

Upskilling and Reskilling across York and North Yorkshire – Stakeholder and Provider perspectives

A Report by Annabel Jelley and Tokos Solutions on behalf of
York and North Yorkshire Local Enterprise Partnership

March 2021

EXECUTIVE SUMMARY

1. York and North Yorkshire (YNY) LEP commissioned Annabel Jelley and Nada Tokos to undertake research to secure provider and stakeholder views on:
 - The capacity of the sector to deliver the Government's first full Level 3 entitlements.
 - The sector's understanding of why reskilling/upskilling is critical in the light of the challenges triggered by the Covid-19 pandemic, the impact on individual learner support and wider curriculum planning.
 - The extent to which the sector is supporting SME leaders and managers to deliver transformational change and embed High Performance working practices (HPW).
 - The extent to which the sector is supporting SMEs to recover markets, design and deliver new products and services, and develop resilience and sustainable business models.
 - Needs (geographical or by subject area) that the sector is currently not able to address effectively.
2. The results of the consultation and additional desk-based research were to enable recommendations on:
 - Building the capacity of the skills sector to respond swiftly and effectively to reskilling/upskilling challenges.
 - Ways in which the sector can support SMEs embed HPW practices more effectively.
 - How the LEP can engage more effectively with the sector to support the delivery of its post – Covid-19 plan '[Greener, Fairer, Stronger](#)' to re-shape the local economy.
3. Our research involved:
 - Context and background research to understand the immediate impact of Covid-19 on the workforce and on skills supply and demand.
 - Analysis of the latest labour market data to inform the consultation and provide a baseline for questioning.
 - Telephone or online video interviews with 35 representatives from 13 providers and 10 stakeholder organisations.
 - Collation and analysis of findings including priorities for upskilling and reskilling, capacity to deliver Level 3 entitlement and availability of business support to embed HPW.
 - Identification of best practice, issues, challenges and recommendations for upskilling and reskilling the workforce to address the impact of Covid-19.
4. Views on the capacity of the sector to deliver the Government's first full level 3 entitlements included:

- The area's skills sector has the capacity and willingness to deliver a range of Level 3 qualifications in sector subject areas that support the economy of York and North Yorkshire.
 - However, several barriers to Level 3 provision to adults exist. These include small cohort sizes, which affect the viability of courses and models of delivery depending on the existing 16-18 offer and that may not suit adult learners.
5. The sector understands upskilling and reskilling needs; and the range, quality and availability of skills provision in the area is generally of high calibre and responsive to change. However, barriers to the take-up of provision include:
- Information, Advice and Guidance (IAG) for adults is not as effective as it could be.
 - Covid-19 has triggered an acceleration in the provision of remote and online learning, but vulnerable learners still need face-to-face support.
 - Training is generally a low priority, particularly in current times, as businesses are dealing with serious financial and logistical challenges. Where businesses seek training for their staff they often require a solution to an immediate problem rather than for long-term business development.
6. High Performance Working (HPW) practices are not widely understood. Skills support in this area is available, but businesses and individuals will not seek it out if they do not understand it.
7. Some stakeholders held the view that delivery models for training could support SMEs more effectively, therefore enabling them to better respond to economic changes and develop resilient and sustainable business models. Traditional courses, even if marketed to businesses, can be too long, academic in style (rather than practical) and are not responsive enough to current needs. There is local good practice, such as modular course provision, that could be adopted and expanded.
8. Feedback from consultees indicated that needs not currently addressed effectively include:
- Support for women and young people, who have been disproportionately affected by Covid-19 because they make up a greater percentage of the workforce in sectors impacted by the pandemic.
 - Supporting schools, colleges and HE providers to work together to align progression pathways.
9. In conclusion, we identified 11 recommendations to the LEP to consider when planning for future skills activities. These include:
- Build on best practice and improve IAG for adults.
 - Prioritise 'hidden' vulnerable people for support.
 - Build on and expand modular, bite-size and flexible provision.
 - Focus on the transferable skills of people in sectors which have been impacted by Covid-19 to enable them to find work in more buoyant sectors.
 - Facilitate the expansion of 'education on demand'.

CONTENTS

	Page
<u>EXECUTIVE SUMMARY</u>	1
1. <u>KEY FINDINGS</u>	4
2. <u>RECOMMENDATIONS</u>	6
3. <u>GLOSSARY</u>	8
4. <u>INTRODUCTION</u>	10
5. <u>RESEARCH METHODOLOGY</u>	13
6. <u>LABOUR MARKET CONTEXT</u>	15
7. <u>CONSULTATIONS FINDNGS</u>	17
APPENDICES	
1 <u>LABOUR MARKET ANALYSIS</u>	22
2 <u>PROVIDER CONSULTATION FORMAT</u>	26
3 <u>STAKEHOLDER CONSULTATION FORMAT</u>	26

1. KEY FINDINGS

Priorities for upskilling and reskilling

- 1.1 Providers and stakeholders highlighted the responsiveness and support of the York and North Yorkshire Local Enterprise Partnership (YNY LEP)¹ in the skills arena and cited that LEP facilitation of partnerships, regular visibility at fora, and strategic influence nationally were highly rated in the area.
- 1.2 The range, quality and availability of skills provision in the area is of generally high calibre, responsive to change and benefits from effective leadership as attested to by good and outstanding Ofsted inspection judgements and the swift and on-going response to the pandemic. However, some geographical areas are more developed with regard to partnership working and collaboration than others, and those that have less developed partnership arrangements would benefit from greater support.
- 1.3 Whilst the range of provision is in place, Information, Advice and Guidance (IAG) for adults is not as effective as it could be. In recent years and prior to the pandemic, the demand for IAG in an era of near full employment was minimal. The offer from the National Careers Service is now online only and no longer offers face-to-face career support.
- 1.4 The dramatic increase in people seeking work due to the impact of the pandemic has resulted in a greater need for effective IAG for adults, particularly for vulnerable people and those experiencing digital poverty.
- 1.5 Covid-19 has triggered an acceleration in the provision of remote and online learning and delivered significant benefits including:
 - Reduced travel and venue costs.
 - Enabling learners to access provision from rural locations and at flexible times. This means that the availability of local provision is less important than it was (a great boon for a rural area) and global provision is available to those who can access it.
 - Enabling 'education on demand', which gives individuals greater control of when, where and how they learn.
- 1.6 Individuals and businesses are demanding shorter, flexible, modular training offered at times tailored to individual needs (e.g. multiple drop-in sessions through the week) and which aligns much more closely to employment or skills needed by businesses.
- 1.7 However, vulnerable learners still need face-to-face support especially for those who have been out of education for a long time and may encounter barriers to learning.
- 1.8 There has been a significant increase in demand for mental health training and support. Respondents believe that this trend is set to continue with businesses and individuals seeking help to combat rising incidences of mental ill health brought on by the pandemic.
- 1.9 Covid-19 has had a disproportionate effect on women and young adults because they make up a greater percentage of the workforce in sectors impacted by the pandemic.

¹ All references to the area refer to the geographical area serviced by the York and North Yorkshire LEP

- 1.10 Leadership and management training is imperative to help businesses survive post-pandemic.

Readiness to deliver the Level 3 Entitlement

- 1.11 The area's skills sector has the capacity and willingness to deliver a range of Level 3 qualifications in sector subject areas that support the economy of York and North Yorkshire. Efforts continue to adapt and tailor the offer to the needs of businesses and providers are generally familiar with strategic intentions of national policies, the LEP and local authorities. However, providers are predominantly in the planning stage regarding the Level 3 Entitlement.
- 1.12 FE Colleges are developing their commercial offer (as are some Independent Training Providers) and are making focussed and determined efforts to respond to the needs of the economy. That said, several barriers to Level 3 provision to adults exist including:
- Models of delivery tend to depend on the 16-18 offer, which may not suit adult learners especially if infilling on 16-18 courses.
 - Cohort sizes are an issue. Providers cannot offer courses unless there are sufficient learners to make them viable.
 - Emerging sectors such as low carbon, green technology and life sciences require new skills provision that is not yet created or accredited for delivery.
 - Covid-19 is having an impact on the providers' capacity to plan provision. Efforts have, understandably, focussed on keeping the current offer going under Covid-19 restrictions.
- 1.13 Progression routes from Level 2 onto Level 3 provision are effective within institutions but less so between institutions. Consultees highlighted the need for more partnership work, improved IAG, and locally based workforce development groups in sectors that experience persistent recruitment challenges. Collaboration between providers to develop progression pathways may be hampered by the competing desire to form long-term relationships with businesses or learners rather than refer them to a competitor.

High Performance Work Practices

- 1.14 High Performance Work (HPW) practices are not widely understood. Skills support in this area is available, but businesses and individuals will not seek it out if they do not understand it.
- 1.15 The skills needs of small and micro businesses are very different to those of large businesses, particularly with regard to adopting HPW practices, and therefore the methods of delivering provision need to be highly adaptable. In addition, the benefits that HPW bring must be promoted in plain language.
- 1.16 There is a question about whether providers have the right infrastructure to deliver HPW effectively. FE colleges do not tend to deliver it, but it is not their primary focus. Businesses, particularly small and micro-businesses, do not use colleges as their first option for business support. There is evidence that provision is available, so the primary concern is connecting businesses to it in the most efficient way possible.

[Back to contents](#)

2. RECOMMENDATIONS

2.1 **Build on best practice and improve IAG for adults.** The current online only offer is not sufficiently promoted and does not support vulnerable people. A face-to-face offer is critical to help people understand what their career options may be, particularly if they are low skilled. The LEP might consider supporting training hubs, perhaps in alignment with the apprenticeship hub or physical centres such as the Opportunity Centre in York, which would include provision for individual face-to-face support.

2.2 **Enhance the importance of transferable skills for people seeking work.** To recognise the rapid change in the world of work by encouraging a focus on transferable skills and more sectoral pathways. This will enable people to have a wider view of their career prospects and consider reskilling in sectors they may not have considered. This benefits the local economy because it directs talent towards known vacancies and longer-term opportunities in the workforce.

The LEP should consider carrying out this work on a pilot basis to map out how people who have been displaced (e.g. in the retail or visitor economy) can transfer their existing skills into sectors that have plentiful job vacancies in York and North Yorkshire.

2.3 **Prioritise 'hidden' vulnerable people for support.** Support must be directed to vulnerable people disproportionately or more severely impacted by Covid-19. These include, for example, women, young people, individuals with barriers to employment and those displaced from sectors in decline. The dependence on remote learning during the Covid-19 period has 'hidden' vulnerable people who will emerge once the pandemic has passed and efforts must be made to reach them.

2.4 **Develop partnerships to improve progression pathways.** To develop sectoral approaches and more collaborative working between institutions focusing not only on skills, but also on wider business development. Provision in general is available but progression pathways between providers needs to improve. This is the case in some geographical areas more than others e.g. the North Yorkshire coast area.

2.5 **Support the development of enterprise skills.** Put into place more effective and comprehensive support for the development of enterprise skills, targeting not just high growth start-ups/businesses, but also self-employment and lifestyle businesses.

2.6 **Raise awareness and promote existing HPW provision** to small and micro businesses. There is a need to market more effectively the benefits of HPW to small and micro-businesses, including signposting them to appropriate provision.

2.7 **Provide match funding to existing ESIF projects** Many businesses who would benefit from support in implementing HPW practices are not able to make the necessary financial co-investment or need convincing of the potential returns of doing so, especially in the current financial climate.

2.8 **Build on and expand modular, bite-size and flexible provision** that operates on a roll on, roll off model (e.g. degree provision offered at Coventry University in Scarborough) so that people mid-career can gain skills while fitting their learning in with existing commitments.

2.9 **Facilitate the expansion of 'education on demand'** by ensuring learners have access to the equipment and connectivity they need and encourage innovation in learning platforms and models to fast track skills acquisition.

- 2.10 **Produce regular LMI** that helps the sector understand skills needs more readily. This is especially needed post-Covid-19 as LMI is outdated and does not reflect the impact of the pandemic on the local labour force.
- 2.11 **Plan further research into Covid-19 responses and HPW practices once the pandemic is over.** It is our view that the timing of this research is not optimum due to a third Covid-19 lockdown and respondents' immediate focus on dealing with the pandemic. Given that the full effects of the crisis are likely to emerge once the vaccination programme has been completed and restrictions are lifted, we take the view that our findings represent a snapshot in a turbulent period and warrant further exploration once the situation has stabilised for both the economy and individuals.

[Back to contents](#)

3. GLOSSARY

Adult Education Budget (AEB)	AEB-funded learning aims to engage adults and provide the skills and learning they need to progress into work or equip them for an apprenticeship or other learning. It enables the provision of more flexible tailored programmes of learning, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.
AEB Entitlement	ESFA funded AEB includes support for four legal entitlements to full funding for eligible adult learners. These entitlements are set out in the Apprenticeships, Skills and Children Learning Act 2009, and enable eligible learners to be fully funded for the following qualifications: <ul style="list-style-type: none"> • English and maths, up to and including Level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade 4 (C), or higher, and/or • First full qualification at Level 2 for individuals aged 19 to 23, and/or • First full qualification at Level 3 for individuals aged 19 to 23 • Essential digital skills qualifications, up to and including Level 1, for individuals aged 19 and over, who have digital skills assessed at below Level 1.
Adult Learning and Skills Service (ALSS)	North Yorkshire County Council’s service responsible for community learning provision.
Community Learning (CL)	Helps people of different ages and backgrounds gain a new skill, reconnect with learning, pursue an interest, and learn how to support their children better, or prepare for progression to more formal courses / employment.
COVID (-19)	Current pandemic, affecting the delivery of learning, amongst other things. Sometimes abbreviated to C19.
Education, Skills and Funding Agency (ESFA)	Accountable for funding education and skills for children, young people and adults. ESFA is an executive agency, sponsored by the Department for Education.
Functional Skills	Applied practical skills in English, maths and ICT that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.
High Performing Working (HPW) practices	High Performing Working Practices – see detailed definition in section 5.5.
Information, Advice and Guidance (IAG)	Support and activities that help individuals to gain information about opportunities open to them about learning or work. Adult

	provision is delivered through the National Careers Service, and typically provided by training providers alongside their provision.
Institute of Technology (IoT)	A government-supported initiative aimed at increasing technical skills in the labour market and workforce. IoTs are collaborations between further education (FE) providers, universities and employers. They specialise in delivering higher technical education (at Levels 4 and 5) with a focus on STEM (science, technology, engineering and mathematics) subjects. York College leads the Yorkshire and Humber IoT, working with 7 Further Education Colleges across York, North Yorkshire and East Riding, along with the University of Hull and York St John's University.
ITPs	Independent Training Providers.
Leadership and Management (L&M)	Typically covers a wide range of learning and levels, including change management, team building, coaching, communications and motivating people.
Non-Regulated Learning	Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. Community learning typically falls into this category.
Reskilling	Reskilling is the process of learning new skills so an individual can do a different job in, for example, a completely different occupational area, or of training people to do a different job.
Skills Gaps	When existing employees within an organisation are not fully proficient in their job and are not able to make the required contribution to the achievement of business or public service objectives.
Skills Shortages	Where there are vacancies that are hard-to-fill due a lack of candidates with the required skills.
STEM	Science, Technology, Engineering and Maths.
Transferable Skills	Skills and abilities that are relevant and helpful across different areas of life: socially, professionally and throughout education. They are 'portable skills' and include Technical; Communication, Critical Thinking, Multitasking, Teamwork, Creativity and Leadership.
Upskilling	Upskilling is the process of learning new skills or of teaching individuals new skills within existing occupations.

[Back to contents](#)

4. INTRODUCTION

- 4.1 The York and North Yorkshire Local Enterprise Partnership (YNY LEP)'s local Skills Advisory Partnership (SAP) activities are coordinated by its Skills and Employability Board. The DfE is working closely with all LEP area SAPs to support them to develop their understanding of local skills issues based on robust evidence, formulate skills priorities and design and deliver action plans to address these.
- 4.2 The LEP has identified areas that required greater understanding of skills provision and commissioned a suite of reports in 2020 including:
- Research into the impact of European Structural and Investment Fund (ESIF) skills projects to inform future commissioning plans.
 - Research into the Community Learning strand of the Adult Education Budget (AEB) to ascertain its current strengths and weaknesses and make recommendations for future opportunities under devolution.
 - An assessment of the supply and demand of skills for low carbon and the circular economy.
- 4.3 In October 2020, the LEP published its Covid-19 response action plan '[Greener, Fairer, Stronger](#)' which sets out a road map for reshaping the economy in order to tackle the immediate and most disruptive effects of the pandemic and also steer a course for a solid economic foundation for the future.
- 4.4 The three themes of the action plan include 'Greener' which refers to safeguarding natural capital and working towards a carbon negative region; 'Fairer' which sets out how opportunities for prosperity and advancement must be available to everyone and 'Stronger' which provides a basis for resilience in the business base to enable a quick recovery and build swiftly in the future.
- 4.5 Building on these reports, the LEP sought to respond to the challenges brought about by Covid-19 and seek the views of providers and stakeholders regarding their capacity to address the need for reskilling and upskilling of leaders, managers and the wider workforce to respond to the economic consequences of the pandemic.
- 4.6 To this effect this the LEP commissioned us (Annabel Jelley and Nada Tokos) to undertake research with the following objectives:
- a) Consult with key York and North Yorkshire stakeholders (incl. employer network representatives) and FE and Apprenticeship providers to secure their views on:
 - The capacity of the sector to deliver the Government's first full Level 3 entitlements.
 - The sector's understanding of why reskilling/upskilling is critical in the light of the challenges triggered by the Covid-19 pandemic and the impact on individual learner support and wider curriculum planning.
 - The extent to which the sector is supporting SME leaders and managers to deliver transformational change and embed High Performance working practices (HPW).
 - The extent to which the sector is supporting SMEs to recover markets, design and deliver new products and services, and develop resilience and sustainable business models.

- Needs (geographical or by subject area) that the sector is currently not able to address effectively.
- b) Using the results of the consultation and informed by appropriate desk-based research, make recommendations on:
- Building the capacity of the skills sector to respond swiftly and effectively to reskilling/upskilling challenges.
 - Ways in which the sector can support SMEs embed HPW practices more effectively.
 - How the LEP can engage more effectively with the sector to support the delivery of its post – Covid-19 plan to re-shape the local economy.
- 4.7 It is important to note the timing of this research coincided with a third national Covid-19 lockdown in which schools, colleges and HEIs were closed and restrictions on businesses and individuals were put in place to limit the spread of the pandemic. It was evident to us that all the individuals we interviewed, whilst unfailingly cooperative and insightful in their responses, were dealing with unprecedented levels of rapid change in the economy and in their own working lives, personal circumstances and uncertainty about the future.
- 4.8 The interviews we conducted were inevitably be shaped by the circumstances of the current time. Providers and stakeholders have adapted admirably to the challenges of the last year and yet are still vulnerable to the impact that the pandemic is having on customers, learners, and businesses.
- 4.9 Whilst it was clear that the pandemic has caused profound disruption in the economy and a recession is inevitable, the full and longer-term extent of the impact is still unknown. For example, the Government’s Coronavirus Job Retention Scheme has been extended to the end of September 2021 and this accounts for around 15% of all jobs in the area (concentrated in the sectors most impacted by the pandemic including retail, hospitality and accommodation). It is not possible to determine the extent to which people currently on furlough will be able to return to work, moreover the number of businesses that will still be operating following the lifting of restrictions.
- 4.10 In parallel to this research two other related projects commissioned by the LEP were being conducted (‘Exploring the capacity of the FE system to delivery Digital Skills’ and ‘Exploring the capacity of the FE system to engage and support 19-24 year-old NEETs’). We worked closely with the organisations undertaking these research projects to ensure that providers and stakeholders were not unduly overburdened, adopting a joint consultative approach, where appropriate, and sharing findings pertinent to the other projects.
- 4.11 The LEP has recently published a report into the skills needs of the low carbon and circular economy. It was agreed that our research would not duplicate this work and would therefore concentrate on the ‘fairer’ and ‘stronger’ aspects of the LEP’s Covid-19 response plan ‘[Greener, Fairer, Stronger](#)’.

Transferable skills as mechanism for reskilling

- 4.12 Our research was predicated on widely accepted norms regarding migration patterns between jobs, whether because of need (e.g. redundancy or business failure) or aspiration. This is generally a sector-by-sector approach and careers information and progression pathways tend to be shaped by skills needed within that sector. These

have been built up over time and tend to be generally linear in nature i.e. kept within sectors.

- 4.13 As we progressed with the research, it became apparent that labour market information and data to support job seekers post-Covid-19 was time lagged and therefore potentially limited in its helpfulness. There was also a growing acknowledgement that the pandemic has produced seismic shifts in ways of working, skills requirements and job opportunities. Navigating through this however while still in lockdown is doubly problematic for all concerned.
- 4.14 The added dimension to these considerations is the acceleration of automation and digitisation, which has been a necessity during the pandemic to enable people to work safely and has made a step change in models of working and business practice.
- 4.15 The longer-term impact of this change is still unknown, but if business have adopted more productive ways of working that automate-out functions previously conducted by people and this cuts costs or increases profits, then they are highly unlikely to return to previous models.
- 4.16 It is therefore important to ensure that when re-skilling, people are not directed towards sectors and occupations that risk becoming obsolete due to technological advancement. Research suggests low skilled, low pay occupations in sectors such as retail and hospitality are most at risk of becoming obsolete due to automation. These sectors account for 18 per cent of the workforce in the LEP area (data from NOMIS) and is therefore an important consideration.
- 4.17 Organisations such as City and Guilds ([City and Guilds Building Bridges Towards Future Jobs Report](#)) and NESTA ([NESTA Mapping Careers Causeways](#)) have been exploring alternatives to a purely sectoral approach. They have attempted to map transferable skills onto current job vacancies by, for example, analysing millions of unique UK job postings managed by Burning Glass Technologies. This has provided the tools for individuals to understand where their current skills, experience and expertise could enable them to switch to a different sector. Although the work is still developing, it does point to an effective way to help people displaced from declining sectors/occupations to gain employment with better prospects.

[Back to contents](#)

5. RESEARCH METHODOLOGY

5.1 We undertook the following to respond to the research objectives set out at 4.6:

- Context and background research to understand the immediate impact of Covid-19 on the workforce and skills supply and demand.
- Analysis of the latest labour market data to inform the consultation and provide a baseline for questioning.
- Telephone or online video interviews with representatives from circa 25 organisations.
- Collation and analysis of findings including priorities for upskilling and reskilling, capacity to deliver Level 3 entitlement and availability of business support to embed HPW.
- Identification of best practice, issues, challenges and recommendations for upskilling and reskilling the workforce to address the impact of Covid-19.

5.2 Our rationale for the selection of interviewees was to consult with organisations with clear relevance or connection to the objectives of the research. In order to achieve optimum representation from a wide range of potential organisations our selection was narrowed down as follows:

- 10 stakeholders operating in the York and North Yorkshire area. These included stakeholders representing key groups or with specific areas of expertise e.g. Small and micro businesses, vulnerable learners, key sectors or High Performance Work practices.
- 13 Providers included FE, HE, Apprenticeships and Independent Training Providers.

5.3 We interviewed all consultees according to an agreed format with more in-depth questioning on specific areas of expertise or issues that were apparent from our desk top analysis.

5.4 We conducted 25 interviews between January and February 2021, consulting with 35 individuals from 23 organisations. These organisations provide good geographical coverage, ensuring representation from that areas with higher levels of deprivation as well as key sectors such as construction, the visitor economy and digital.

High Performance Work practices

5.5 In preparing for this research and knowing that HPW practices are not universally understood we summarised what we saw as the main components of HPW to facilitate conversations as follows:

- Facilitate business and financial strategy development and planning to achieve growth (inclusive and sustainable).
- Improve staff motivation, leadership, communications and teamwork.
- Increase staff retention.
- Longer-term skills planning to facilitate business ambitions, diversification, new products, markets and expansion.

- Employee engagement and involvement in decision-making.
- Addressing gender, disability, ethnicity and other inequalities in the workforce and workplace.

5.6 We also came to understand that HPW requires a cultural shift within an organisation to be adopted properly. It is not sufficient to simply enrol employees on training programmes. An undertaking by the leaders in the organisation to empower their employees and *themselves* to create a fully engaged workforce is fundamental to embedding these practices. Leadership and management training is therefore a cornerstone of HPW practices.

[Back to contents](#)

6. LABOUR MARKET CONTEXT

- 6.1 To provide some additional context to the consultations with Providers and Stakeholders we also reviewed the **Draft York and North Yorkshire Labour Market Analysis 2021**. Key points from this data analysis are set out below and further detail can be found in **Appendix 1**.

Skills Demand

- 6.2 Around two-thirds of employers have upskilling needs in the LEP area. Employers are most likely to say that managers need upskilling.
- 6.3 Skills that employers believe need developing are a combination of:
- Operational skills, including job specific skills and product / service knowledge.
 - Complex analytical skills such solving complex problems.
 - Digital skills including digital literacy and advanced IT skills.

Functional literacy and numeracy skills are also highlighted.

- 6.4 Health and social work, professional services and support services, will be the main sectoral sources of net job growth in YNY over the next decade.
- 6.5 Replacement demands are expected to generate 14 times as many employment opportunities as net growth over the next 10 years, particularly in higher skilled occupations and caring roles.
- 6.6 Just over a third of current jobs are at high risk of automation, rendering some skills relating to routine tasks obsolete over the next 20 years, in line with the national picture.
- 6.7 Investment in re-skilling to help workers to adapt to changes will become important as technology alters the importance of some tasks and jobs in the labour market.

Skills Supply

- 6.8 The LEP area has a strong skills base currently and a high-performing skills pipeline. However, the skills system has seen severe disruption during the latter part of the 2019/20 academic year because of Covid-19, e.g. there was a 21% fall in apprenticeship starts.
- 6.9 Higher apprenticeship provision is narrowly concentrated in subject terms. In 2019/20 74% of all higher level starts fell within Business, administration and law and Health, public services and care subject areas. However, technical higher apprenticeships in construction, engineering and information technology have all grown in the last three years, but from a low base.
- 6.10 Disadvantaged pupils were less likely to go into apprenticeships than other pupils were. Apprenticeships are highly segregated by gender and subject, reflecting a broader national pattern.
- 6.11 Adult education provision in the LEP area is weighted towards qualifications at or below Level 2 (three-quarters of learners are studying at these levels) and is concentrated in subjects such as Health and social care and Retail and commercial enterprise.

- 6.12 The LEP area has a significant higher education footprint with 26,100 student enrolments at its two York-based higher education institutions during the 2018/19 academic year. HE provision is strongly focused on biological, physical and mathematical sciences, but under-represented in computer science, engineering and technology, architecture, building and planning.
- 6.13 YNY businesses invest an estimated £600m annually in skills. 61% of employers in the LEP area provide some kind of training to their staff, but 37% acknowledge that they under-invest in training.

Skills Mismatch

- 6.14 Around a fifth of vacancies in the LEP are skill shortages i.e. vacancies that are hard-to-fill due to a lack of candidates with the required skills. These are primarily within construction, manufacturing and primary / utilities. However, on an occupational basis, the highest prevalence of shortages is among higher skilled occupations with significant technical requirements, including health and STEM professionals plus a range of skilled trades.
- 6.15 The skills that employers find most difficult to find are principally specialist, job-specific skills and knowledge required to perform the role. However, other skills including customer handling, team-working and time management are also highlighted.
- 6.16 13% of employers in the LEP area are affected by a lack of proficiency among existing staff. There are approximately 17,000 gaps, equivalent to around 5% of total employment in YNY. These are mainly in hotels and restaurants, wholesale / retail and manufacturing, at lower skill levels, but also apparent in management.
- 6.17 Skills gaps include:
- Operational skills.
 - Complex analytical skills.
 - Digital skills.
 - Employability skills such as time management, team working, customer handling skills and persuading / influencing others.
- 6.18 There is a strong alignment between apprenticeship provision and labour market need. However, in classroom FE (Education and Training) there is a mismatch between job openings and achievements, e.g. arts, media and publishing, and animal care all have higher achievement than local employment availability. Additionally, there is an under-supply in Business Administration, law and commercial enterprise, compared to local job openings.
- 6.19 There is a similar picture for HE, with supply lower than estimated demand in Computer Science, Architecture and Building and Planning, and an over-supply in creative arts and design and social studies.

[Back to contents](#)

7. CONSULTATION FINDINGS

- 7.1 We consulted with 16 Providers and 7 Stakeholders. The interview formats used for these consultations are set out in **Appendices 2 and 3**.
- 7.2 The feedback from these consultations is captured against the themes within the research objectives:
- 7.3 **Capacity of sector to delivery Level 3 full qualifications**
- 7.3.1 The FE sector offers a good range of L3 qualifications, but the demand is not always sufficient to form a viable cohort for new provision.
- 7.3.2 There are numerous new L3 courses under development e.g. York is expanding health and care provision and a L3 Healthcare course being designed to respond to demand. However, progression from L2 is not straight forward as some vocational L2 qualifications are not eligible for public funding and therefore there is not a natural cohort to flow into the L3. Derwent Training is offering a new L3 in Leadership and Management, which is applicable to any business, and includes HPW practices.
- 7.3.3 Construction L3 provision at York is constrained by physical resources and access to tutors (i.e. competition with salaries available in the industry).
- 7.3.4 IoT developments will significantly increase the capacity to deliver L3 and L4/5 technical skills. However, there may be issues in terms of capacity of partners to develop new curriculum to respond to current and emerging technical needs. With the rapid pace of change in technical skills, evidence exists of reticence to invest time and space in resources that could become obsolete by the time they are fully developed.
- 7.3.5 There are some leading-edge examples of rapid responses to changing demand e.g. The Scarborough Campus at Coventry University working with Amazon to develop a Cloud Computing accelerated degree.
- 7.3.6 Delivery via on-line learning portals has extended access to provision, especially for residents of rural areas whose choices were restricted to what was available locally. However, some face-to-face needs to be retained to support vulnerable learners in particular.
- 7.3.7 Providers who offer Level 3 are predominantly still in the planning stage for the 2021/22 academic year and were not clear about what their offer would be yet.
- 7.3.8 Providers are using LMI and local intelligence to inform curriculum planning, perhaps to a greater extent than before due to the current climate of uncertainty.
- 7.3.9 Whilst L3 provision is comprehensive, progression routes are not fully worked up particularly between different providers. Workforce development groups for key sectors are recommended.
- 7.4 **Sector understanding of why reskilling /upskilling is critical**
- 7.4.1 Training is generally a low priority especially in current times as businesses are dealing with serious financial and logistical challenges. Where businesses are taking up training, they are looking at skills as a solution to an immediate problem, rather than for the long-term.

- 7.4.2 Providers acknowledge the ongoing challenge of investing in collaborative working with employers. This is essential if employers are to meaningfully contribute to longer-term curriculum development. This can be hampered if providers are compelled to promote only certain qualifications to enable them to draw down funding.
- 7.4.3 Reskilling other than for digital skills is the main priority at this time, unless there are specific skills shortages preventing the sector from functioning, e.g. for coders.
- 7.4.4 Priorities identified by the providers/stakeholders include:
- a. Digital (across the range (basic, workforce and technical) and including digital marketing)
 - b. STEM skills
 - c. Enterprise skills
 - d. Leadership & management especially around resilience, change management and financial planning
 - e. Working practices and personal accountability including agile working, how to work remotely, how to manage performance remotely, and how to induct new entrants remotely
 - f. Health professionals
 - g. Property and estate management
 - h. IAG and all age careers advice especially supporting the understanding of transferable skills to support changes of sectors/careers
 - i. Support focused on transitions to further learning or employment.
 - j. Employability in the digital world i.e. interview techniques online.
- 7.4.5 Green skills are not in demand as such, although some courses are increasing embedding these.
- 7.4.6 Colleges are spending time and resources to plan and develop provision to respond to adult skills needs in response to Covid-19 issues.
- 7.4.7 Whilst there is a huge demand for digital skills currently, purely digital skills courses have poor take-up. There is evidence that demand is better satisfied when digital skills are embedded in existing provision. However, this is not always the case. York Learning has an increased take-up in digital courses. These are designed to be non-threatening in the course title e.g. 'Get to know your laptop'. ECDL, on the other hand, is an acronym recognised by employers and identified as a requirement by a number of businesses and individuals.
- 7.4.8 ITPs and education providers have adapted their provision to respond to safe-learning requirements and have developed on-line curriculum and delivery. Covid-19 has, however, had an adverse effect on learners' opportunities to undertake practical assessments; and for some courses there has been poor take-up e.g. computing web modules available at Selby College.
- 7.4.9 Employers have had strong input into developing provision. All colleges/training providers have good links with employers (and with JCP to understand local opportunities) and so provision links to local jobs.
- 7.4.10 Most colleges offer progression pathways from entry level through to L6 in key sectors.

- 7.4.11 Selby College has a re-skilling offer in place and it offers a range of provision and vocational training packages, which link directly to vacancies in the area, including sector-based work academies.
- 7.4.12 Businesses and individuals are increasingly demanding shorter, on-line modular provision, including “top-ups” to support them upskill or reskill.
- 7.4.13 Covid-19 has had a significantly adverse impact on Apprenticeship starts, with employers reticent to commit. Existing apprentices have also suffered due to a steep rise in employers ceasing to trade or temporarily suspending their operations.
- 7.4.14 There is evidence that providers have a good understanding of the make-up of the business sectors they work with and can recommend what options might be most appropriate for them e.g. a business apprenticeship may be most appropriate for a farming business that has diversified into multiple revenue streams rather than an agricultural apprenticeship.
- 7.4.15 JCP has a good understanding of the current job market can refer customers to existing provision.
- 7.4.16 Greater demand for shorter, modular courses is evident with people reluctant to commit to longer courses due to job uncertainty. There is a rise in personal customisation of provision and flexibility to allow people to gain skills at a time and pace to fit with their lives.
- 7.4.17 The quality of the marketing of provision is highly variable with the result that good provision can fail to reach the right participants. More peer to peer, mentoring and support mechanisms help to raise the profile of good training provision.
- 7.4.18 Level 3 acquisition is important for social mobility, which was an issue before Covid-19, but is now critical.
- 7.5 **Extent to which providers are supporting SME managers in HPW practices**
 - 7.5.1 Access to digital /internet (and use of it) is an integral element of businesses and individuals accessing support in HPW.
 - 7.5.2 Coaching is increasingly in demand to support leaders and managers. However, this is predominantly from larger employers. SMEs /micro businesses do not tend to request this.
 - 7.5.3 Businesses are more likely to invest in technical skills as opposed to HPW or even leadership and management and there appears to be limited understanding of the people element of running a business.
 - 7.5.4 Delivery on a rolling basis and offered in a modular format enables learners to gain higher qualifications in a non-traditional way and to fit better with their personal circumstances and preferences. This is a particular strength of some providers operating in the local area e.g. Coventry University Scarborough Campus.
 - 7.5.5 ESIF projects are supporting businesses through tailored provision and much of the emerging good practice should be extended into the mainstream.
 - 7.5.6 There is a general lack of understanding about what this means and a lack of demand from businesses, especially from small and micro businesses.

7.6 **The extent to which providers are supporting SMEs to develop resilience, markets and new business models**

- 7.6.1 York St John's University's business offer includes mental well-being support and effective remote working.
- 7.6.2 Providers are offering space for start-up/incubation e.g. Venture Creation Lab centre at York St John's University and potentially at Askham Bryan College.
- 7.6.3 Some stakeholders held the view that delivery models for training could support SMEs more effectively. Traditional courses, even if marketed to businesses, can be too long, academic in style (rather than practical) and are not responsive enough to current needs. Courses that are short, non-sector specific, bite-size, and responsive (online, practical and accessible) are most appropriate for businesses.
- 7.6.4 Some SMEs may benefit from incentives to train their staff, i.e. a promise of longer-term business opportunities and income. This is particularly the case for the extensive SME /self-employed construction base in Scarborough who generally do not upskill because they are focussing their efforts on day-to-day operations and struggle to access longer-term contracts. A sectoral strategy is needed to support and encourage long-term skills development. This is not limited to provision, which is largely available (through colleges and independent training providers) but also about wider business development and local purchasing and procurement strategies.

7.7 **Needs not currently addressed effectively**

- 7.7.1 More could be done to support schools, colleges and HE providers to work together to align progression pathways.
- 7.7.2 Whilst overall provision is available, IAG is not readily available to support up-skilling and re-skilling (especially the latter) to help people understand what job opportunities are open to them, what transferable skills they have and how to attain new skills they may need.
- 7.7.3 A mismatch exists between available publicly-funded skills provision and what individuals and businesses are asking for.
- 7.7.4 Women and young people have been disproportionately affected by Covid-19 because they make up a greater percentage of the workforce in sectors impacted by the pandemic.
- 7.7.5 The poor quality of leadership and management skills in businesses prevents them from growing and prospering as much as they might.

7.8 **Supporting SMEs embedding HPW practices**

- 7.8.1 The availability of training modules, accessible at any time rather than just during terms/semesters is increasing across the sector and this is undoubtedly benefitting individuals and businesses alike.
- 7.8.2 Businesses need to recognise that they need to invest in their people to cultivate a 'growth' mindset. More work needs to be done to promote this to improve motivation and a sense of buy-in to business objectives.
- 7.8.3 HPW practices may be more likely to be adopted by businesses if they are embedded in existing qualifications. This would also have the advantage of

contextualising the practices in technical or practical skills provision. We did not come across any specific examples of this in our work and suggest there may be merit and researching this further.

7.9 **LEP interventions needed to support the sector**

- 7.9.1 LEP's vision for skills is strong but the funding regime needs an overhaul to support more practical and responsive delivery. Devolution could be the answer to this.
- 7.9.2 A brokerage system is needed with IAG for adults to link to appropriate provision and new sectors. At the same time, emphasis should be maintained on careers education and IAG for children and young people. This would help to increase interest and aspirations in future opportunities, rather than maintaining a learner-led skills system which may not be linked to current job opportunities.
- 7.9.3 A hub model based on that for Apprenticeships would be advantageous for businesses to access and be signposted to relevant training and Leadership and Management support.
- 7.9.4 Future skills projections are needed to support curriculum planning more effectively.
- 7.9.5 More businesses should be represented on boards and decision-making bodies and more intelligence gained from employer engagement shared to the wider skills infrastructure.
- 7.9.6 Marketing of local quality provision needs to be stronger alongside increasing awareness of the importance of upskilling and reskilling.
- 7.9.7 Consideration needs to be given to remunerating in some way the business and voluntary and community sector for its engagement in designing a more responsive skills system.

[Back to contents](#)

APPENDIX 1: LABOUR MARKET ANALYSIS

The following points are extracted from the Draft York and North Yorkshire Labour Market Analysis 2021, scheduled for publication in March 2021.

Skills Demand

- 1 Around two-thirds of employers have **upskilling needs** in the LEP area. Employers are most likely to say that managers need upskilling.
- 2 The types of skills employers believe need to be developed are a combination of operational skills, including job specific skills and product / service knowledge; complex analytical skills such solving complex problems; and digital skills including digital literacy and advanced IT skills. Functional literacy and numeracy skills are also highlighted.
- 3 The main sectoral sources of net job growth in YNY over the next decade are forecast to be service based, in the form of health and social work, professional services and support services.
- 4 The industries with the poorest prospects based on the forecasts are mainly drawn from the manufacturing and primary sectors of the economy.
- 5 Key employment sectors like hospitality and wholesale and retail are forecast to see small net declines in absolute terms but are projected to have very large recruitment needs linked to replacement demands.
- 6 Higher skilled occupations will continue to see the strongest net growth in employment, whilst middle skilled administrative and manual roles will continue to see net decline.
- 7 Caring roles are projected to be a second key source of net job growth. Covid-19 could have an impact on this pattern of change, reinforcing existing trends and offsetting others.
- 8 Some occupations have increased their share of job openings during the Covid-19 crisis (higher skilled occupations, for example) whilst others seen a reduction (secretarial, sales and customer service, for example).
- 9 **Replacement demands** will reinforce net growth in higher skilled occupations and caring roles, leading to strong recruitment needs in these areas. However, because replacement demands are expected to generate 14 times as many job openings as net growth over the next decade, they will also serve to offset net declines in other occupational areas, ensuring that most occupational areas will see a positive recruitment requirement over the next decade.
- 10 The broad-based nature of the future recruitment requirement is a key message for those planning education and training provision within institutions and for individuals making careers choices.
- 11 The impact of **automation** could disrupt the labour market, rendering some types of skill obsolete, particularly those that relate to routine tasks. Just over a third of current jobs are at high risk of automation over the next 20 years, in line with the national picture.

- 12 Low and middle skilled occupations will be most susceptible to automation whilst higher skilled roles and caring roles face less risk of displacement. In sectoral terms, agriculture, accommodation and wholesale / retail are most susceptible to the effect of automation.
- 13 As technology alters the importance of some tasks and jobs in the labour market, there will be a need to invest in **re-skilling** to enable workers to adapt to changes in the design of their existing jobs and to help them to move jobs or even occupations to benefit from more sustainable opportunities.

Skills Supply

- 14 The LEP area has a strong skills base currently and a high-performing skills pipeline. However, the skills system has seen severe disruption during the latter part of the 2019/20 academic year as a result of Covid-19.
- 15 A key strength of the LEP area is the **qualification profile** of its labour force. The proportion of local people qualified at tertiary level (Level 4 and above) is slightly higher than the national average (41% versus 40%), whilst the proportion with no formal qualifications is smaller (5% versus 7%).
- 16 The proportion of people achieving Level 2 equivalent by the age of 19 in the LEP area is 86%, 3 points above the national average; whilst 61% of young people in the LEP area are qualified at Level 3 by age 19, 1 point above the national average.
- 17 There was a **pronounced fall in apprenticeship starts of 21% in 2019/20**, primarily due to the impact of Covid-19. Hardest hit were intermediate apprenticeships and the three subjects of Business, administration and law, Retail and Commercial Enterprise and Health, public services and care.
- 18 **Higher apprenticeship provision is narrowly concentrated** in subject terms. In 2019/20 74% of all higher level starts fell within Business, administration and law and Health, public services and care subject areas.
- 19 The number of higher apprenticeships in the technical areas of construction, engineering and information technology have all grown in the last three years but from a low base; they currently account for 6%, 3% and 6% of total higher apprenticeship starts respectively. This constrains the responsiveness of provision to the full range of higher-level skills needs, including in technical subjects.
- 20 There are issues around the **inclusiveness of apprenticeships** - all districts had apprenticeship entry rates for disadvantaged pupils that were lower than for other pupils in 2018/19. Apprenticeships are highly segregated by gender and subject, reflecting a broader national pattern.
- 21 **Adult education provision** in the LEP area is weighted towards qualifications at or below Level 2 (three-quarters of learners are studying at these levels) and is concentrated in subjects like Health and social care and Retail and commercial enterprise. Within **Community Learning**, Crafts, creative arts and design accounts for a quarter of all CL learners.
- 22 The LEP area has a significant **higher education footprint** with 26,100 student enrolments at its two York-based higher education institutions during the 2018/19 academic year. HE provision in local institutions is strongly focused on biological, physical and mathematical sciences, plus social studies, languages and historical

and philosophical studies; with under-representation in computer science, engineering and technology, architecture, building and planning, as well as business and administrative studies, mass communications and documentation and creative arts and design.

- 23 YNY businesses making an estimated £600m annual investment in staff skills. 61% of employers in the LEP area provide any kind of training to their staff, and 59% of staff received training.
- 24 37% of local employers acknowledge that they under-invest in training. The key constraints relate to a lack of funds for training and an inability to spare staff time for training.
- 25 The **physical accessibility of education and training services** is a particular issue within the rural parts of the YNY LEP area.

Skills Mismatch

- 26 Around a fifth of vacancies in the LEP are **skill shortages** – vacancies that are hard-to-fill due a lack of candidates with the required skills.
- 27 Construction, manufacturing and primary / utilities are the **sectors most susceptible to shortages** in YNY. Shortages have a very high prevalence in skilled trades occupations.
- 28 The skills that employers find most difficult to obtain from applicants are principally specialist, job-specific skills and knowledge required to perform the role (for 59% of shortage vacancies). However, other skills including customer handling, team working and time management are also highlighted.
- 29 The highest prevalence of shortages is among higher skilled occupations with significant technical requirements, including health professionals and STEM professionals plus a range of skilled trades.
- 30 The causes of hard-to-fill vacancies are not confined to lack of the required skills among applicants. There is also a range of contextual factors that hamper employers when recruiting the people that they need. Employers in the LEP area are especially likely to highlight issues with poor terms and conditions offered for the post, perhaps reflecting the large number of lower-paid roles in YNY; and remote location / poor public transport, reflecting the rural nature of North Yorkshire.
- 31 **Skills gaps** - when existing employees within an organisation are not fully proficient in their job and are not able to make the required contribution to the achievement of business or public service objectives. The pattern of skills gaps provides a useful indication of employers' needs in terms of workforce development.
- 32 13% of employers in the LEP area are affected by a lack of proficiency among existing staff. There are approximately 17,000 gaps, equivalent to around 5% of total employment in YNY.
- 33 Hotels and restaurants, wholesale / retail and manufacturing are the sectors most affected. Lower-skilled elementary and sales / customer service occupations, together with administrative roles, are most susceptible to gaps.
- 34 People in higher skilled roles are less likely to have skills gaps, with the key exception of managers. Gaps in management proficiency are an issue for a

significant proportion of organisations with major implications for wider workforce development and business performance.

- 35 Many skills gaps pertain to operational skills and are caused by staff turnover and the need to train new recruits. However, some gaps are driven by deficits of complex analytical skills and digital skills. Many workers with skills gaps need to improve their soft skills, in areas such as time management, team working, customer handling skills and persuading / influencing others.
- 36 **Under-utilisation** of skills is also an issue. Just over a third (36%) of employers in the LEP area say that they have workers whose skills / qualifications are in advance of those needed for the job; this is slightly above the national average of 34%.
- 37 There is a strong alignment between **apprenticeship provision** and labour market need, which is perhaps to be expected since apprenticeships are jobs with training.
- 38 However, the subject **profile of classroom FE** (Education and Training) differs from the profile of labour market demand. There are a number of areas where achievements outweigh job openings, most notably Arts, media and publishing and Leisure, travel and tourism. Agriculture, horticulture and animal care and Health, public services and care also account for a high proportion of education and training achievements relative to job openings. Conversely, there are areas that are markedly under-represented in terms of FE achievements: most notably Business administration and law and Retail and commercial enterprise.
- 39 Comparing the **profile of HE achievements** with the profile of labour market demand, in the form of job openings in higher level occupations, highlights similar disparities. There are several areas where supply is low relative to estimated demand. Key instances are Computer science and Architecture, building and planning. However, the most noticeable area of apparent undersupply is for business and administrative qualifiers. Conversely, there are subject areas in which supply, reflected in the proportion of qualifiers relative to the proportion of openings, appears to be high. This is the case for Creative arts and design and Social studies.

[Back to contents](#)

APPENDIX 2: PROVIDER CONSULTATION FORMAT

A: Intro:

1. Focus of research is to gain provider's perspectives on:
 - a. The capacity of the sector to deliver Government's first full Level 3 entitlements.
 - b. The sector's understanding of why reskilling/upskilling is critical in the light of the challenges triggered by the Covid-19 pandemic and the impact on individual learner support and wider curriculum planning.
 - c. The extent to which the sector is supporting SME leaders and managers to deliver transformational change and embed **High Performance working practices (HPW)**.
 - d. The extent to which the sector is supporting SMEs to recover markets, design and deliver new products and services, and develop resilience and sustainable business models.
 - e. Needs (geographical or by subject area) that the sector is currently not able to address effectively.
2. The research is intended to enable the development of recommendations on the following:
 - a. Building the capacity of the skills sector to respond swiftly and effectively to reskilling/upskilling challenges.
 - b. Ways in which the sector can support SMEs embed **HPW** practices more effectively.
 - c. How the LEP can engage more effectively with the sector to support the delivery of its post – Covid-19 plan to re-shape the local economy: [Greener, Fairer, Stronger](#)

High Performance Working Practices, include interventions and support to:

- Facilitate business and financial strategy development and planning to achieve growth (inclusive and sustainable).
- Improve staff motivation, leadership, communications and teamwork.
- Increase staff retention.
- Longer-term skills planning to facilitate business ambitions, diversification, new products, markets and expansion.
- Employee engagement and involvement in decision-making.
- Addressing gender, disability, ethnicity and other inequalities in the workforce and workplace.

3. Focus on the provider perspectives and that of the learners and employers they engage with.
4. Opportunity to follow-up if want to make additional comments etc.
5. Confirmation of how feedback will be used.

B: Questions:

1. What do you see as the priorities for up-skilling and reskilling to meet the current and future needs of the local economy and its businesses?
 - a. Responding to Covid-19 impact.
 - b. Specific sectoral needs – linked to specific sectors/employers supported.
 - c. Alignment with Greener, Fairer, Stronger’ priorities: (advancing economy in environmental and net zero carbon ambitions, ensuring opportunities are available to all people in society and making business more resilient).
 - d. Facilitating HPW practices.
2. To what extent does your strategy and skills provision respond to these priorities?
3. Please provide an overview of the type of provision you have developed to meet these needs. (Levels/numbers of provision currently offered & plans for change)
4. What are the current challenges, predictions for the future, provision gaps and opportunities for growth, for:
 - a. local businesses?
 - b. local residents /learners?
 - c. local economy?
5. What are the barriers and constraints preventing you being more responsive and addressing these needs and opportunities?
6. What support is needed from LEP/Government give to address these barriers and constraints, and enable your organisation to maximise the opportunities, supporting local businesses and residents?

[Back to contents](#)

APPENDIX 3: STAKEHOLDER CONSULTATION FORMAT

A: Intro:

1. Focus of research is to gain stakeholder perspectives and identify:
 - a. The capacity of the skills and employment sector to deliver Government's first full Level 3 entitlements.
 - b. The sector's understanding of why reskilling/upskilling is critical in the light of the challenges triggered by the Covid-19 pandemic and the impact on individual learner support and wider curriculum planning.
 - c. The extent to which the sector is supporting SME leaders and managers to deliver transformational change and embed **High Performance working practices (HPW)**.
 - d. The extent to which the sector is supporting SMEs to recover markets, design and deliver new products and services, and develop resilience and sustainable business models.
 - e. Needs (geographical or by subject area) that the sector is currently not able to address effectively.
2. The research is intended to enable the development of recommendations on the following:
 - a. Building the capacity of the skills sector to respond swiftly and effectively to reskilling/upskilling challenges.
 - b. Ways in which the sector can support SMEs embed **HPW** practices more effectively.
 - c. How the LEP can engage more effectively with the sector to support the delivery of its post – Covid-19 plan to re-shape the local economy: [Greener, Fairer, Stronger](#)

High Performance Working Practices, include interventions and support to:

- Facilitate business and financial strategy development and planning to achieve growth (inclusive and sustainable).
- Improve staff motivation, leadership, communications and teamwork.
- Increase staff retention.
- Longer-term skills planning to facilitate business ambitions, diversification, new products, markets and expansion.
- Employee engagement and involvement in decision-making.
- Addressing gender, disability, ethnicity and other inequalities in the workforce and workplace.

3. Format of discussion, with questions covering:

- a. Strategy
- b. Infrastructure

- c. Provision
 - d. Learners/ businesses
 - e. Partnership working
4. Focus on the stakeholder perspectives and that of their client groups.
 5. Opportunity to follow-up if want to make additional comments etc.
 6. Confirmation of how feedback will be used.

B: Questions:

1. What do you see as the priorities for up-skilling and reskilling to meet the current and future needs of the local economy and its businesses?
2. Checklist:
 3. Responding to Covid-19 impact
 4. Specific sectoral needs
 5. Alignment with Greener, Fairer, Stronger' priorities:
 6. Facilitating HPW practices
7. To what extent does do you believe that current provision available across YNY responds to these priorities, and is fit for purpose?
8. What additional infrastructure and provision do you believe is needed to address the challenges and maximise the opportunities?
9. Business specific questions
 - a. What is the extent of business influence on curriculum, delivery and future jobs?
 - b. What business support is currently offered e.g. Leadership & Management courses including High Performance working practices (HPW)?
 - c. What is the customer reach to support design and delivery of new products and services, and to develop resilience and sustainable business models?
10. Client groups specific questions
 - a. To what extent they are served by current offer, changes needed, opportunities?
 - b. What is the most needed and highly rated provision for marginalised groups/unemployed people?
 - c. What delivery models are suitable for different types of learners e.g. employed adults with limited time?
 - d. What is the geographical variation of provision?
11. What are the current challenges, predictions for the future, provision gaps and opportunities for growth, for:
 - a. local business?
 - b. local residents /learners – target groups?
 - c. local economy?

12. What do you believe are the barriers and constraints preventing providers being more responsive and addressing these needs?
13. What support is needed from LEP/Government give to address these barriers and constraints, and enable the provider infrastructure to maximise the opportunities, supporting local businesses and residents?

[Back to contents](#)