current status: "Data collection" and "Knowledge/Use of Survey Equipment".

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
| --- | --- |
| Numeracy, Knowledge/Use of Survey Equipment, Understanding GPS technologies | Data collection, Knowledge/Use of Survey Equipment |
| Data collection, Knowledge/Use of Survey Equipment, Numeracy | Data collection, Numeracy |
| Knowledge/Use of Survey Equipment, Numeracy | Understanding GPS technologies, Data collection |
| Knowledge/Use of Survey Equipment, Understanding GPS technologies | Knowledge/Use of Survey Equipment, Numeracy |
| Numeracy, Understanding GPS technologies | Understanding GPS technologies, Knowledge/Use of Survey Equipment |

## Digital & Marketing

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Graphic Design | 27% | 21% | |
| Marketing analytics | 24% | 18% | |
| Other (please specify) | 24% | 15% | |
| Web Content | 21% | 15% | |
| Content Marketing | 18% | 6% | |
| Social Media | 18% | 18% | |
| Website design | 18% | 21% | |
| E Commerce | 12% | 12% | |
| Brand creation | 9% | 15% | |
| PR | 9% | 12% | |
| Search Engine Optimisation | 9% | 6% | |
| Brand Management | 6% | 3% | |
| Campaign Management | 6% | 3% | |
| Impact Analysis | 6% | 9% | |
| CAD Drawing | 3% | 0% | |
| Displays | 3% | 0% | |
| Event Management | 3% | 3% | |
| Export Marketing | 3% | 6% | |

Commentary

Some skills are predicted to increase in the future such as “Social Media” and “Website design” while others are predicted to decrease in the future, such as “Graphic Design” and “Marketing analytics” although they are in the top 2 currently demanded skills.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Graphic Design, Website design | Brand creation, Social Media |
| Social Media, Marketing analytics | Brand creation, Graphic Design |
| Marketing analytics, Web Content | |

## Health Care

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Urgent Care | 20% | 20% | |
| Manual handling | 18% | 16% | |
| Patient Preparation | 9% | 9% | |
| Administering Injections | 7% | 7% | |
| CPR | 7% | 7% | |
| Medical equipment knowledge | 11% | 0% | |
| Physical Therapy | 7% | 7% | |
| Dispensing skills | 4% | 7% | |
| First Aid | 4% | 7% | |
| Proficient use of Modalities (Cryotherapy, Ultrasound, etc.) | 4% | 4% | |
| Drug awareness | 2% | 4% | |
| Electronic Medical Record Software | 2% | 2% | |
| Self-defence/conflict resolution | 2% | 2% | |

Commentary

Some skills are predicted to increase in the future such as “Urgent Care” and “Patient Preparation” while others are predicted to decrease in the future, such as “Medical equipment knowledge” although it is in the top-6 required skills, currently.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Urgent Care | Manual handling, Urgent Care |
| Manual handling | Urgent Care |

## Media

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Audio-visual technical | 30% | 20% | ✗ |
| Editing | 20% | 20% | ! |
| Graphic design | 20% | 20% | ! |
| Journalism | 20% | 10% | ✗ |
| VFX | 20% | 10% | ✗ |
| Animation | 10% | 10% | ! |
| Broadcast engineering | 10% | 10% | ! |
| Coding | 10% | 30% | ✓ |
| Digital imaging | 10% | 0% | ✗ |
| IT skills | 10% | 0% | ✗ |
| Photography | 10% | 30% | ✓ |
| Production accountancy | 10% | 10% | ! |
| Photo imaging | 0% | 10% | ✓ |

Commentary

Some skills are predicted to increase in the future such as “Editing” and “Graphic design” while others are predicted to decrease in the future, such as “Audio-visual technical” and “Journalism” although they are top-4 required skills, currently.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Graphic design, Journalism, Digital imaging | Graphic design, Coding, Photo imaging |
| Photography, VFX, Production accountancy | Audio-visual technical, Animation, Camera op |
| Editing, Photography, Production accountancy | Camera op, Editing, Animation |
| Graphic design, Photography, Production accountancy | Graphic design, Production accountancy, VFX |
| Coding, IT skills | Animation, Camera op |
| Production accountancy, Photography | VFX, Production accountancy |

## Software & Computational

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| Programming | 47% | 47% | |
| Coding (HTML etc.) | 43% | 40% | |
| Software Design | 40% | 50% | |
| Analysis | 17% | 13% | |
| Application (app.) Creation | 17% | 17% | |
| Data Provision | 13% | 10% | |
| Other (please specify) | 13% | 7% | |
| SQL/Linux Scripting | 13% | 17% | |
| System/Data Migration | 13% | 13% | |
| Cyber Security | 10% | 23% | |
| Network Installation and Support | 10% | 10% | |
| Data Backup | 7% | 7% | |
| Disaster Recovery | 7% | 3% | |
| Hardware Assembly | 7% | 7% | |
| Hardware Maintenance | 7% | 3% | |
| Process Mapping | 7% | 7% | |
| Programme Applications | 7% | 13% | |
| WAN/LAN Technology | 7% | 3% | |
| Assembly and Distribution | 3% | 3% | |
| Reporting | 3% | 3% | |
| Switching & Routers | 3% | 7% | |
| Virus Protection | 3% | 7% | |
| Hardware Manufacture | 0% | 3% | |
| Procurement | 0% | 3% | |

Commentary

Some skills are predicted to increase in the future such as “Programming” and “Software Design” while others are predicted to decrease in the future, such as “Coding (HTML etc.)” and “Analysis” although they are top 4 required skills, currently.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| Coding (HTML etc.),System/Data Migration, SQL/Linux Scripting | Programming, Cyber Security, System/Data Migration |
| Analysis, Data Provision, System/Data Migration | Cyber Security, Network Installation and Support, System/Data Migration |
| Application (app.) Creation, Data Provision, System/Data Migration | Network Installation and Support, Programming, System/Data Migration |
| Application (app.) Creation, System/Data Migration, Analysis | Network Installation and Support, Programming, Cyber Security |
| Application (app.) Creation, Data Provision, Analysis | Network Installation and Support, System/Data Migration |

## Telecommunications

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| IT and Telecoms Support | 25% | 25% | |
| Network engineers | 25% | 25% | |
| Project Managers | 25% | 13% | |
| Technical product knowledge | 38% | 0% | |
| Transitioning issues from Legacy to VoIP | 25% | 25% | |
| VoIP Technologies (Telephone systems, Hosted, Virtualised etc) | 25% | 25% | |
| Business development & market awareness | 13% | 25% | |
| Cabling standards/Network Protocols | 13% | 13% | |
| Call Recording Technologies (Traditional on premise and hosted options) | 13% | 0% | |
| Call types e.g. geographic, international, non-geographic | 13% | 0% | |
| Cloud computing | 13% | 0% | |
| Computer Software Engineers | 13% | 0% | |
| Computer/System Programmers | 13% | 0% | |
| Electrical engineers | 13% | 0% | |
| Infrastructure planning | 13% | 0% | |
| Legacy Connectivity which is still widespread e.g. ISDN, Analogue | 13% | 13% | |
| Line/Equipment Installers | 13% | 0% | |
| Mobiles – Voice and Data etc | 13% | 0% | |
| Network Management | 13% | 13% | |
| Network Security | 13% | 13% | |
| SIP | 13% | 13% | |
| Operating Systems – Windows, Linux etc | 0% | 13% | |
| Telecoms Systems Managers | 0% | 13% | |
| Video Conferencing Solutions and Technology | 0% | 13% | |

Commentary

Some skills are predicted to increase in the future such as “IT and Telecoms Support” and “Network engineers” while others are predicted to decrease in the future, such as “Project Managers” and “Technical product knowledge” although they are top 4 required skills, currently.

Association rule analysis for this sector indicates skill sets needs, as follows:

| Now | Future |
|---|---|
| SIP, Network Security | Legacy Connectivity which is still widespread e.g. ISDN, Analogue, Network Management |
| Network Management, SIP | Legacy Connectivity which is still widespread e.g. ISDN, Analogue, Network Security |
| SIP, Legacy Connectivity which is still widespread e.g. ISDN, Analogue | Legacy Connectivity which is still widespread e.g. ISDN, Analogue, Project Managers |
| SIP, Call types e.g. geographic, international, non-geographic | Legacy Connectivity which is still widespread e.g. ISDN, Analogue, R & D specialists |
| SIP, Call Recording Technologies (Traditional on premise and hosted options) | Legacy Connectivity which is still widespread e.g. ISDN, Analogue, SIP |

## Transport & Distribution

All responded-to skills in this sector are provided in the table below with their anticipated increase or decrease over time:

| skill | Now | Future | |
|---|---|---|---|
| HGV Licence | 37% | 37% | |
| Other (please specify) | 24% | 14% | |
| Business and supply chain strategy | 20% | 20% | |
| Mechanical engineering | 14% | 14% | |
| International regulations | 12% | 4% | |
| Warehouse management systems | 12% | 10% | |
| Demand management and forecasting | 10% | 6% | |
| Electrical engineering | 10% | 10% | |
| PSV Licence | 10% | 10% | |
| Dispatching | 8% | 6% | |
| Fork Lift truck operations | 8% | 6% | |
| Operations strategy | 8% | 6% | |
| Risk management | 8% | 0% | |
| Supply chain management | 8% | 2% | |
| Supply chain synchronization | 8% | 4% | |
| Plant operations | 6% | 4% | |
| Sustainability | 6% | 8% | |
| Enabling technology application | 4% | 8% | |
| Execution, planning, scheduling control | 4% | 4% | |
| Inventory management | 4% | 4% | |
| Locating facilities | 4% | 4% | |
| Process improvement and six sigma | 4% | 2% | |
| Strategic sourcing and purchasing | 4% | 0% | |
| Lean management | 2% | 0% | |
| Manufacturing process environments | 2% | 0% | |
| Security and hazardous materials regulations | 2% | 0% | |
| Vendor managed inventory | 2% | 2% | |

Commentary

“HGV Licence”,” Business and supply chain strategy”, “Mechanical engineering”,” Electrical engineering” and “PSV Licence” are top 5 in-demand skills that are predicted to increase in the future.

Conversely, the following are indicated to decline in importance from their current status: “International regulations”, “Warehouse management systems” and “Demand management and forecasting”.

# Cross-sector skills

## Digital & Marketing Skills Shortages (Impacting Now)


In the table below "Digital & Marketing" skills shortages over all 7 main sectors are indicated. "Social Media" is the main shortage with 20% over 969 participants following by "Advertising".

| Cross-sector skill | Count | Percent |
|---|---|---|
| Digital & Marketing _Social Media | 193 | 20% |
| Digital & Marketing _Advertising | 160 | 17% |
| Digital & Marketing _Content Marketing | 143 | 15% |
| Digital & Marketing _Networking and relationship building | 138 | 14% |
| Digital & Marketing _SEO (Search Engine Optimisation) | 127 | 13% |
| Digital & Marketing _Strategic Marketing | 124 | 13% |
| Digital & Marketing _Digital design | 114 | 12% |
| Digital & Marketing _Marketing Planning | 102 | 11% |
| Digital & Marketing _Website coding | 100 | 10% |
| Digital & Marketing _Market Research | 98 | 10% |
| Digital & Marketing _E Commerce | 89 | 9% |
| Digital & Marketing _Graphic design | 78 | 8% |
| Digital & Marketing _Copywriting | 76 | 9% |
| Digital & Marketing _Strategic Communications | 69 | 7% |
| Digital & Marketing _Public Relations | 63 | 7% |
| Digital & Marketing _Other | 56 | 6% |
| Digital & Marketing _Event Management | 53 | 6% |
| Digital & Marketing _Crisis Management | 50 | 5% |

## Digital & Marketing Skills Shortages (Impact in the Future)


In the table below "Digital & Marketing" skills shortages in the future over all 7 main sectors are predicted. "Social Media" is the main shortage with 13% over 969 participants following by "Networking and relationship building".

| Cross-sector skill | Count | Percent |
|---|---|---|
| Digital & Marketing _Social Media | 120 | 13% |
| Digital & Marketing _Networking and relationship building | 102 | 11% |
| Digital & Marketing _Advertising | 101 | 11% |
| Digital & Marketing _Content Marketing | 97 | 11% |
| Digital & Marketing _Strategic Marketing | 95 | 10% |
| Digital & Marketing _E Commerce | 84 | 9% |
| Digital & Marketing _SEO (Search Engine Optimisation) | 83 | 9% |
| Digital & Marketing _Digital design | 82 | 9% |
| Digital & Marketing _Market Research | 78 | 8% |
| Digital & Marketing _Marketing Planning | 76 | 8% |
| Digital & Marketing _Website coding | 76 | 8% |
| Digital & Marketing _Graphic design | 67 | 7% |
| Digital & Marketing _Event Management | 65 | 7% |
| Digital & Marketing _Strategic Communications | 65 | 7% |
| Digital & Marketing _Copywriting | 59 | 7% |
| Digital & Marketing _Crisis Management | 58 | 6% |
| Digital & Marketing _Public Relations | 56 | 6% |
| Digital & Marketing _Other | 40 | 5% |

## Importing & Exporting Skills Shortages (Impacting Now)

In the table below "Importing & Exporting" skills shortages over all 7 main sectors are indicated. "Customs Procedures" is the main shortage with 12% over 969 participants following by "Shipping".

35% of participants do not import or export.

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Importing & Exporting _N/A - we don't import or export** | 336 | 35% |
| **Importing & Exporting _Customs Procedures** | 114 | 12% |
| **Importing & Exporting _Shipping** | 86 | 9% |
| **Importing & Exporting _Documentation** | 78 | 9% |
| **Importing & Exporting _Regulatory Compliance** | 68 | 7% |
| **Importing & Exporting _International Sales** | 50 | 5% |
| **Importing & Exporting _Methods of Payment** | 48 | 5% |
| **Importing & Exporting _International Marketing** | 40 | 5% |
| **Importing & Exporting _Languages** | 38 | 5% |
| **Importing & Exporting _Incoterms** | 32 | 4% |

## Importing & Exporting Skills Shortages (Impact in the Future)

In the table below “Importing & Exporting” skills shortages in the future over all 7 main sectors are predicted. “Customs Procedures” is the main shortage with 9% over 969 participants following by “International Sales”.

21% of participants do not import or export.

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Importing & Exporting _N/A - we don't import or export** | 196 | 21% |
| **Importing & Exporting _Customs Procedures** | 80 | 9% |
| **Importing & Exporting _International Sales** | 73 | 8% |
| **Importing & Exporting _Shipping** | 72 | 8% |
| **Importing & Exporting _International Marketing** | 66 | 7% |
| **Importing & Exporting _Documentation** | 62 | 7% |
| **Importing & Exporting _Regulatory Compliance** | 61 | 7% |
| **Importing & Exporting _Languages** | 54 | 6% |
| **Importing & Exporting _Methods of Payment** | 47 | 5% |
| **Importing & Exporting _Incoterms** | 32 | 4% |

## Net Zero Skills Shortages (Impacting Now)

In the table below "Net Zero" skills shortages over all 7 main sectors are indicated. "Understanding Net Zero v Carbon Neutrality" is the main shortage with 14% over 969 participants following by "Waste Management/Minimisation".

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Net Zero _Understanding Net Zero v Carbon Neutrality** | 139 | 14% |
| **Net Zero _Waste Management/Minimisation** | 135 | 14% |
| **Net Zero _Energy Efficiency & Energy Management** | 134 | 14% |
| **Net Zero _Measuring carbon emissions** | 103 | 11% |
| **Net Zero _Carbon offsetting** | 100 | 11% |
| **Net Zero _Supply chain management and collaboration** | 100 | 11% |
| **Net Zero _Regulatory compliance/Duty of care** | 95 | 10% |
| **Net Zero _Resource Efficiency** | 92 | 10% |
| **Net Zero _Environmental Management Systems** | 91 | 10% |
| **Net Zero _Innovation (develop low carbon products or services)** | 83 | 9% |
| **Net Zero _Decarbonisation** | 79 | 8% |
| **Net Zero _Product design and remanufacturing (circular economy)** | 75 | 8% |
| **Net Zero _Other** | 31 | 4% |

## Net Zero Skills Shortages (Impact in the Future)

In the table below "**Net Zero**" skills shortages in the future over all 7 main sectors are predicted. "Carbon offsetting" is the main shortage with 21% over 969 participants following by "Energy Efficiency & Energy Management".

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Net Zero _Carbon offsetting** | 200 | 21% |
| **Net Zero _Energy Efficiency & Energy Management** | 173 | 18% |
| **Net Zero _Measuring carbon emissions** | 152 | 16% |
| **Net Zero _Understanding Net Zero v Carbon Neutrality** | 151 | 16% |
| **Net Zero _Decarbonisation** | 150 | 16% |
| **Net Zero _Regulatory compliance/Duty of care** | 150 | 16% |
| **Net Zero _Waste Management/Minimisation** | 146 | 16% |
| **Net Zero _Innovation (develop low carbon products or services)** | 135 | 15% |
| **Net Zero _Environmental Management Systems** | 130 | 14% |
| **Net Zero _Supply chain management and collaboration** | 112 | 12% |
| **Net Zero _Resource Efficiency** | 107 | 12% |
| **Net Zero _Product design and remanufacturing (circular economy)** | 92 | 10% |
| **Net Zero _Other** | 28 | 4% |

## Sales Skills Shortages (Impacting Now)

In the table below “Sales” skills shortages over all 7 main sectors are indicated. “Lead generation / Business Development” is the main shortage with 23% over 969 participants following by “Sales Management”.

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Sales _Lead generation / Business Development** | 217 | 23% |
| **Sales _Sales Management** | 122 | 13% |
| **Sales _Customer retention** | 109 | 11% |
| **Sales _Business Contracting** | 104 | 11% |
| **Sales _Account Management** | 102 | 11% |
| **Sales _Technical Sales** | 93 | 10% |
| **Sales _Field Sales** | 84 | 9% |
| **Sales _Telesales** | 78 | 8% |
| **Sales _Other** | 51 | 6% |

## Sales Skills Shortages (Impact in the Future)

In the table below “Sales” skills shortages in the future over all 7 main sectors are predicted. “Lead generation / Business Development” is the main shortage with 17% over 969 participants following by “Customer retention”.

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Sales _Lead generation / Business Development** | 167 | 17% |
| **Sales _Customer retention** | 114 | 12% |
| **Sales _Sales Management** | 102 | 11% |
| **Sales _Account Management** | 96 | 10% |
| **Sales _Business Contracting** | 93 | 10% |
| **Sales _Technical Sales** | 92 | 10% |
| **Sales _Field Sales** | 74 | 8% |
| **Sales _Telesales** | 63 | 7% |
| **Sales _Other** | 30 | 4% |

## Other Skills Shortages (Impacting Now)

In the table below "Other" skills shortages over all 7 main sectors are indicated. "Project Management" is the main shortage with 15% over 969 participants following by "Leadership & Management".

| Cross-sector skill | Count | Percent |
|---|---|---|
| **Other _Project Management** | 141 | 15% |
| **Other _Leadership & Management** | 137 | 14% |
| **Other _Computer skills - Excel** | 134 | 14% |
| **Other _Strategic & Business Planning** | 126 | 14% |
| **Other _Health and Safety** | 104 | 11% |
| **Other _Data Analysis** | 92 | 10% |
| **Other _Budgeting & Cashflow forecasting** | 89 | 10% |
| **Other _HR** | 88 | 10% |
| **Other _Computer skills - Word** | 84 | 9% |
| **Other _Finance** | 83 | 9% |
| **Other _Computer Skills - PowerPoint** | 80 | 9% |
| **Other _Procurement/Supply Chain** | 80 | 9% |
| **Other _Cybersecurity** | 78 | 8% |
| **Other _Literacy** | 76 | 8% |
| **Other _Numeracy** | 72 | 8% |
| **Other _Quality Assurance** | 71 | 8% |
| **Other _Facilities Management** | 70 | 8% |
| **Other _First Aid** | 64 | 8% |
| **Other _Legal** | 59 | 7% |
| **Other _Languages** | 43 | 5% |
| **Other _Food Hygiene** | 33 | 5% |

## Other Skills Shortages (Impact in the Future)

In the table below "**Other**" skills shortages in the future over all 7 main sectors are predicted. "Leadership & Management" is the main shortage with 15% over 969 participants following by "Project Management".

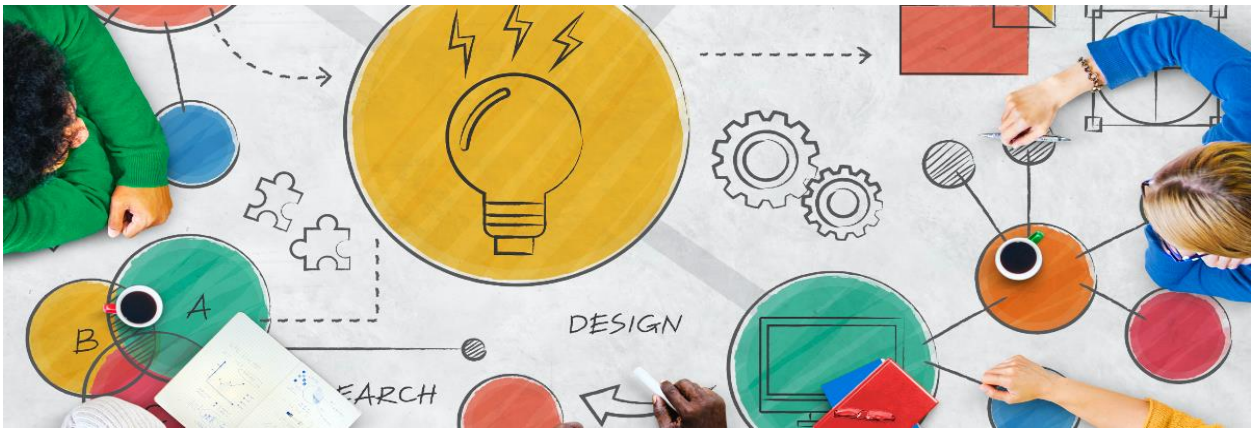
| Cross-sector skill | Count | Percent |
|---|---|---|
| **Other _Leadership & Management** | 144 | 15% |
| **Other _Project Management** | 124 | 13% |
| **Other _Strategic & Business Planning** | 118 | 12% |
| **Other _Cybersecurity** | 114 | 12% |
| **Other _Data Analysis** | 87 | 9% |
| **Other _HR** | 81 | 9% |
| **Other _Health and Safety** | 79 | 9% |
| **Other _Computer skills - Excel** | 77 | 8% |
| **Other _Procurement/Supply Chain** | 76 | 9% |
| **Other _Budgeting & Cashflow forecasting** | 72 | 8% |
| **Other _Quality Assurance** | 62 | 7% |
| **Other _Finance** | 61 | 7% |
| **Other _Legal** | 58 | 6% |
| **Other _Literacy** | 58 | 7% |
| **Other _Facilities Management** | 54 | 6% |
| **Other _Numeracy** | 53 | 6% |
| **Other _Computer Skills - PowerPoint** | 50 | 6% |
| **Other _Computer skills - Word** | 49 | 6% |
| **Other _First Aid** | 47 | 5% |
| **Other _Languages** | 43 | 5% |
| **Other _Food Hygiene** | 33 | 4% |

## Barriers to investment in training

The survey sought responses on barriers to training. The main barrier indicated is "Hard to find time to organise training" which has been selected by 405 participants (42%).

| Barrier | Count | Percent |
|---|---|---|
| **Hard to find time to organise training** | 405 | 42% |
| **Lack of funds for training** | 396 | 41% |
| **Lack of appropriate training / qualifications** | 182 | 19% |
| **Lack of good local training providers** | 173 | 18% |
| **Employee reluctance** | 156 | 16% |
| **Staff turnover** | 149 | 15% |
| **Difficulty finding flexible training providers** | 143 | 15% |
| **Lack knowledge about training opportunities** | 143 | 15% |
| **Lack of provision (e.g. courses full)** | 67 | 7% |
| **Staff now fully proficient** | 66 | 7% |
| **Training not a management priority** | 60 | 6% |
| **Decisions taken at head office** | 26 | 3% |

# Soft Skills




Participants are asked about main soft skills in their sectors. “Customer service” is the most demanded soft skill in all sectors with 53% indicated within 969 participants.

| Soft Skills | Count | Percent |
|---|---|---|
| **Customer service** | 511 | 53% |
| **Problem-solving** | 483 | 50% |
| **Time management** | 474 | 49% |
| **Organisational** | 467 | 48% |
| **Communications - verbal** | 458 | 47% |
| **Strong work ethic** | 440 | 45% |
| **Leadership** | 415 | 43% |
| **Ability to work well in groups** | 407 | 42% |
| **Telephone answering** | 370 | 38% |
| **Communications - written** | 333 | 34% |
| **Adaptability** | 328 | 34% |

# Recruitment


The source of Recruitment is asked in all sectors and the results are in table below. “Industry” is the most frequent source with 44%.

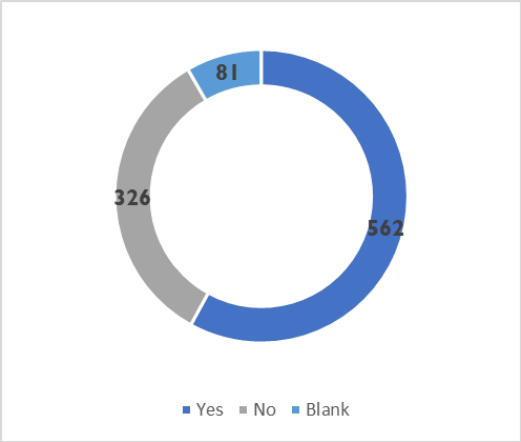
| Recruitment | Count | Percent |
|---|---|---|
| **Industry** | 426 | 44% |
| **Apprentices** | 421 | 43% |
| **University** | 379 | 39% |
| **School leaver - A-Level** | 317 | 33% |
| **Competitors** | 310 | 32% |
| **School leaver - GCSE** | 261 | 27% |

## 8.2 Employer barrier to upskilling/reskilling survey

### General Questions

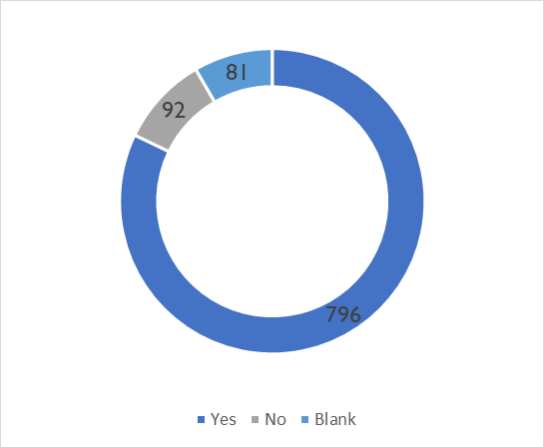
Do you recruit non-qualified people and train them to achieve nationally recognised professional or vocational qualifications?

| Answer | Count | Percent |
|---|---|---|
| **Yes** | 562 | 58% |
| **No** | 326 | 34% |
| **Blank** | 81 | 8% |



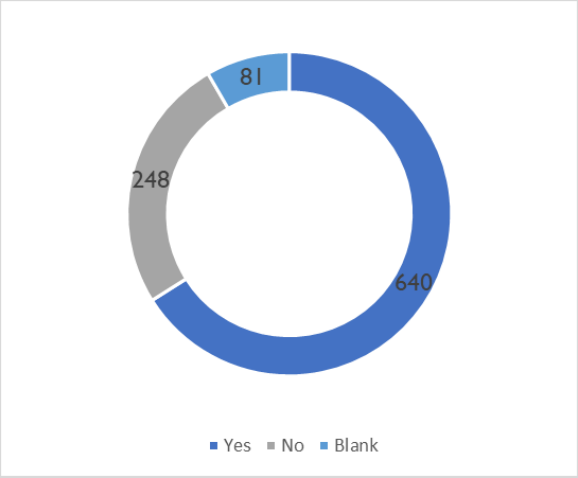

Do you train your own staff?

| Answer | Count | Percent |
|---|---|---|
| **Yes** | 796 | 82% |
| **No** | 92 | 9% |
| **Blank** | 81 | 8% |



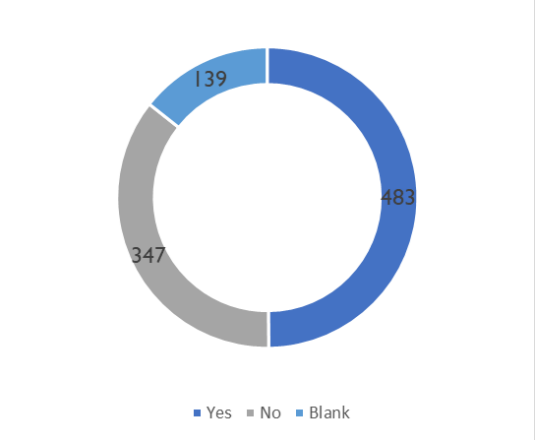
Do you feel that your sector is suffering from a shortage of skilled (qualified) individuals?

| Answer | Count | Percent |
|---|---|---|
| **Yes** | 640 | 66% |
| **No** | 248 | 26% |
| **Blank** | 81 | 8% |



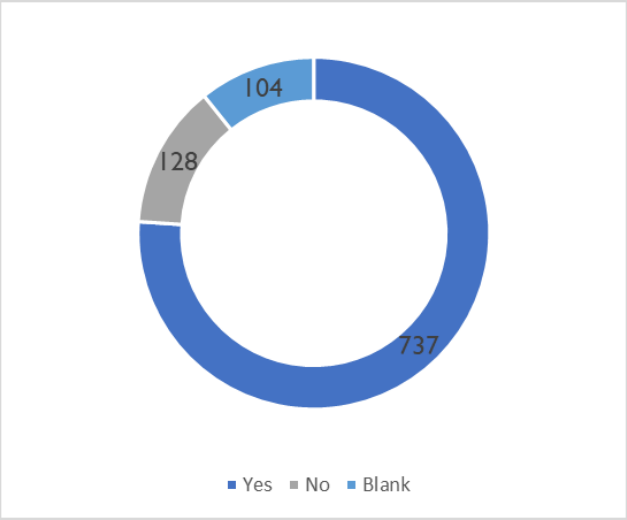

If you have experienced a shortage of skills have you also encountered salary inflation?

| Answer | Count | Percent |
|---|---|---|
| **Yes** | 483 | 50% |
| **No** | 347 | 36% |
| **Blank** | 139 | 14% |



If encountering a shortage of skilled labour, have you outsourced elements of the role to overseas?

| Answer | Count | Percent |
|---|---|---|
| **Yes** | 737 | 76% |
| **No** | 128 | 13% |
| **Blank** | 104 | 11% |

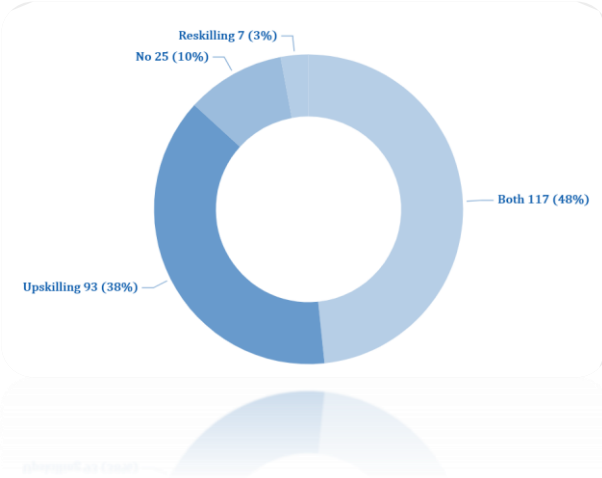



## Upskilling & reskilling Questions

Have you ever provided your employees with upskilling or reskilling training?

Both upskilling and reskilling training have been provided by employees through 48% of participants

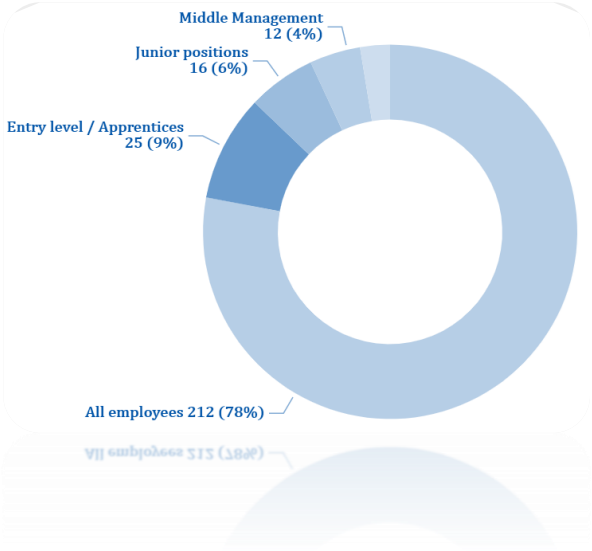
| Answers | Count | Percent |
|---|---|---|
| **Both** | 117 | 48% |
| **Upskilling** | 93 | 38% |
| **No** | 25 | 10% |
| **Reskilling** | 7 | 3% |



## Does this training apply TO?

Upskilling and reskilling training have been applied to different groups as bellow.” All employees” is the most frequent answer in this question.

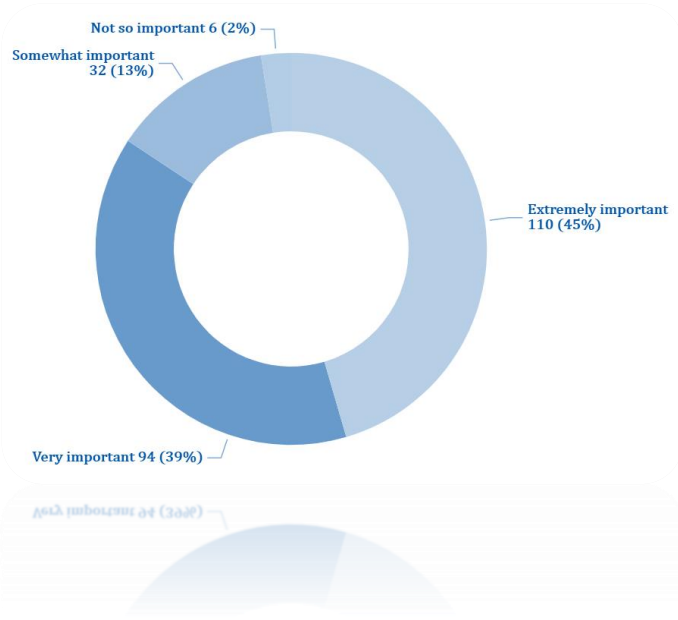
| upskilling or reskilling training apply to: | Count | Percent |
|---|---|---|
| **All employees** | 212 | 78% |
| **Entry level / Apprentices** | 25 | 9% |
| **Junior positions** | 16 | 6% |
| **Middle Management** | 12 | 4% |
| **Senior Management and above** | 7 | 3% |




## How important is it to reskill/upskill employees in your business?

The importance of reskill/upskill employees is as below.” Extremely important” is the most frequent answer in this question.

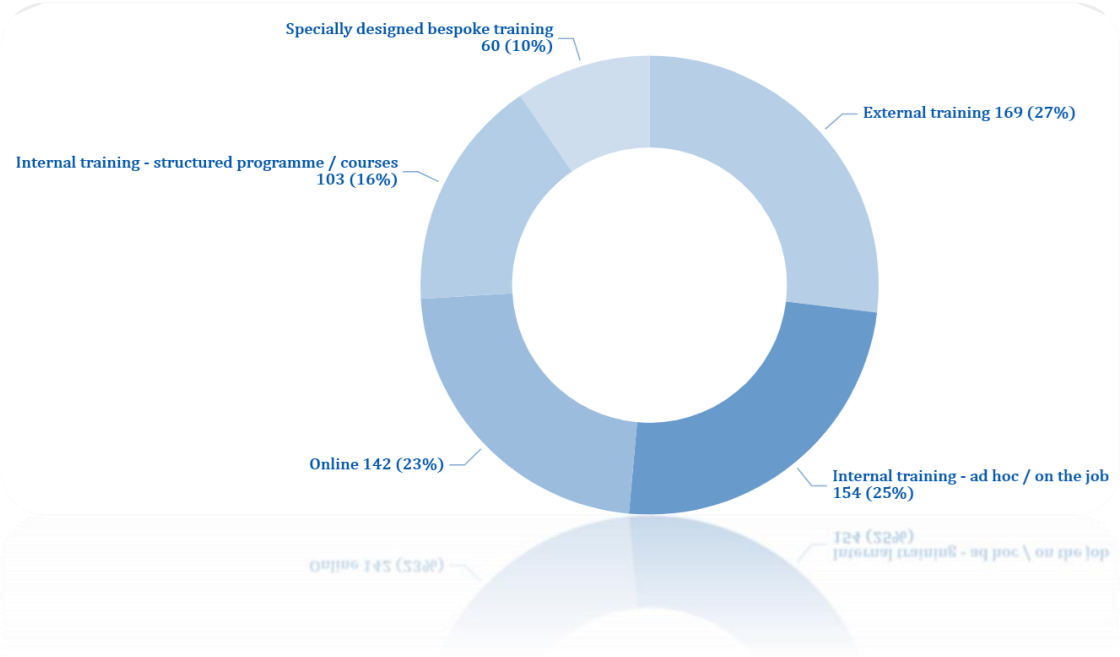
| The importance of reskill/upskill | Count | Percent |
|---|---|---|
| **Extremely important** | 110 | 45% |
| **Very important** | 94 | 39% |
| **Somewhat important** | 32 | 13% |
| **Not so important** | 6 | 2% |



## From what sources do your employees receive their upskilling/reskilling training?

"External training" is the most frequent answer in this question with 27%.

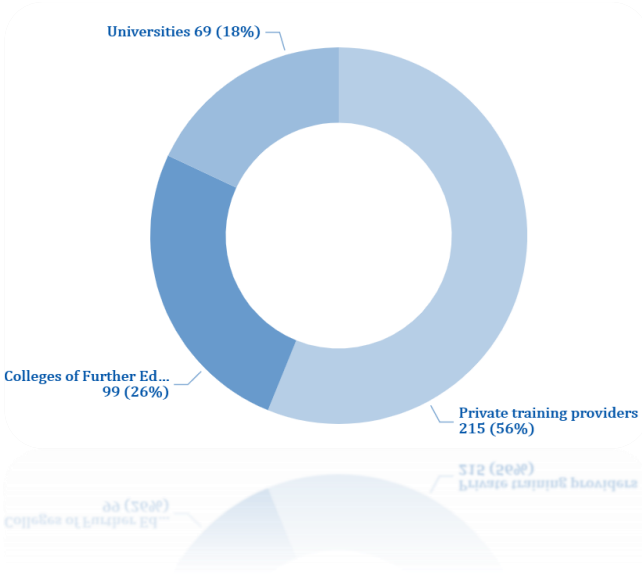
| Sources of upskilling/reskilling training | Count | Percent |
|---|---|---|
| **External training** | 169 | 27% |
| **Internal training - ad hoc / on the job** | 154 | 25% |
| **Online** | 142 | 23% |
| **Internal training - structured programme / courses** | 103 | 16% |
| **Specially designed bespoke training** | 60 | 10% |



## Which provider(s) have you used to deliver external and specially designed bespoke training?

Provider to deliver external and specially designed bespoke training are as below." Private training providers" is the most frequent answer in this question.

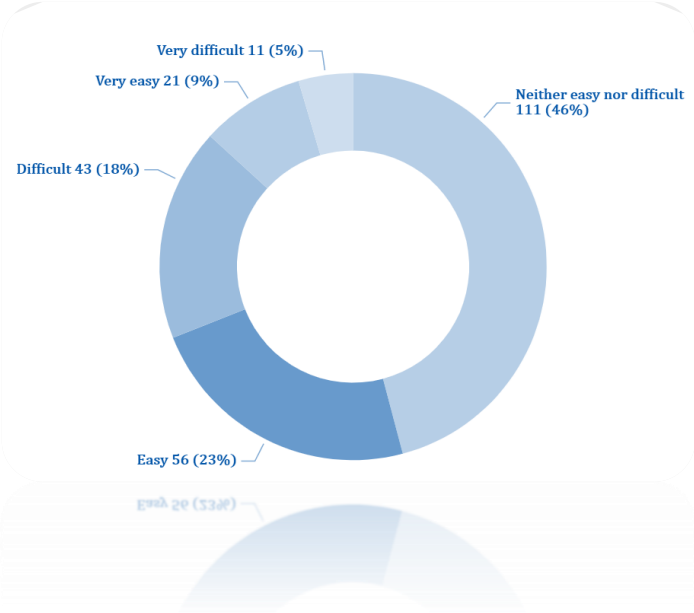
| The importance of reskill/upskill | Count | Percent |
|---|---|---|
| **Private training providers** | 215 | 56% |
| **Colleges of Further Education** | 99 | 26% |
| **Universities** | 69 | 18% |




## Has your business found it difficult to source/access reskilling/upskilling training provision?

"Neither easy nor difficult" is the most frequent answer in this question with 46%.

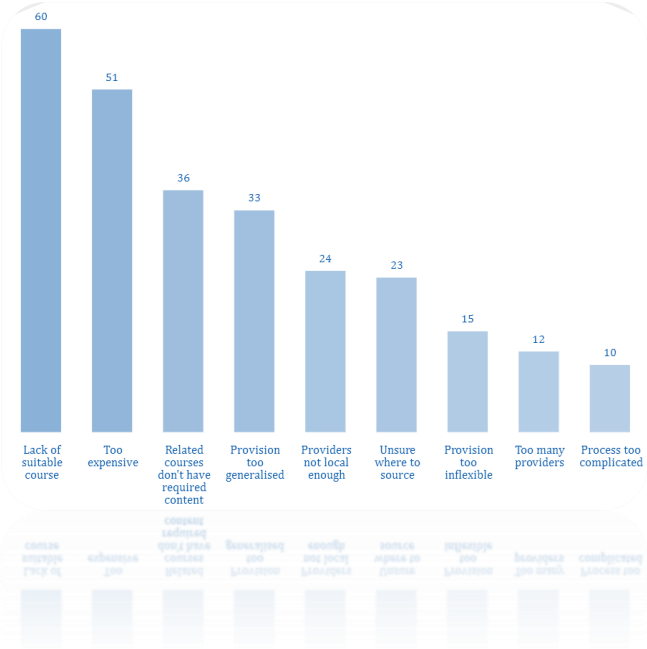
| Answer | Count | Percent |
|---|---|---|
| **Neither easy nor difficult** | 111 | 46% |
| **Easy** | 56 | 23% |
| **Difficult** | 43 | 18% |
| **Very easy** | 21 | 9% |
| **Very difficult** | 11 | 5% |



## What were the reasons for any difficulty?

"Lack of suitable course" is the most frequent answer in this question with 23%.

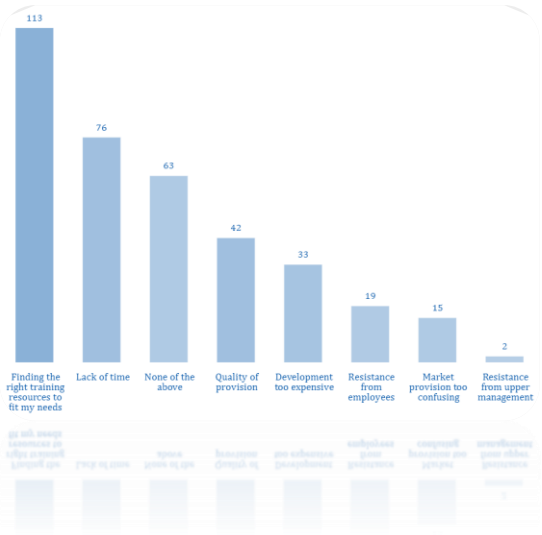
| Answer | Count | Percent |
|---|---|---|
| **Lack of suitable course** | 60 | 23% |
| **Too expensive** | 51 | 19% |
| **Related courses don't have required content** | 36 | 14% |
| **Provision too generalised** | 33 | 13% |
| **Providers not local enough** | 24 | 9% |
| **Unsure where to source** | 23 | 9% |
| **Provision too inflexible** | 15 | 6% |
| **Too many providers** | 12 | 5% |
| **Process too complicated** | 10 | 4% |




## What challenges did you face when sourcing your upskilling/reskilling programme?

"Finding the right training resources to fit my needs" is the most frequent answer in this question with 31%.

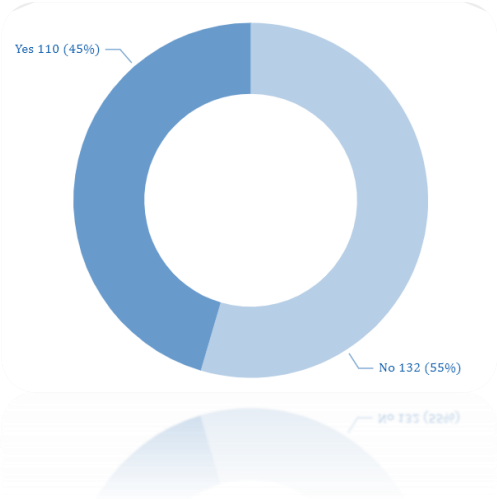
| Answer | Count | Percent |
|---|---|---|
| **Finding the right training resources to fit my needs** | 113 | 31% |
| **Lack of time** | 76 | 21% |
| **None of the above** | 63 | 17% |
| **Quality of provision** | 42 | 12% |
| **Development too expensive** | 33 | 9% |
| **Resistance from employees** | 19 | 5% |
| **Market provision too confusing** | 15 | 4% |
| **Resistance from upper management** | 2 | 1% |



## Does your business have a reskilling/upskilling strategy in place?

"No" is the most frequent answer in this question with 55%.

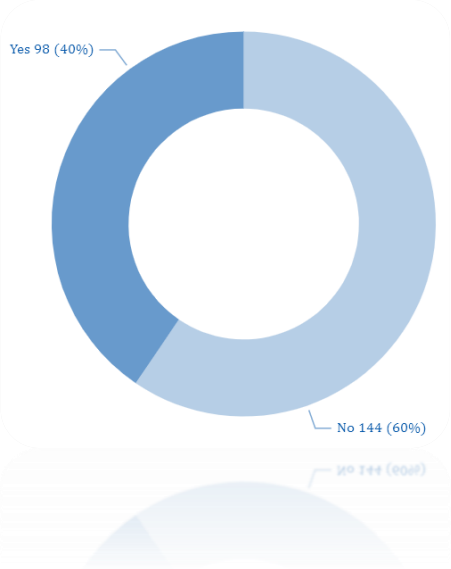
| Answer | Count | Percent |
|---|---|---|
| **No** | 132 | 55% |
| **Yes** | 110 | 45% |




## Does your business have an investment plan for upskilling/reskilling your workforce?

"No" is the most frequent answer in this question with 60%.

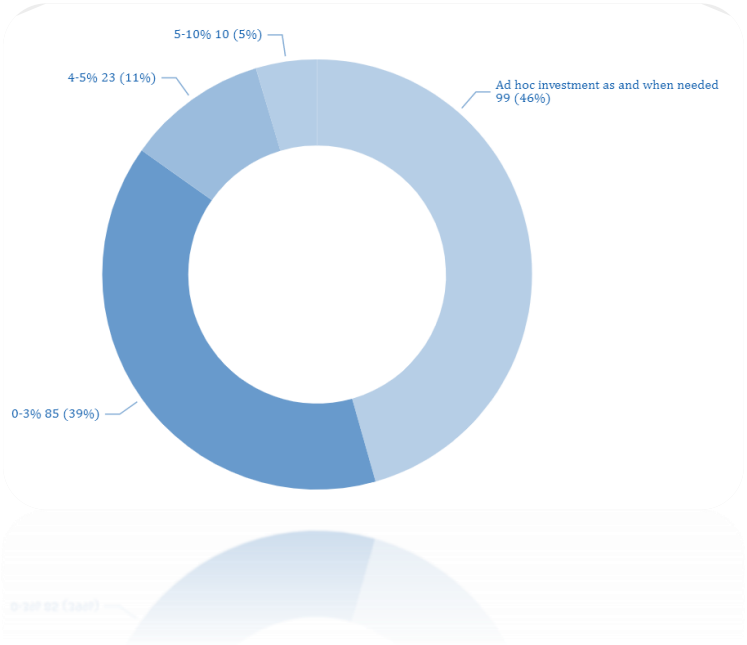
| Answer | Count | Percent |
|---|---|---|
| **No** | 144 | 60% |
| **Yes** | 98 | 40% |



## On average what percentage of your turnover is invested into your reskilling/upskilling programme?

"Ad hoc investment as and when needed" is the most frequent answer in this question with 46%.

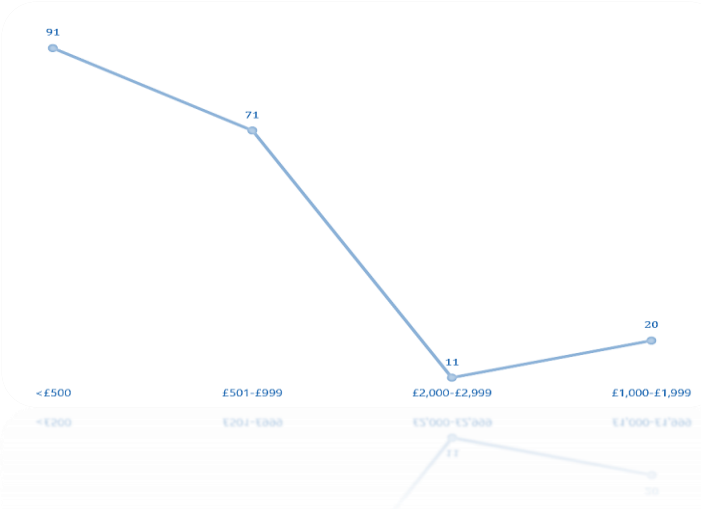
| Answer | Count | Percent |
|---|---|---|
| **Ad hoc investment as and when needed** | 99 | 46% |
| **0-3%** | 85 | 39% |
| **4-5%** | 23 | 11% |
| **5-10%** | 10 | 5% |




## On average how much does this equate to per employee?

"<£500" is the most frequent answer in this question with 47%.

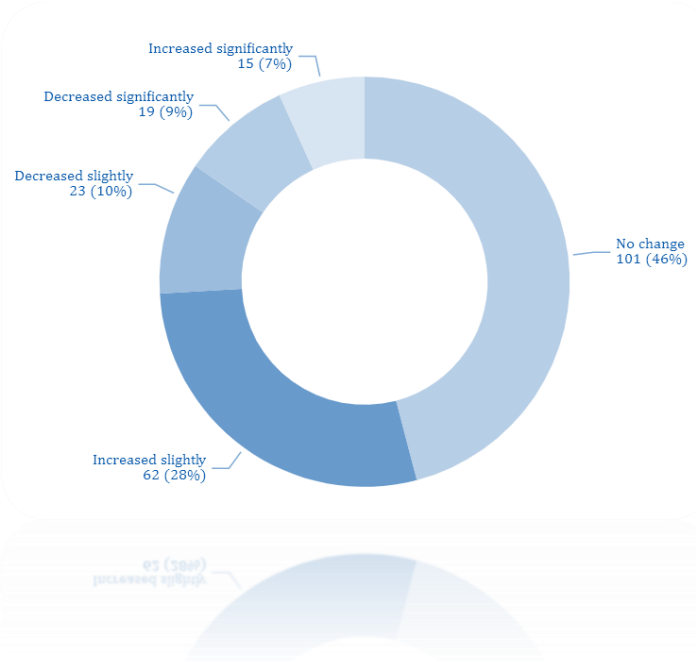
| Answer | Count | Percent |
|---|---|---|
| **<£500** | 91 | 47% |
| **£501-£999** | 71 | 37% |
| **£2,000-£2,999** | 11 | 6% |
| **£1,000-£1,999** | 20 | 10% |



## Have you seen your investment in this area increase or decrease in real terms over the past 12 months?

"No change" is the most frequent answer in this question with 46%.

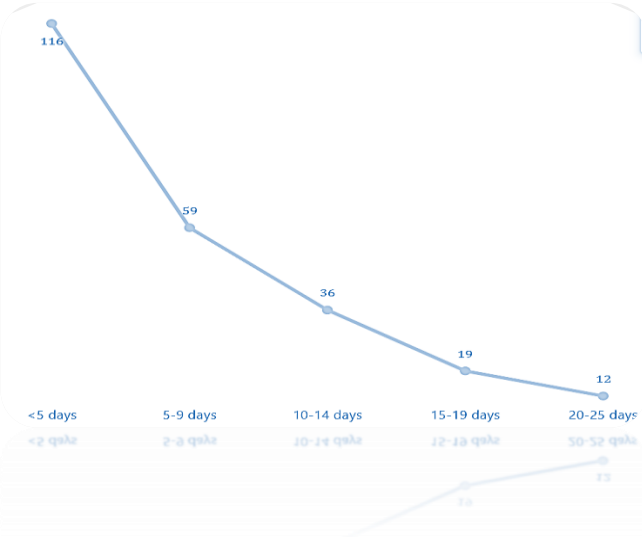
| Answer | Count | Percent |
|---|---|---|
| **No change** | 101 | 46% |
| **Increased slightly** | 62 | 28% |
| **Decreased slightly** | 23 | 10% |
| **Decreased significantly** | 19 | 9% |
| **Increased significantly** | 15 | 7% |




## On average how many days training do your individual employees enjoy over a 12month period?

"<5 days" is the most frequent answer in this question with 48%.

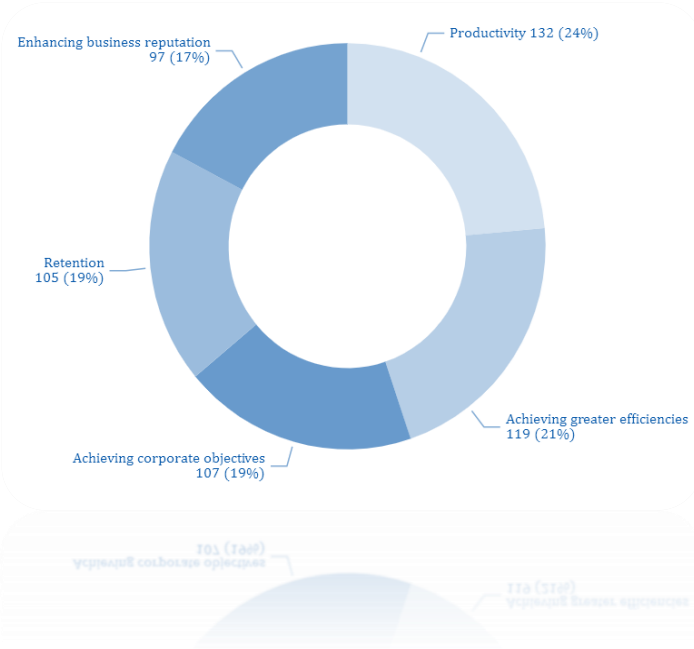
| Answer | Count | Percent |
|---|---|---|
| **<5 days** | 116 | 48% |
| **5-9 days** | 59 | 24% |
| **10-14 days** | 36 | 15% |
| **15-19 days** | 19 | 8% |
| **20-25 days** | 12 | 5% |



## In which areas has upskilling/reskilling been beneficial to your business?

"Productivity" is the most frequent answer in this question with 24%.

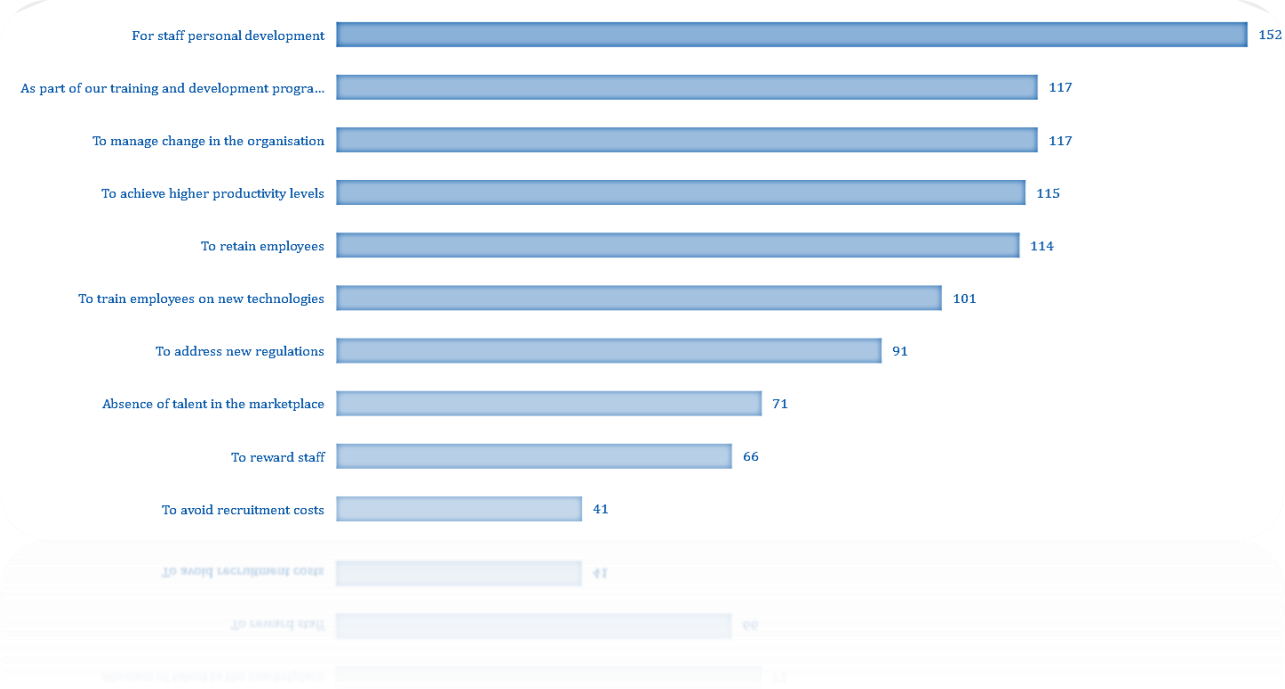
| Answer | Count | Percent |
|---|---|---|
| **Productivity** | 132 | 24% |
| **Achieving greater efficiencies** | 119 | 21% |
| **Achieving corporate objectives** | 107 | 19% |
| **Retention** | 105 | 19% |
| **Enhancing business reputation** | 97 | 17% |




## Why do you feel the need to upskill/reskill your existing workforce?

"For staff personal development" is the most frequent answer in this question with 15%.

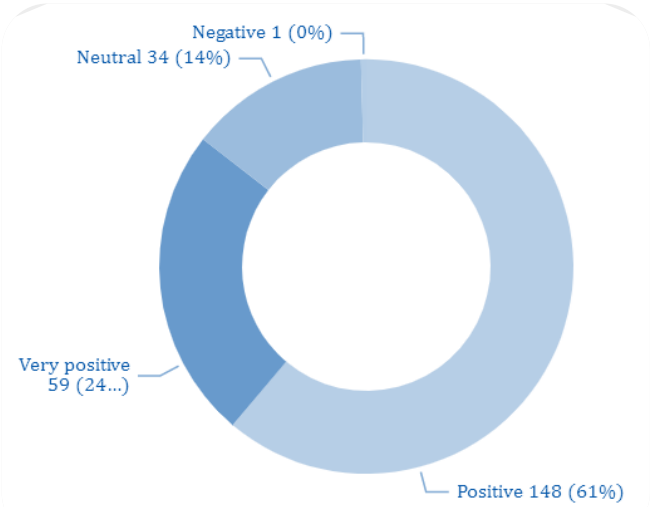
| Answer | Count | Percent |
|---|---|---|
| **For staff personal development** | 152 | 15% |
| **As part of our training and development programme** | 117 | 12% |
| **To manage change in the organisation** | 117 | 12% |
| **To achieve higher productivity levels** | 115 | 12% |
| **To retain employees** | 114 | 12% |
| **To train employees on new technologies** | 101 | 10% |
| **To address new regulations** | 91 | 9% |
| **Absence of talent in the marketplace** | 71 | 7% |
| **To reward staff** | 66 | 7% |
| **To avoid recruitment costs** | 41 | 4% |




## How do you think your employees feel about receiving upskilling/reskilling training?

"Positive" is the most frequent answer in this question with 61%.

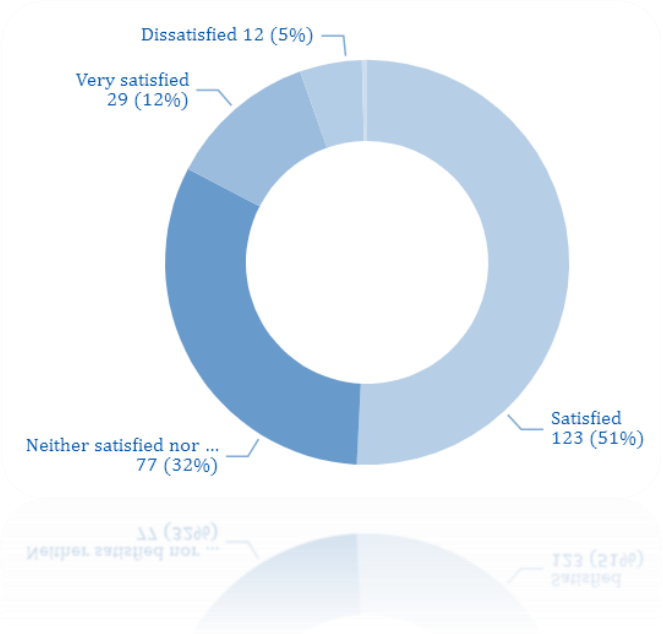
| Answer | Count | Percent |
|---|---|---|
| **Positive** | 148 | 61% |
| **Very positive** | 59 | 24% |
| **Neutral** | 34 | 14% |
| **Negative** | 1 | 0% |



## How satisfied were you with existing upskilling/reskilling training provision?

"Satisfied" is the most frequent answer in this question with 51%.

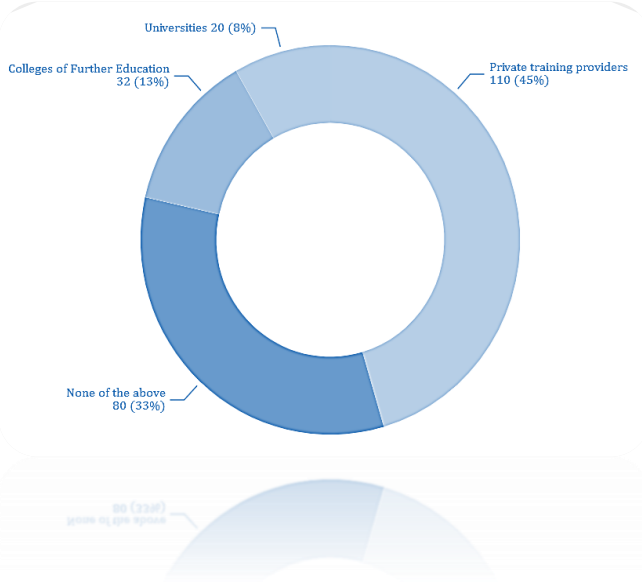
| Answer | Count | Percent |
|---|---|---|
| **Satisfied** | 123 | 51% |
| **Neither satisfied nor dissatisfied** | 77 | 32% |
| **Very satisfied** | 29 | 12% |
| **Dissatisfied** | 12 | 5% |
| **Very dissatisfied** | 1 | 0% |




## Are your business skills demands are being met locally by?

" Private training providers" is the most frequent answer in this question with 45%.

| Answer | Count | Percent |
|---|---|---|
| **Private training providers** | 110 | 45% |
| **None of the above** | 80 | 33% |
| **Colleges of Further Education** | 32 | 13% |
| **Universities** | 20 | 8% |

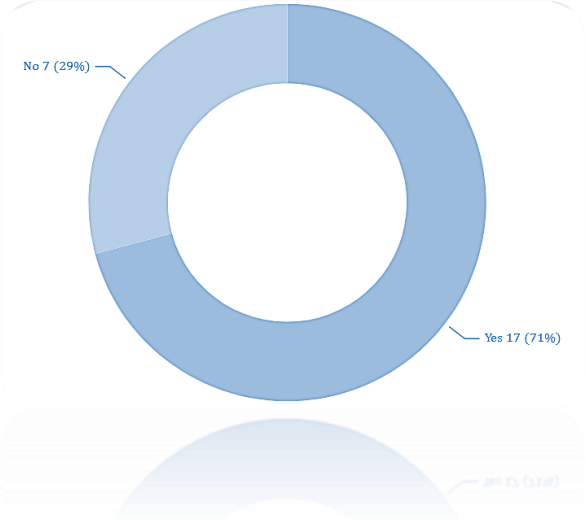


## Not upskilling/reskilling questions

### Do you provide opportunities for your employees to progress within the organisation?

"Yes" is the most frequent answer in this question with 71%.

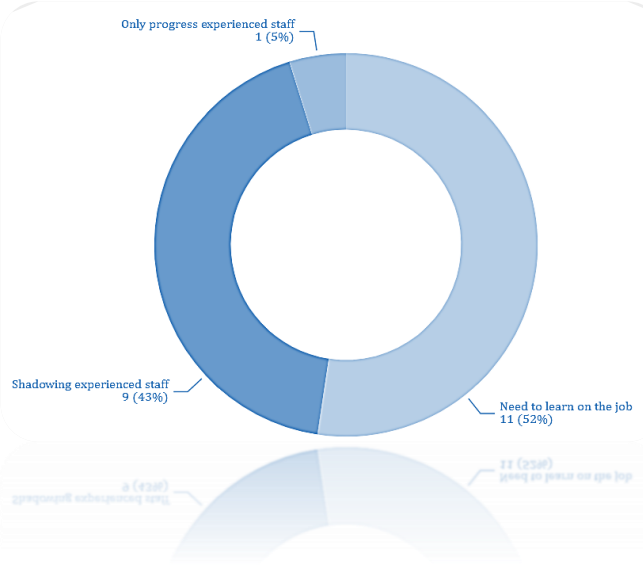
| Answer | Count | Percent |
|---|---|---|
| **Yes** | 17 | 71% |
| **No** | 7 | 29% |




### How do employees gain the necessary skills to progress?

"Need to learn on the job" is the most frequent answer in this question with 52%.

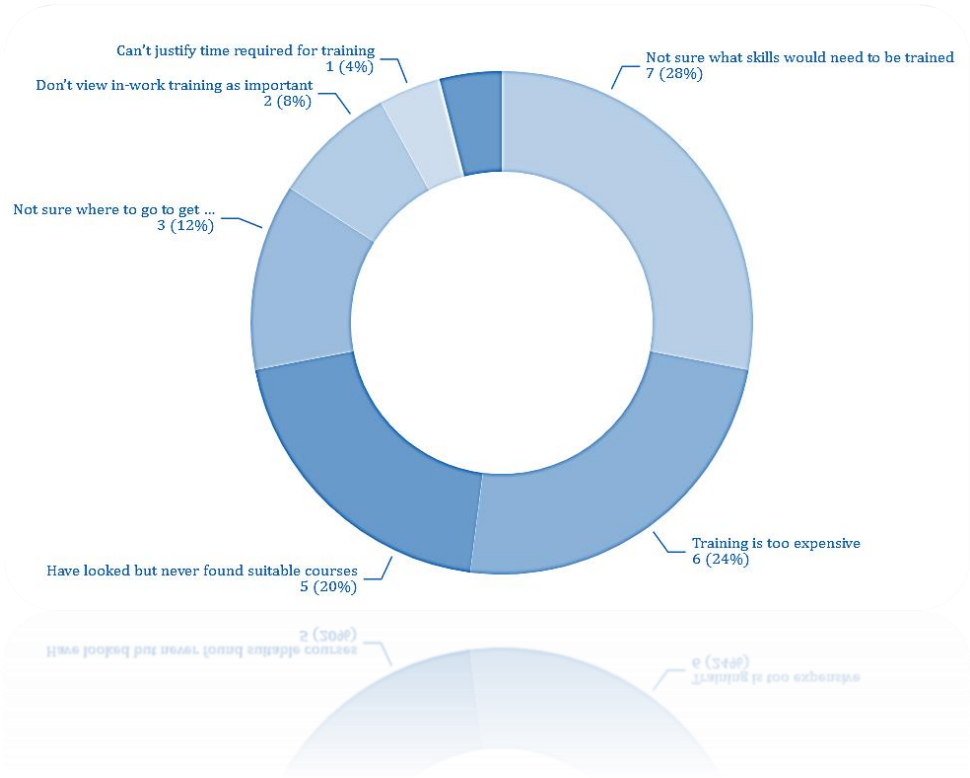
| Answer | Count | Percent |
|---|---|---|
| **Need to learn on the job** | 11 | 52% |
| **Shadowing experienced staff** | 9 | 43% |
| **Only progress experienced staff** | 1 | 5% |



## What are the reasons you don't offer upskilling / reskilling training for your workforce?

"Not sure what skills would need to be trained" is the most frequent answer in this question with 28%.

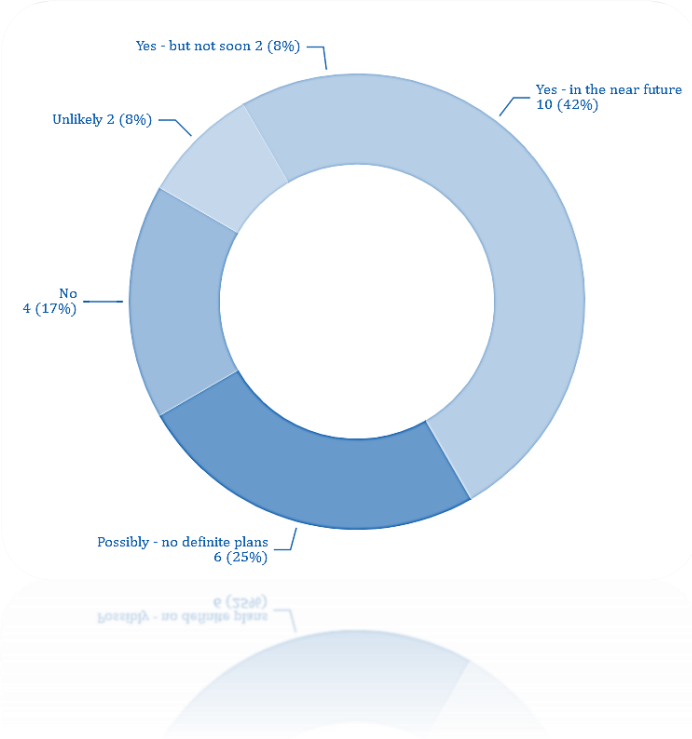
| Answer | Count | Percent |
|---|---|---|
| **Not sure what skills would need to be trained** | 7 | 28% |
| **Training is too expensive** | 6 | 24% |
| **Have looked but never found suitable courses** | 5 | 20% |
| **Not sure where to go to get training** | 3 | 12% |
| **Don't view in-work training as important** | 2 | 8% |
| **Can't justify time required for training** | 1 | 4% |
| **Only recruit skilled people** | 1 | 4% |



## Do you have any plans to offer upskilling / reskilling training?

"Yes - in the near future" is the most frequent answer in this question with 42%.

| Answer | Count | Percent |
|---|---|---|
| **Yes - in the near future** | 10 | 42% |
| **Possibly - no definite plans** | 6 | 25% |
| **No** | 4 | 17% |
| **Unlikely** | 2 | 8% |
| **Yes - but not soon** | 2 | 8% |

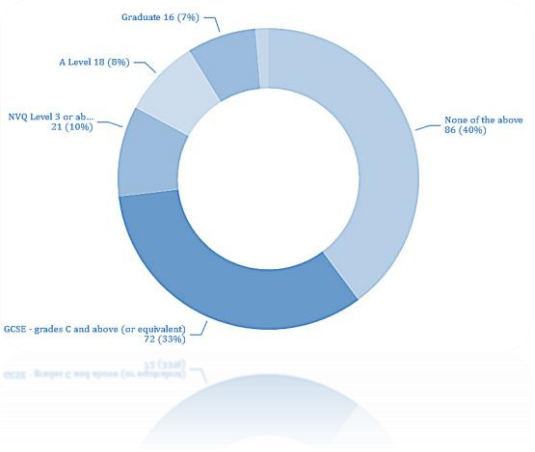



## Recruitment questions

## When making recruitment decisions, what are the minimum qualifications are you are looking for from the ideal candidate?

"None of the above" is the most frequent answer in this question with 40%.

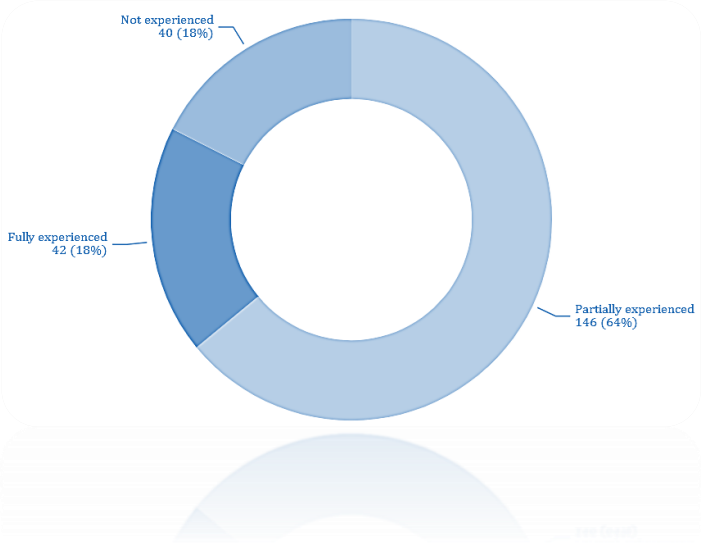
| Answer | Count | Percent |
|---|---|---|
| **None of the above** | 86 | 40% |
| **GCSE - grades C and above (or equivalent)** | 72 | 33% |
| **NVQ Level 3 or above** | 21 | 10% |
| **A Level** | 18 | 8% |
| **Graduate** | 16 | 7% |
| **Post-graduate** | 3 | 1% |



## When making recruitment decisions, what level of experience are you are looking for from the ideal candidate?

"Partially experienced" is the most frequent answer in this question with 64%.

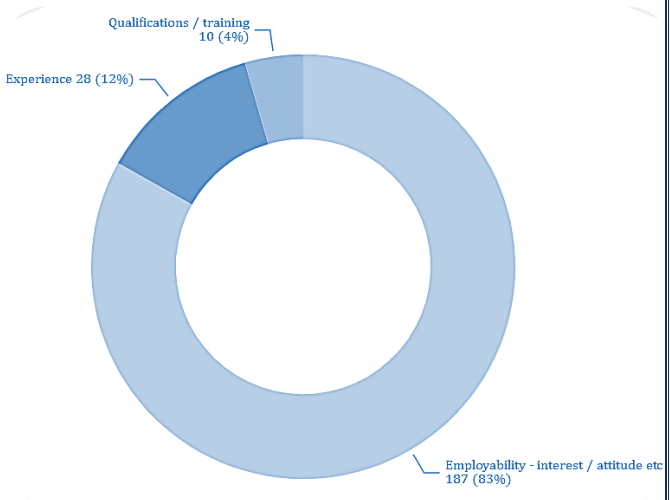
| Answer | Count | Percent |
|---|---|---|
| **Partially experienced** | 146 | 64% |
| **Fully experienced** | 42 | 18% |
| **Not experienced** | 40 | 18% |




## What is the most important attribute you are looking for from your ideal candidate?

"Employability - interest / attitude etc" is the most frequent answer in this question with 83%.

| Answer | Count | Percent |
|---|---|---|
| **Employability - interest / attitude etc** | 187 | 83% |
| **Experience** | 28 | 12% |
| **Qualifications / training** | 10 | 4% |

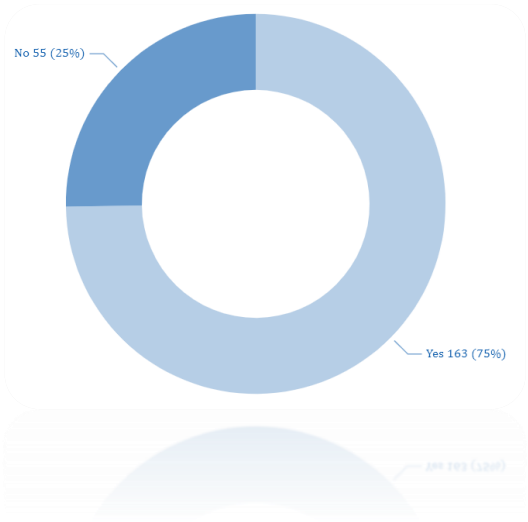


## Extra questions

### Should the government lead the drive to invest in reskilling workers?

"Yes" is the most frequent answer in this question with 75%.

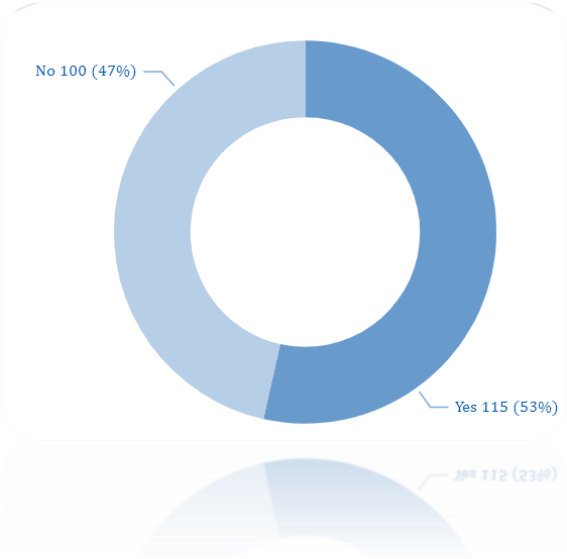
| Answer | Count | Percent |
|---|---|---|
| **Yes** | 163 | 75% |
| **No** | 55 | 25% |




### Would you prefer to see all providers centralising their offer from one county-wide information hub?

"Yes" is the most frequent answer in this question with 53%.

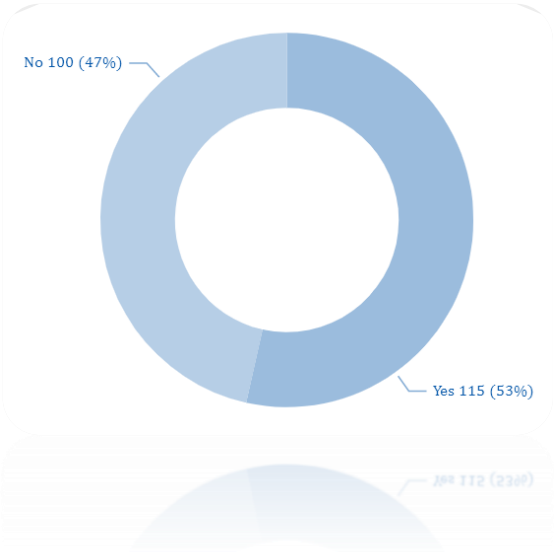
| Answer | Count | Percent |
|---|---|---|
| **Yes** | 115 | 53% |
| **No** | 100 | 47% |



## Are you satisfied with the existing Apprenticeship Levy?

”Yes” is the most frequent answer in this question with 53%.

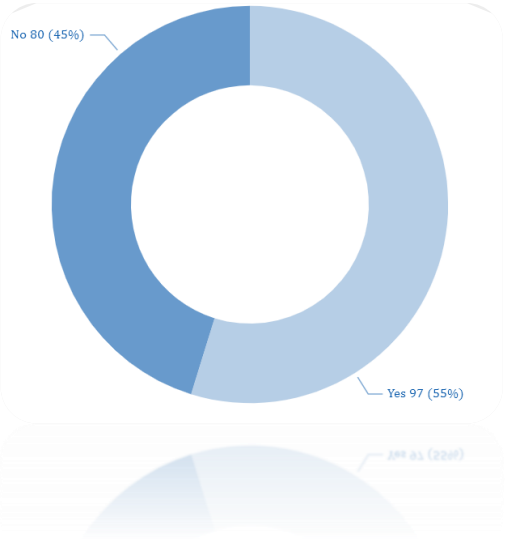
| Answer | Count | Percent |
|---|---|---|
| **Yes** | 115 | 53% |
| **No** | 100 | 47% |




## Should the apprenticeship levy be reformed?

“Yes” is the most frequent answer in this question with 55%.

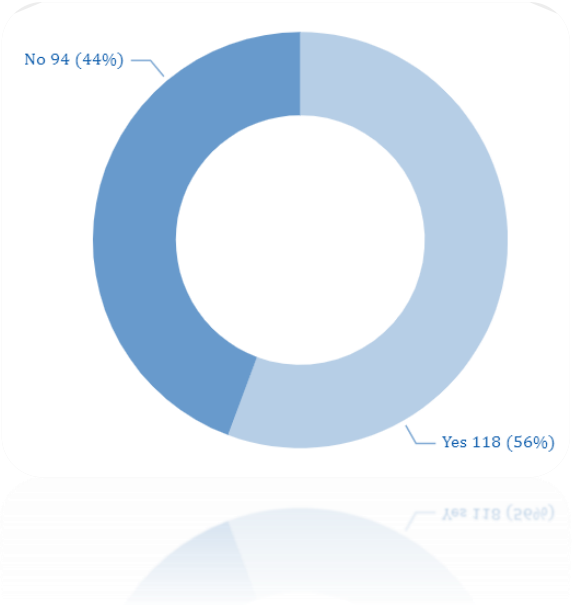
| Answer | Count | Percent |
|---|---|---|
| **Yes** | 97 | 55% |
| **No** | 80 | 45% |



## Does your organisation offer hybrid working?

"Yes" is the most frequent answer in this question with 56%.

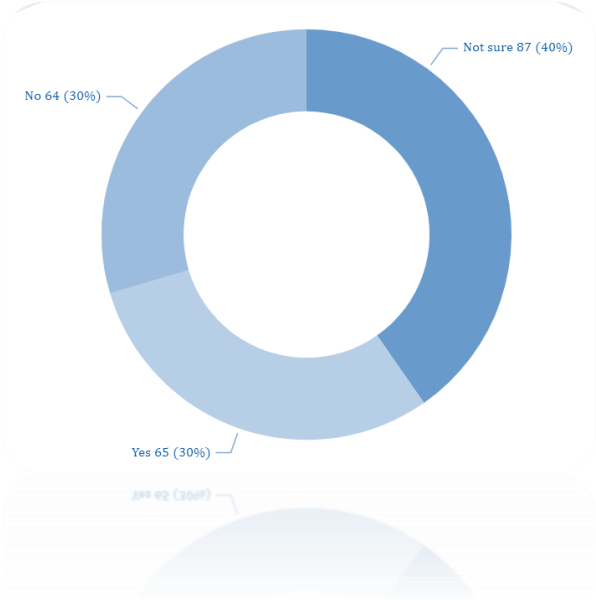
| Answer | Count | Percent |
|---|---|---|
| **Yes** | 118 | 56% |
| **No** | 94 | 44% |




## Looking ahead, will hybrid working be incorporated within your overall terms and conditions of employment?

"Not sure" is the most frequent answer in this question with 40%.

| Answer | Count | Percent |
|---|---|---|
| **Not sure** | 87 | 40% |
| **Yes** | 65 | 30% |
| **No** | 64 | 30% |



## Training Commentary

Generally, 90% of employers provide employees with upskilling or reskilling training mostly for all employees.

As can be seen in following table, the more expectation employers have in level of experience for recruiting, the less employers provide employees with upskilling or reskilling training.

| | Provided with upskilling or reskilling training | | | | |
|---|---|---|---|---|---|
| **Level of Experience** | **Both** | **No** | **Reskilling** | **Upskilling** | **Percent of providing training** |
| **Not experienced** | 21 | 4 | 1 | 14 | **90%** |
| **Partially experienced** | 71 | 13 | 3 | 59 | **91%** |
| **Fully experienced** | 18 | 5 | 3 | 16 | **88%** |

Also (and logically), the more employers see value in training, the more they tend to provide upskilling or reskilling training.

| | Provided with upskilling or reskilling training | | | | |
|---|---|---|---|---|---|
| **The importance of upskilling or reskilling** | **Both** | **No** | **Reskilling** | **Upskilling** | **Percent of providing training** |
| **Extremely important** | 63 | 6 | 1 | 40 | 95% |
| **Very important** | 43 | 10 | 5 | 36 | 89% |
| **Somewhat important** | 10 | 6 | 1 | 15 | 81% |
| **Not so important** | 1 | 3 | | 2 | 50% |

- It is believed by 45% that source or access reskilling and upskilling training is neither easy nor difficult. On the other hand, 22% of employers think that reskilling and upskilling training is difficult to provide, although 90% of them provide employees with such training to some degree. Investment in training is mostly ad hoc as and when a perceived need arises and such investment is mostly less than £500 per employee.

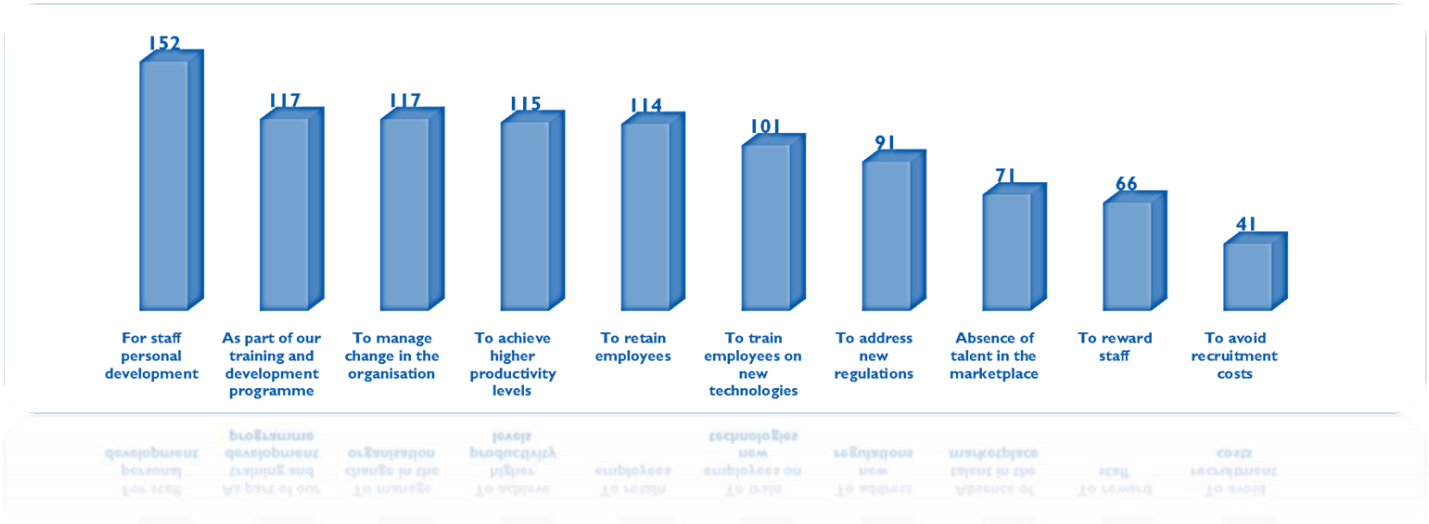
- Most of employees benefit from less than 5 days' training a year, with a perception that it can be difficult to find the right training resources to fit employers' needs.

- Unfortunately, only 50% of employers report an intention to offer upskilling or reskilling training and the main reason is that they are not sure what skills would be needed.

- Most participants (86%) mentioned that they are not satisfied with levy or they are not sure, and 55% of them think it should be reformed.

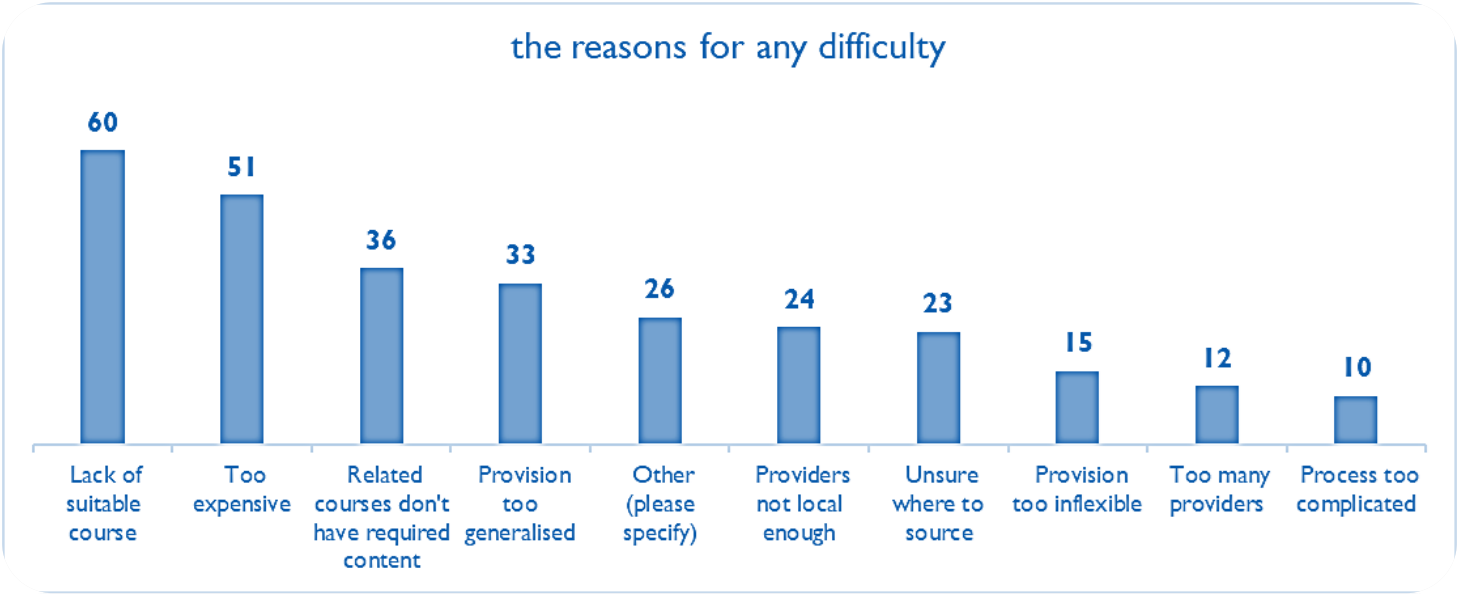
- Moreover, 75% of participants think it is the government's responsibility to lead the drive to invest in reskilling workers.

The drivers for upskilling or reskilling existing workforces are, as follows:




Challenges and difficulties when sourcing upskilling or reskilling programmes are summarized in the respective charts, below:


challenges when sourcing upskilling/reskilling programme
113
76
63
42
33
19
15
2
Finding the right training resources to fit my needs
Lack of time
None of the above
Quality of provision
Development too expensive
Resistance from employees
Market provision too confusing
Resistance from upper management

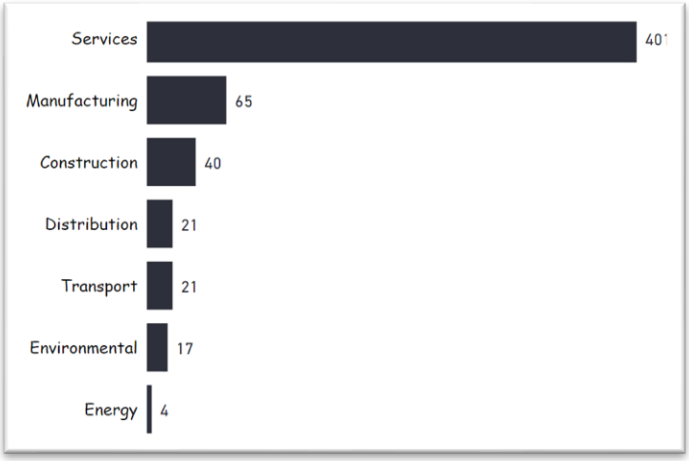

the reasons for any difficulty
60
51
36
33
26
24
23
15
12
10
Lack of suitable course
Too expensive
Related courses don't have required content
Provision too generalised
Other (please specify)
Providers not local enough
Unsure where to source
Provision too inflexible
Too many providers
Process too complicated

## 8.3 Employee upskilling/reskilling survey

### In what sector do you work?

The most frequent sector within participants is “Services” with 70% out of 569 participants.

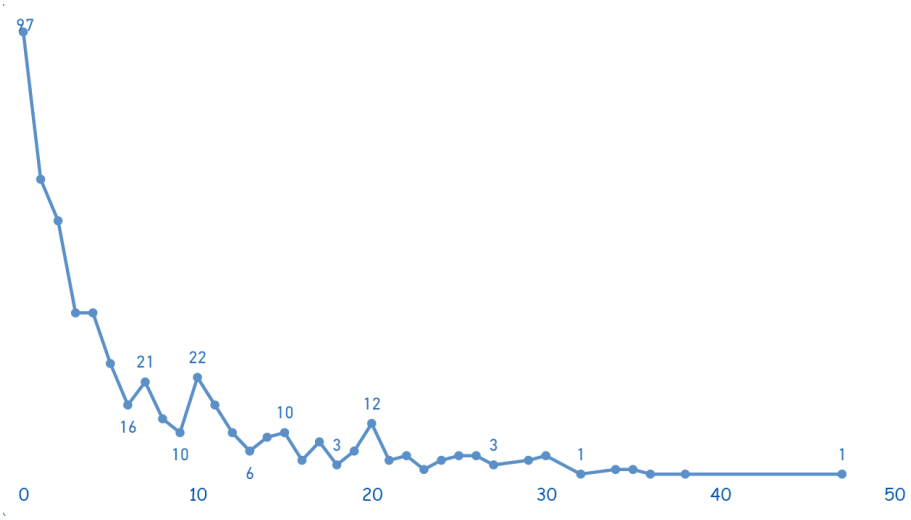
| Sector | Count | Percent |
|---|---|---|
| Services | 401 | 70% |
| Manufacturing | 65 | 11% |
| Construction | 40 | 7% |
| Distribution | 21 | 4% |
| Transport | 21 | 4% |
| Environmental | 17 | 3% |
| Energy | 4 | 1% |




### How long have you been with your current employer?

Most of participants (97) have just started their career and they are in the first year of working but the average of work experience through the sample data is almost 7 years and 4 months.

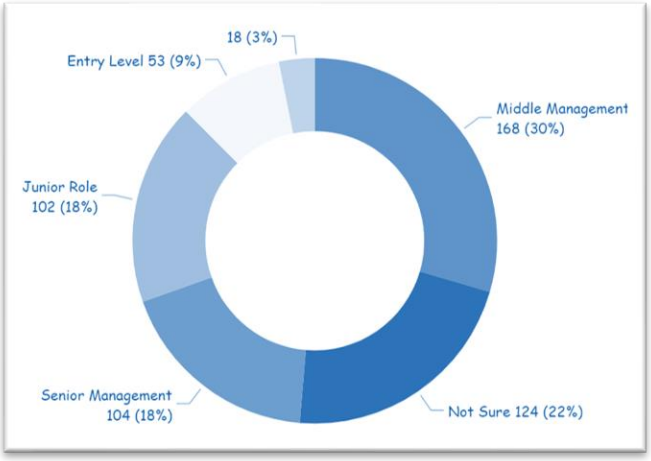
The median of work experience was almost 4 which means half of participants have been working less than 4 years and the other half have been working more than 4 years.



## What is your position with the organisation?

The most frequent position within participants is “Middle Management” with 30% out of 551 participants who answered this question.

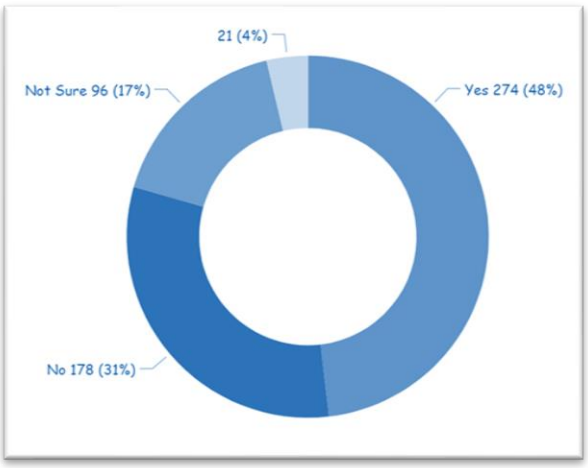
| Position | Count | Percent |
|---|---|---|
| Middle Management | 168 | 30% |
| Not Sure | 124 | 23% |
| Senior Management | 104 | 19% |
| Junior Role | 102 | 19% |
| Entry Level | 53 | 10% |




## Is there any extra training or qualification that would help you progress in your career?

The most frequent answer is “Yes” with 50% out of 548 participants who answered this question. Thus, 50% of employees are provided extra training or qualifications that helped them with their career.

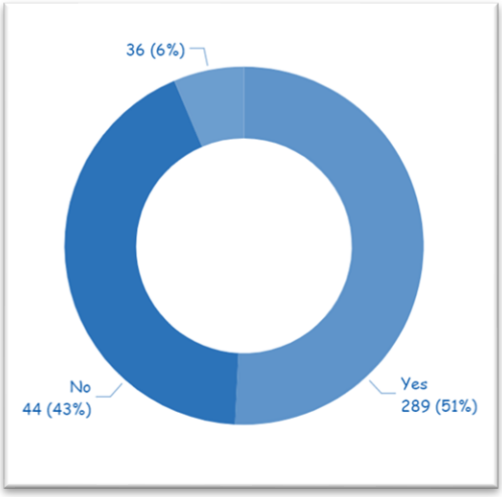
| Answer | Count | Percent |
|---|---|---|
| Yes | 274 | 50% |
| No | 178 | 32% |
| Not Sure | 96 | 18% |



## Have you received any in-work training to help you progress?

The most frequent answer is “Yes” with 54% out of 533 participants who answered this question. Thus, 50% of employees are provided in-work training that helps their progress.

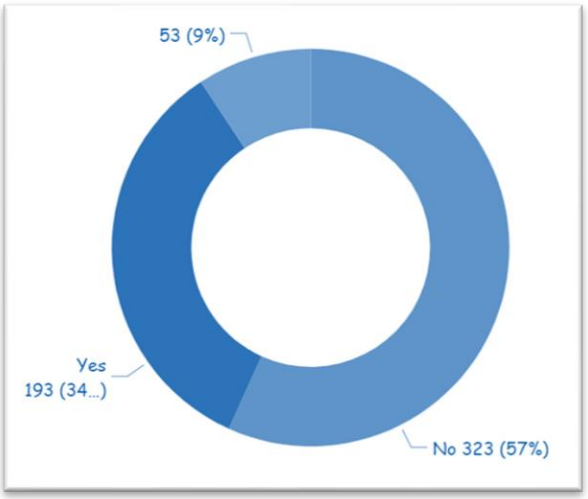
| Answer | Count | Percent |
|---|---|---|
| Yes | 289 | 54% |
| No | 244 | 46% |




## Is there anything preventing you getting the skills you need to get progress?

The most frequent answer is “No” with 63% out of 548 participants who answered this question. Thus, 63% of employees believe that there are no skills shortfalls preventing their progress.

| Answer | Count | Percent |
|---|---|---|
| No | 323 | 63% |
| Yes | 193 | 37% |



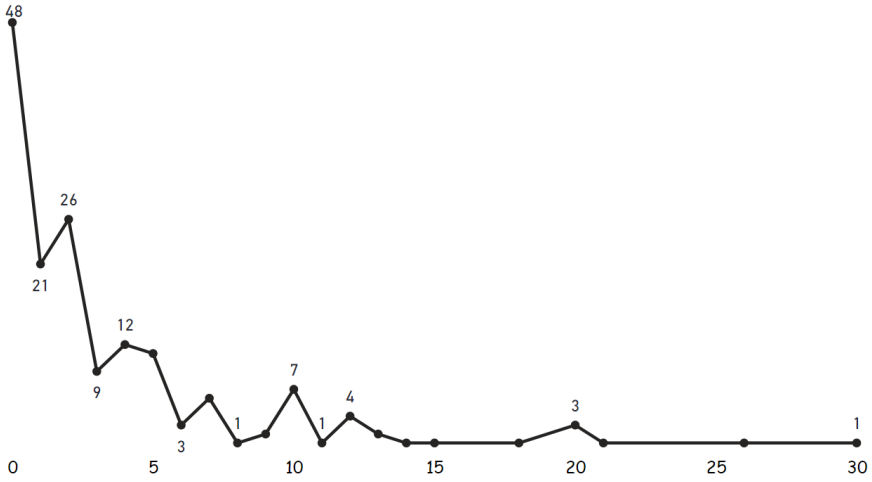
## 8.4 Unemployed skilling/reskilling survey

The target group for this survey is people without work, for which the sample size was 201.

### How long have you been unemployed?

Most participants could not find a job in less than 1 year although the average length of unemployment is almost 4 years which is considerable.

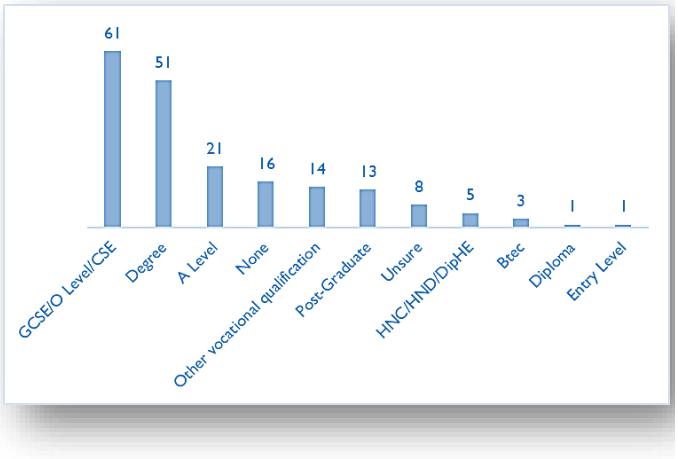
Moreover, the median of this data is 2 which means half of participants have been looking for a job less than 2 years and the other half have been looking for a job more than 2 years.



## To what level are you educated?

Most of unemployed respondents' education level is "GCSE/O Level/CSE" followed by "Degree" with 31% and 26%, respectively.

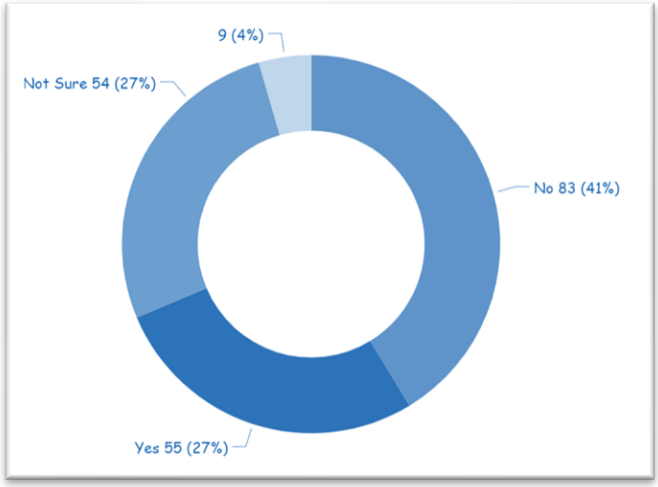
| Education Level | Count | Percent |
|---|---|---|
| **GCSE/O Level/CSE** | 61 | 31% |
| **Degree** | 51 | 26% |
| **A Level** | 21 | 11% |
| **None** | 16 | 8% |
| **Other vocational qualification** | 14 | 7% |
| **Post-Graduate** | 13 | 7% |
| **Unsure** | 8 | 4% |
| **HNC/HND/Dip HE** | 5 | 3% |
| **Btec** | 3 | 2% |
| **Diploma** | 1 | 1% |
| **Entry Level** | 1 | 1% |




## Is there any extra training or qualification that would help you into work?

The most frequent answer is "No" with 43% out of 192 participants who answered this question. Thus, 43% of people who looking for a job believe any extra training or qualification would not help them into work.

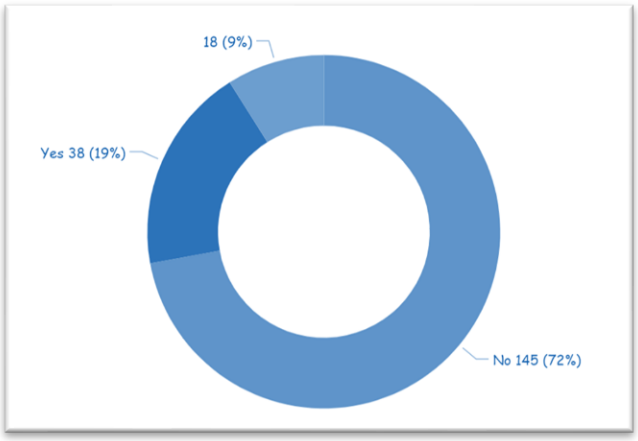
| Answer | Count | Percent |
|---|---|---|
| **No** | 83 | 43% |
| **Yes** | 55 | 29% |
| **Not Sure** | 54 | 28% |



## Have you received any training to help get you in to work?

The most frequent answer is “No” with 79% out of 183 participants who answered this question. Thus, 79% of people who looking for a job did not receive any training programme which can help them into work.

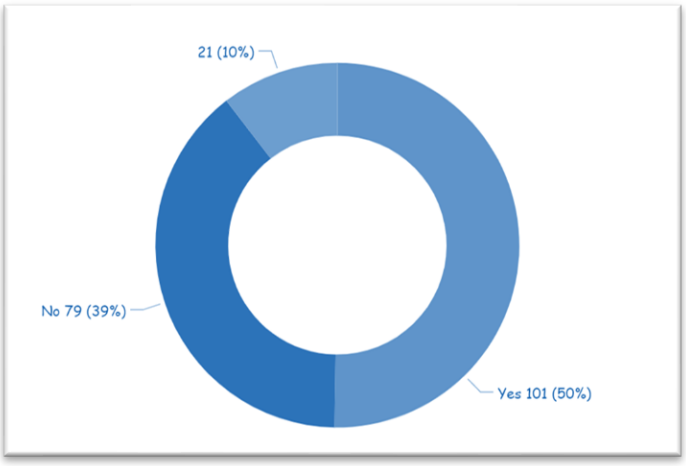
| Answer | Count | Percent |
|---|---|---|
| **No** | 145 | 79% |
| **Yes** | 38 | 21% |




## Is there anything preventing you getting the skills you need to get work?

The most frequent answer is “Yes” with 56% out of 180 participants who answered this question. Thus, 56% of people who looking for a job believe there are preventing getting skills as mentioned below.

| Answer | Count | Percent |
|---|---|---|
| **Yes** | 101 | 56% |
| **No** | 79 | 44% |



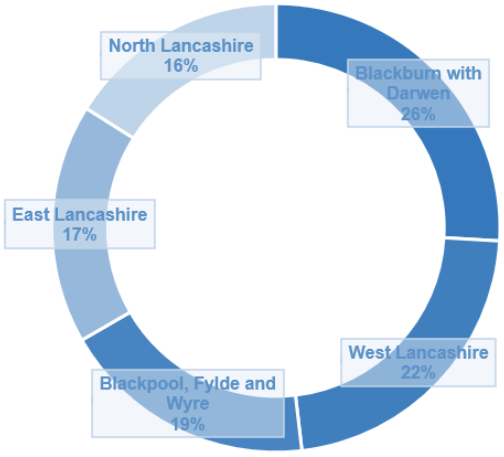
## Employed/Unemployed summary commentary

- 11% of employed are not sure about their position and this is questionable.
- 52% of employed have been passed extra training programmes, and 54% claimed that they had been received in-working training. It should be considered that most of participants are experiencing their first year of working.
- Most of unemployed believe that there is preventing getting skills although 43% thinks extra training would not help them. It is crucial to know that almost 80% of unemployed have not attended any training programmes.
- Average of length of unemployment is almost 4 years which is considerable since the education level of most of them is “GCSE/O Level/CSE”.

## 8.5 LSIP Roadshow Polling Results

LSIP Roadshow Polling has questions which have been asked of delegates in small groups to which they formulated responses as either a potential solution to a problem or a position statement. Groups are in different districts as below:

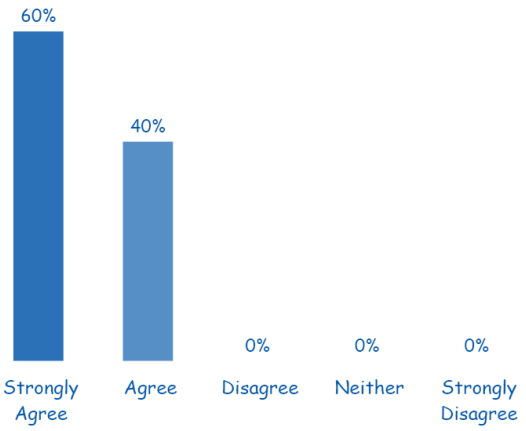
| District | Count |
|---|---|
| **Blackburn with Darwen** | 21 |
| **West Lancashire** | 18 |
| **Blackpool, Fylde and Wyre** | 15 |
| **East Lancashire** | 14 |
| **North Lancashire** | 13 |




### Rather than prioritise either academic or vocational learning in the education and skills system, a hybrid model should be pursued based on employer need?

Most participants strongly agree with this statement. No one has chosen a disagree option. Thus, hybrid models are perceived as a more efficient solution for employers instead of providing academic or vocational learning. As far as most employees have not any future training plan for employees, designing a hybrid model can be considered as a more efficient future plan.

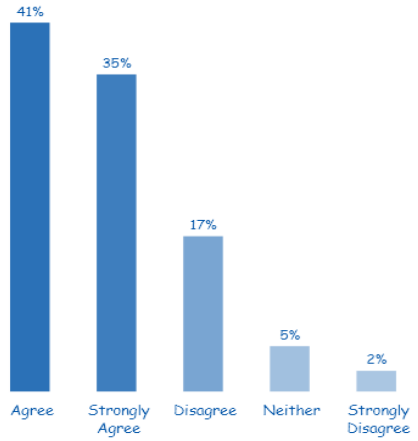
| Answer | Percent |
|---|---|
| **Strongly Agree** | 60% |
| **Agree** | 40% |
| **Disagree** | 0% |
| **Strongly Disagree** | 0% |
| **Neither** | 0% |



## Releasing young people for lengthy stints at college when completing apprenticeships/studying is difficult for employers and could be eased with more night school courses?

Most participants agree with this statement and it is believed that night school courses would be easier for employers rather than providing lengthy daytime stints at colleges.

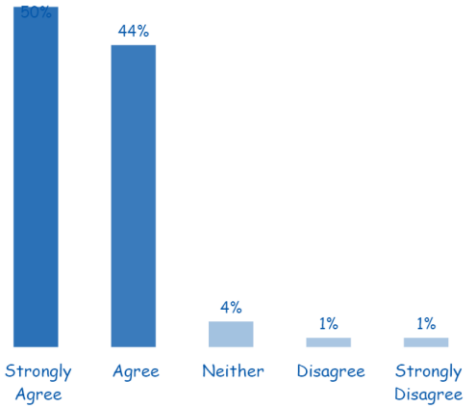
| Answer | Percent |
|---|---|
| **Strongly Agree** | 35% |
| **Agree** | 41% |
| **Disagree** | 17% |
| **Strongly Disagree** | 5% |
| **Neither** | 2% |




## Training costs can be prohibitive to smaller businesses. The Apprenticeship Levy should be more flexible, allowing a wider range of training to be funded?

Most participants strongly agree with this statement and believe that the Apprenticeship Levy should be more flexible and less costly, especially for smaller businesses.

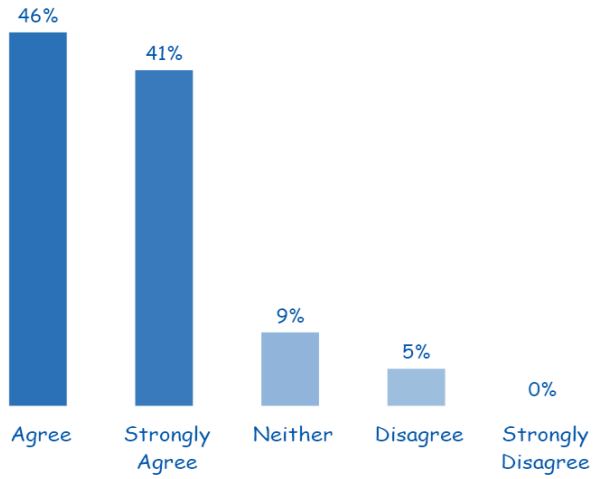
| Answer | Percent | |
|---|---|---|
| **Strongly Agree** | 50% | |
| **Agree** | 44% | |
| **Disagree** | 1% | |
| **Strongly Disagree** | 1% | |
| **Neither** | 4% | |



## Micro businesses find it hard to release people for training because of the 'opportunity costs'. It could be overcome by teaching business owners to deliver in-house training

Most participants agree with this statement and it is believed that 'opportunity costs' can be replaced by in-house training. Also, online or distance learning can decrease training programmes hardships for businesses.

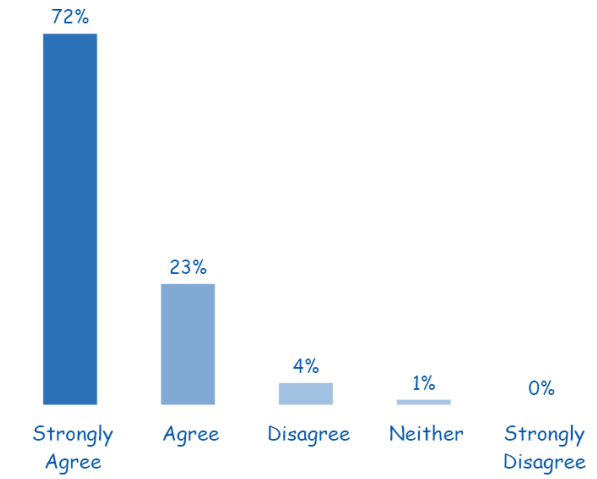
| Answer | Percent |
|---|---|
| **Strongly Agree** | 41% |
| **Agree** | 46% |
| **Disagree** | 5% |
| **Strongly Disagree** | 0% |
| **Neither** | 9% |




## The skills need of employers aren't always met by the education system. Better direct communication between employers and schools is needed to improve this.

Most participants strongly agree with this statement and believe there is some level of disconnect between education and employers, including as to communication of respective needs/offers.

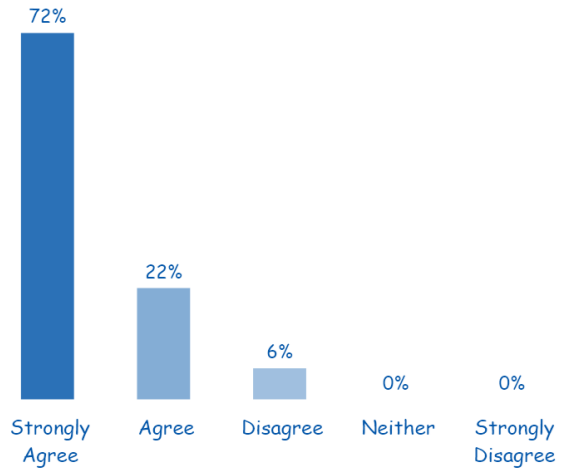
| Answer | Percent |
|---|---|
| **Strongly Agree** | 72% |
| **Agree** | 23% |
| **Disagree** | 4% |
| **Strongly Disagree** | 0% |
| **Neither** | 1% |



## Students leaving full time education don't always understand workplace expectations. This could be overcome with mandatory and meaningful work experience.

Most participants strongly agree with this statement and it is believed that Students leaving full time education don't always understand workplace expectations. To remedy this situation, it is recommended that providing mandatory and meaningful work experience can increase their perception.

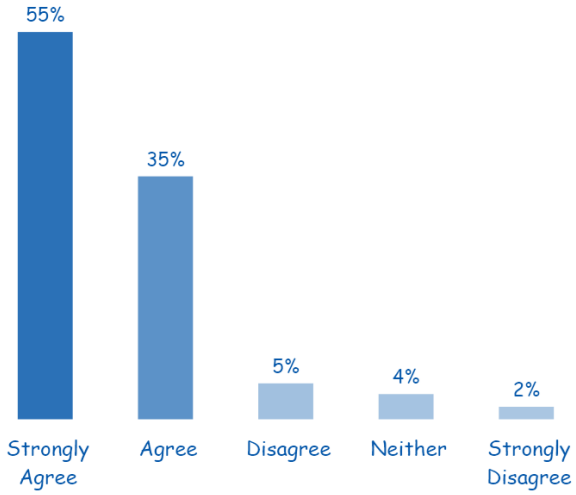
| Answer | Percent |
|---|---|
| **Strongly Agree** | 72% |
| **Agree** | 22% |
| **Disagree** | 6% |
| **Strongly Disagree** | 0% |
| **Neither** | 0% |




## Whilst qualifications are still valuable for younger people/new to an industry, more experienced employees can be put off by qualifications so alternatives are needed

Most participants strongly agree with this statement and it is believed that qualifications should be considered not only for younger people but also for experienced employees.

| Answer | Percent |
|---|---|
| **Strongly Agree** | 55% |
| **Agree** | 35% |
| **Disagree** | 5% |
| **Strongly Disagree** | 2% |
| **Neither** | 4% |



## 8.6 Lancashire LSIP Roundtable Comments

Roundtable sessions produced as one would expect, a lot of subjective commentary often referring to participants' particular circumstances and given its necessarily subjective nature, it is not possible to carry out analysis as such, nor to reach firm conclusions. However, some trends were apparent.

### How do businesses in your sector look ahead and keep abreast of so-called mega trends? (Horizon scanning)

- Try to keep ahead of these trends
- ESG strategy
- Recycling Lives and supporting their own supply chain with upcoming mega trends
- cultural approach to horizon scanning
- See themselves as a trailblazing business
- Work collaboratively as a team
- Taking skills shortages
- promoting their approach with other businesses
- discuss their issues
- highlighted a skills/employee merry go round
- discuss upcoming trends
- Chamber, Boost and FSB for horizon scanning
- run training needs analysis about their client's business
- Skills provider
- Focus on bespoke training and succession planning
- Net zero - offer IEMA qual
- understanding of skills gaps
- Aging work force
- Clearly there are skills gaps nationally
- Clear and concise language
- Simplifying relationships and having conversations with employers
- SMEs who need the support
- looking at elements of environmental
- States that they are reactive and not proactive
- focused on how to survive in the near future
- Finding all the information locally for people to access
- Research approach for mega trends
- Big digitalisation barrier in Blackpool
- big SME strategy for horizon scanning
- centralisation for confusing trends
- Lancashire youth platform - good data being created

## How would you typically prepare for mega trends? How to learn from them?

- Culture created in the business
- Leadership group analyses and assesses the trend
- End up spending a lot of money on supply chain
- Sustainable procurement
- Skills trends
- Chamber of Commerce
- Council
- Local colleges relationships
- Enterprise advisor initiative
- Engagement with employers
- Starts at the strategic and curriculum planning stage - data driven.
- Starts at the strategic and curriculum planning stage - data driven.
- Signing up to every newsletter and business advice website
- Research online
- Keeping an eye on everything ticking over
- Lots of differences in counties
- Lancashire dashboard can reflect these identified trends

## Who should be responsible for assisting businesses with support in your sector?

- Lisa at Lancashire and the Chamber
- National skills programmes
- Skills and experience outweigh college qualifications in academic subjects
- ILM programmes
- Opportunity for businesses to develop their own plans in their region
- More focus on work experience rather than on training
- Nice to have support from devolved areas but with national funding
- Important that there is a national approach to regional support
- Bureaucracy is a large hurdle for businesses
- A balanced approach, centralized
- Too confusing and convoluted
- National guidance
- Serious LMI and access to employers
- Wider goal posts and not just skills. Needs a more holistic approach.
- Plain simple language

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## 8.7 LSIP Data Comparison v Lancashire Local Skills Report (incorporated into the Lancashire Skills and Employment Strategic Framework)

Headline findings from data in the "Lancashire Skills Report Standardised Data Pack-Annex A-Feb 2022" have been compared (insofar as data type allows) against the findings from data analysed for the LSIP.

### Local Skills Report

- It is predicted that due to automation, some skills will be grown.
- Moreover, it was forecasted to have growth in healthcare and services.
- Percent of AGR in food was 2.2% in February 2022.
- Percent of AGR in IT Services was 1.9% in February 2022.
- On the other hand, percent of AGR in Metals and Metal Products was -1.8%.
- Transport equipment is reported to have -2000 nominal growth in employment.
- Manufacturing and Repair is predicted to have -800 nominal growth in employment.
- Some occupations are reported to have the fastest growing employment. Health and social care associate professionals have the maximum AGR with 2.6%.
- On the other hand, Textiles, printing, and other skilled trades is in one of the slowest growing employments with -0.8% AGR.
- In addition, Sales occupations is reported to has one of the slowest growing employments with -5200 nominal growth in employment.

LSIP report analysis supports the above statements are as follows:

- Some skills such as programming, IT and network security, AI and robotics, etc. are required now and in the future.

- Skills such as “Urgent Care” and “Patient Preparation” are required now and it is predicted to increase in the future. Also, due to Covid-19 this sector has been developed.

- Skills such as “Food Science” and “Machine Operating” and “Quality Control” are required in this sector.

- Skills such as “Programming”, “Software Design” and “Application (app.) Creation” are demanded now and they are predicted to require in the future as well.

- “CAD/CAM/CNC programming” is predicted to decrease in the future as well as textiles with -1.7%. In this sub-sector “Machine Operating” is predicted to decrease in the future.

- Skills such as “International regulations”, “Warehouse management systems”, “demand management and forecasting” and “Dispatching” are predicted to decrease in demand over time.

- “CAD/CAM/CNC programming”, “Quality Control”, “Programming/Manufacturing specific machines & devices” and “Technical equipment/operational skills” are predicted to decrease in demand over time.

- “Social Media”, “Patient Preparation”, “Administering Injections”, “CPR” and “Physical Therapy” are the most increased demanded skills.

- “Machine Operating” is predicted to decrease in the future by professionals in this sub-sector.

- Skills in this part are analyzed cross sector. Some skills such as “Lead generation / Business Development”, “Sales Management”, “Customer retention”, “Business Contracting” and “Account Management” are impacting sectors now.
  Besides, “Lead generation / Business Development”, “Technical Sales”, “Account Management”, “Customer retention” and “Field Sales” are mentioned to have impact in the future.

## 8.8 LSIP Data Comparison v Employer Skills Survey (ESS) 2019 (for Lancashire)

### ESS headlines:

- In 2019, establishments with any vacancies are 17% in England whereas in Lancashire is 16%. The most vacancies are reported in "Health & Social Work" with 31% followed by "Non-Market Services" with 27% and "Hotels & Restaurants" with 22%. On the other hand, "Construction" has the lowest vacancy rate in sectors with 8% followed by "Information & Communications" with 10%.

- Have a skills shortage vacancy (prompted or unprompted) was 10% in "Manufacturing" and "Health & Social Work" while this number is 6% either in Lancashire or England.

- Number of vacancies as a percent of all employment was 3% either in Lancashire or England. This number was 6% in "Health & Social Work" and 4% in "Primary Sector & Utilities" and "Information & Communications" in 2019. Otherwise, Number of vacancies as a percent of all employment is 1% in "Construction" and "Education".

- Percent of establishments training staff over the last 12 months was 63% in Lancashire whilst it was 61% in England in 2019. The Maximum training rate is 94% in "Education" sector followed by 88% in "Health & Social Work" sector. The minimum training rate was 42% in "Information & Communications" which is considerable.

- Number trained as percent of total staff was 59% in Lancashire which is 1% less in comparison to England. The maximum trained staff was for "Health & Social Work" with 81% followed by "Education" with 78%. Also, "Manufacturing" trained staff was 44% in 2019.

- Percent of establishments training staff over the last 12 months was 63% in Lancashire in 2019 (2% more than England).

- In 2019, percent of training establishments providing online training or e-learning in the last 12 months was 51% in Lancashire while it 5% less than England.

- Percent of trained staff was 59% in Lancashire whereas it was 60% in England in 2019. Health & Social Work had the maximum percent of trained staff in 2019 with 81%

- Training days per trainee was 6.4 in Lancashire whereas it was 5.8 in England. Hotels & Restaurants had the maximum training days per trainee in 2019 with 8.7 days followed by Wholesale & Retail with 7.8 days. In contrast, Transport & Storage and Education had the minimum training days per trainee with 3.7 and 3.7 days, respectively.

LSIP report analysis supports the above statements are as follows:

- In LSIP report analysis, there are some skills which can reduce establishments with any vacancies. For instance, in "Health & Social Work" sector with the highest vacancy rate, "Social Media", "Patient Preparation", "Administering Injections", "CPR" and "Physical Therapy" are the most increased demanded skills. Thus, providing these skills leads to prevent these shortages.

  Nevertheless, in sectors with the lowest vacancy rate such as "Construction" it is recommended to focus on increased demands instead of decreased ones such as "Joinery", "Bricklaying" and "Carpentry". "Building site supervision"," Plumbing "Roofing"," Estimating" and "Scaffolding" as top 5 skills with increased demands in Construction.

- Skills like "Machine operating"," Fabricating", "Product designing"," Product Engineering" and "Servicing Machinery" as top 5 skills with increased demands in manufacturing which can decrease this skills shortage vacancy.

- Moreover, Skills such as "Urgent Care" and "Patient Preparation" are demanded now and it is predicted to increase in the future in healthcare sub-sector.

- Providing skills such as "Programming" and "Software Design" can Number of vacancies as a percent of all employment in sectors related to software and Computational.

- "Building site supervision"," Plumbing "Roofing"," Estimating" and "Scaffolding" as top 5 skills with increased demands in Construction which can help this sector to make this index 0.

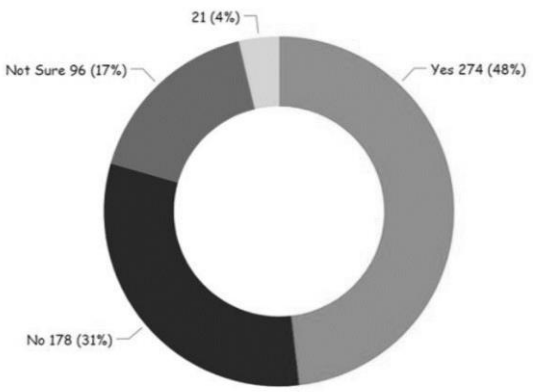
- Training schemes such as providing "Programming", "Software Design", "Application (app.) Creation", "SQL/Linux Scripting" and "System/Data Migration" are recommended due to the fact that they are increased demands in this sector.

- Trained staff can be increased by providing educational programmes such as “Machine operating”,” Fabricating”, “Product designing”,” Product Engineering” and “Servicing Machinery” as top 5 skills with increased demands in 2022.

- In 2022, only 10% of employers mentioned that they did not provide any upskilling and reskilling training programs for all of their employees. This is important to consider that only 50% of employers are going to offer upskilling or reskilling training and the main reason is they are not sure what skills would need to be train, although they believe employee’s feeling is mostly positive (85%)

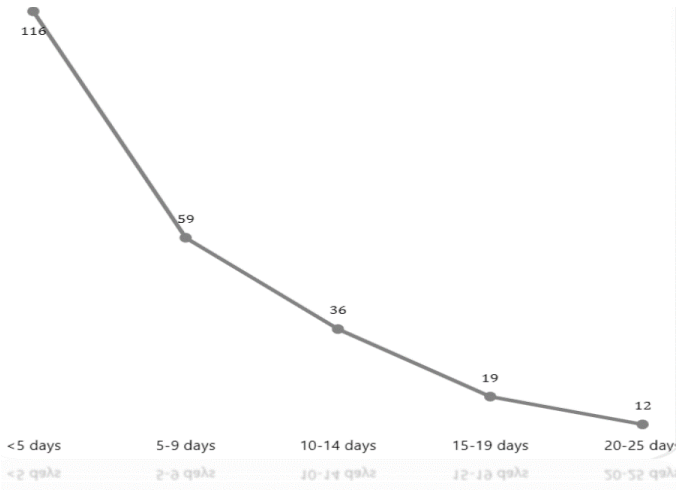
- In 2022 more people mentioned distance learning as a method to provide educational programs. Turning to details, 23% of employers have mentioned that online sources are the main educational source in their businesses.

- 54% of employed people mentioned that they received in-work training and 50% mentioned that they have attended at least one extra training or qualifications that helped them with their carrier.
  On the other hand, 43% of unemployed believe any extra training or qualification would not help them into work. This is considerable that 79% of unemployed have not received any extra training programme which can help them into work as the chart below:




  In services only 50% have received in-work training. Manufacturing had the minimum percent of trained staff in 2019 with 44%. In support of this statement, 52% of employed mentioned that they did not receive any in-work training which help their progress.

- In 2022, 48% of employers noted that they provided training for less than 5 days over 12 months. 24% provided 5-9 days followed by 15% for 10-14 days. The maximum days is between 20-25 days with 5% followed by 15-19 days with 8% as the following chart:


116
59
36
19
12
<5 days
5-9 days
10-14 days
15-19 days
20-25 day

## 8.9 LSIP Data Comparison v "STRIKING A BALANCE" (December 2021)

The "STRIKING A BALANCE- December 2021" report discussed the following aspect:

- "Over recent decades, investment and policy focus has centred on the expansion of Higher Education, while Further Education and vocational training have not received the same degree of attention"

- The latest Employer Skills Survey shows a fall in the amount of time employees in England, Wales and Northern Ireland spend in training - from 4.2 to 3.6 training days per employee between 2015 and 2019 and expenditure on training per employee fell by an average of £200 per employee.

- "The current Government has allocated additional £2.5 billion for the National Skills Fund over the course of this current parliament, the reality remains that spending on adult education in 2024-25 will be one third lower than 2009-2010 levels."

- The overarching frame of the programme is supporting Lancashire's businesses to respond to the net zero challenge, through a set of discrete projects across a range of areas such as supporting the growth of renewable energy sources and the development of low carbon manufacturing skills.

- In conclusion, Increased employer engagement in the skills system can help to support better outcomes for learners and ensure that key skills gaps are addressed.

**LSIP report analysis** supports the above statements as follows:

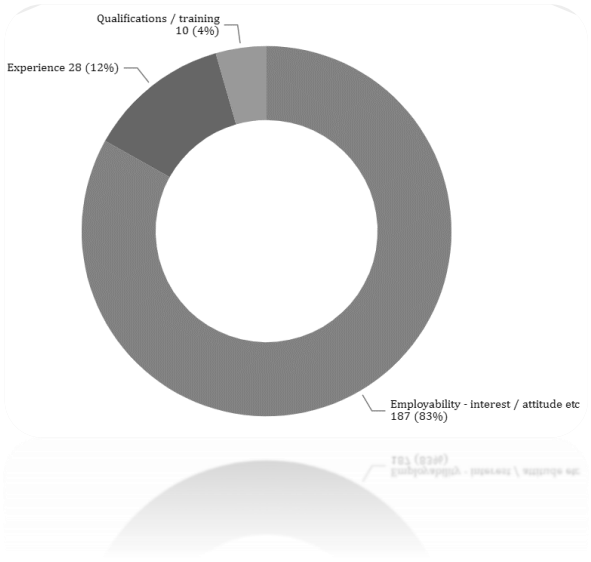
- In 2022, employers had been asked about the minimum qualification for recruiting and the result was as table below:

| Answer | Count | Percent |
|---|---|---|
| None of the above | 86 | 40% |
| GCSE - grades C and above (or equivalent) | 72 | 33% |
| NVQ Level 3 or above | 21 | 10% |
| A Level | 18 | 8% |
| Graduate | 16 | 7% |
| Post-graduate | 3 | 1% |

It can be seen that the degree is not the most important factor for employers although work experience is more important as it can be seen in following table:

| Answer | Count | Percent |
|---|---|---|
| Partially experienced | 146 | 64% |
| Fully experienced | 42 | 18% |
| Not experienced | 40 | 18% |

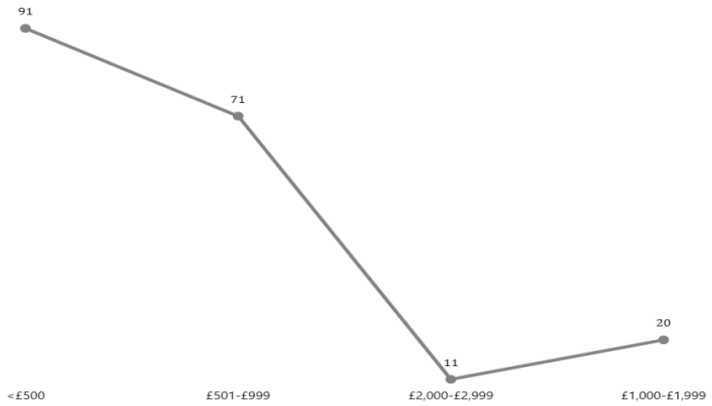
And the most important attribute for recruiting is" Employability - interest / attitude etc" with 83% followed by "Experience" and "Qualifications / training" with 12% and 4%, respectively as chart below:




From another question, it is believed that qualifications should be considered not only for younger people but also for experienced employees. Thus, providing training programme can increase their efficiency and satisfaction as it mentioned by employers.

- In 2022, 48% of employers noted that they provided training for less than 5 days over 12 months. 24% provided 5-9 days followed by 15% for 10-14 days. The maximum days is between 20-25 days with 5% followed by 15-19 days with 8%.

  Furthermore, expenditure on training per employee fell by an average of less than £500 per employee by 47% of employers. The other answers are as below:




- 75% of employers cited that the government should lead the drive to invest in reskilling workers.

- In skills survey, "Understanding Net Zero v Carbon Neutrality" is the main shortage with 14% over 969 participants following by "Waste Management/Minimisation" and "Energy Efficiency & Energy Management".

  It is predicted that "Carbon offsetting" is the main shortage that will impact in the future with 21%, followed by "Energy Efficiency & Energy Management".
  In the table below all the skills related to Net Zero which will impact the future can be seen:

| Cross-sector skill | Count | Percent |
|---|---|---|
| Carbon offsetting | 200 | 21% |
| Energy Efficiency & Energy Management | 173 | 18% |
| Measuring carbon emissions | 152 | 16% |
| Understanding Net Zero v Carbon Neutrality | 151 | 16% |
| Decarbonisation | 150 | 16% |
| Regulatory compliance/Duty of care | 150 | 16% |
| Waste Management/Minimisation | 146 | 16% |
| Innovation (develop low carbon products or services) | 135 | 15% |
| Environmental Management Systems | 130 | 14% |
| Supply chain management and collaboration | 112 | 12% |
| Resource Efficiency | 107 | 12% |
| Product design and remanufacturing (circular economy) | 92 | 10% |
| Other | 28 | 4% |

- In LSIP final report and recommendations, there are long-term and short-term skills needs identified that in many respects echo the findings of the *Striking a Balance* report.

# 9. What needs to change and why?

## 9.1 **Proposed Changes to Local Provision**

### 9.1.1 **Statutory function for the LSIP**

Now:

- All training and funding bids are carried out independently by different providers and organisations, leading to a disparate state of different projects which don't necessarily meet the skills needs of employers or duplicate existing projects.

Proposed:

- The future LSIP should have a statutory function that requires all bids to be conducted in association with the LSIP to ensure that there is a need for it and to provide supportive evidence for the project
- All such projects should also be included as part of a central resource so that there is a clearer picture of everything available in the county
- The LSIP will also be able to work with providers to make sure recommendations are implemented and to monitor the outcomes

Benefit:

- Ensures the work of the LSIP and other skills information is utilised effectively
- Time and money being invested in Lancashire would be efficiently directed into areas requiring genuine support
- Recommendations and the needs of employers would be acted upon

### 9.1.2 **The LSIP to be a central skills resource**

Now:

- Employers complained about the difficulty in finding the right courses to meet the skills requirements of the business. It can be difficult to find through online searches and find the right training, know the provider is reputable and ensure value for investment.
- Contacting colleges and private providers can result in them selling what they have rather than advising the best option for the employer and learner. By being placed

on a 'best-fit' course this can result in a learner undertaking a qualification that is longer than necessary with a lot of content potentially irrelevant to their needs.

- In some instances employers have been completely put off finding external training as a result of not being able to find the right training or having someone go through the wrong training.

Proposed:

- Employers have made consistent requests for 'one-stop shop' for skills. This would be an organisation, independent of the providers who can offer impartial information about the training available to meet the employer and learner needs
- Create a directory for available skills to help those who prefer to search online
- The information gathered from this central resource could then feed into LSIP, providing up-to-date information about the skills being requested by employers
- Direct employers to any relevant support or organisations that can assist them with their needs

Benefit:

- This would ease the ways employers can access the skills system with an organisation who speak their language and they know are working for their benefit
- With a greater focus on the skills needs rather than fitting them into available courses this would have the impact of more effective training with less wasted time in unsuitable training
- As soon as a gap in provision is identified the LSIP would be able to conduct extra research and act upon any immediate needs
- Make the whole skills landscape clearer and easier to navigate

9.1.3 **Course delivery too long and generic**

Now:

- Employers complain that courses are too long and generic, lacking the flexibility to meet their specific needs
- Due to course delivery they frequently have to place employees on the 'best-fit' course rather than something that meets their needs

- To access certain elements of skills training they need these 'best-fit' courses will often feature a lot of content that is irrelevant to them and miss out elements that are essential to them
- Employee reluctance considered a barrier to training and prolonged training where they don't see the relevance is one cause of this
- Providers agree that in their attempts to meet employer needs they are limited in what they can offer and have to resort to these 'best-fit' courses

Proposed:

- Introduce a modular structure to course delivery with modules to be very clearly defined and skill-focused
- More modules to sit under broader, umbrella qualifications/apprenticeships
- Option of taking a number of modules to gain the full qualification
- Also, option of taking modules as standalone, recognised short courses with providers able to draw down funding for these
- Recognition of module completion to be kept open to count towards qualification at a later date should that be deemed appropriate for the employee

Benefit:

- Far more tailored approach to skills training to meet individual employer and trainee needs
- Ability to structure training to match the in-work development of an individual learner's job role
- Flexibility to work more slowly towards a qualification, only picking up extra modules as required while reducing the pressure to continuously release employees from the workplace
- Greater employee buy-in due to time away from the job being more relevant and efficient

9.1.4 **Trainers out of touch with industry**

Now:

- Those delivering training are not as up-to-speed with industry (new-tech, working practices)
- Providers agree

Proposed:

- Implementation of a system or programme to engage employers to provide placements for trainers

Benefit:

- More aware trainers
- Better results
- Increased employer confidence

9.1.5 **Provider flexibility and reactivity**

Now:

- Limited ability to react to emerging / urgent needs
- Funding & time issues around swift provision of training
- Have to apply to any open pots of money to be able to run anything outside normal curriculum

Proposed:

- Give providers a fund that can be drawn from to deliver *ad hoc*, reactive training to deliver on urgent and emerging needs
- A genuine need will have to be demonstrated to be able to draw down on the funding, working the LSIP and their evidence base or sharing new information to the LSIP to gain acceptance

Benefit:

- Make skills provision much more responsive to urgent and emerging needs
- Aids the development of future skills training and trialling what may become regular, formal courses
- Ensures that all *ad hoc* training is to fulfil a local need

9.1.6 **Attract more young people to priority industries**

Now:

- There is a problem attracting enough young people into perceived 'dirty' industries – manufacturing, construction, health & social care, farming & agriculture, transport & distribution – all important industries for Lancashire
- Not only are there not enough people to take the role needed but there are concerns about the level of aptitude for technical roles that exists in those leaving the education system.

Proposed:

- Focus on those industries struggling to recruit: manufacturing, construction, health & social care, transport & distribution, farming & agriculture
- Work with the careers service to develop way of better educating not only young people, but also parents and teachers, of the opportunities that exist in these industries
- Priorities in schools need to change from academic attainment to a more mixed approach with vocational and technical skills (with strong employment outcomes) being as highly regarded
- Work with employers to understand how they can make their workplaces more attractive to an increased amount of people i.e. facilities for women, improved perception

Benefit:

- Increase the number of employers engaged with schools and the careers service
- Increase the number of pupils willing to consider moving to industries in need of people
- Create a pipeline of future workforce in priority areas to help buffer the problems caused by an aging workforce
- Help redress the balance between academic and technical outcomes

9.1.7 **Promote reskilling to fulfil industry needs**

Now:

- Working with schools to bring more young people into priority sectors is important for the future workforce but does fill existing gaps
- Working people do not necessarily understand where the opportunities to reskill and find a new career exist
- Employers do not engage with those outside of the workforce enough to help those people know what careers are available and what skills are needed

Proposed:

- Use LSIP channels to promote skills needs and opportunities for training through programmes delivered through DWP and Skills Hub and any other providers i.e. Way to Work and Skills Bootcamps
- Reach out to those out of work through organisations such as DWP and the prison service, informing them of skills needed within the workforce and how training can best prepare their people for those needs
- Educate employers about the pool of people these organisations have access to and how they can potentially fill skills gaps with them

Benefit:

- Increase the effective pool of people to fill skills gaps
- Those entering the workforce can be better directed to industries and roles most crucial to the economic development of the county
- Improve the direction of skills provision for the individuals outside the workforce to plug the gaps

9.1.8 **Increased engagement with employers**

Now:

- Engagement with providers and the development of curriculum is varied with some highly engaged, others not at all and everything in between
- Employers feel that the skills system does not necessarily set learners up for entering the workplace

Proposed:

- Set up businesses groups covering different sectors and cross-cutting themes
- Develop common themes and issues
- Provide feedback on existing courses and ideas for new courses
- Provide information on common working practices so that information can be incorporated into training
- Allow training to be carried out on site even for others outside their business to maintain the element of being in the work environment and less classroom based

Benefit:

- Greater buy-in for employers regarding the development of training
- Improve the work-readiness of new entrants to the workplace
- Better information for LSIP and providers
- Reduced employee reticence with less classroom-based learning

#### 9.1.9 **Specialisation of providers**

Now:

- Much of the provision across Lancashire is very similar, however, some providers do deliver in certain areas of specialisation

### 9.2 **Barriers to Improving Access to Skills**

#### 9.2.1 **Needs analysis skills / time lacking in employers**

- Employers frequently don't have systems in place to continuously analyse the skills required in their business
    - Opportunity for training in skills needs analysis for businesses
- Time to carry out needs analysis is also a problem, especially in smaller SMEs
    - Need for external assistance carrying out needs analysis (*existing scheme, UpSkilling Lancashire – currently funded by ESF will run out at end of 2022*)

- Horizon scanning for emerging and future skills is a victim of both issues highlighted above
    - Need for assistance to introduce emerging and future skills to relevant employers and facilitate thoughts on how this will impact their business and skills needs
    - Engagement with partners such as the High Value Manufacturing Catapult and AMRC locally to identify technologies to be highlighted to employers

9.2.2 **Difficulty accessing skills training**

- Language – skills vs courses
- Too much choice or options not clear
- Where to start?

9.2.3 **Cost**

- High costs to find the right training, especially if potential funded courses are only 'best-fit'
- Focused skills training often has to be through commercial, non-funded channels
- Apprenticeship levy too limited: levy payers either can't spend all of it or spend it inefficiently, leaving no spare cash to invest in other training

9.2.4 **Low wage sectors**

- Problem sectors struggle to hire and retain staff due to low wage levels: health & social care, farming & agriculture
- Unsociable hours and lack of progression are also issues affecting recruitment and retention
- Both sectors need more people working in the sector for longer to attain the skills needed health of those industries

9.2.5 **Learner reticence**

- Many employees who found school difficult do not welcome re-entering the classroom

- Older employees also don't want to re-enter the classroom and don't want to be tested on the skills they learn
- This can lead to employees not willing to take part in training

# 10. Roadmap for change delivery

## 10.1 Key actions for local change

10.1.1 Create a central point for employers to the skills system, dealing with:

- Language of skills – act as bridge between employers and providers
- Continuous updating of skills requirements
- Signposting to provision, funding and support programmes

10.1.2 Facilitate more and better industry placements for trainers/lecturers

10.1.3 Provide better links for employers into the school system, working with existing delivery partners, including:

- Focus on those industries struggling to recruit: manufacturing, construction, health & social care, transport & distribution, farming & agriculture
- Work with the careers service to develop way of better educating not only young people, but also parents and teachers, of the opportunities that exist in these industries

10.1.4 Develop a toolkit for employers to conduct skills needs analyses in their workplaces – potential to work with providers to help deliver this

10.1.5 Further increase employer engagement, reaching those not yet dealing with the skills system, including:

- Focus on priority sectors, under-represented sectors in Trailblazer, under-represented locations in Trailblazer
- Engage with more stakeholders with into reach priority sectors and locations
- Continued marketing and awareness building

10.1.6 Set up working groups to make sure that future skills support in the county meets employer needs, including:

- Especially with regard to post-March 2023 and the loss of ESF funded programmes through LSEH
- Inform skills-based project and funding bids across Lancashire

10.1.7 Work with other employer-facing projects to ensure all information coming from businesses feeds into the overall skills picture, including:

- Develop relationship with Institute of Technology
- Continued development of relationship with SDFs

10.1.8 Formalise selected focus groups to provide ongoing engagement with particular sectors and on certain topics

10.1.9 Work with organisations such as Catapult and AMRC to help educate employers about upcoming technologies and working practices, facilitate discussions on impact on businesses and their skills needs

10.1.10 Collaborate with organisations working with people outside the current workforce, including:

- Organisations such as DWP and the Prison Service
- Inform them of skills needed within the workforce and how training can best repair their people for those needs
- Educate employers about the pool of people these organisations have access to and how they can potentially fill skills gaps with them

**10.2 <u>Expected Benefits of Changes</u>**

10.2.1 A central point for employers to the skills system, which will:

- Make accessing the skills system as simple as possible for employers
- Will enable more employers to have the confidence to engage
- Find the best skills training for individual requirements rather than rely on a provider's 'best-fit' option
- Will keep the LSIP data up-to-date with employers' needs and highlight emerging issues at the earliest opportunity
- Inform areas where further depth of understanding is required to enhance skills provision needs

10.2.2 Facilitate more and better industry placements for trainers/lecturers, which will:

- Keep trainers/lecturers up-to-date with current working practices and technologies
- Give employers increased confidence training is being delivered with an understanding of current conditions
- Improve the overall engagement and communication between employers and the skills system

10.2.3 Provide better links for employers into, respectively, the school and FE systems, working with existing delivery, in order to:

- Increase the number of employers engaged with schools, FE colleges and the careers service
- Increase the number of learners willing to consider moving to industries in need of people
- Create a pipeline of future workforce in priority areas to help buffer the problems caused by an aging workforce
- Help redress the balance between academic and technical outcomes

10.2.4 Develop a toolkit for employers to conduct skills needs analyses in their workplaces (potential to work with providers to help deliver this), leading to:

- More employers carrying out effective skills needs analysis as a regular part of running the business
- Provides more accurate skills needs information to inform requirements in the county
- Will encourage a longer-term approach to skills and workforce planning
- Will give another reason for employers to engage with the skills system
- Will provide more opportunities to direct employers to suitable support, some of which will also help with needs analysis
- Better trained employees
- Increased productivity
- Give employers the confidence to invest time and funds in the right training

10.2.5 Further increase employer engagement, reaching those not yet dealing with the skills system, in order to:

- Ensure that all sectors and locations are given input to the skills conversation
- Provide a more thorough understanding of needs across the county
- Better engage with those not already involved to provide more understanding as to the reasons others are not involved and then helping address those issues
- Create a wider reach to inform employers about what is available in terms of provision, funding and support

10.2.6 Set up working groups to make sure that future skills support in the county meets employer needs by:

- Ensuring skills support services match what employers require
- Removing duplication (and confusion) across services
- Ensuring funding is directed to the most effective schemes for Lancashire's needs
- Minimise any skills support gaps caused by the end of ESF funding in March 2023

10.2.7 Work with other employer-facing projects to ensure all information coming from businesses is dynamically appraised and then fed into the overall skills picture, in order to:

- Ensure that all information gathered is utilised by all projects that can use it
- Inform extra research needs
- Better discover emerging needs
- Enable more efficient data gathering and reduce duplication

10.2.8 Formalise selected focus groups to provide ongoing engagement with particular sectors and on certain topics, in order to:

- Ensure that the momentum from the LSIP is carried on with those already engaged
- Provide a forum for others to become regularly involved

- Develop and test potential solutions to emerging issues
- Provide a body able to provide rapid feedback and recommendations for action on changing conditions or policy
- Give employers a clear, formal voice

10.2.9 Work with organisations such as Catapult and AMRC to help educate employers about upcoming technologies and working practices, facilitate discussions on impact on businesses and their skills needs

- Ensure businesses are well informed on changing technologies
- Greater understanding of timeframes of implementation and, therefore, training requirements
- Encourage early adoption of new technologies and the productivity benefits they provide

10.2.10 Collaborate with organisations working with people outside the current workforce, in order to:

- Increase the effective pool of talent to fill skills gaps
- Better direct those entering the workforce towards industries and roles that are important to the economic development of the county
- Improve the direction of skills provision for individuals who are outside the workforce and looking to enhance their employment prospects

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