LOCAL SKILLS
IMPROVEMENT PLAN

West & North
Yorkshire Chamber
of Commerce

York and North Yorkshire
Local Skills
Improvement Plan

PART ONE: LSIP Priorities

Introduction

The York and North Yorkshire LSIP Board has overseen extensive consultation with employers, stakeholders and providers in recent months and have united in support of the following strategic objectives to transform skills provision in the area.

To enable clarity of vision in a complex skills system, we have brigaded our priorities into three distinct areas.

- **Business** – To access a range of provision which is flexible, responsive, reflects employer needs and enables businesses to upskill their staff effectively, be resilient to change and enable succession planning.

- **People** – To enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work.

- **Sectors** – To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.

  - ✓ Digital and technology
  - ✓ Agri-skills
  - ✓ Engineering and Advanced Manufacturing (including Rail)
  - ✓ Construction
  - ✓ Health and Social Care
  - ✓ Visitor Economy

We have also adopted a set of cross-cutting themes which underpin the changes and actions we seek including:

- Low carbon
- Innovation
- Green skills
- Emerging Technology
- Rurality
- Collaboration
- Transferable skills

Strategic context

The DfE Skills and Post-16 Act (2022) put into place a sea change in the way that skills provision is developed and delivered so that employers are now in the driving seat of skills development rather than the passive consumer of existing qualifications. Prior to this legislation, the supply of provision had governed not only what skills provision is available but when and how it is delivered.

However, it must be noted that the LSIP is designed to be the business response to skills needs and is not solely responsible for calibrating the many and varied aspects of how education, training and skills operates in the area.

In this plan we set out how the York and North Yorkshire skills offer will be focussed on being responsive, innovative and flexible to meet the needs of businesses especially when

developing technological provision and courses to support the area's net zero ambitions[1]. This plan will articulate practical and measurable ways that the skills system can look to adapt to meet business needs but, perhaps more importantly, lay the groundwork to foster long-term relationships that put businesses at the heart of skills development.

This plan will also convey the strategic framework within which practical changes are required. This is important because the skills system is incredibly complex and an overarching vision for change must be the principle driving force. Otherwise, efforts may risk not achieving the required changes.

That said, we recognise that much is right with the current post-16 set up in York and North Yorkshire. The colleges are all Ofsted rated good or outstanding, and we have highly rated university provision across the area as well as world-renowned research facilities in priority sectors (eg York BIOTECH Campus near York[2] which houses several highly regarded food science companies such as FERA and the Biorenewables Development Centre[3] linked to the University of York which provides space, equipment and expertise to industry to develop and commercialise bio-based products). The local authority adult and community learning services across York and North Yorkshire offer a range of provision aimed at first steps learning, basic skills and skills for employment which provides a feeder into the offer at higher levels via links with local colleges and providers.

One of our overarching principles is collaboration and partnership work involving employers and colleges, universities and independent training providers (ITPs) which is well embedded (for example the Yorkshire and Humber Institute of Technology[4], BioYorkshire[5] and North Yorkshire Learning Providers[6]). In addition, the Strategic Development Fund (SDF) partnership of ten colleges and ITPs recently successfully delivered a project together which invested in technological equipment and engaged with local employers to develop provision.

Educational institutions of all types already do a great deal to embed the employer voice in skills provision, including business forums, focus groups, events, workshops and feedback sessions. This is in addition to the substantial engagement that comes hand-in-glove with vocational provision such as apprenticeships which require the learners to be employed and T-Levels which have a significant work placement component.

The intention of this plan is to reinvigorate the skills offer to enable innovative technology to be rolled out in the local workforce quickly and efficiently. It will encourage a dynamic and ambitious action plan which will set out how opportunities, such as devolved funding levers (such as the Adult Education Budget and UK Shared Prosperity Fund) can be utilised in the most impactful way, rather than a restructure of what has gone before.

We have built this plan on robust evidence and using existing data sets, skills strategies, analyses and reports which have been developed and adopted in recent years. We wished to harness and build upon existing evidence to guide the LSIP development process and help the West and North Yorkshire Chamber of Commerce to hit the ground running.

Fundamentally, however, it was our engagement with local employers in a wide-ranging and robust way that has led us to the priority sectors and areas of focus in this plan. In total we engaged with 814 local businesses either in one-to-one conversation, groups or via the long

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[1] https://www.ynylep.com/Portals/0/adam/BlockText/5IOnFY0E7kiu3jLUPSDm5A/BodyText/York%20and%20North%20Yorkshire's%20Routemap%20to%20Carbon%20Negative%20040123.pdf
[2] https://yorkbiotechcampus.com/
[3] https://www.biorenewables.org/
[4] https://yhiot.ac.uk/
[5] https://www.bioyorkshire.co.uk/
[6] http://www.wylp.org.uk/

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and short surveys. We hosted or participated in 17 consultation events in which we consulted with businesses, providers and stakeholders, in addition to conducting seven industry-focussed steering groups.

The methodology we used for the development of the LSIP is set out in detail in Annex B.

This LSIP will help deliver change by being specific about the skills challenges we face and how to combat them. We have endeavoured to set out clearly what the primary skills issues are, what businesses are calling for and how we can, collaboratively, fix them.

York and North Yorkshire workforce strengths and challenges

In general terms, the high proportion of higher-skilled, non-manual sectors such as education, finance and professional services contribute to resilience in the economy of York and North Yorkshire following economic shocks, such as the exit from the European Union, the COVID-19 pandemic, rapidly increasing energy prices and high inflation. Unemployment levels remain low. In January 2023 there were 9,945[7] unemployed claimants accounting for 2% of the working population, against a national average 3.7%. There are a high number of jobs available in highly skilled sectors such as engineering and life sciences, and high-quality learning institutions which provide a significant graduate pipeline which is attractive to employers.

The proportion of people with qualifications above Level 4 in our area is higher than the national average (48% versus 43%[8]) however, this differential is being eroded over time thus jeopardising York and North Yorkshire's competitive edge in existing talent within the workforce. We wish to champion higher level education (and the routes to it) so that businesses can attract and retain people with the appropriate qualifications for growth in our priority sectors.

There are other key challenges which must be borne in mind. For example, the demographics of the local population show some disadvantageous trends that are impacting now and in the future. The working age population contracted by 2% between 2011 and 2021 in strong contrast to the national picture which expanded by 4%[9].

In addition to this an older than average working age and a consequent deepening issue with replacement demand in industries where large numbers are soon to or have retired (24% of the population is aged over 65 compared with a national average of 18%[10]. This is only set to worsen (projected population change by the Office for National Statistic suggests that the working age population will contract by 3% between 2018-2030 in contrast with 3% growth nationally) and cannot be shied away from. This means that retaining talent in the workforce at all ages is critical.

The breadth of provision offered at all levels is extensive and reflects the complexity of the demand for training. It is heartening that our area is well-served by high quality education and training, but the challenge lies in connecting those who would benefit from it to the provision.

Businesses and individuals in our consultation highlighted the extensive and sometimes bewildering array of training available as well as the difficulty of navigating the acronyms, funding policies and jargon. Providers highlighted that they offer training in response to demand only to find that they are unable to recruit sufficient numbers to make it viable.

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[7] Source: Office for National Statistics
[8] Source: Annual Population Survey, Jan-Dec 2021
[9] Source: Census 2011 and Census 2021, Office for National Statistics
[10] Source: Census 2021, Office for National Statistics

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Clearly there is a job to be done to support businesses and individuals to connect with relevant training.

The issues outlined above contribute to the pressing shortage of people with technical skills required by businesses in our key sectors. Whilst this LSIP cannot fix the systemic challenges of today's economy, it can highlight priority actions we can take in the short to medium term to ease specific local issues.

There are a lot of examples of positive, collaborative work that has been achieved over recent years in York and North Yorkshire and this plan aims to build on these. Work has already started on embedding employers more closely in the development and delivery of provision but there is a recognition among the providers that more needs to be done.

We have been clear about aligning this LSIP with existing local strategies so that we work in synergy not in opposition and all key stakeholders have been actively and productively involved in the development of this plan from the outset. We are confident that the providers and stakeholders are all working together on an agreed vision for skills provision, and we believe that this shared endeavour will reap the benefits in years to come.

Key strategies that we have considered are; York Economic Strategy[11], York and North Yorkshire LEP Skills Strategy 2012-26[12] and York and North Yorkshire LEP Sector Study March 2022[13], the emerging North Yorkshire Council Economic Strategy and the 'Skills for Employment' York's 10 Year Skills Strategy[14]. This is not an exhaustive list and priority sectors and partnerships such as the Yorkshire and Humber Institute of Technology, Grow Yorkshire, BioYorkshire and Higher York have also been considered.

Our colleges are all rated by Ofsted either good or outstanding and we are well served by universities (University of York, York St John University, Coventry University in Scarborough and University of Sunderland in Northallerton). The range of provision including apprenticeships reflects our priority sectors although it must be said that the majority are concentrated in the 16-25 funded or HE field, with less targeted at adults.

A key feature of our geography is the rurality of much of North Yorkshire and the impact this inevitably has on access to skills provision. The northern swathe of the county does not have a major FE campus so people must travel for face-to-face provision. This situation has somewhat improved in recent years with the advent of online and blended provision, plus outreach centres such as the campus at Northallerton which delivers digital courses via the University of Sunderland and York College, which could be further built upon.

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[11] https://www.york.gov.uk/EconomicStrategy
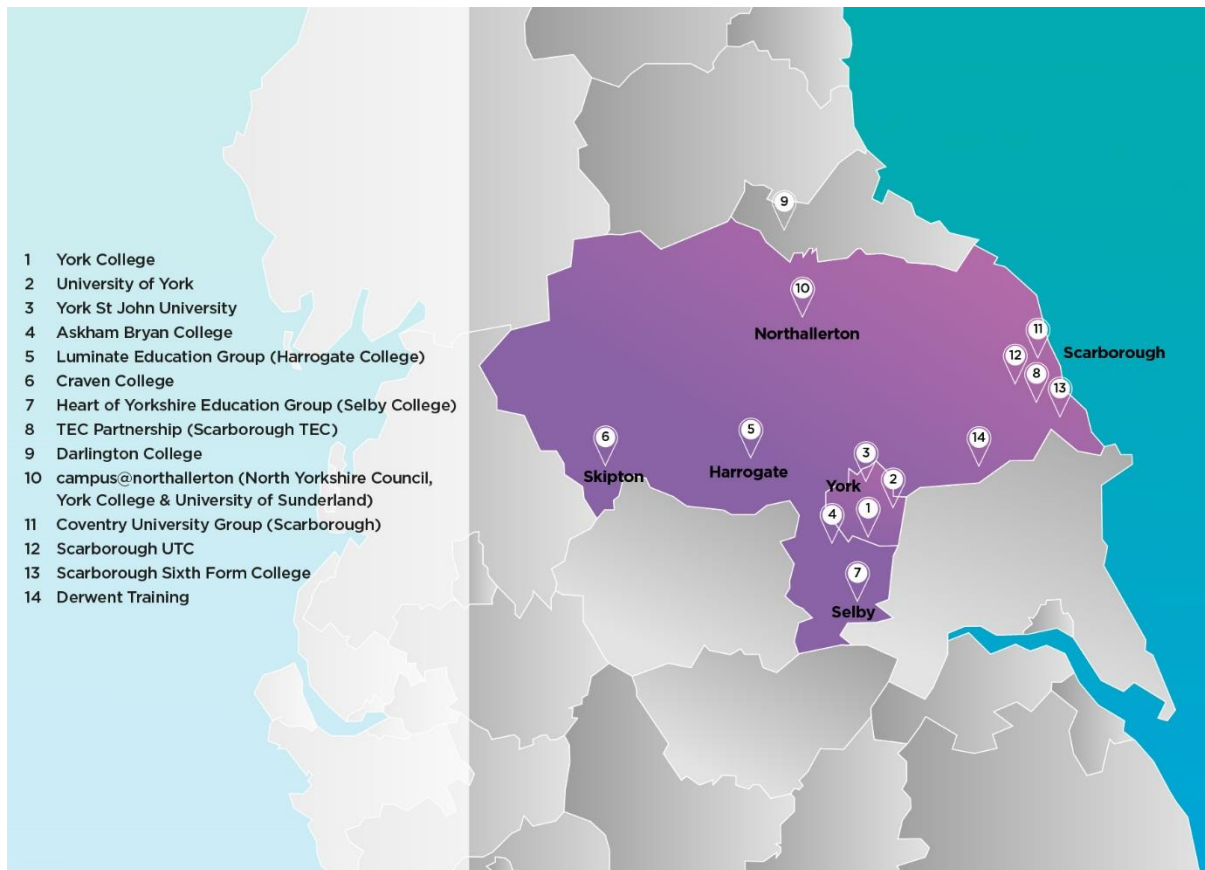
[12] https://www.ynylep.com/Portals/0/adam/HtmlNewApp/aIp63QUIDkWDb9UTrkEQ4A/ButtonLink/83179-LEP-Skills-strategy-brochure-A4-2021-2026_LANDSCAPE_v3.pdf

[13] https://www.ynylep.com/Portals/0/adam/Stories/Q_hbPNU66UOvzYAwNpkPAA/Body/YNY%20Priority%20Sector%20Research%20Report.%20Final.15March22..pdf

[14] https://www.york.gov.uk/downloads/file/8577/york-s-ten-year-skills-plan

1   York College
2   University of York
3   York St John University
4   Askham Bryan College
5   Luminate Education Group (Harrogate College)
6   Craven College
7   Heart of Yorkshire Education Group (Selby College)
8   TEC Partnership (Scarborough TEC)
9   Darlington College
10 campus@northallerton (North Yorkshire Council,
    York College & University of Sunderland)
11 Coventry University Group (Scarborough)
12 Scarborough UTC
13 Scarborough Sixth Form College
14 Derwent Training

There is a good range of apprenticeship provision available, with ITPs delivering the majority and colleges offering a significant proportion, with higher education completing provision. Colleges tend to deliver the more technical and niche standards which is to be expected given the need for expensive and specialist equipment in these subject areas.

Universities have entered the field of higher-level and degree apprenticeships in recent years, and these are reflective of our priority sectors. The provision delivered via the apprenticeship levy has caused a significant change in the percentage of higher-level Apprenticeships, particularly in leadership roles.

Key priorities (developed further in part three)

- More meaningful, collaborative and long-term relationships to be built between employers of all sizes and providers, extending the numbers active in developing provision and investing resources to maximise impact.
- Help businesses and providers to embed sustainable practices at a practical level.
- Increase career advice, information and guidance for all ages to build and retain talent in the workforce.
- Support people to use their transferable skills to secure jobs in priority sectors.
- Develop new provision accessible to small and micro-businesses.
- Ensure the modes of provision of training meet business need.
- Prioritise accessible technical and digital skills development at all ages.
- Increase apprenticeships (especially higher and degree apps where there is demand).

How provision needs to change to reflect business needs

Leadership and Management

The importance of effective leadership and management training cannot be underestimated, and this was prominent in the consultations. It was championed and highlighted as a fundamental mechanism to help businesses to be resilient and grow.

When businesses adopt High Performance Work Practices (HPW)[15] there is a direct, commensurate and measurable benefit not only in productivity, profit margins and staff retention but in important less-tangible indicators of business health, such as high employee engagement, family-friendly work patterns and mental health and wellbeing support.

Whilst the transformational benefits of HPW are clear, the levels of awareness among businesses in York and North Yorkshire is low. According to YNY LEP's Report on High Performance Work Practices in York and North Yorkshire 2022[16], HPW practices had been adopted by only 4% of businesses in Y and NY who responded to the ONS National Employer Survey 2021. This was 5% lower than the average for England.

Increase business engagement in work placements, graduate jobs, and meaningful engagement with providers

The LSIP puts businesses at the heart of skills provision and the research tells us that there needs to be a significant increase in the practical ways in which this takes place. For example, offering more work placements (for T-Levels and other vocational courses), tutor job swaps, masterclasses in technical areas, mini-internships, apprenticeships and graduate jobs. This activity is in addition to engagement for developing new courses or adapting existing provision.

This is easier said than done in an area where businesses are predominantly small and micro in size. People in smaller businesses struggle to find time to engage with skills provision unless there are incentives that are mutually beneficial. An example of how this can work is where care homes (struggling to recruit people willing to work in elderly care with the required skills) directly link with a cohort of L3 Diploma in Adult Care students during their two year course, where they can build relationships, offer work placements and ultimately select the individuals with the best fit at the end of their course.

More innovative and reciprocal arrangements may be made to increase the opportunities for businesses to become involved long term.

Ageing demographic – keep talent in the workforce

As outlined earlier, York and North Yorkshire has a pressing issue with its tightening labour market. There are fewer people of working age than other areas as a proportion of the demographic with a higher percentage over 65 and this is set to increase over the next few years[17]. Whilst there are a number of initiatives which encourage young people to choose careers in STEM industries for example, the National Railway Museum's Wonder

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[15]
https://www.ynylep.com/Portals/0/adam/Stories/OhqqpV3Rg0aL68WCU08pNA/Body/High%20Performance%20Working%20practices.%20Research%20report.%20April%202022.pdf
[16]
https://www.ynylep.com/Portals/0/adam/Stories/OhqqpV3Rg0aL68WCU08pNA/Body/High%20Performance%20Working%20practices.%20Research%20report.%20April%202022.pdf
[17] https://www.nomisweb.co.uk/datasets/pestnew

Wednesday Events aimed at primary school children[18], events by organisations such as WISE[19] (Women in Science and Engineering) and STEM Women graduate events[20] to name a few. There needs to be more support for mid-career and older learners to retain people with the skills needed in these industries. With a tight labour market there needs to be better planning for succession and replacement demand (as people retire).

Small and micro business needs

Nine out of ten businesses in York and North Yorkshire are small or micro in size and this impacts on the take up and the type of provision that appeals to or is requested by businesses. This is intensified for rural businesses who may have the added challenge of transport, poor internet connectivity and a comparative lack of local provision.

While small businesses often display resilience, resourcefulness and a 'can do' attitude, the evidence shows that there is often a lack of business, succession and training planning. Small businesses have told us that they need flexibility, face-to-face support, and modular delivery. Leadership and management courses tailored to small businesses are critical to support growth and longevity in our business base.

Providers have told us that it is difficult to engage with small and micro businesses due to the pressures of time and lack of resources. There is willingness on both parts to improve relationships and build them into more long-lasting and productive partnerships.

Responses from our business survey highlighted how time-poor smaller businesses are and that training often comes lower down on their priorities. They also said they know they need help to work 'on' their business rather than 'in' their business.

The challenge can be as simple as connecting people to provision that is already available and appropriate for small and micro businesses and handholding them through the best and most relevant training. Our survey highlighted the preference for bite-size provision so that business owners can fit training in with other commitments.

Alignment with York & North Yorkshire LEP High Growth sectors

The YNY LEP has a well-embedded and sophisticated approach to skills provision, and we have used much of their research[21] for our plan. In recent months, building on research published last year on growth sectors (York and North Yorkshire Sector Study[22]) and in parallel with North Yorkshire Council's emerging new economic strategy, YNY LEP have identified the following sectors for its high growth focus;

1. Agri-Food Innovation
2. Sustainable Energy and Bioeconomy
3. Health, Pharma and Life Science Innovation
4. Digitech, Data and Creative Industries
5. Advanced Manufacturing and Rail

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[18] https://www.railwaymuseum.org.uk/about-us/press-office/national-railway-museum-feature-wonder-wednesday-part-half-term-activities

[19] https://www.wisecampaign.org.uk/events/

[20] https://www.stemwomen.com/events

[21] https://www.ynylep.com/strategies/research

[22] https://www.ynylep.com/Portals/0/adam/Stories/Q_hbPNU66UOvzYAwNpkPAA/Body/YNY%20Priority%20Sector%20Research%20Report.%20Final.15March22..pdf

These sectors align with the LSIP but are not a precise match as they have a focus on high growth potential. We have aligned our work to ensure that the LSIP compliments the YNY LEP activity to boost economic growth in these sectors. The skills challenges of sourcing enough people with the high level and technical skills required to grow these sectors, mirrors the LSIP priority sectors.

The updated research is due to be published in early summer 2023 and we aim to collaborate closely with the YNY LEP on implementation of our plan to ensure that we are aligning activities, working efficiently on use of funding and not duplicating initiatives.

Mode of provision eg, bite-size, progression, modular courses, smartphone

Feedback from businesses confirmed that one of the major barriers to taking up skills training is the mode in which it is delivered. Businesses ask for skills provision that is accessible and responsive to their needs. This may mean shorter, modular, and even bite-size courses that are offered at non-traditional times of the week and in the evenings.

The advances in online and hybrid courses are welcomed by businesses and they would like to see more of them, especially related to new technologies where they require top up training in existing occupations. Examples of this include introductory training courses in electric vehicle technology for motor vehicle mechanics, installation of heat pumps for plumbers and heating engineers and digital marketing training for small businesses.

As the opportunity to take up training can happen at unpredictable times for some sectors (such as when construction workers are off-site due to inclement weather), it is important to have training modules that can be accessed via smartphone technology and be self-guided. There is no 'one-size-fits all' approach, and flexibility and responsiveness are key to getting this right.

In other sectors, such as Early Years Care, access to the industry standard L3 Early Years Educator (which is a legislative prerequisite for working in child-care settings) is readily available for young people in full time education but is not widely available for mid-career adults who wish to gain this qualification on a part-time basis.

Our consultation with businesses has uncovered some unexpected feedback with regards to higher level training and progression. In jobs which require high level skills such as advanced manufacturing and engineering, when new training courses are devised, they must include L1 and L2 introductory sessions as a progression route to the longer, higher level courses at L4 and above. Many businesses are reluctant to sign up for long, high level courses 'cold' and prefer to have short introductory courses to confirm that it is what they want. They like to build confidence with the training provider without unnecessary outlay in time or money.

Whilst it is heartening that the range of provision is wider now that online and hybrid modes of delivery are mainstream, businesses report that they still value face-to-face support. They have asked for more support navigating the bewildering array of courses on offer, the perceived bureaucracy that comes with it (this was highlighted many times in relation to apprenticeships) and translating the sometimes impenetrable public sector acronyms and terminology.

We found that in many instances, relevant skills training provision was available, but businesses simply did not know about it. Therefore, there is more work to do to connect businesses with training opportunities.

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Grow apprenticeships and T-Levels

Apprenticeships are good for business, and we seek to do everything we can to grow and champion Apprenticeships at all levels in our area. Businesses report that they find the bureaucracy involved in finding and recruiting an apprentice challenging and ask for face-to-face support (not just signposting on a website) to navigate the offer and paperwork.

Provision in the area is good with a strong range and is reflective of priority sectors. Most of the provision is delivered by private training providers (circa 60%[23]) with FE colleges responsible for the rest. Five subjects dominate apprenticeship provision; Business Admin and Law, Health, Public Services and Care, Engineering and manufacturing, Retail and commercial enterprise and Construction, Planning and the Built Environment. Colleges tend to deliver the technical subjects which depend on specialist equipment.

Higher apprenticeship provision is narrowly concentrated in two subject areas; Business Admin and Law, and Health, Public Services and Care.

We also seek to address gender imbalances in key sectors by initiatives and activities that tackle stereotypes and encourage applications from under-represented groups. For example, 79% of starts in Health, Public Services and Care are female whereas only 6% of starts in Construction were female learners.

Entrepreneurship (focus on women and disadvantaged groups)

We want to support people, particularly women and people from disadvantaged groups, to get the skills they need to turn their business ideas into reality. We want effective business support aimed to not only support new business owners to set up but stay in business for longer and grow at a solid rate. Where business support is tailored to under-represented groups, including career starters, they are more likely to stay in the local area, thus combating the challenge of younger population leaving the area.

Our respondents highlighted good practice in other areas which they would wish to see replicated in York and North Yorkshire eg #WECAN Women Empowered Through Coaching and Networking which supports businesses to develop female leaders[24].

How provision needs to change to reflect people's needs

Women and underrepresented groups

It is no secret that women and those from ethnic minority groups backgrounds are under-represented in priority sectors such as Construction and Engineering. Figures from 'Women in Science and Engineering' (WISE) in Sept 2022 show that the proportion of women in the Engineering industry fell slightly to 13%, and the figures for female IT professionals and technicians show that they account for circa 20% and 24% of the IT industry respectively [25], where typically they offer better pay and opportunities.

In the sectors with under-represented groups, where they also continue to earn less on average and advancement is limited and in a labour market that requires qualified staff,

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[23]
https://www.ynylep.com/Portals/0/adam/Stories/OhqqpV3Rg0aL68WCU08pNA/Body/83388%20LEP%20Labour%20Market%20Analysis%202021%20A4_single%20pages.pdf NB This LMA is soon to be updated and will be available on the YNY LEP website
[24] https://www.leedsbeckett.ac.uk/leeds-business-school/wecan/
[25] https://www.wisecampaign.org.uk/updated-workforce-stats-september-2022/

more needs to be done to support businesses to be innovative in their approach to attracting new employees and retaining and advancing existing ones.

The recently published House of Commons Science and Technology Committee report 'Diversity and inclusion in STEM'[26] set out how the education system continues to fail people from minority groups with regard to entry into STEM subjects, therefore diminishing the opportunities for people from all backgrounds to benefit from jobs in these industries in later life. The report contains a number of recommendations including better remuneration for teachers in STEM subjects, better careers information that shows wider representation of minority groups with better monitoring of data to support long-term changes.

Careers advice and coaching for all ages

In recent years we have strengthened the offer for Careers Education, Information, Advice and Guidance (CEIAG) for career starters with the introduction of the Gatsby Benchmarks legislation, that ensure schools are mandated to tell students about the full offer rather than keep them 'in house'. CEIAG in schools and colleges, is delivered by North Yorkshire Business and Education Partnership (NYBEP) and the Careers Enterprise Company (CEC) but the availability of appropriate careers guidance and coaching for people mid-career or approaching retirement is low.

Some initiatives such as DWP's Mid-Life MOT, have started to address this, but without easily accessible support for people wishing to improve their employment prospects and fulfil their aspirations, we may not be taking full advantage of our labour force to maximise their talent.

People with disadvantages to accessing labour market or progression

We currently have a job market where vacancies are abundant but workers with the right skills are scarce. Action must be taken in all aspects of the labour market to connect businesses with the right people. People need help to overcome barriers to access jobs that they could do if the right guidance and support were put in place. This could include basic digital skills, maths, English and employability skills as well as help with understanding and promoting transferable skills such as communication, teamwork and problem solving.

Skills for jobs in highest demand

Occupation data in York and North Yorkshire reveals that there are specific jobs in highest demand in the area. There needs to be a focus on skills provision and progression pathways for people from different ages, educational attainment, and background to link with these occupations in high demand.

Employment in digital occupations is the fastest growing in the economy and this growth accelerated during the pandemic[27]. Programmers, IT business analysts and IT user technicians are in strongest demand within the Digital sector[28]. Whilst provision for career starters is available, it is not clear if suitable provision is available to those already in the workforce especially if they wish to transfer from other occupations.

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[26] https://committees.parliament.uk/publications/34531/documents/190060/default/
[27] Source : Annual Population Survey
[28] Source: Lightcast

The most in-demand occupations in Construction[29] include civil engineers, elementary construction occupations, electricians and electrical fitters, production managers, programme managers, quantity surveyors and trade jobs (plumbers, bricklayers etc).

Similarly, jobs in the Health and Social Care sector commonly top the list of most wanted in the area[30]. Occupations in the highest demand are care workers, home carers, registered nurses and nursing auxiliaries.

For Engineering,[31] they include occupations in the highest demand are engineering technicians, engineering professionals and production managers.

Transferable skills, upskilling and reskilling

There is a decline in lower level, lower paid jobs in sectors such as retail which is similar to patterns of decline elsewhere as automation and the application of modern technology eliminates the need for some jobs. In addition, there is a high proportion of people in the Hospitality sector which means that nearly a third[32] of the workforce is concentrated in lower paid and lower skilled jobs. This means that when people are displaced from these types of roles, they need support to transfer to higher paid, better skilled jobs and help to enable them to upgrade their skills.

It is critically important to explore how people already in the workforce can migrate to new jobs swiftly and efficiently. Identifying and effectively utilising transferable skills is the key to solving this problem.

Transferable skills apply to all professions, occupations, and job roles, and are important to support career and job changes. They can be defined as:

- **Technical:** including digital skills.
- **Communications:** verbal, listening, writing and technological communications.
- **Critical thinking:** including analytical and problem-solving skills.
- **Multi-tasking:** including time-management, organisational skills and adaptability.
- **Teamwork:** including people skills and ability to work with diverse people to achieve goals and drive productivity.
- **Creativity:** this results from a combination of all the other transferable skills and includes the ability to generate new ideas, find solutions, 'think outside of the box'.
- **Leadership:** this also results from a combination of all the other transferable skills but has an additional focus on the ability to lead, coach, motivate and encourage others to realise their full potential.

CPD in colleges/ITPs/providers to keep pace with changes in business

There is an ongoing challenge for college and training provider tutors to stay current regarding industry-standard equipment and innovation. Businesses have fed back to us that they think more could be done to ensure that college tutors know and understand up-to-date systems and technology.

In our one-to-ones and business survey, 43% cited industry relevance by tutors as an important factor. Tutors, by the same token, sometimes lack recent industry experience and would benefit from more opportunities to work with employers on CPD. There is, therefore, an obvious need to support businesses and tutors to bridge this gap either by more

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[29] Source: Lightcast
[30] Source: Lightcast
[31] Source: Lightcast
[32] Source: NOMIS https://www.nomisweb.co.uk/reports/lmp/lep/1925185593/report.aspx

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resources being fed into giving tutors time away from teaching to upskill in industry or by incentivising businesses to help teachers to keep their skills updated.

Challenge of recruiting tutors in priority sectors

To train people in the technical skills required in our priority sectors, we require teachers and tutors with the relevant and industry-standard expertise to teach in these critical subject areas and with colleges reporting that they do not have enough tutors in these technical areas to cover existing provision let alone new courses. The on-going concern is that they compete with those in industry and the benefits offered, and therefore vacancies for tutors, do not attract enough suitably qualified candidates.

PART TWO: Taking the LSIP Priorities Forward

Key outcomes that employers want

Key outcome 1 – businesses are embedded in the processes for curriculum development and have long-term relationships of trust with providers.

96% of respondents in our business survey said that they would happily be more involved in development of course content. This suggests a strong willingness by businesses to get involved and we can capitalise on this willingness through the LSIP.

Key outcome 2 – businesses want to know and understand how to adopt and monitor low carbon practices to play their part in contributing to net zero ambitions.

Some businesses in our area are proactive and ground-breaking when it comes to understanding and acting on reducing their carbon footprint. However, many small businesses simply don't know where to start and it is felt that we need to support them to do this confidently.

Key outcome 3 – people at all stages of their careers can easily access careers guidance to help them transition into new jobs, upgrade skills and thrive at work.

People have told us that when they find themselves between jobs or looking to move on, they do not know how they can best utilise their talents in different industries. The help that exists is not easily located and accessible and we want to build on best practices aimed at career starters and mid-career workers.

Key outcome 4 – small and micro businesses get extra help to access training.

Our engagement with businesses confirmed that there is much good practice to build on (for example 84% said they knew where to go for training) but there was a difference between responses from larger businesses and small and micro businesses. Micro and small businesses struggle to access relevant information about training that is available (43 % of micro businesses did not know where to go for training) and cited more reasons that would put them off training (costs, need for bespoke provision specific to their business, training at the right time, etc).

Key outcome 5 – education and training are offered in new and different modes to reflect business needs.

The challenge here is that traditional funded provision can be rigid in format and often adheres to standard academic term times, set guided learning hours and timescales. Whilst provision has become more flexible in recent years, it is felt that there is still more to be done to assist businesses to access the skills, they want in a way they want.

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Key outcome 6 – businesses access to people with the right technical and digital skills to fulfil growth ambitions.

We have consulted widely and used the most up-to-date data to prioritise six sectors which are the focus of the LSIP (Digital and Technology, Agri-skills, Engineering and Advanced Manufacturing (including Rail), Construction, Health and Social Care and Visitor Economy). If we can increase skills in these sectors, we will go some way to supporting the businesses in our area to grow and prosper.

Key outcome 7 – talent in the workforce, it is fully harnessed, encouraged and utilised to reduce skills shortages.

With a tight labour market and ageing demographic, we must harness all talent and put in place initiatives that support those with skills in our priority sectors to stay in the area (eg suitable jobs for new graduates with training and support built in), help people who have left the labour market to return (eg women returners) and encouraging people nearing retirement to consider new ways of working to stay in the labour force for longer.

Key outcome 8 – apprenticeships and T-Levels are on the same level with academic provision.

Much work has gone on in this space, but we are committed to doing more. T-Levels are a critical new qualification which help to put vocational skills on a par with academic learning, but we need more employers to host the substantial work placement requirements. Similarly, to increase apprenticeship numbers, further work needs to be done both in the support of employers and the development of new apprenticeships that reflect business needs.

Key outcome 9 – make funding opportunities and investments work hard for our area.

Our area will become a Mayoral Combined Authority in 2024 this, with a major local authority change in March 2023 in which the seven existing districts and borough councils were subsumed into a new unitary authority North Yorkshire Council, now offers the opportunity to maximise the available funding across the area through UKSPF and LSIF to support the changes outlined in this document.

Key outcome 10 – Businesses recognise transferable skills and recruit from a wider pool of talent.

Transferable skills operate as major conduit for people changing jobs and migrating between sectors. They are imperative from a business perspective and yet many people do not recognise them or understand how to utilise them.

Priority sectors

The starting point for our priority sectors was analysing existing evidence and local strategic skills strategies that have already been adopted by providers and stakeholders in the area. We triangulated and cross-referenced the main sectors across the major strategies to propose a set of priorities as a working hypothesis for our consultation.

We then took into consideration the feedback received by employers, providers and stakeholders over the last few months and modified and amended the sectors in response. We also factored in recent LMI (Labour Market Indicators) reports to check that the evidence bore out our recommendations.

We settled on six priority sectors:

- Digital and Technology

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- Agri-skills
- Engineering and Manufacturing Technologies (including Rail)
- Construction
- Health and Social Care
- Visitor Economy

Digital and Technology

The Digital sector has been the fastest growing part of the labour market in recent years and all indications are that this will continue.

Despite this, census data indicates that the level of employment in York and North Yorkshire in digital occupations is small as a share of the total compared with national figures.

This is mainly because of low employment in some local areas, such as Scarborough, Richmondshire and Ryedale. This highlights the importance of a targeted approach to addressing skills needs that takes account of concentrations of employment, such as those in York and Harrogate.

Businesses highlight two principal areas of skills demand – essential skills and higher-level digital skills.

Businesses tell us that they want all employees to have a solid grasp of digital skills that are needed to work in modern workplaces and secondly, that they have access to people with high level technical skills which will help the businesses flourish in a digital world in a variety of ways. These include keeping businesses safe (eg, cyber security, secure payment systems, fraud detection, user support), helping businesses to optimise new opportunities or technologies (eg digital marketing, data analysis, AI, machine learning) and keeping pace with digital advances (eg the metaverse, remote sensing, drone technology).

We know that there is a good range of digital provision in the area, but we need to do more work to establish if there is sufficient provision available that aligns with the top occupations in demand, including programmers and software developers, IT business analysts, IT user support technicians, data analysts, cloud/data architects, and data engineers. Providers report that when they offer provision in these areas, they struggle to recruit on to them. Therefore, there is an issue with connecting businesses to the provision that exists.

The breadth and complexity of needs and advances in this sector do not help the skills system adapt to it.

In York and North Yorkshire, we have a somewhat inconsistent approach to digital skills provision with some paradoxical issues. The demand for L4 and above in digital skills is strong in the labour market, but colleges report low uptake on the higher-level skills provision. There are pockets of progressive and successful provision where businesses are heavily involved in the delivery (eg, York St John University degree apprenticeship in data science) and we would like to see more of this.

Bootcamps in a range of digital disciplines have had some success in small numbers when a high level of personal support is offered (eg cyber security, data analysis, digital marketing for small businesses, intro to game design, coding, software development, Microsoft Office and equivalent software skills for business). Providers report that business engagement (getting a guaranteed interview for example) is the single biggest barrier to success.

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Agri-skills

Agriculture accounts for 17% of businesses in York and North Yorkshire (four times the national rate) and 5% of the workforce[33]. There are significant strengths in this sector in the area, both in terms of world-renowned educational institutions with state-of-the-art facilities. This includes land-based college Askham Bryan College and York BIOTECH Campus[34], which houses several highly regarded food science companies such as FERA. Also, there is The Biorenewables Development Centre[35] linked to the University of York which provides space, equipment and expertise to industry to develop and commercialise bio-based products. They offer strong provision in traditional land-based skills that encourages innovation with emerging technologies in agri-tech, immersive technology, remote sensing, precision agriculture and livestock.

We have used the term 'agri-skills' to encompass the traditional agriculture skills with the technical and emerging digital skills which are growing and rapidly impacting on the sector.

The agri-skills sector is broad and includes newly emerging technologies to combat food insecurity due to global conflict and climate change, as well as a rise in food consumption due to population growth. Innovative approaches to food production such as vertical farming and insect farming (for protein) as well as the use of technology to increase yield, reduce use of pesticides and fertiliser, and remote sensing to provide round the clock data on crops and livestock, also come with the need for new skills.

Food manufacture is an important sector in the area with a high concentration of food preparation businesses in York, the A1/A19 corridor running North/South through North Yorkshire, and in Ryedale. Demand for people to work in production lines is intense and there is a shortage of people with specific food preparation skills such as butchery.

The agriculture industry is also central to reducing carbon emissions and operating food production in more sustainable, circular ways that cut waste and do less harm to the environment. There is a growing need for skills linked to the use of anaerobic digesters, for example, and helping farmers and food producers to understand carbon accounting and how to operate biodiversity accounting tools.

Engineering and Manufacturing Technologies (including the Rail Industry)

These industries account for over 10% of the workforce with an upward trend in York and North Yorkshire. Food manufacture, transport and the rail industry are the prevalent sub-sectors in this region. This sector accounts for high value, plentiful jobs with good prospects for future advancement and it is therefore critically important that we address skills shortages and the talent pipeline.

Our deep-dive focus revealed that the skills need in this sector are not always technical. There is a pressing need for 'back-office' skills such as programme and project management.

There is a need for skills providers to keep pace with advances in technology and innovation practices to ensure that businesses can access industry-standard equipment to train their

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[33] Source : Office for National Statistics
[34] https://yorkbiotechcampus.com/
[35] https://www.biorenewables.org/

staff. This requires an on-going investment in equipment to ensure trainees emerge from courses with up-to-date skills.

There has been a focus on the Rail sector in York with a thriving Rail Skills Leadership Group (a partnership of rail businesses, stakeholders, and training organisations) with a vision to provide a talent pipeline for the industry. The group has provided vital information about the skills needs of the rail sector which are much more related to digital and electrical skills (for signalling and electrification of lines) rather than traditional engineering for carriage building or track laying.

The Rail sector is also championing initiatives that encourage women and minority groups into rail jobs as well as careers guidance in schools to combat dated views of the sector and to encourage children to view a career in the rail sector as desirable.

With emerging technologies linked to low carbon such as heat recovery and carbon capture much more needs to be done to help existing employees upskill in new technologies.

Construction

The Construction sector is a significant employer in the area and accounts for 7% of all jobs with an upward trend in terms of demand. The demand for construction skills is driven by several factors; house building targets and large-scale developments such as York Central.

CITB's research estimates an annual recruitment requirement of 5,360 across all roles as a sizeable proportion of the work force reaches retirement age, alongside demand for new skills relating to low carbon and sustainable techniques in new builds and the reduction in carbon emissions in existing buildings (retrofit).

Most jobs in Construction are in skilled trade occupations with minimal female representation in trade and other manual roles. In 'back office' roles the percentage of women is higher but proportionately low against demographic norms.

The industry is dominated by sub-contracting arrangements and self-employment which impacts on recruitment and upskilling.

In terms of overall demand, employment in the sector is volatile but it is currently recovering following the pandemic, based on online job postings that indicates a diverse range of skills needs to be fulfilled, however, there are acute occupational shortages for professional roles and skilled trades.

Construction attracts a good share of apprenticeship and adult skills provision relative to its share of labour demand.

Apprenticeships are mainly focused at intermediate and advanced level. Provision appears to be limited at a higher level despite demand for civil engineers, quantity surveyors etc, suggesting that work-based routes into these occupations are limited.

There is a lot of good practice in the Construction industry, and we wish to build on this. CITB's recently published Business Plan[36] aligns well with this LSIP and their local engagement in developing the LSIP has been invaluable. Initiatives that already exist such as the New Entrant Support Team (NEST) that supports businesses to hire apprentices and make the process easier.

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[36] https://www.citb.co.uk/about-citb/what-we-do/plans-and-performance/business-plan/

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CITB also has a series of Fairness, Inclusion and Respect (FIR) initiatives to challenge and change the construction industry's culture. To help the industry upskill on diversity, the Supply Chain Sustainability School (SCSS) has a suite of free workshops and masterclasses such as Leading People Inclusively, Setting Up an Inclusive Site, and Monitoring and Reporting on Workplace Diversity.

The Skills Village[37] in Scarborough is an employer-led training facility on the site of a large house-building scheme and would be a good example and blue-print for similar initiatives in North Yorkshire.

One of the principal issues that providers face is engaging with local construction firms. Some colleges such as York College and Heart of Yorkshire Group have employer forums but an area-wide partnership network does not exist. This could help secure more construction firms to offer work placements for T-Levels and take on apprentices as well as support the development of new curriculum in newer types of construction such as Passive House.

Health and Social Care

In keeping with other industries, there are ongoing and perennial skills challenges relating to the Health and Social Care sector.

The longer-term employment trend points to a sustained increase in demand for health and social care skills over recent years.

Employment growth is expected to continue in the future. The labour market projections[38] point to strong demand in net growth and replacement demand for Caring Personal Service roles, which reflects the ageing population.

Employment in Health and Social Care is spread across York and North Yorkshire but with a particular concentration of workers in Scarborough.

Labour demand in Health and Social Care is less skills-intensive than in some of the other skill areas due to the dominance of caring personal service roles, which typically have shorter skills development lead-in times. Hence, skill shortages are less acute then in some other skill areas.

Gender segregation is a feature of employment in Health and Social Care, as women dominate in all occupational areas.

Health and Social Care is well catered for in terms of apprenticeship provision relative to labour market demand. The largest role in demand – care workers – attracts a high proportion of available provision but it is unclear whether this is sufficient to address the overall level of demand.

Visitor Economy

Whilst the Visitor Economy is undoubtedly critical to the economy of York and North Yorkshire (hospitality and retail together accounting for around 25% of the workforce), some of the issues highlighted in the consultation are larger, more systemic issues such as the make-up of the labour force, pay, conditions and other factors that are not in the scope of the LSIP.

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[37] https://skills-village.co.uk/
[38] Source:
https://www.ynylep.com/Portals/0/adam/Stories/OhqqpV3Rg0aL68WCU08pNA/Body/83388%20LEP%20Labour%20Market%20Analysis%202021%20A4_single%20pages.pdf

Therefore, our attention focussed on the specific skills issues in the Visitor Economy which can be categorised as follows:

- Digital skills – social media marketing, online payments and bookings, cyber security
- Technical skills – chefs, butchery and food preparation
- Leadership and management
- Embedding sustainability

Priority cross-cutting themes

Throughout our consultation employers want to do more to contribute to the **low carbon** agenda but are sometimes not sure how. Action to reduce carbon emissions is front and centre of our plan and we wish to support businesses to do this by embedding low carbon skills in provision as a prerequisite.

The transition to a green economy will require our skills system to become increasingly agile and responsive to employer demand for skills as the economy grows and changes to respond to the reduction of carbon emissions. The proportion of new, purely 'green' jobs is comparatively small (such as agriculturalists, wind turbine or solar panel technicians[39]) in comparison with the 'greening up' of existing jobs (for example training motor vehicle mechanics in EV technology) or the growth of industries that contribute to reducing carbon emissions (eg electrification of rail lines requiring more people with the skills to work on power lines).

Innovation and emerging technology can be daunting for small businesses who told us that they know they need to do more but often lack the confidence or wherewithal to take the necessary steps. Innovation in an appropriate way using emerging technologies to transform businesses (eg reduce waste, reduce downtime of machines, cut staff costs and increase productivity) and we want to put the building blocks in place to enable businesses to access skills training that helps them on their journey.

Rurality

The negative effect of rurality on access to skills provision must be taken into account and cannot be easily overcome. In recent years, online provision has helped enormously to enable people to access provision that was hitherto difficult to attend in person. Affordable, fast, and reliable internet access is still patchy in some areas with swathes of the most rural communities lacking even basic mobile phone connectivity.

It must also be said that lower populations in rural areas means provision is not commercially viable even if there is a willingness to offer it.

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[39] 'Green Jobs and the Green economy in York' Dec 2022 Report by City of York Council and Warwick University
https://warwick.ac.uk/fac/soc/ier/researchthemesoverview/researchprojects/greenjobsandgreeneconomyyork/

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PART THREE: Road Map for Delivering LSIP Priorities

Governance

The York and North Yorkshire LSIP Board[40] will oversee the Road Map for delivering the LSIP priorities.

Changes to the skills offer

The current skills provision offer is complex, wide-ranging, and geographically diverse. Work is needed to understand in more depth what is available and where the gaps are in relation to our priorities.

Notes for the Table below:

1 – the likely lead organisation is in bold and potential partners – this is not an exhaustive list others may be added as relevant
2 – the top line outcome and benefits to be realised
3 – code for review/monitor method
A   the annual report
B   updates commissioned to/from LSIP board, including potential cascade of information
C   updates or case studies shared on LSIP website
D   cascade according to comms plan including social media/newsletters

The schedule for monitoring will be agreed with the lead provider and partners where not indicated

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[40] List of members can be found in the Annex

York and North Yorkshire LSIP Road Map

Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
1	Agree reviewed Terms of Reference for YNY LSIP Board Road Map implementation phase	**WNY Chamber**[4], all current membership	Sep-23	Nov-23	• Accountability framework • Clear structures, full buy in from partners	Annually
2	Work with existing or setup/expand sector-based groups with local representation to drive collaboration, reduce duplication, support provision mapping and progression routes	**WNY Chamber**, providers, employers, LEP, City of York Council, North Yorkshire Council, business rep bodies	Oct-23	Summer-25	• Establish groups, where required, with appropriate leads • Increased comms/understanding of what is in place by all partners in the delivery of skills training • Increased sharing between providers in relation to course delivery options • Increased input to curricula development by employers	Notes shared from group, escalate internally/to board C
3	Support the development of YNY Digital Skills Partnership to promote, manage and increase digital skills provision including business representation	**YNY Skills Board, LEP**, North Yorkshire Council, City of York Council, WNY Chamber, providers, employers, governance body for LSIF	Sep-23	Lifetime	• Ongoing support required leading to Digital Skills Partnership embedded in the area • Provide direction to other elements of digital training identified throughout this plan • Joined up digital skills approach to maximise efficient upskilling of workforce feeding into other sectors • Digital skills to meet employers needs more swiftly identified and options for learning shared, SMEs are more aware of options available to them	Led by the LEP, peer review and feedback, the YNY skills board A, B, D
4	Skills brokerage: ensure that signposting to the correct information source for skills, advice and training is clear for employers and employees	**LEP**, WNY Chamber, Skills Hub, all providers, YLP, employers, employees, City of York Council, North Yorkshire Council	Sep-23	Lifetime	• Clear pathway for information and guidance on courses, advice, and skills development • From a business perspective, there is a one stop shop to be referred to the support needed with option of screening • From an employee perspective ease of finding skills development/careers advice • Providers can use it to network and share course availability, with business engagement teams having strong relationships for cross referral • Source is seen to offer unbiased advice not tied to one provider from L1-L7, apprenticeships and skills planning	Business feedback, evaluation feedback from users of the service, review cross referral data impact data from website A, B, D
5	Deep dive provision mapping against our sector priorities to establish good practice, duplication and identify gaps	**LEP/WNY Chamber**, providers, sector specialists, North Yorkshire Council, City of York Council, YLP,	as required from Oct-23	Mar-24	• Greater understanding of gaps and duplication informing curricula development • Course development and informing the accountability statements	Ad hoc working group overseen by board Feedback on individual cases to providers A, B

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Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
	(include higher and degree apprenticeships)	governance body for LSIF				
6a	Deliver L1 and L2 digital user qualifications, supporting entry level confidence building. Secure funding where required for these	**Providers**, ITPs skills teams, LEP, employers	Oct-23	Lifetime	• Priority sector courses available, leading to further skills development/confidence building and employability for people of NY • Increased basic IT skills set in community • Confidence boost, standardisation of basic skills set and expectations long term benefits and number without digital skills becomes minimal and basic digital skills seen as equivalent to literacy and numeracy	Digital skills partnership to lead on digital skills, focus groups to lead on priority sectors A
6b	Ensure there are L1 and L2 introductory courses available in emerging technologies and priority sectors (both part-time and flexible provision)	**Providers**, LEP, City of York Council, North Yorkshire Council, employers, ITPs skills teams	Jan-24	Lifetime	• As 6a and; • New applicants for emerging sector roles have better understanding of the role • Potential recruits can "try before they buy" studying at an intro level before applying for the job • Priority sector introductory courses help build confidence in considering a job switch leading to diversification of the workforce	Direct liaison with focus groups A, B, C
7	Work with businesses on improving recruitment practices, job flexibilities and conditions to support securing employment for under-represented or seldom heard groups in priority sectors	**TBC**, Local JCPs, LEP, recruiters/REC, WNY Chamber, schools, colleges, VCSE/coaches supporting return to work	Sep-23	Lifetime	• Improved skills/job matching for both employers and employees • Returners to workplace supported to find work and present skills set effectively to ensure a clear match with prospects • EDI goals are more effectively met as higher quality recruitment overcomes unconscious/systemic bias • more diverse and stable workforce, reduced reported under/unemployment	ONS data, employee satisfaction reporting, business surveys, LEP jobs market data/open data on jobs market/business feedback A, C
8	Offer mid-career and late-career career guidance to signpost, coach and support people to find skills solutions to meet their career goals	**TBC**, Local JCPs, LEP, CIAEG providers, The Careers Enterprise Company (CEC), private/voluntary sector advice providers, sector representative bodies, WNY Chamber, REC/recruiters, City of	Oct-23	Lifetime	• As item 7 and; • Improved information for citizens • Ease of access to information on career change, increased positive news stories	Monitor positive stories/applications A, B, D

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Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
		York Council, North Yorkshire Council				
9	Target support to those in low wage, low skilled jobs or in occupations or roles which are at risk of automation to enable them to build confidence in their own portfolio of transferable skills, and to be able to promote them to employers	**Local JCPs**, CIAEG providers, CEC, private/voluntary sector advice providers, sector representative bodies, WNY Chamber, REC/recruiters, City of York Council, North Yorkshire Council, LEP, governance body for LSIF	Jul-24	Lifetime	• Impact of automation is minimised as citizens can access alternative roles retention of employees in the area for new roles • Achieved clear if no significant increase in unemployment as roles become automated that can be attributed to this issue	Unemployment figures, data on job market evolution (open data/LEP, City of York Council, North Yorkshire Council) A, C, D
10	Review of FE Accountability Agreements as part of provision mapping to check what plans are in place for new provision	**WNY Chamber**, skills specialist, providers, LEP, City of York Council, North Yorkshire Council, governance body for LSIF	Sep-23	Mar-24 and Mar-25	• Clearer career pathways. Enable courses for specific occupations to be more readily available to meet demand • Maintain understanding of the marketplace for courses • Increased availability of courses to meet demand • Benefits from 2023/24 academic year	As part of annual accountability agreement review cycle led by LEP, 1-1 from LEP/skills board to colleges A, B
11	Develop resources offered by providers to support greater collaboration with employers, including for curriculum development and placements	**Providers**, colleges, ITPs, LEP, City of York Council, North Yorkshire Council YLP, governance body for LSIF	17-Oct-23	Lifetime	• Co-designed new courses so tailored to local need, higher quality resources available for delivery/access by students • Increased availability of placements • Students feel impact on study • Employers find they see the benefits of the training for their staff. Impacts start within 3 months of development	Survey of businesses, reporting by colleges/ITP providers A, B, C, D
12	Increase provision available at L4 and L5 in modular format in priority sectors, collaborative working across provider base to offer different pathways and specialisms	**Providers**, YHIoT, LEP, City of York Council, North Yorkshire Council, sector representative bodies. YLP, governance body for LSIF	Nov-23	TBC	• Increased access to local provision, training courses that have been designed for specific sectors and occupations	Updates to partners/engagement teams/LEP A, C
13a	Increase provision in small, bite-size and introductory format in priority, technical sectors	**Providers**, LEP, City of York Council, North Yorkshire Council, sector bodies, YLP employers,	TBC	Summer-25	• Increased access to local sector-specific courses • Speed with which learners can upskill increased as do not have to attend courses and can fit learning into down time more easily	Course pass rates, outputs from providers/ITPs to LEP, City of York Council, North Yorkshire Council, employer surveys, feedback in

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Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
		governance body for LSIF, YU			• "Try before you buy" - lower drop out on more advanced courses as better understanding of content by potential attendees and fewer people making inappropriate career change/course selection as opportunities to test appropriateness is increased • Use of new skills in workplace more rapidly supported as short course is less to try out in work next day	communications to/from providers/ITPs A, B, D
13b	Develop new provision aimed at small and micro-businesses (eg, bite-size, introductions at all levels, smart-phone friendly and accessible)	**Providers**, LEP, City of York Council, North Yorkshire Council, business representative bodies, employers	Aug-23	Aug-24 monitor	• Ease of access to short courses for new/start up and non-growth focused employers • Introductory or taster training to enable assessment of value of more in depth training/costing impact of this • Staff can "try before you buy" training styles without cost to employer • Ease of access to training is improved as people can use down time more effectively if can be accessed on smart phones/personal equipment	Part of wider assessment of training offer under the digital skills/technical sectors, survey of businesses/business feedback, data gathered via skills teams fed to LSIP board, one off review A, B, C
14	Develop specialist provision for Manufacturing and Engineering sector	**Providers**, ITPs, LEP, City of York Council, North Yorkshire Council, governance body for LSIF	17-Oct-23	3 years from start of LSIP	• Improved staff recruitment and retention and growth in the Manufacturing/Engineering sectors • Eg 'Conditional Monitoring' in Engineering, reduced down time for production lines as increase in expertise and use of tech enables trouble shooting • More complex processes supported, attraction of more specialist industry to the region • Reduced vacancy factors in the sector	Job vacancy data, recruitment data, LEP, City of York Council, North Yorkshire Council and open data sources A, C, D
15a	Develop scaffolding provision in York or North Yorkshire	**Providers**, ITPs/LEP, City of York Council, North Yorkshire Council, YLP, CITB, governance body for LSIF	TBC	3 years from start of LSIP	• Upskill construction staff leading to more stable employment for those in that industry • Accessible scaffolding available within the region • Certified sign off for H&S available within the workforce so reduced staffing/H&S costs for employers • Reputation of construction staff from the region • Attract trainees from elsewhere as this is a symptom of a shortage of provision nationally	CITB/LEP, City of York Council, North Yorkshire Council data, direct marketing with CITB A, C
15b	Develop and promote provision related to the Rail industry (including non-technical skills	**Providers**, Rail industry employers, Rail Skills Leadership	17-Oct-23	3 years from start of LSIP	• Increased understanding of transferable skills, reduced vacancy factors • Reduced vacancy factors in this industry	Job vacancy data, recruitment data from REC/LEP, City of York Council, North Yorkshire Council, open data assessment

Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
	such as project and programme management)	Group, technical recruiters, APM, YLP			• Increased understanding of where specialist skills are/are not necessary and transferability of skills to support promotion/progression and employment	A, C
15c	Deliver L3 Childcare and Education (Early Years Educator) Technical Diploma L3 for adults in flexible format	**Providers**, City of York Council, North Yorkshire Council, YLP, LEP, WNY Chamber, other Early Years training providers, business representative bodies, governance body for LSIF	17-Oct-23	3 years from start of LSIP	• More options for people returning to work/changing career pathway to fulfil positions with current high vacancy factors. • More nursery places available enabling parent return to work to be financially viable/practical for all those who wish to do so • Reduced likelihood of nursery closure due to lack of staffing cover (temporary or permanent) knock on impact of shortages (others unable to work due to lack of childcare) for non-early years sector minimised	LEP, City of York Council, North Yorkshire Council/local authority nursery placement data, successful course completion and destination data from providers, employer survey, collated data from providers for annual update A
16	CPD for employees based in education sector, to enable them to keep up with technology/techniques and developments	**Providers**, WNY Chamber, LEP, City of York Council, North Yorkshire Council, employers, YLP, governance body for LSIF	Sep-23	Lifetime	• Tutors with up-to-date knowledge. Increased no. of experts in the field feeding into the learning experience at colleges, one off or ongoing delivery direct to students. Collaborative initiatives developed to increase the number of tutors in technical priority sectors • Colleges are more able to offer tailored courses to the latest tech • Learner confidence in current knowledge of tutors increased • Real life application of learning can be more readily articulated • Opportunities for end career experts to develop training skills and extend a part-time career pathway • Role modelling of workplace practice in educational settings	Survey, feedback on staffing reports, Ofsted/other inspection A, B, D
17a	Increase connections for businesses and people seeking to grow skills development opportunities including Apprenticeships and placements (at all levels)	**Skills Hub**, YLP, LEP, City of York Council, North Yorkshire Council, WNY Chamber, providers, YHIoT, governance body for LSIF, YU	Sep-23	Lifetime	• More placements available for learners to secure work experience or apprenticeship provision for qualifications from study skills through T-Levels and apprenticeships • Reduction in skills shortage occupations lacking apprentice opportunities • Increased higher level and degree apprenticeships in professional level digital skills (L4-6) and other degree level subjects • Increased number of college leavers considered "work ready" by employers, increase	Qualifications delivered, destination statistics, employer survey A, B, D

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Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
					apprenticeship achievements, increase in placement opportunities • Pathways to degree apprenticeships clearer creating a more diverse workforce, • Reduced skills shortages • Increasing number of businesses benefit from placements and apprenticeships	
17b	Initiatives to address gender imbalances in key apprenticeships	**YLP**, YNY skills board, providers, employers, LEP, City of York Council, North Yorkshire Council, WNY Chamber, YU	Sep-24	Lifetime	• Improved diversity of workforce, creating more diverse leadership and development opportunities • Increased number of people in a role that is a good fit for them personally so flourish and develop leading to more productive workspaces. • More diverse workforce and opportunities for all • Skills shortage areas reduced • Enhanced role modelling of professions leading to increased recruitment potential	Qualifications delivered, destination statistics, employer survey A, B, D
18	Increase bootcamp style provision	**Skills Hub**, YLP, LEP, City of York Council, North Yorkshire Council, providers, employers	Sep-23	TBC	• Increase in numbers retrained and working in digital occupations, employers access training for their teams and recruits at pace • Increased availability to help mid-career individuals transfer into digital occupations • Stronger links between businesses and boot camp provision • Mutual benefits better understood and more placements and successful recruitment delivered • Greater number of employers understand and benefit from the bootcamp model for their staff	Provision and destination data from LEP, City of York Council, North Yorkshire Council, providers, employer feedback A, B, C, D
19	Refresh local provision to reflect green agenda within curricula for broad courses such as HND and HNC in Engineering	**Providers**, employers, YNY skills board	Dec-23	Lifetime	• Improved relevance of course content to the needs of the employers. • More individuals supported to progress their learning and career goals as courses more closely align to current needs	LEP/YNY Skills board feedback to/from sector based groups A, B, D
20	Ensure 'green' modules are added to existing qualifications in priority sectors	**Providers**, LEP, City of York Council, North Yorkshire Council, CITB, governance body for LSIF	Oct-23	Lifetime	• Additional modules within existing courses/stand alone for upskilling purposes to enhance the carbon neutral work for the region • Access to training to upskill staff • Greater understanding of how to make your business more carbon neutral for non-specialist staff • Enhanced skills for those involved in delivery of practical actions that contribute to enhancing the	Course completion data, courses available data, business skills survey results, ongoing skills survey, and communications between partners/stakeholders A, C

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Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
					carbon neutrality of working practices, engines, workspaces, homes, etc	
21	Programmes to support businesses and organisations to embed sustainable work practices and development goals for skills related to the work towards net zero in businesses, colleges and key organisations	**LEP**, City of York Council, North Yorkshire Council, providers, CITB, governance body for LSIF	Feb-24	Lifetime	• Access to training to upskill staff. • Greater understanding of how to make your business more carbon neutral for non-specialist staff • Enhanced skills for those involved in delivery of practical actions • Enhanced business efficiencies and reduced costs	Skills surveys to businesses, ongoing feedback from Skills Hub conversations C, D
22	Regularly review existing provision to ensuring that courses reflect progress in technology that reduces carbon emissions (eg solar/heat pump technology and fitting etc) and update accordingly	**Providers**, WNY Chamber, LEP, City of York Council, North Yorkshire Council, employers, business representative bodies in relevant trades, YU	Sep-24	Jun-25	• Ongoing via Accountability Agreements • Skills training offer reflects the future planning needs of businesses/the market • Delivery on targets in relation to net zero for the region are supported • Skills shortages diminish and recruitment and retention of skilled workforce enhanced within the region	Review of Accountability Agreements, overview of course provision, review of feedback from employers in surveys B, C, D
23	Maintain overview of skills related to occupations in the highest demand with notable shortages to ensure appropriate focus is ongoing	**WNY Chamber**, LEP, City of York Council, North Yorkshire Council, providers, Local JCPs, employers	Aug-23	Lifetime	• Ensure focus remains on high shortage areas and horizon scan shapes planning • The focus will continue to move with the needs of business	Monitoring of employment stats, leaver destinations stats B
24	Increased awareness of, promotion and signposting to effective leadership and management programmes (especially for small and micro businesses)	**Growth Hubs**, LEP, City of York Council, North Yorkshire Council, WNY Chamber, providers, business networks, Yorkshire Universities	Sep-23	Lifetime	• Swift access to training to upskill staff. • More effective and efficient staff at all levels • Internal promotion opportunities • Increase long term planning • Fewer shortages/less down time resolving issues • Enhanced team work	Skills Hub/brokerage network feedback, business survey, feedback from business engagement teams, review of business engagement teams, potential for website linkage between providers A, B, D
25	Initiatives to help attract or retain women in STEM industries eg flexible working patterns, part time work	**Businesses**, providers, employers, VCSE programme leads, Local JCPs, governance body for LSIF	Sep-24	TBC	• Equity of access to employment opportunities, enabling people to fulfil their potential, providing the best workforce for the area • Increased availability of skilled workers for all sectors • More flexible work opportunities leading to retention of workforce throughout lifetime • Skilled workers not lost from workforce due to caring responsibilities and therefore overall	LEP, City of York Council, North Yorkshire Council workforce review, skills teams A, B, C, D

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Item	Activity	Likely lead and example partners[1]	Start date	End date	Outcomes/benefits[2]	Review/monitor/update process[3]
					work/life balance and wellbeing maintained for a greater proportion of the population	
26	Initiatives for 50+ in priority sectors to keep talent in the workforce	**Businesses**, providers, employers, Local JCPs, VCSE programme leads, governance body for LSIF	Aug-24	TBC	• Ensure sufficient staff to deliver in the workplace • Retain skills in the workforce for longer and enable skills transfer before retirement more effectively • Ensure people have the best retirement opportunities • Sufficient people in the workforce • The right skills are retained and retrained into colleagues before retirement • Retirement planning enables people to have a full meaningful career including phased exit from workforce if they wish. • People able to move roles to maximise their working potential as they age so retirement due to ill health (manual workers particularly) is minimised and skills transfer maximised.	LEP, City of York Council, North Yorkshire Council, workforce data regarding recruitment retention and workforce modelling, workforce survey from businesses, review of data facilitated for LSIP board, business survey data A

Abbreviations used

APM	Association of Project Management	Providers	potentially all providers of education and training in the region
CEC	Careers Enterprise Company	REC	Recruitment & Employment Confederation
CIAEG	Careers Education, Information, Advice and Guidance	VCSE	Voluntary, Community and Social Enterprise
CITB	Construction Industry Training Board	YHIoT	Yorkshire and Humber Institute of Technology
ITP	Independent Training Providers	YLP	Yorkshire Learning Providers – also known as West Yorkshire Learning Providers and North Yorkshire Learning providers
JCP	Job Centre Plus		
LAs	City of York Council and North Yorkshire Council	YU	Yorkshire Universities
LEP	Local Enterprise Partnership	WNY Chamber	West and North Yorkshire Chamber
LSIF	Local Skills Improvement Fund		

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Annex A: Local strategic context

York and North Yorkshire has benefitted from a great deal of existing work on skills in recent years and we used this as the basis for the development of the LSIP.

Acknowledgement must be given to the York and North Yorkshire LEP who were outstanding in their support of the LSIP and helped in numerous ways. Much of the evidence base underpinning this LSIP was provided by the YNY LEP and the team also gave unstinting practical help at consultation events, focus groups and network meetings. Their knowledge and expertise, freely given, was crucial to the development of the LSIP and is much appreciated by the WNY Chamber of Commerce.

Over the last few years through the YNY LEP Skills Advisory Panel, a range of deep-dive skills research reports have been published as well as an annual, detailed Labour Market Analysis. These were critical documents in building a picture of the current skills landscape including challenges, opportunities, and priorities for growth.

As well as the YNY LEP's skills strategies and research there are a few other important skills strategies that have been developed and are in the process of implementation. The basis of this LSIP was not to reinvent the wheel but build on the suite of strategies that already exist as well as the comprehensive evidence base that exists.

Key strategies include the York 10 Year Skills Strategy, YNY LEP Skills Strategy 2021-26, YNY LEP Sector Study Part Two, the Yorkshire and Humber Institute of Technology Strategic Objectives, City of York Economic Strategy, the Apprenticeship Hub Gap Analysis, YNY LEP LMA 2021 (refreshed to include LSIP priority sector information), York Learning and North Yorkshire Learning Skills Engagement Strategy 2021-25 as well as a suite of sector-specific and deep dive reports.

Links to these documents and others that were used in the development of this LSIP can be found below.

There have been some important shifts in the local authority structures in York and North Yorkshire and these will continue for some time. In March 2023, the seven district and borough councils (Craven, Ryedale, Harrogate, Hambleton, Richmondshire, Scarborough, and Selby) ceased to exist as local authorities and were subsumed into a new unitary authority, North Yorkshire Council. In 2024 a Mayoral Combined Authority will be created uniting some of City of York Council and North Yorkshire Council functions.

The effect of these tectonic changes has yet to be understood but inevitably it will have both positive and negative implications for the skills system.

LSIP Reference Documents;

Centre for Social Justice - Playing the Ace

CITB Construction Industry Reports

CITB Research Reports

DfE FE and Skills Data Statistical Release

DfE Labour Market and Skills Demand Horizon Scanning and Scenarios

FSB Entrepreneurial North

Green Jobs and the Green Economy in York

Heritage and Carbon Addressing the Skills Gap

Humber and North Yorkshire Health Careers Hub

[Lightcast Workforce Development](#)

[Mckinsey- Women in Tech Report](#)

[National Careers Service](#)

[North Yorkshire Rural Commission 2021](#)

[Office for National Statistics](#)

[Routes into Rail](#)

[Skills for Care](#)

[UK GOV Assessing the UK's Digital Ecosytems](#)

[YNY LEP Digital Skills Report 2021](#)

[YNY LEP Labour Market Analysis](#)

[YNY LEP Routemap to Carbon Negative 2023](#)

[YNY LEP Transferable Skills Report](#)

[York and North Yorkshire LEP Skills Strategy 2021-26](#)

[York and North Yorkshire LEP Skills Strategy Refresh 2022](#)

[York Draft Economic Strategy](#)

[York's 10 Year Skills Strategy](#)

Annex B: Background and method

Methodology for business engagement – York and North Yorkshire LSIP

The task for the LSIP was to 'convene providers and employers which lead to the identification and prioritisation of skills needs with the development of actionable solutions', and 'develop learner demand and employer engagement to support providers, employers and the wider skills system'.[41]

The first step to recruit a business engagement team but one post remained vacant.

The business engagement strategy included event attendance, mailshots, direct phone calls, questionnaires/surveys, one-to-one meetings (either virtual or face-to-face) and one-to-many events. Email mailshots were sent to promote the LSIP and ways to get involved. We utilised the Chamber of Commerce and other local authority emailing lists as well as local branches of industry bodies such as CIPD, manufacturing alliances and forums.

The business engagement team alongside the board, project management team, and consultant developed a methodology to capture business' skills needs and engage with sufficient number of businesses to analyse data trends. Primarily this was achieved through two survey tools; the first, a short survey that captured high level information and the second, a longer questionnaire that was more detailed.[42]

An 'engagement' with the LSIP involved any interaction with the project. The short survey was the next point of contact for business engagement. Those who were willing to have lengthier discussions could leave their contact details for a follow up conversation. There

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[41] Chapter 3.1, LSIP Statutory Guidance August 2022, p.9.
[42] See below for Skills Need Questionnaire and LSIP Employer Skills Survey for more information

was the option to answer this questionnaire anonymously if the business did not want their contact details captured. The short survey took approximately 2 minutes to complete. The business engagement team were then able to use these responses as a funnel for future engagement.

The long questionnaire was based on the Hull and East Yorkshire Chamber's research survey. It consisted of approximately 40 questions and took between 10-15 minutes to complete. When developing our questionnaire, we considered usability for the businesses as well as ease of data processing and decided to use MS Forms as the tool for hosting the survey. MS Forms formats the data into MS Excel which can then be manipulated and analysed.

We hosted two virtual focus group feedback sessions with the two Boards on 9th February for West Yorkshire and 10th February for North Yorkshire. We changed the wording of the questions to reflect a more diverse target audience to ensure that we did not inadvertently lead businesses to assume the LSIP was only for career starters. We also removed jargon around qualification levels as this does not translate well to the general business population. Our finalised long questionnaire was completed by 14th February and live by 17th February 2023.

There are significant limitations to using survey tools, however, to collect business responses, we needed a structured tool to allow us to analyse the data effectively. One limitation included not being able to capture the nuance of an individual business' circumstances due to the need to create standardised responses. To address this the business engagement team also conducted one-to-one meetings with businesses that were happy to follow up their questionnaire responses with a face-to-face discussion.

Another limitation was being able to encourage businesses to complete surveys. Within the region, there are significant numbers of surveys sent by local authorities, the MCA and education providers around skills development, curriculum planning and business needs. Skill's 'fatigue' presented a barrier to get businesses to complete the short survey and long questionnaire. Therefore, the Business Engagement Team had to convince participants of the value in engaging with the LSIP research project. The implications of the LSIP being part of Ofsted's enhanced inspections got more buy in with businesses. However, conveying this value proposition was a challenge throughout the entire research phase as there were no short-term tangible benefits of engaging with the LSIP just the medium-term 'promise' of change in education provision in the region.

Another part of our engagement strategy involved hosting employer and provider events that brought both stakeholder groups together. The event was hosted on 21st April at The National Centre for Early Music, York. During the events, the LSIP team gave an update on the production of the report and shared some feedback from the ongoing business engagement. The LSIP team then facilitated a number of round table discussions around the key cross cutting themes: Low Carbon, Innovation, Green Skills, Emerging Technology, Rurality, and Automation and Digitisation.

In developing and delivering our business engagement strategy, we have been mindful of the needs of employers and the current limitations placed on training providers.

Methodology for engaging with provider and stakeholders

The development of the LSIP was governed by the York and North Yorkshire LSIP Board. This was established in January 2023 and the membership was selected to represent the main strategic organisations in the area. The membership includes;

- West and North Yorkshire Chamber of Commerce
- York and North Yorkshire LEP
- North Yorkshire Learning Providers

- North Yorkshire Council
- City of York Council
- Representative from FE Colleges
- Representative from Universities
- Federation of Small Businesses
- CBI

In terms of engaging with providers and stakeholders we conducted events on 3rd February 10th March 31st March and 21st April. These events were attended by a wider range of providers and stakeholders including FE and specialist colleges, HEIs, ITPs, local authorities, YNY LEP, DfE, DWP and Job Centre Plus, employer representative bodies such as CITB, organisations that support disadvantaged groups, Business Growth Hub, and careers guidance delivery partners.

These events were well-attended, and the format was focussed on presentation of evidence and emerging findings and then round table discussions. We used the feedback from these events to prioritise the sectors and finesse the skills actions that delegates told us were the most important.

We triangulated the responses from the business engagement and provider and stakeholder events to identify our priorities for action and the road map to implementation.

We also conducted 7 steering groups focused on our priority sectors and we had in-depth round-table discussions at these meetings. We were able to drill down into detail regarding the specific issues and needs in each sector and we fed this into the development of the LSIP.

In summary, the level of engagement from the sector was exemplary with a willingness to contribute to the LSIP as well as to be part of the solution when it is implemented. It is evident that there is a collaborative and enthusiastic groundswell among providers and stakeholders that gives a strong basis for the LSIP in York and North Yorkshire.

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Details of number of engagements and survey completions

Location	Total Engagements	Short Survey Completion	Wanted Further Engagement	Long Questionnaire Completion	% long Questionnaire v short survey per area	Number of 1-2-1 Held
York		39		10	26%	2
North Yorkshire		62		15	24%	5
Other		2				
Total	**814**	**103**	**36**	**25**	**24%**	**7**

Newsletters and events attended

Location	Events Attended	Estimated Number of Attendees	Business and Provider Events Hosted	Focus Groups Hosted	Provider Events Hosted	Newsletter Features
York	5		1		1	
North Yorkshire	8					
Virtual	4				1	
Total	**17**	**543**	**1**	**7**	**2**	**16**

Detailed industry focus groups hosted

Date	Time	Priority Sectors:
25/04/2023	1pm	Digital and technology
25/04/2023	3pm	Business
27/04/2023	9am	Agri-skills
27/04/2023	12pm	Health and Social Care
27/04/2023	2pm	Construction
02/05/2023	1pm	Engineering and Advanced Manufacturing (inc Rail)
03/05/2023	1pm	People

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Short Survey Questions

Your first name; surname
Company name
Email
Phone
Postcode
Business Based in: West Yorkshire / North Yorkshire
Which local authority is your business in?
Bradford, Calderdale, City of York, Leeds, Kirklees, North Yorkshire, Wakefield.
Which Sector do you cover?

Agriculture	Apparel	Banking	Biotechnology
Chemicals	Communications	Construction	Consulting
Education	Electronics	Energy	Engineering
Entertainment	environmental	Finance	Food and beverage
Government	Healthcare	Hospitality	Insurance
Legal	Machinery	Manufacturing	Media
Not for profit	Other	Property	Recreation
Shipping	Technology	Telecommunications	Transportation
Utilities	Wholesale and retail		

Is there a skills gap within your staff force that you are finding difficult to address?	yes/no/don't know
Do you have challenges recruiting employees with the right skills for your business?*	Yes/no/for specialist roles
Any areas in particular? Eg	
Technical Skills	Yes/no
Soft Skills such as communication attitudes or behaviours?	Yes/no
Functional skills in maths, English/literacy or basic IT usage (if required)	Yes/no
Other	
Can you easily source and access the correct training for your existing staff to address skills gaps when they are identified?	No/ mostly yes For all skills / Don't know
	•
Do you find that the training available is in a format your staff can easily access and then use straight away in the workplace?	Yes/no/sometimes
have you identified what changes in skills your business is likely to need over the next 2-5 years ?	Yes /no
would you be willing to discuss any of these areas further with one of our LSIP team	Yes/no Name Email Phone

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Long Questionnaire - Employer Skills Survey – North Yorkshire

Introduction
The Department for Education has contracted West and North Yorkshire Chamber of Commerce to deliver two Local Skills Improvement Plans (LSIPs) for the region, one for North Yorkshire and a second for West Yorkshire, with the latter being delivered in conjunction with Mid Yorkshire Chamber of Commerce.

We were awarded the contract by the Department for Education and are tasked with understanding the skills needs of local employers and facilitating the conversation between training providers and employers about how to best address skills gaps that are identified.

Thank you for taking part in this survey. Your feedback is critical in helping inform the development of the LSIP and understanding the key priorities and changes needed to ensure education and training is more closely aligned to employer and local labour market needs. We will not be seeking to rewrite education policy, nor are we intending to compete with pre-existing skills plans. Our aim is to complement and enhance what already exists for the betterment of the region.

The survey will take around 15 minutes to complete. Ideally it should be completed by someone with a strong knowledge of the skills and recruitment requirements of your business.

Looking After Your Data

All personal data you supply for the purposes of the survey will be securely stored and only retained until conclusion of the project research period. This data is held in line with the privacy policies of both West and North Yorkshire Chamber of Commerce and Mid-Yorkshire Chamber in their respective geographic locations, both of which can be reviewed below. You have the right to withdraw from the research project at any point, by notifying the relevant Chamber of Commerce.

https://www.wnychamber.co.uk/privacy-policy/

https://my-chamber.co.uk/privacy-policy/

Within this survey we use the term 'education providers' which includes:
- Independent training providers (local or online)
- Colleges
- Universities
- Schools
- University Technical Colleges (UTC)
- 6th Form Colleges
- Other organisations that offer any other skills training and/or qualifications. This can include accredited and non-accredited courses, bespoke or off the shelf forms of delivery that may be prior to employment or for professional development funded by business, the employee or through other sources.

The list of industry sectors has been taken from the ONS Report UK Business: Activity, Size and Location. However, we have separated out creative and digital, retail, wholesale and defence. See this link for more information:
https://www.ons.gov.uk/businessindustryandtrade/business/activitysizeandlocation/datasets/ukbusinessactivitysizeandlocation

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Business and Contact Details

Please provide your details below. This will allow West and North Yorkshire Chamber of Commerce, in partnership with Mid-Yorkshire Chamber of Commerce, to contact you where you have requested further information and / or about your business and its skills needs more generally.

Your business details will not be attached to the collated feedback you have provided and will be anonymised in any published document.

1. Your name
2. Job title
3. Business Name
4. Email address

About Your Business

5. Please give a brief description of what your business / organisation does. This might be how you would describe it to someone you had just met or on your Organisation's website.

Free Text Response

6. What is your main industry / sector?
   - Accommodation and Food Services
   - Agriculture, Forestry and Fishing
   - Business Administration and Support Services
   - Construction
   - Creative and Digital
   - Defence
   - Education
   - Finance and Insurance
   - Health
   - Hospitality
   - Information and Communication
   - Manufacturing
   - Mining, Quarrying and Utilities
   - Motor Trades
   - Professional, Scientific and Technical
   - Property
   - Public Administration
   - Retail
   - Transport and Storage (including Postal)
   - Wholesale
   - Another industry / sector (please give brief details)

7. Which local council/borough council area is your business based?

   - Bradford
   - Calderdale
   - City of York
   - Craven
   - Hambleton
   - Harrogate
   - Kirklees
   - Leeds
   - Richmondshire

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- Ryedale
- Scarborough
- Selby
- Wakefield
- Other

8. Where else do you have other office locations, if any?

Free text response

9. Which of the following best describes the size of your business?
- Micro (less than 10 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (more than 250 employees)

10. If you are able, please indicate the general age distribution of your workforce across the following age groups. Please rank from most employees to least employees for each group.
- % aged 16 to 24
- % aged 25 to 44
- % aged 45 to 64
- % aged 65+

11. Have you heard of Local Skills Improvement Plans (LSIPs)?
- Yes
- No

Support for Recruitment and Training Needs
12. Do you have any specific skills gaps?
- Yes
- No
- Don't know

13. If yes, what are the skills gaps?

Free Text Response

14. In general, do you know where to go to access the training and development support you need for your workforce?
- Yes
- No

15. If so, where would you go?

Free Text Response

16. Can you source it locally?
- Yes
- No

17. When did your business last use the services of any education providers? If you haven't engaged with an education provider please respond 'never'.
- In the last 6 months
- In the last 12 months

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- In the last 2 years
- In the last 3 years
- More than 3 years ago
- Never

18. How would you rate your business's experience in engaging with education providers? Please select one option in each row. (Very positive / Positive / Neutral / Negative / Very Negative / Don't Know)
- Finding a local education provider who offers the training you require
- The quality of education or training received
- The relevance of the education or training to the job that employees do

19. Has your business been asked to contribute or become involved in course design by an education provider?
- Yes
- No

20. Would your organisation be prepared, in principle, to participate in developing training course content?
- Yes
- No

21. In which of the following ways do you currently or would your organisation be prepared to participate in developing course content? Please select all that apply.
- Being consulted about course content
- Being directly involved in the development of course content
- Being involved in delivery of courses through site visits or by providing talks to learners
- Being involved in delivery of courses by formally teaching aspects of the curriculum/ course
- Other (please specify)
o *Free Text Response*

22. Would you like further information on any of the following?
- Recruiting external staff
- Developing/upskilling your staff
- Transferring unspent Apprenticeship Levy to another employer (if applicable)
- Schools Partnership Teams (eg, by working with schools and colleges to promote careers within your industry)
- Information on how to make adjustments for employees with health needs or disabilities to help them to access training

Skills and Training

23. Which of the following skills and training approaches are of benefit to your business? Please select all that apply.
- A relationship with education providers who have an understanding of the needs of your business and sector
- Access to funding for staff training
- Access to local training to upskill staff
- Tutors that have up-to-date knowledge of your sector
- Access to sites with appropriate equipment for technical training
- Access to training courses that form a clear career pathway to support employee professional development
- Access to training courses and/or qualifications designed for your sector

- Training courses leading to qualifications for specific occupations (formally accredited by recognised awarding bodies)
- Training courses leading to qualifications for specific occupations (NOT formally accredited by recognised awarding bodies)
- None of the above
- Other (please specify)
  - *Free Text Response*

24. Which of the following types of skills and attributes will be important to your business over the next three years? Please select all that apply.
- Creativity
- Customer Service
- Employability skills (eg team working, taking initiative, being inquisitive, attendance, time keeping, work ethic)
- Financial management
- IT and digital
- Leadership and managerial
- Literacy
- Numeracy
- Planning and organisational
- Sales and marketing
- Skills to do with low carbon and the transition to net zero
- Technical, practical or occupation specific
- Don't know
- Other (please specify below)
  - *Free Text Response*

25. To what extent are there currently skills shortages or gaps in those areas that you have said are important? Please select one option in each row. (Not at all / To some extent / To a great extent / N/A)
- Creativity
- Customer Service
- Employability skills (eg team working, taking initiative, being inquisitive, attendance, time keeping, work ethic)
- Financial management
- IT and digital
- Leadership and managerial
- Literacy
- Numeracy
- Planning and organisational
- Sales and marketing
- Skills to do with low carbon and the transition to net zero
- Technical, practical or occupation specific
- Other skills gaps

26. What would make the biggest difference to you being able to successfully train and develop your workforce?

Free Text Response

Recruitment
27. During the last 12 months have you experienced any of the following difficulties in recruiting? Please select all that apply.
- Finding sufficient numbers of employees
- Finding employees with the right technical skills for your business

- Finding employees with the right employment skills (employability skills, transferable skills, communication, attitude, body language etc)
- Finding employees with sufficient levels of literacy
- Finding employees with sufficient levels of numeracy
- Finding employees from the local area
- Accommodating hybrid working
- Time to recruit and induct new staff
- None of the above (have not experienced any difficulties in recruiting)
- Other (please specify below)
  - *Free Text Response*

28. Which of the following do you plan to do over the next 12 months? Please select all that apply.
- Recruit new staff with an option of an apprenticeship or other appropriate skills development
- Recruit new employees without a specific education level in mind
- Upskill your existing staff
- Reduce the size of your workforce
- None of the above

29. If you have said that you plan to reduce the size of your workforce over the next 12 months. Please say why in the space below.

Free Text Response

30. Do any of the following affect your ability to recruit? Please select all that apply.
- Poor quality applications preventing you from identifying the right potential candidates
- A lack of good careers information for all candidates so that they understand your business / sector. Be that in general, from careers advisors or other specialist information sources preparing people to apply for jobs
- Barriers to take up of job offer (eg pay, shift patterns, transport or caring responsibility),
- Lack of appropriately qualified workers
- Lack of specific technical skills
- Lack of workers with the right level of experience
- Higher pay being offered by other businesses
- Other (please specify below)
  - *Free Text Response*

31. If you said, barriers to take up of job offer (eg pay, shift patterns, transport or caring responsibility), please specify below.

Free Text Response

32. If you said, lack of appropriately qualified workers. Please specify below.

Free Text Response

33. If you said, lack of specific technical skills. Please specify below

Free Text Response

34. What single thing would make the biggest difference to easing any recruitment difficulties that you may have?

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Free Text Response

Apprenticeships
35. Have any of your staff (new or existing) started an apprenticeship in the past 12 months?
- Yes
- No

36. Are you planning on any of your staff (new or existing) starting an apprenticeship the next 12 months?
- Yes
- No

37. If your staff have started the new apprenticeship, could you find right supervision within your region?
- Yes
- No

38. Where is your apprenticeship provider located?

Free Text Response

Your Business's Digital Skills Needs
39. What specific digital skills are needed within your business (eg Microsoft applications, online sales and marketing, social media, database/CRM systems, cyber security, AI, automation)?

Free Text Response

40. To what extent are you currently able to access the required digital and technical skills training for your business?
- Fully, can access all digital skills training needed
- Partly, can access some of the digital skills training needed
- Not at all, cannot access the necessary digital skills training
- Not relevant, have not tried to access digital skills training

41. What would help equip your business with the right digital skills for the next 5-10 years?

Free Text Response

Thank you for completing this survey.

End

Annex C: Provision list

A list of the courses offered by the FE colleges and local authority is available on request.

Annex D: Case studies

Case study for Agrisound and York St John University

AgriSound was the first occupier at the Enterprise Centre, and its strong message on biodiversity is reflected within York St John University's ethos and the practical solutions put in place across campus.

AgriSound is a business dedicated to increasing biodiversity levels; is passionate about interpretating nature's noises, through technology such as its bio-acoustic listening device - 'Polly'. By monitoring the sounds of pollinators, Polly is able to provide data, in real-time, via a smart phone app, to farmers, beekeepers, and landowners, which allows them to more naturally manage pollinators in their fields and increase crop yields. Without these essential pollinators, we would lose more than 70% of all food crops.

The Enterprise Centre is based within the city centre of York, on the YSJ campus, which is one of the main reasons AgriSound decided to be based there. There are several public transport links, which result in a reduced carbon footprint and encourage staff and visitors to use these links.

"The Location is great for staff and visitors commuting into the city. At AgriSound, we encourage people to use public transport as much as possible to minimise our impact on the local environment." – says a representative from AgriSound

Alongside the location of the Enterprise Centre, YSJ university's message of sustainability goes hand-in-hand with AgriSounds ethos. A representative from AgriSound notes that by the university having "bee boxes and bug hotels" around campus, it is proactively increasing biodiversity.

YSJ is also a top-rated UK university for carbon reduction in 2021 and demonstrating a strong accountability and message on sustainability is important to AgriSound. The Enterprise Centre is in a unique partnership with York and North Yorkshire Growth Hub, who

also support this message of sustainability. The Growth Hub stands by a "Greener, Fairer, Stronger" message.

The Enterprise Centre boasts dual locations, both in York and London. The London building is located in East India Dock, a prime location great for meeting with potential clients.

"The London campus is very impressive and well-placed to meet international visitors and investors arriving in the UK. Having access to space in London is a major benefit of being located in the Enterprise Centre."

AgriSound has been able to grow from strength to strength, whilst utilising the resources the Enterprise Centre has to offer. A benefit of the EC is the access occupiers have to university expertise, especially the student / graduate talent pool.

AgriSound has recently created a video to support a crowdfunding campaign with the help of recent graduates. A representative from the BRM of the Enterprise Centre, was able to connect Agrisound to the university careers service, who connected suitably qualified graduates to the project.

"We were impressed with the level of professionalism and commitment to the project. The outputs exceeded our expectations, and we will continue to work with YSJ and the excellent graduate pool available."

The Enterprise Centre offers co-working space, facilities, access to university expertise and networking events. It offers 6-months free hire, and then it is £220 a month after this.

"The Enterprise Centre represents excellent value for money. With the additional benefits of accessing both academics and graduates, it will become a very competitive offering within York and the surround areas."

Find out more about the Enterprise Centre.

The Enterprise Centre is a great place to support your growing business, if you're interested in accessing support from the EC, please contact business@yorksj.ac.uk

For more information on AgriSound, visit their website : https://www.agrisound.io/

Case study for The Grand Hotel, York

THE GRAND

YORK

The Grand, York occupies the site of the former North-Eastern Railway offices, which were built in 1906. The site was purchased and opened as a hotel in 2010 under the Cedar Court Hotels Group, however this was followed by a further purchase by Splendid Hotels in 2014. The hotel opened in 2010 as the Cedar Court Grand Hotel and Spa, after the building was purchased in 2007 and refurbished by Cedar Court Group. Splendid Hospitality Group bought it in 2014 and in 2017–2018 refurbished and expanded it, creating The Grand, York as it is known today.

The Grand is considered one of the most luxurious hotels in York. It provides exceptional service through its 200+ employees and has recently been named in The Sunday Times' Top 100 Places to Work for 2023. The ethos of The Grand is "Recruit for Attitude, Train for Skill" and this is implemented across all departments from point of application. Drive, Excellence and Care are the values instilled within the team at the hotel and applicants are required to demonstrate a certain level of inter-personal skills to pass the selection process for employment.

Whilst the traditional themes of hospitality are applicable to The Grand, the training received by employees exceeds the standard level of service of chain hotel groups. The Grand ensures that their team have a comprehensive understanding of the whole business, as opposed to a singular department, and the implications of how their own individual role can impact other areas of the business.

This is implemented through the variety of training schemes available and entry level opportunities, including Student Placement and Graduate schemes. The Grand utilises these on a regular basis to introduce new employees to the business and showcases such programmes through relationships with local colleges and universities. The Grand works hard to foster these relationships to ensure appropriate and up-to-date training is provided.

Formal training for employees is conducted in the form of practical on the ground experience, team training and online modules, appropriate to departments. This is delivered through managers in each department, HR, outsourced materials such as online training modules or third-party visiting demonstrations.

The current skills gaps include catering, from basic food preparation to front of house, where digital skills are lacking for standard software packages. The Grand places a great emphasis on development for all staff and mobility between departments is encouraged. The impact of training, specifically for areas such as junior management/supervisory roles, would enable a more efficient transition to senior positions.

Case study for Kettu Studios

Kettu Studios, an award-winning director, animator, digital artist and production company in Skipton, started trading in 2012. Kettu Studios builds on a wealth of experience from Aardman Animations and DreamWorks, animating for "Wallace and Gromit" and "Shaun the Sheep" and has created music videos for Katy Perry and Radiohead.

Kettu Studio's demand for skills is project led and dependent on the scale and complexity of the production. They have a network of professionals across the world that she draws on when necessary for advanced skills but looks to share her knowledge as much as possible with students.

They are now exploring new technology such as using augmented and virtual reality and other immersive media to improve information transfer through storytelling.

"There is definitely a need to modernise the offer of future technologies and skills. While working with Universities in UK I can see the definite need for real technical skills that help students to work in their field and get into the industry faster."

"Working with young people at E2M organisation I was delighted to see such fast learning and especially workshops curated by the young people themselves. We should listen to the young people and their interests."

They have a passion for the future of the industry and are actively working with Craven College and Leeds Arts University to help develop course content, lecture on adopting new technology and provide industry opportunities to their students.

"I have delivered lectures and workshops in Leeds Arts University and Craven College both in person and virtual, and I have also collaborated with their E-Sports team for game research and testing, and recently advised them about the creative industry's technical needs of software and hardware.

I consistently work with educational organisations all over the North, hosting workshops of Animation digital storytelling (Storyboarding and 360 storyboarding) and AR."

Kettu Studios have also been able to take on placement students to give them real world experience:

"I have had research and game testing help from Craven College and interns from Leeds Arts University and local schools for modelmaking and animation, editing and production/promotion. For productions like: Dogs' Dales AR mobile game, Leeds University hospital infomercial about antibiotics misuse (Our Helpful Bacteria) and Music Video for Katy Perry (Resilient).
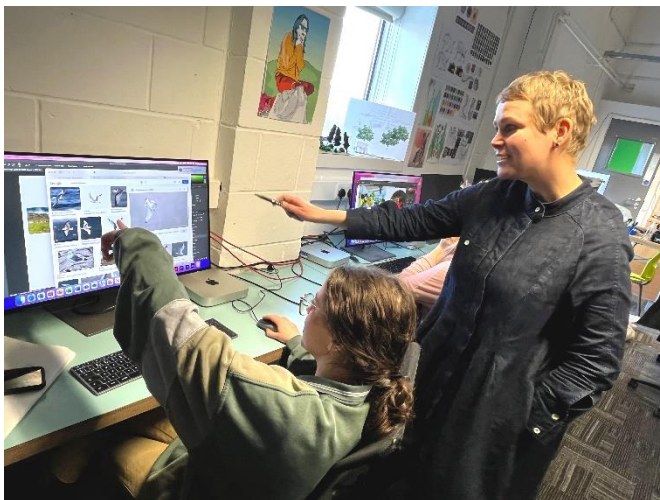
The students were especially very helpful with the research. I have offered some students paid opportunities after to help with promotion and appearance in Games Festival.

I found that if the students had good technical skills in something (For example After Effects and Google Docs) they were very useful for my business AND also had better time themselves doing something that they felt happy doing as well as learning skills.

As a SME I wouldn't really have too much time/resources to teach them basics."

It is vital for Kettu Studios to work with education providers in the region to future proof the industry and generate a pipeline of talent they can access for their business.