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HULL & EAST YORKSHIRE LOCAL SKILLS IMPROVEMENT PLAN

ANNEXES

ANNUAL PROGRESS REPORT JUNE 2025

MANAGED BY



HULL & HUMBER
Chamber of Commerce



Funded by
UK Government

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ANNEX A – HEY LSIP ROADMAP

THEME I – TECHNICAL SKILLS						
Actionable Priority	Partners involved	Monitoring	Method of implementation & expected outcomes	Activities	Timescales	Progress Status (RAG)
Sector specific technical skills requirements & addressing barriers (such as accessing funding and lack of understanding on provision available) that have a negative impact on technical education uptake.	<ul style="list-style-type: none"> FE & HE Providers & Independent Training providers to ensure curriculum and provision meets the needs of employers. Sector representative bodies to keep the LSIP informed of requirements within their sector locally & provide guidance on funding support available. Local Authorities and Mayoral Combined Authority, to support employers in accessing information they need. 	Technical Education & Course uptake to be checked annually. Statistics relating to employers recruiting apprentices. Statistics relating to employers offer work placements, for T-Levels for example. Employer attendance at sector specific Working Groups and Quarterly Forums. LSIF KPIs	<ul style="list-style-type: none"> LSIF to deliver courses to support the LSIP priorities. Attendance at Humber Principals Group to keep Principals informed of employer need & explore other potential options to address this priority. Labour Market Information LSIP sector working groups to support employer input into curriculum needs. FE Providers' Employer Industry/Skills Boards to assist in increasing employer engagement. Skills Bootcamps responding to skills needs. 	Development of Assets & Capabilities Map of Skills Provision to improve knowledge of current provision.	Completed in July 24 and a further employer dashboard being created in May 25	G On track to deliver. To note barriers include some sectors are not deemed appealing or there is a lack of Lack of knowledge around career progression routes.
				Mapping of funding to support employers in accessing provision and training needs.	Ongoing & incorporated into stage 2 of HEY LSIP website development	
				Development of a central point for employers to access information regarding training and funding.	Completed	
				Brokering relationships with Providers and Employers via sector Working Groups & Quarterly Forums.	Ongoing until Aug 26	
				FE Providers to ensure curriculum is responsive to employer needs & ensure employers are engaged in curriculum development processes.	Ongoing until Aug 26 with confirmation FE Providers have already taken action.	

THEME 2 – EDUCATIONAL TEACHING PROFESSIONALS						
Actionable Priority	Partners involved	Monitoring	Method of implementation & expected outcomes	Activities	Timescales	Progress Status (RAG)
Build capacity within the existing system to increase volume and up-skills existing educational teaching professionals.	<ul style="list-style-type: none"> Employer and sector representative bodies to support raising awareness, and brokering relationships between employers and providers. Mayoral Combined Authority, but to note priorities are still to be determined by the Mayor. Employers to support alternative methods of building capacity, such as delivering course content. FE/HE Providers to provide details of their current capacity and share best practice for maintaining capacity. Association of Colleges to support identifying solutions and sharing information. 	<p>LMI relating to educational teaching professionals.</p> <p>Employers engaged to support course delivery.</p>	<p>Marketing & promotion.</p> <p>Meetings between lead ERB and Principals via Humber Principal Meetings.</p> <p>Lead ERB & Hull & East Yorkshire Business, Growth & Skills Hub to support brokerage between employers and providers.</p> <p>Further intelligence to be gathered from a dedicated Quarterly Forum.</p>	Raise awareness of funding/bursaries available to encourage individuals to go into teaching.	Ongoing until Aug 26	<p>G</p> <p>On track to deliver.</p> <p>To note a key barrier is that salaries are greater in industry.</p>
				Develop a Strategy specifically focusing on the areas of concern.	On hold as linking with national activities.	
				Employers to allow for secondment of staff to support course delivery.	Ongoing until Aug 26	
				Identify a lead to support delivery of training for industry professionals to enter teaching/training.	Not required as FE Providers carrying out own activities	
				Raise awareness of benefits of following this career path	Ongoing until Aug 26	
				Ensure technology & infrastructure is in-line with employer needs.	Ongoing until Aug 26	
				Quarterly Forum dedicated to this theme to take place.	Completed Jun 24	

THEME 3 – EMPLOYABILITY SKILLS & BEHAVIOURS						
Actionable Priority	Partners involved	Monitoring	Method of implementation & expected outcomes	Activities	Timescales	Progress Status (RAG)
Existing and future employees not being equipped with the necessary employability skills or behavioural attributes.	<ul style="list-style-type: none"> Hull & East Yorkshire Business, Growth & Skills Hub to lead with support from HEY LSIP. Mayoral Combined Authority, but to note priorities are still to be determined by the Mayor. FE/HE Providers to ensure their provision incorporates Employability Skills & Behaviours. CEIAG Providers to support in ensuring the existing & future workforce understand what is required of them in industry. DWP to support pre-employment. VCS organisations to support pre-employment. 	<p>Employer feedback.</p> <p>Providers adopting Employability Skills Passports.</p> <p>LSIF KPIs.</p>	<p>Hull & East Yorkshire Business, Growth & Skills Hub to utilise their Careers Aspirations Group to develop the core employability skills passport.</p> <p>Deeper dive into employer requirements via LSIP Quarterly Forums & Sector specific Working Groups.</p> <p>LSIF incorporating into projects.</p>	Development of an employability skills passport and checklists of core occupational skills.	Delayed to Sept 25 due to approval being required by the Combined Authority. Approved by HEY LSIP Board Mar 25.	<p>G</p> <p>On track to deliver.</p> <p>To note key barriers include a lack of knowledge as to how skills are transferable or what behaviours are deemed appropriate in the workplace.</p>
				Employability embedded into the provision, as well as innovation through dedicated digital resources specifically for employability, interview skills.	Ongoing Aug 26	
				Link with actions for careers guidance.	Ongoing Aug 26	
				Improve understanding of employers' specific needs.	Ongoing Aug 26	
				Students having access to AI VR systems to roleplay interviews and presentations, in order to improve entry to work, develop employability and communication skills as part of LSIF.	Ongoing Aug 26	

THEME 4 – CAREERS GUIDANCE						
Actionable Priorities	Partners involved	Monitoring	Method of implementation & expected outcomes	Activities	Timescales	Progress Status (RAG)
1. Careers guidance needs to reflect local employment opportunities. 2. Review how careers guidance is delivered.	<ul style="list-style-type: none"> Hull & East Yorkshire Business, Growth & Skills Hub for utilisation of the Careers Aspirations Group and Student Voice, to enable to alternative view of student perceptions. Hull City Council and East Riding of Yorkshire Council due to their work within this agenda. Careers Hub & National Careers Service to ensure their activities respond to employer feedback. HE Providers with their own Careers Services. Hull & East Yorkshire Skills Partnership (LSIF). Secondary schools to ensure students receive guidance relevant to our local area. 	Statistics in terms of attendance at careers guidance related events. Number of people engaged within careers services. Statistics for industry placement days. Statistics for employer events within educational settings. Destination tracking. LSIF KPIs.	Marketing & promotion. LSIF incorporating into projects. Employer engagement, and brokering relationships with providers, via LSIP Quarterly Forums and Working Groups. This is to support deeper dive activities and facilitate communications to create career inspiration related activities.	Review careers guidance activity & explore alternative channels & development of a Localised Careers Guidance Strategy following the Forum in September 24. Increase work experience opportunities for young people and those looking for a change of career. Facilitate engagement between employers and education via Forums, sector specific CPD & industry placement days and educational setting visits. Improve awareness and understanding of apprenticeships and technical education. Facilitate employers delivering information within secondary education. Create IAG resources to promote careers in priority sectors, and create information and industry engagement materials for industry.	Ongoing Aug 26 Agreement for actionable priorities to be taken forward by the HEY Business, Growth & Skill's Hub Careers Aspirations Group.	A To note key barriers include lack of knowledge amongst employers as to what careers services are currently available and Guidance is sometimes given based on what a person is good at rather than exploring their careers aspirations.

THEME 5 - ACCESSIBILITY						
Actionable Priorities	Partners involved	Monitoring	Method of implementation & expected outcomes	Activities	Timescales	Progress Status (RAG)
1. Information on matters, such as Net Zero and Automation, to be written in a user-friendly language that is understood by all.	<ul style="list-style-type: none"> Lead ERB to coordinate activities & provide opportunities to inform business. Hull & East Yorkshire Business, Growth & Skills Hub linked with Mayoral Combined Authority to assist in dissemination of information and facilitate a central point to access information. FE/HE Providers & Independent Training Providers to support with understanding training & funding routes available. Employer & Sector representative bodies to assist in dissemination of information. DWP/Jobcentre Plus to provide pre-employment support where applicable. 	<p>Website analytics.</p> <p>Qualitative feedback from employers.</p> <p>Employer engagement at Quarterly Forums & LSIP Working Groups</p> <p>Course enrolments.</p>	<p>Employer engagement and brokering relationships with providers, via LSIP Quarterly Forums and Working Groups. This is to support deeper dive activities and facilitate communications between all. Through engagement activities the broadness of this theme has become even more apparent</p> <p>All partners to provide support in identifying what is already available and accessible.</p> <p>Hull & East Yorkshire Business, growth & Skills Hub to support engagement & brokerage with employers.</p> <p>Groups such as the SEND Forum to support those considered to be at a disadvantage.</p>	Accessible information in a centralised point (heylsip.com)	Completed May 25	<p>G</p> <p>On track to deliver.</p> <p>To note barriers include insufficient entry level pathways, disconnect and language used within the skills system is not understood by all.</p>
2. Access to information with regards to training that could support their business within one central point.				Provider websites to be more accessible for both employers & learners.	Ongoing Aug 26.	
3. Accessible pathways for all, particularly those who are considered to be at a disadvantage.				HEY LSIP website to be kept with up to date information to support businesses in navigating the skills system. Provide brokerage activities to support signposting employers.	Ongoing Aug 26.	
4. Support for employers in assessing their organisations' skills needs for the future.				Align LSIP activities and activities performed by those supporting people considered to be at a disadvantage.	Ongoing Aug 26.	
				Ensure user friendly language on information available for both employers and learners.	May 25	
				Information on funding to be made more accessible for employers via heylsip.com.	May 25	
				Assets & Capabilities mapping of skills provision & creation of an employer dashboard.	May 25	
				Development of modular and bite-size course delivery.	Ongoing Aug 26	
				Dedicated forum focusing on this theme.	April 24	

ANNEX B – LOCAL SKILLS IMPROVEMENT FUND

In our Annual Progress Review 2024 and its annexes, we outlined the projects that had been funded by the Local Skills Improvement Fund (LSIF), but as a reminder:

LSIF Project 1 – Technical Transformation

Within the Technical Transformation, LSIF are addressing the following sectors, matched to the LSIP priority sectors within Theme 1 of the LSIP:

Manufacturing: There is investment in Robotics, Pneumatics, and Hydraulics, modern CNC equipment for engineering design, Industry 4.0 process technology training rigs, including advanced controls for process flow, 3D printers to train the workforce on rapid prototyping and automation studio technologies. There is also investment in fabrication and welding and specialist circular welding for the carbon capture industry to address large-scale pipework welding demand. It will focus on better use of automation, instrumentation and control systems, faster production techniques and rapid prototyping.

Skills and Occupations: Aligned to LSIP occupational demands in L3 and L4/5 Engineering, Process Technicians, Fabrication and Welding, Design engineers and linked to the predicted 5100 jobs created from carbon capture (Welders L2/3 (pipe welders L3, general welders L3) (LSIP Page 12), construction and fabrication engineers. Qualification aims include BTEC, new T Level and Apprenticeship pathways, together with HE pathways for Higher Apprenticeships, HNC/D progression pathways and Full Cost short courses.

Providers involved: Hull College, Tec Partnership (East Riding College) & HETA

Construction: Investment in specialist Surveying equipment to develop advanced and technical pathways in Construction.

Skills and Occupations: To support, L3 and L4 construction pathways to address vacancies in Quantity Surveyors and construction Supervisors through East Riding. BTEC and Apprenticeship pathways will be offered.

Providers involved: Tec Partnership (East Riding College)

Engineering Construction: LSIF Investment will be matched with donated equipment to develop Heat Pump training pathways and F Gas for air conditioning.

Skills and Occupations: To create new pathways for: Low Carbon Heating Technician L3 and Plumbing and Heating Tech L3 (Ground/Air Source Heat Pump installers).

Providers involved: Hull College

Agri-Tech: Land-based industries have to revert to increased levels of innovation and precision farming to maintain productivity, and the two ideas are truly transformational, for skills and economic impact. Firstly, as Pig Farming has a significant cluster in East Riding of Yorkshire, and how slurry is managed and spread could be improved through new innovative technologies developed in Australia.

Secondly, integrated AI on Pesticide applicators could reduce erroneous spreading, leading to a 90% improved efficiency.

Skills and Occupations: The proposal is to trial these technologies on the farm, develop new L3/4 precision farming units within BTEC qualification pathways, and introduce new technological AI pathways.

Providers involved: Bishop Burton College

Health and Social Care: A sector that by far, exhibits the largest volume of vacancies and labour force shortfalls (with in excess of 9000 vacancies in the last 12 months), with employer demands for clinical staff, other community care, Senior Care Workers, Care Workers and Home Carers, certification and induction across all health and social care settings, for example.

Skills and Occupations: The University has NMC approval and offers Nursing and undergraduate pathways for primary care. There will be development for HE Access to nursing, new units in L4 FD in Health Practitioners for Community Health, as well as new Paramedic Training (converting an ambulance into a teaching resource), AI Healthcare Communications, and L3 Health and Social Care courses. Within Projects 1 and 2, there are digital investments to create VR teaching resources for healthcare.

Cross cutting themes of low carbon and digital are part embedded within the above, or digital sit within Project 2 as a focussed investment programme. There is investment in training wards, simulation ambulance and digital resources, an Autonomy table and resources, and developing L3 skills pathways.

Providers involved: Hull College, Tec Partnership, Wyke Sixth Form College & Wilberforce College.

LSIF Project 2 – Digital Transformation

Digital Transformation includes a mix of investment, with resources to fundamentally underpin vocational training through VR and ICT infrastructure, as well as specific Digital skills stands. These include IT and Media students involved to help develop VR content, as well as Digital units of qualifications to develop students at L3 towards L4 digital progression pathways. While a cross cutting theme, the digital resources include enabling investment linked to the LSIF priority clusters, as well as significant innovation in teaching and learning, AI applications, teacher training and Virtual resources.

Employability: This is embedded in the intent for co-design and employer engagement to develop employer response provision, including expanded Apprenticeship numbers, T Level pathways and co-design and collaboration on specific courses. LSIF has also included a Bodyswaps Employability license within Project 2 that will be offered to learners in Project 1, where students can use AI VR systems to roleplay interviews and presentations, in order to improve entry to work, develop employability and communication skills.

The success of LSIF Projects so far...

Project 1 – Technical Transformation

	Target	Achieved	% Achieved
Increase in skills provision linked to LSIF priorities			
Number of new level 3 courses aligned to LSIF priorities	9	6	67
Number of new level 4 courses aligned to LSIF priorities	4	6	150
Number of new level 5 courses aligned to LSIF priorities	-	3	
Forecast learner starts on new level 3 courses	290	445	153
Forecast learner starts on new level 4 courses	66	90	136
Forecast learner starts on new level 5 courses	-	4	
Forecast learner completions on new level 3 courses	214	228	107
Forecast learner completions on new level 4 courses	17	30	176
Forecast learner completions on new level 5 courses	5	4	80
Number of learners forecast to undertake learning using new facilities/equipment created under the LSIF.	576	818	142
Employer engagement and support			
Number of employers releasing / loaning staff to help develop or teach new provision	16	20	125
Full cost recovery – no. employers releasing staff to undertake training developed under the LSIF	55	89	162
Number of employers reporting that training is giving learners the skills needed.	76	92	121
Number of employers introduced by collaboration partners to new specialist equipment or technology for adoption in their business	33	38	115
Number of employers providing industry placements to FE teaching staff.	11	13	118
Improved quality			
Training and support to improve capability of teaching staff: Number of teaching staff undertaking industry placements.	20	29	145
Number of teaching staff undertaking CPD or benefitting from cascade training	39	195	500
College leadership: Number of college leaders / governors supported through training or other support to build leadership and management capability	1	3	300
Improved co-ordination and efficiency through greater collaborative activity			
Optimisation of facilities, provision and workforce: forecast savings through shared costs, including facilities, curriculum design, delivery and other collaboration activities	150,000	122,050	81

	Target	Achieved	% Achieved
Number of teaching staff (full time or part time) delivering provision across more than one provider.	4	5	125
Number of providers accessing the new shared facilities / curriculum to deliver training	8	11	138
Spend on facilities and equipment directly linked to LSIP priorities			
Number of new teaching facilities created (e.g. no workshops / classrooms refurbished / fitted out with new industry standard equipment).	9	8	89

Project 2 – Digital Transformation

	Target	Achieved	% Achieved
Increase in skills provision linked to LSIP priorities			
Number of new level 3 courses aligned to LSIP priorities	6	13	217%
Forecast learner starts on new level 3 courses	131	333	254%
Forecast learner starts on new level 4 courses	3	3	100%
Forecast learner completions on new level 3 courses	119	274	230%
Number of learners forecast to undertake learning using new facilities/equipment created under the LSIF.	823	1,584	192%
Employer engagement and support			
Number of employers reporting that training is giving learners the skills needed.	7	54	771%
Number of employers introduced by collaboration partners to new specialist equipment or technology for adoption in their business	22	17	77%
Number of employers providing industry placements to FE teaching staff.	6	14	233%
Improved quality			
Training and support to improve capability of teaching staff: Number of teaching staff undertaking industry placements.	11	14	127%
Number of teaching staff undertaking CPD or benefitting from cascade training	117	270	231%
Improved co-ordination and efficiency through greater collaborative activity			
Optimisation of facilities, provision and workforce: forecast savings through shared costs, including facilities, curriculum design, delivery and other collaboration activities	105,000	293,030	279%
Number of providers accessing the new shared facilities / curriculum to deliver training	7	8	114%
Spend on facilities and equipment directly linked to LSIP priorities			
Number of new teaching facilities created (e.g. no workshops / classrooms refurbished / fitted out with new industry standard equipment).	8	15	188%

ANNEX C – EMPLOYABILITY SKILLS PASSPORT

Guidance For Providers

Introduction

The HEY Employability Passport Validation Framework provides a quality assurance assessment process for the endorsement of Employability Skills Passports¹ delivered by any organisation based within the Hull and East Yorkshire (e.g. employer, learning, or volunteering provider).

To achieve the kitemark and have a Passport validated by the Employability Passport Validation Board, a Passport Provider must provide sufficient current evidence to demonstrate that they meet the criteria in the following areas:

1. **Implementation & Content of the Employability Passport (6 questions)**
2. **Management, Quality Assurance and Assessment Processes (3 questions)**

This guide sets out the criteria in detail and outlines the steps that Passport providers² are required to take to seek validation. Any organisation which seeks to develop a learner/client's employability skills may apply for validation and endorsement of their Employability Passport.

The criteria identify minimum requirements to achieve the standard; organisations whose Employability Passports extend beyond these requirements, are invited to apply, although only the minimum requirements identified in this guidance will be assessed and recognised.

How does the passport validation process work?

Step 1. The provider completes the HEY self-assessment report (SAR) by reflecting on their current employability skills offer and by providing evidence to support statements/assertions. Providers are expected to provide a short learner **case study** (max. 250 words) to demonstrate how their provision/passport has benefited an individual.

Step 2. The provider sends completed SAR electronically with examples of evidence and a learner case study.

Step 3. Face-to-face assessment panel interview takes place with the provider (approx. 45-60 minutes). This is a professional dialogue about their SAR responses and general questions regarding employability skills provision and learner journey.

Step 4. Panel decision communicated to provider (within 48 hours of panel interview)

Step 5. If successful, Provider awarded HEY validation for 3 years (certification and permission to use HEY Logo).

Step 6. Provider invited to participate in HEY community of practice network with other passport organisations.

Implementation & Content of the Employability Passport

All Employability Passport providers must supply evidence showing how their Passport covers & supports:

- The implementation of a strategically led Employability Skills Development Programme
- The delivery of opportunities for individuals³ with respect to the development & assessment of specified skills within the 7 CBI Skill areas⁴, supported by a range of partners including employers
- The opportunities for individuals to articulate to others how they have developed and demonstrated their skills
- The delivery of opportunities for individuals to Reflect on – Plan – Do – Review their skills
- To gain FULL validation, evidence that the employability skills provision / passport has longer-term impact

Continued overleaf

¹ a term used to describe a range of products including: passports, certificates, awards, etc.

² the term 'provider' shall now be used to describe an employer or learning/education/training provider offering the Employability Passport

³ the term 'individual' may refer to either an employee, learner, volunteer, or an apprentice

⁴ self-management; team-working; business & customer awareness; problem solving; communication & literacy; application of numeracy; application of number

Validation Criteria	Evidence Required	Guidance
1.1 Providing a strategically led, effectively planned and progressive Employability Skills Development Programme	<p>How the Employability Passport / Skills Development Programme is implemented through:</p> <ul style="list-style-type: none"> • leadership &/or management providing a clear and effective strategy for an employability skills development programme across the organisation or within relevant areas • a strategic approach to the development & assessment of individuals' Employability Skills that effectively addresses the needs of all to ensure inclusivity and equality of opportunity⁵ • embedding Employability Skills within individuals' personal development, curriculum, study or another programme 	<p>This focuses the organisation on delivering an integrated and inclusive programme, with support from senior managers & leaders. Supporting evidence could include strategic plans and details of the delivery programme</p>
Your notes		

⁵ This may include the opportunity for some individuals to be 'working towards the Employability Passport' or working beyond the Passport, such as a 'Passport Plus'. It also includes the recognition of 'spikey' profiles or 'unit' – based accreditation of the 7 CBI Employability Skills identified

1.2 Working with employers and other partners to enhance and extend Employability Skills provision	<p>How delivery and achievement of the Employability Passport includes engagement with business & industry and/or other partners (i.e. the Third sector) to:</p> <ul style="list-style-type: none"> • help illustrate the importance of Employability Skills within the ‘world of work’ • support the development & assessment of employability skills 	<p>This requires supporting evidence of partnership working, and could include delivery plans/schemes of work; session plans; details/programme of events or activities</p>
<p>Your notes</p>		

<p>1.3 Providing opportunities for individuals to develop & demonstrate Employability Skills⁶</p> <p><i>Please see individual criteria for each sub-skill in Appendix A</i></p>	<p>How achievement of the Passport requires an individual to demonstrate all the specified requirements for the following Employability Skills Themes and Sub-skills:</p> <ul style="list-style-type: none"> • Self-Management: Time Management; Professionalism; Resilience; Initiative; Motivation; Honesty • Teamwork: Collaboration; Goal Setting; Reliability; Trust & Respect; Leadership • Business & Customer Awareness: Big picture of Business; Customer Care; Cultures, Values, Beliefs & Expectations; Understanding of Net Zero and Sustainability • Problem Solving: Logical & Systematic Approach; Reasoning; Decisiveness; Creativity; Willingness to ask for help; Research Skills • Communication & Literacy: Speaking & Listening; Reading; Writing (inc. email etiquette); Effective communication appropriate to the setting and audience • Application of Numeracy: Good Numeracy Skills in workplace settings; Practical Application; Budgeting & Finance (inc. financial literacy) • Application of Digital Technologies: Safeguarding (staying safe on-line/digital footprint), Security & ICT Management; Application of ICT; Awareness of the Digital Age & its use in Sectors; Artificial Intelligence. 	<p>Organisations need to consider their programme of delivery of the development and assessment of the identified employability skills and skill sets.</p> <p>Supporting evidence could include policy documents re Employability; delivery plans / schemes of work; extra-curricular activities – visits, fairs, collapsed time-table days; work experience activities; session plans; teaching & learner resources; feedback from staff, employees/ learners / partners; assessment records; witness testimonies</p>
<p>Your notes</p>		

⁶ It is recommended that a Passport provider checks that their Passport covers this content first, prior to further self-assessment

Validation Criteria	Evidence Required	Guidance
1.4 Providing opportunities for individuals to Reflect on – Plan – Do – Review their Employability Skills	<p>How delivery and achievement of the Passport includes opportunities for individuals to be able to:</p> <ul style="list-style-type: none"> • Reflect on & self-assess their own skills, qualities & progress, including feedback from others • Identify (plan) ways of improving their own performance & behaviour, including setting personal (SMART) targets & monitoring their progress against them • Learn from their positive & negative experiences <p>How individuals are given opportunities to actively develop and demonstrate employability skills in work-based situations &/or scenarios</p>	<p>Supporting evidence for individual reflection, self-assessment and target setting may include individual review sheets and personal targets, records of 1:1 discussion; self-assessment questionnaires. Development & demonstration of competency or understanding may be evidenced via session plans, assessment records; placement records; details of activities, events, visits, etc.</p>
Your notes		

1.5 Providing opportunities for individuals to articulate to others how they have developed and demonstrated their skills	<p>How achievement of the Passport requires an individual to:</p> <ul style="list-style-type: none"> • Identify their own skills (e.g. level, quality & quantity) and then, • Communicate these in familiar & unfamiliar situations and to a variety of audiences, using several methods including: <ul style="list-style-type: none"> ○ Verbal: mock interview & a group presentation ○ In writing: a CV, application form (paper or electronic) & a letter of application 	<p>Consideration of how the organisation integrates opportunities for individuals to write and talk about their development and demonstration of their skills. Supporting evidence could include self-analysis exercises/ worksheets, end products; observation / feedback sheets; assessment records</p>
Your notes		

1.6. Demonstrating the longer-term impact of developing employability skills	<p>How achievement of the Passport helps an individual to:</p> <ul style="list-style-type: none"> • Progress into or within paid employment • Successfully complete a period of work experience • Meet the needs of an employer 	<p>Consideration of how the organisation demonstrates a longer-term positive impact of developing a person's employability skills. Supporting evidence could include employer feedback, employment destination data, relevant qualifications, in-work progression, learner case study.</p>
Your notes		

Management, Quality Assurance and Assessment Processes

All Employability Passport providers must supply evidence showing how their Passport & associated employability skills development programme meets the following criteria.

Validation Criteria	Evidence Required	Guidance
2.1 Staff / Assessor selection, training, development & support	How quality assurance processes for the Employability Passport ensure delivery staff & assessors have: <ul style="list-style-type: none">• appropriate knowledge, skills & experience• relevant & effective training/updating, information/guidance and/or support meetings	Consider the identification of staff delivering and assessing the skills. Supporting evidence could include Qualification certificates; observations of lessons; training / attendance records of staff; agendas / minutes of meetings
Your notes		

2.2 Assessment & Moderation	<p>How quality assurance processes for the Employability Passport ensure:</p> <ul style="list-style-type: none"> • there is clear guidance with outcomes, evidence & assessment criteria, showing what is expected of individuals, which is written at the appropriate level to enable accessibility by all the individuals concerned • there is a process in place for the recognition of individuals currently 'working towards' the employability skills, as well as beyond the 'core' requirements of this framework, where appropriate in the organisation • consistency of sound and fair assessment practice between staff / assessors is assured, with moderation opportunities provided to check staff are working to the same standard 	<p>Supporting evidence to highlight clarity of information could include staff/ learner/ employee guidance or programme specifications; meeting/ briefing notes; the Passport framework; assessment records. When reflecting on consistency, consider supporting evidence such as internal verification/ moderation meetings note reports; delivery session observations</p>
Your notes		

2.3 Monitoring, evaluating, reviewing and continuously improving the provision	<p>How the organisation systematically evaluates its provision to inform planning to improve its Employability Passport skills development provision for example by:</p> <ul style="list-style-type: none"> • regularly reviewing its Employability Passport and associated skills development programme e.g. content/criteria, delivery, assessment, etc. • collecting feedback from key stakeholders appropriate to the organisation, e.g. their employees, learners or apprentices; delivery team(s); external partners (e.g. employers) 	<p>To demonstrate continuous improvement, consider Improvement/ Development; Self-evaluation / assessment reports; analysis of data: feedback from stakeholder groups; evaluation forms & surveys; Inspection / assessment / session observation reports; Evaluation of CPD; commentaries on how provision and practice have changed in response to evaluation findings</p>
Your notes		

APPENDIX A: Employability Skills Passport Validation Framework: Criteria for each Sub-skill

Theme	Sub Skill	Framework Criteria: An individual...
Self - Management	Time Management	<ul style="list-style-type: none"> Understands the importance of managing time effectively and demonstrates effective attendance, timeliness & punctuality over a sustained period Actively plans own work independently, including monitoring progress against suitable milestones Prioritises work & can identify key people to provide support where required
	Professionalism, Self-Presentation & Honesty	<ul style="list-style-type: none"> Understands & demonstrates appropriate personal presentation for the working environment Understands & demonstrates appropriate behaviour for the working environment (e.g. use of mobile, politeness) Understands and demonstrates the importance of honesty and openness
	Resilience & Motivation	<ul style="list-style-type: none"> Recognises key motivators & de-motivators in work situations, and understands the impact of motivated and de-motivated staff on other individuals & the business Can identify what motivates self and how this may influence their own performance, demonstrating resilience (being able to 'bounce back') when encountering difficulties or makes mistakes Demonstrates a consistent positive attitude as well as ability to adapt to change or changing circumstances
	Initiative & Willingness to take Responsibility	<ul style="list-style-type: none"> Has the ability to assess and initiate appropriate actions independently Takes ownership of own decisions and actions, including mistakes as well as successes Reflects upon and learns from the outcomes of own decision and actions
Teamwork	Collaboration	<ul style="list-style-type: none"> Recognises the strengths, skills & experiences of the different team members Helps allocate roles & responsibilities within the team to achieve goals / tasks / activities Actively & positively interacts with others to ensure team success, including making contributions - sharing skills & knowledge; offering help, support &/or advice; responding positively to advice & positive criticism
	Goal Setting	<ul style="list-style-type: none"> Contributes to setting goals and associated tasks Helps devise a team plan to achieve the goal/s Follows a plan to complete the team tasks/activities
	Reliability, Trust & Respect	<ul style="list-style-type: none"> Is consistently reliable & dependable Trusts other team members to carry out their roles Respects the contributions made by others
	Leadership	<ul style="list-style-type: none"> Leads or directs a person or group of people (or leads/directs on a specific task), to achieve shared goals Hears and responds appropriately to the views of others

Business & Customer Awareness	Big picture of Business	<ul style="list-style-type: none"> Understands the varying objectives & drivers for different types of business/industry within the Humber: e.g. public v. private; national v. local; SME v large Understands how Humber businesses/industries (min 3) differ in relation to: ownership; purpose; customer base; employment opportunities & skills required
	Customer Care	<ul style="list-style-type: none"> Can identify for a range of Humber businesses/industries (min 3), both internal & external customers and their needs & expectations with respect to customer care Can identify the types of qualities needed to be able to provide excellence in customer care Demonstrates the ability & skills to respond appropriately to routine & non-routine enquiries made by both internal & external customers
	Cultures, Values, Beliefs & Expectations	<ul style="list-style-type: none"> Understands how own cultural & ethical values & beliefs can impact on own work principles & practice Understands how work principles & practice vary between different business/industry sectors
	Understanding of Net Zero and Sustainability	<ul style="list-style-type: none"> General awareness of their own impact on the environment and how they contribute to global goals Understands net zero/environmental issues relevant to sector or career path they are interested in Has a general understanding of efficiency/productivity
Problem Solving	Logical & Systematic Approach	<ul style="list-style-type: none"> Understands the types of problems that arise in the workplace, and how to use sources of help Breaks down problems into manageable parts & identifying key factors Offers several options to solve routine & non-routine problems, considering the effectiveness of each
	Reasoning	<ul style="list-style-type: none"> Deals readily with routine information & figures
	Decisiveness	<ul style="list-style-type: none"> Demonstrates initiative Makes sound decisions based on a balanced consideration of information & options available Presents plans to carry out solutions to solve workplace problems
	Creativity	<ul style="list-style-type: none"> The ability to generate novel and useful ideas, solutions, and approaches to problems and challenges, which are appropriate to the task being performed. Seeks to engage in creative opportunities
	Willingness to ask for help	<ul style="list-style-type: none"> Understands that some tasks can require input from more than one person Has the confidence to recognise their own limitations and request support from others
	Research Skills	<ul style="list-style-type: none"> Has the ability to source, evaluate, and apply relevant information with minimal support from others Ability to use a variety of sources and fact-check evidence Demonstrates professional curiosity

Communication & Literacy	Speaking & listening	<ul style="list-style-type: none"> Adapts verbal contributions to suit the audience, purpose & situation (min 3) Uses 'open questions' effectively Demonstrates effective listening skills, and responds effectively to questions
	Reading	<ul style="list-style-type: none"> Can read, understand & use a range of different texts (min 3) to draw out relevant information Can read & summarise succinctly, information & ideas from different sources (min 3)
	Writing inc. email etiquette	<ul style="list-style-type: none"> Produces written work that is clear & well presented for a range of texts (min 3) Constructs written work that is accurately spelt with correct grammar & punctuation, containing appropriate sentence & paragraph structures, suitable for 3 different types of audiences
	Effective communication appropriate to setting & audience	<ul style="list-style-type: none"> Adapts verbal/written contributions to suit the audience, purpose & situation Demonstrates ability to use different communication channels Can communicate clearly and confidently Demonstrates effective listening skills, and responds effectively to questions
Application of Numeracy	Good Numeracy Skills in workplace settings	<ul style="list-style-type: none"> Carries out calculations & arithmetic (addition, subtraction, multiplication, division, etc.) with numbers of any size in practical contexts, to a given number of decimal places Checks mathematical procedures / steps taken Demonstrates good mental arithmetic, supported by use of appropriate technology or paper
	Practical application	<ul style="list-style-type: none"> Uses numeracy skills to solve problems in familiar & unfamiliar contexts & situations Applies maths to solve straightforward work-based problems relating to quantities, fractions & percentages Collects & represents data (discrete & continuous), using ICT where appropriate
	Budgeting & Finance (inc. financial literacy)	<ul style="list-style-type: none"> Understands 'cost', 'profit' & 'loss' and their inter-relationship within the workplace Solves common financial problems in a work context
Application of Digital Technologies	Safeguarding, Security & IT Management (inc. staying safe on-line)	<ul style="list-style-type: none"> Good awareness of the importance of safeguarding & security practices for all types of media, consistently following agreed procedures Stores & retrieves information securely & accurately Respects others when using ICT-based communication
	Awareness of the digital age & its use in different sectors	<ul style="list-style-type: none"> Understands the effective use of a range of social media & tools in the workplace for branding & marketing, recruitment & selection, for a range of HEY businesses/industries (min. 3) Understands the effective use, as well as the consequences of inappropriate use of social media in and outside of the workplace Acts responsibly & within legal requirements when using social media, either in the workplace &/or for self

Application of ICT	<ul style="list-style-type: none"> • Applies IT applications for routine & non routine tasks in familiar & unfamiliar contexts & situations, including for text, tables, graphics, records, numerical data, charts, graphs (e.g. using word processing, spread- sheets & presentation software) • Uses appropriate search techniques to locate & select information (e.g. search engines) • Uses communication software to receive & respond to email appropriately, including electronic messages, attachments & contacts
Awareness of the digital age and its use in sectors	<ul style="list-style-type: none"> • Ability to use common IT systems, e.g., Microsoft packages • Understands how digital applications bring benefits to the workplace • Can relate different IT to different jobs/sectors, e.g., construction, Medi-tech, etc. • Understands how digital footprint can affect employment/personal brand
Artificial Intelligence	<ul style="list-style-type: none"> • Understands the ethics of using AI • Demonstrates how to use AI in a creative way • Understands how to avoid over-reliance on AI

HEY Employability Passport Validation

PROVIDER APPLICATION: SELF-ASSESSMENT REPORT (SAR)

The HEY Employability Passport Validation provides a regional quality assurance assessment framework for an employability skills passport used by a local organisation (e.g., employer, learning, or volunteering provider), to assess and accredit the employability skills of their employees, trainees, learners, apprentices, or volunteers.

To gain FULL validation, an organisation needs to provide sufficient evidence to demonstrate it meets ALL 9 assessment criteria identified in the accompanying **Guidance** document. We acknowledge that some organisations might be in the early phases of developing and using a skills passport and therefore unable to evidence the longer-term impact of employability skills development (criterion 1.6.). In this case we will award the organisation “working towards” status and encourage it to apply for full validation later.

Passport providers should refer to the Employability Passport Validation Framework Guidance Document for full details of each criterion.

THE SELF-ASSESSMENT REPORT (SAR)

Please identify for each Validation Assessment Criterion:

- Confirmation that you have fully Met the identified Assessment Criterion.
- An Evidence Statement explaining your judgement, referencing where applicable to any Evidence to support this; Maximum words per Criterion section is 500.
- List up to **5 Sources of Evidence** available to support the Evidence Statement.
- Identify **one** piece from the Evidence list, to submit with the SAR as a **Sample** of supporting evidence. The chosen evidence may be used for more than one Assessment Criterion.

Name of Organisation	
Type of Organisation (e.g. Employer / FE or Sixth Form College / Secondary School or Academy / Training Provider etc.)	
Size of organisation (e.g. no. of employees / learners / trainees)	
Address	
Postcode	
Contact Name	
Position in Organisation	
Telephone Number	
Email	

Please indicate (☐) whether this is your first application, re-application or re-validation

First Application	<input type="checkbox"/>		
Re-application	<input type="checkbox"/>	Please state the date of the previous application	
Re-validation	<input type="checkbox"/>	Please state the date of the previous application	

1.1 Providing a strategically led, and effectively planned & progressive Employability Skills Development Programme

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Sources of Evidence to support Evidence Statement (Max 5)

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1.2 Working with employers and other partners to enhance and extend Employability Skills provision

Self-Assessment

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Evidence Statement (Max 500 words)

Sources of Evidence to support Evidence Statement (Max 5)

No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

1.3 Providing opportunities for individuals to develop & demonstrate Employability Skills

Self-Assessment

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Evidence Statement (Max 500 words)

Sources of Evidence to support Evidence Statement (Max 5)

No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

1.4 Providing opportunities for individuals to Reflect on – Plan – Do – Review their Employability Skills

Self-Assessment

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Evidence Statement (Max 500 words)

Sources of Evidence to support Evidence Statement (Max 5)

No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

1.5 Providing opportunities for individuals to articulate to others how they have developed and demonstrated their skills

Self-Assessment Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO				
Evidence Statement (Max 500 words)				
Sources of Evidence to support Evidence Statement (Max 5)				
No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

1.6 Demonstrating the longer-term impact of developing employability skills

Self-Assessment

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Evidence Statement (Max 500 words)

Sources of Evidence to support Evidence Statement (Max 5)

No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

2.1 Staff/Assessor selection, training, development & support

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Sources of Evidence to support Evidence Statement (Max 5)

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2.2 Assessment & Moderation

Self-Assessment

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Evidence Statement (Max 500 words)

Sources of Evidence to support Evidence Statement (Max 5)

No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

2.3 Monitoring, evaluating, reviewing and continuously improving the provision

Self-Assessment

Please confirm you have fully met the requirements for the above Validation Criterion – YES / NO

Evidence Statement (Max 500 words)

Sources of Evidence to support Evidence Statement (Max 5)

No.	Name / Description of Evidence	Indicate evidence as webpage, a whole document or reference key pages / paragraphs	If Sample Evidence	
			Tick	File ref or hyperlink
1				
2				
3				
4				
5				

CONFIRMATION OF SELF-ASSESSMENT

I confirm that my organisation meets the requirements listed as evidenced within our self-assessment and therefore qualifies for XXXX endorsement via the HEY Employability Passport Validation Framework.

Signature of authorising person	
Name of authorising person	
Position in the organisation	
Date of Submission	

To apply (or re-apply) for HEY Validation, please submit your self-assessment report (SAR) and one sample piece of supporting documentation (or other form of evidence) per Validation Criterion to the XXXX

Email SAR & Evidence to: XXXX

Please note that electronic submission of the SAR and supporting evidence must not exceed 10MB.

Contacts for further information: XXXX

Email: XXXX

Tel: XXXX

Address: XXXX

ANNEX D –SECTOR WORKING GROUP NOTES

Construction & Engineering Construction



NOTES

Construction Working Group

Friday 12th July 2024, 9am – 10am
Via Zoom

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Mark Burley	Keepmoat
Paul Senior	Isle Consult / YBF
Mark Boothby	Sewell Group
Sam Hind	Humber Training Group
Fiona Gamwell	Hudson Contract
Andrew Eldred	ECA
Steven Annandale	Skillspeople Group
Alex Sheldon	East Riding of Yorkshire Council
Chris Howell	HEY Business, Growth & Skills Hub
Kelly Britton-Hawes	CITB

1. WELCOME AND APOLOGIES FOR ABSENCE

2. UPDATES FROM PREVIOUS MEETING

Rod Chambers provided an update of the last HEY LSIP Forum, which was held at Hull College, where presentations were received about some of the challenges around the recruitment of educators and trainers. It was understood that FE Providers are increasing relationships with employers to support industry placements for staff, although more employers are still required. There continues to be a call for employers to support curriculum co-design and delivery. Opportunities for utilising ex-forces personnel was also discussed and how there is the increased opportunity of using and making the best of people who have been in the armed forces, and they've reached the end of their commission, or they're retiring and they want to put something back into the community or back into the workforce.

3. DIGITAL SKILLS

Chris Howell introduced himself to the group and explained the current status of devolution for Hull and East Yorkshire, and how the work of the LEP would now continue under the HEY Business, Growth and Skills Hub. The Hub would continue to work closely with the LSIP to support their work.

It was noted when talking about digital skills it is very broad and includes IT skills, technology, automated processes and AI.

Chris Howell also provided an update on the previous work of the Local Digital Skills Partnership, but how changes to funding have impacted on its remit. There are also discussions as to how the partnership should look and operate as the region moves towards a combined authority. Therefore,

the reason for attending this meeting was to gain feedback from employers to understand challenges and needs as the region moves towards devolution. It was confirmed information gathered from the LSIP sector specific working groups would be fed into the consultation process for devolution.

Members from the group were asked ahead of the meeting to consider what digital challenges and opportunities are emerging within your sector, and how are you addressing this from a skills perspective?

Feedback received from members of the group included:

- Businesses vary in digital skill requirements, from basic literacy to advanced technology adoption, but there is an increase in demand for support around digital literacy, particularly among small businesses.
- Employers' needs vary widely, with some using AI for bid writing and procurement, while others need help with automating processes and improving digital skills.
- Recent changes in building regulations where one of the requirements is to develop digital systems for managing building information, which could put more of strain on SMEs.
- 3D modelling has been limited to the design team and have to share to those delivering on-site in 2D so there is a difference in the sector
- Benefitting from younger apprentices who have enhanced digital skills, which the existing workforce can learn from
- Potential grants to support digital improvement
- Assess what the individual needs of employers and conduct surveys as to what providers deliver digital programmes
- Technology to access sites using cards and apps
- Increasing interest in systems integration within the electro technical sector, with a lack of providers offering the relevant level 4
- Difficulties of keeping up with technology in the industry, and the need for training providers to adapt.

4. ANY OTHER BUSINESS

- Andrew Eldred and Paul Senior to catch up away from this meeting regarding electrical at colleges.

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Mark Burley	Keepmoat
Mark Boothby	Sewell Group
Andrew Eldred	ECA
Craig Steer	East Riding of Yorkshire Council
Sam Hind	Humber Training Group
Annie Francis	Re Dec
Dave Waller	DWP / Jobcentre Plus
Nigel Dyer	Wienerberger

NATIONAL LSIP UPDATE

- Hannah Crookes provided an update on national LSIP activities, highlighting that cross-LSIP sector-specific working groups were now in place for: Construction; engineering and manufacturing; agriculture including land based and food production; and health and social care.
- Key challenges discussed as part of the construction working group included skill shortages, aging workforce, low awareness of opportunities, and workforce recruitment and retention challenges.
- Additional groups had been established to focus on FE workforce recruitment and retention and careers guidance.
- The need for national support to address local priorities, as well as national, was discussed and the importance of involving national stakeholders like CITB who have agreed to be a part of the cross-LSIP working group for construction.
- Andrew Eldred raised questions about the impact of paying FE staff more to resolve recruitment and retention challenges. It was emphasised the need for central government to address the FE workforce pay issue and mentioned comparisons with other European countries. Hannah Crookes acknowledged the challenges and mentions, and assured that work was ongoing nationally to address the challenges however the importance of demonstrating local efforts and seeking national support was necessary to support this.
- The inconsistencies in relationships between LSIPs and careers guidance contacts was noted across England and a date was awaiting from DfE to discuss this further.

HEY LSIP WEBSITE – STAGE 2 DEVELOPMENT

- A brief overview was provided in terms of plans for the stage 2 development of the HEY LSIP website, emphasising the need for accessibility and the inclusion of information for employers, educators, and career seekers.
- The importance of not re-inventing the wheel was noted, and it was therefore stressed the website would not contain all information but more act as a central navigation system.
- Suggestions of what should be included was discussed and can be highlighted as follows:
 - a best practice hub for employers to network and share initiatives, potentially incorporating an employer community/chat facility.

- Consideration was needed relating to language for different users, and attention spans in looking at information available.
- Incorporate more imagery than words.
- Consideration to websites such as BBC Bitesize Careers information for clear, visual, and engaging content.
- A 'day in the life of' examples, ensuring work-life balance was incorporated.
- Volunteering opportunities.
- Factory tours.
- Business-to-business offers.
- The need for a clear unique selling point (USP).
- Signposting to what already exists.
- Myth busting.
- Anchors to activities taking place locally.
- Consideration for the parent/influencer audience.
- Conducting focus groups with young people to gather their input and ensure the website meets their needs.
- Other points to be considered included the marketing and promotion of the site as this would be key in ensuring the website was well utilised.

ANY OTHER BUSINESS

- Mark Burley provided an update on the gamification approach to careers idea, highlighting that construction would be the first sector to feature and support was being sourced from CITB.
- Hannah Crookes & Rod Chambers will consider feedback received across all working groups to determine the plan for the stage 2 development of the HEY LSIP website.

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OUTLINE NOTES FROM THE MEETING

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Andrew Eldred	ECA
Paul Wall	Wilberforce College
Nick Marshall	Hull College
Chris Dodsworth	East Riding College
Charlotte Hogben	HETA
Katrina Pierce	FSB / Greater Lincolnshire & Rutland LSIP
Chris Howell	Hull & East Yorkshire Business Growth & Skills Hub

UPDATES FROM PREVIOUS MEETING

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Andrew Eldred raised a comment that with ex forces personnel there needs to be assurance that the training given meets the need of industry.

DIGITAL SKILLS

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Members from the group were asked ahead of the meeting to consider what digital challenges and opportunities are emerging within your sector, and how are you addressing this from a skills perspective?

- Technology is a constant focus with work being done to fill the digital gaps
- With the integration of digital technology in electrical apprenticeships, there is a need for specialised training and upskilling of staff.
- Three layers of digital, with the most important being smart working and being able to find the information needed.
- More digital content in apprenticeships which providers may not have realised so raising awareness with them with rising costs etc.
- Provision of level four apprenticeships in building energy management and automation controls is limited, with only five providers for the former and more availability for the latter.
- Interpretation of digital is important.
- Technology moves so quickly so it is necessary for providers to work with employers to continue the development of staff and to ensure staff are equipped with up to date skills and knowledge.
- There is a need for a multi-stakeholder discussion group to address digital skills gaps in the region.
- Concerns that digital skills focus may overshadow essential technical skills in engineering and construction.
- Fear among white-collar workers and the potential for AI to enhance work at the site level.
- There is a need to be able to explain reasoning as to why technology and data needs to be used in industry, and ensuring the workforce and trainers are clear on that.
- Difference of opinion as to what digital actually means, which further demonstrates the need for clear and easy to understand information.

CAREERS GUIDANCE

- The next LSIP Quarterly Forum will focus on this agenda, taking place on Friday 13th September at Bishop Burton College.
- A workshop will be taking place on Monday 15th July addressing questions raised regarding this topic from the first phase of the LSIP programme.

ANY OTHER BUSINESS

- Circulate information on the VOC Tech Challenge funding opportunity.
- Circulate careers guidance resources from ECITB including case studies.

OUTLINE NOTES FROM THE MEETING

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Andrew Eldred	ECA
Mark Riley	Phillips66
Stuart Farmer	Quickline Communications
Kenneth Fleming	ECITB
Paul Robinson	CATCH
Charlotte Hogben	HETA

UPDATES FROM PREVIOUS MEETING

- Huge demand for resource but a shortage in uptake across all the industry.
- The Electrical sector is in a good place but that isn't the case for all Engineering and Construction roles.
- Local employer Quickline Communications are scaling up massively but have no success in recruiting from local schools, which is proving to be a significant challenge.
- Phillips66 reported on a huge potential shortage of supply in roles filled – 12,000 alone in the decarbonisation sector. Therefore there is a need for Humber-wide plans to tackle this shortage.
- CATCH are establishing support networks to help people transition from trade to trade or industry to industry.

CAREERS GUIDANCE - CHALLENGES

- There appears to be a lack of understanding of the industry by careers professionals.
- Schools understanding of the apprenticeships opportunities in this sector is not great and thus more work needs to be done to raise awareness and opportunity.
- More links with local schools need to be established.
- More to be done to attract and retain females into this sector.
- It will take a generation to change the attitudes of people around culture and diversity – employers need to change the perceptions and stigma attached to the industries in this sector.
- A need to influence the influencers (teachers and parents) and educate them better as to what roles look like in the sector.
- Language needs to be simplified – for example, do young people in particular understand what Engineering Construction actually means? It was agreed that there was currently too much jargon relating to the sector and we need to listen to the language that young people understand.
- Young people care more about flexibility, hybrid working and benefits that are better than previous generations.
- Lack of long-term strategic planning.

CAREERS GUIDANCE – POTENTIAL SOLUTIONS

- Appointing ambassadors from businesses to help careers teachers (which emphasises the importance of up-to-date information). Utilising those who have recently entered the sector as ambassadors could be an ideal starting point.

- Resource sharing with schools and training staff to ensure accurate information is provided.
- Establish a joined-up approach between clients, supply chains, and careers advisors to ensure consistent outreach and engagement – this is being looked at by Phillips66.
- There is a need for a centralised resource for employers and schools to connect and share information.
- CATCH are developing resources that can be used by schools to help with attraction to the sector and generate interest among students.
- Consideration to a campaign in Scotland - “Girls in Energy” – to help retain and attract females in the sector.
- Strategic marketing campaigns needed to promote employers, the industry and the sector.
- Create a regional approach to target the region-specific problems and not use generic strategies.

USEFUL LINKS TO SUPPORT CAREERS GUIDANCE

- https://www.ecitb.org.uk/wp-content/uploads/2024/02/Inspiring_Directions.pdf
- <https://www.electricalcareers.co.uk/>

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Chris Dodsworth	East Riding College
Paul Wall	Wilberforce College
Sian Usher	ECITB

NATIONAL LSIP UPDATE

- Hannah Crookes provided an update on national LSIP activities, highlighting that cross-LSIP sector-specific working groups were now in place for: Construction; engineering and manufacturing; agriculture including land based and food production; and health and social care.
- Key challenges discussed as part of the engineering and manufacturing working group included recruitment difficulties and skills shortages.
- Other points to consider were workforce planning, and the importance of immediate job rewards.
- Examples of best practice were discussed, such as sharing resources and avoiding duplication of courses.
- The need for more collaboration between colleges and ITPs nationally was noted.
- It was noted that Engineering UK and ECITB would be joining the cross-LSIP Working Group for Manufacturing and Engineering. Opportunities for other stakeholders to join would be considered.
- Additional groups had been established to focus on careers guidance and FE Workforce.

HEY LSIP WEBSITE – STAGE 2 DEVELOPMENT

- A brief overview was provided in terms of plans for the stage 2 development of the HEY LSIP website, emphasising the need for accessibility and the inclusion of information for employers, educators, and career seekers.
- The importance of not re-inventing the wheel was noted, and it was therefore stressed the website would not contain all information but more act as a central navigation system.
- Suggestions of what should be included was discussed and can be highlighted as follows:
 - Consistent and accurate careers advice and guidance.
 - Information on immediate job opportunities and work-life balance.
 - User-friendly language.
 - Case studies to show career progression and the variety of job opportunities available.
 - A central repository of information.
 - Job of the week.
 - Examples of career journeys, and case studies showing progression routes from different qualification backgrounds.
 - Examples of how to enter the sector even if the desired grades/qualifications are not obtained.
 - Expectations as to what is expected from certain job roles.
 - Information on local employers.
- Consideration should also be given to:

- The need for dynamic and constantly changing content to keep users engaged.
- Different learning styles and the need for a simple and accessible website.
- Involvement of young people in the development of the website and gather their feedback.
- Branding of the website.
- Utilisation of online tools available from ECITB.

ANY OTHER BUSINESS

- Rod Chambers to contact Katrina Pierce to ensure input into the group from the Greater Lincolnshire & Rutland LSIP perspective.
- Hannah Crookes & Rod Chambers will consider feedback received across all working groups to determine the plan for the stage 2 development of the HEY LSIP website.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Chris Dodsworth	East Riding College
Paul Wall	Wilberforce College
Sallyann Garrard-Hughes	ECITB
Andrew Eldred	ECA
Bob Padley	CATCH

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT

Rod Chambers provided an update on the discussions that had taken place with the web developers so that stage 2 of the website development could commence. Points that had been discussed included ensuring it was a central repository of information and not re-inventing the wheel; to ensure links to local websites such as LogonMoveon; and ensure simplicity. The website would contain dedicated areas for employers, career seekers and educators. The vision of a local repository for work experience opportunities and the need for employer involvement in testing the website was also noted.

Hannah Crookes requested the perspective of educators and what they would like to see within their section of the website. There was agreement that educators would benefit from summary documents explaining what the latest Government communications mean. Any further comments would be welcomed.

Plans to involve young people in the development process were noted, to ensure the website meets their needs. The positive impact of case studies from young people was noted, and how young people were more inspired when hearing from other people of a similar age as they can relate more.

Other points requested to be considered included:

- The importance of transparency from employers about job expectations and career paths.
- Simplicity and accessibility were key.
- Ensuring sustainability regardless of future funding for LSIPs.
- Ensuring low maintenance and self-governance

CAREERS ASPIRATIONS GROUP AND EMPLOYABILITY SKILLS PASSPORT

Rod Chambers provided an update on the current development of the Employability Skills Passport, and highlighted that the draft should be available for approval via the LSIP Board and Skills Board (as part of the incoming Mayoral Combined/Strategic Authority). Skills to be included had been broadened beyond those recommended by the CBOI in line with employer feedback.

It was noted that this work was being led by the Careers Aspirations Group, which would be going under a review of its Terms of Reference imminently to help respond to the careers theme as part of the LSIP.

SECTOR FEEDBACK RELATING TO DEVOLUTION WHITE PAPER AND GET BRITAIN WORKING WHITE PAPER

An introduction was provided in relation to the reasoning behind the publication of both White Papers at the end of 2024. A summary as to what they meant for LSIPs was provided as follows:

Get Britain Working White Paper:

- ERBs are expected to be involved in constructing the skills system that feeds into local and national priorities.
- It is hoped that the skills system will become clearer and easier to navigate for both employers and individuals.
- Careers pathways will be enhanced.
- Hoped for increased workplace skills development.
- They will draw on LSIPs to inform its skills needs assessments.
- Essential digital, literacy and numeracy skills are important to employers and are needed to get into work, train and progress. They have been consistently cited in LSIPs as key to upskilling in local areas, so access to training that will tackle these skills gaps is important for boosting employment and progression.

English Devolution White Paper:

- Strategic Authorities (previously known as Combined Authorities) would take on joint ownership of the Local Skills Improvement Plan model, alongside Employer Representative Bodies, which set out the strategic direction for skills provision in an area. Legislation would be changed to reflect this later this year.
- There was no intention to re-designate ERBs unless there were a change of geographies or an ERB decided to stand down. Geographies were not expected to change in the current cycle.
- Current LSIPs would run until August 2026 as planned, however the development of the next LSIP would be expected to commence late summer/early autumn 2025. Determination of the priority sectors were expected to be decided by the Strategic Authority, however additional sectors could be added if deemed necessary.
- Strategic Authorities and Employer Representative Bodies were expected to work together on all stages of the Local Skills Improvement Plan and its governance, with local discretion on the arrangements to deliver this.
- Strategic Authorities and Employer Representative Bodies would be required to confirm they are both content with the plan before it is sent to the Secretary of State for Education (through Skills England) for approval.
- LSIPs were to link to Local Growth Plans.
- Statutory Guidance would be updated but ERBs were expected to be involved in the process.
- ERBs would continue to gather the intelligence from employers to support LSIP construction and delivery.
- Skills England would expect any additional Skills Plans/Frameworks in a given area to complement LSIPs.

Subsequent discussions relating to the White Papers to place and summarised as follows:

- Joint ownership could create risks due to too many 'voices' being involved in the processes related to LSIPs.
- Not all regions across England, where combined authorities are already in place, have positive relationships between employer representative bodies and the combined authorities.
- LSIPs need to continue but be fit for purpose for the future.
- The need to maintain relationships with the South Bank and ensure collaboration was emphasised. A unified approach across the Humber was still needed, especially due to the decarbonisation agenda and the benefits that it would bring to both banks of the Humber. Rod Chambers confirmed that the LSIP team were still maintaining positive relationships with the FSB as the lead for the Greater Lincolnshire & Rutland LSIP.
- The challenge of keeping employers informed with changing government policies and how this needs to be addressed.
- Feedback needs to be given to Government in terms of language used and how summary documents would be useful.

FUTURE STRUCTURES FOR SECTOR WORKING GROUPS

The working group discussed other means to convene and discuss skills issues in order to reduce the pressures on employers in needing to attend multiple groups. Suggestions discussed were as follows:

- Tapping into supply chains of employers, and utilising employers to communicate key messages as well as exploring opportunities with larger employers.
- The ECA are launching training and careers alliances in some regions across England. Hannah Crookes will arrange a separate meeting with Andrew Eldred to discuss.
- ECITB commented on their national Forum taking place on 26th February. The Forum would be taking place online and members were encouraged to attend.
- CATCH suggested utilising their own Decarbonisation group. Bob Padley to provide dates of future meetings noting that the next was scheduled for 5th February.
- The need to engage with CITB as well. It was confirmed that CITB were involved in the Construction Working Group and therefore this would be discussed via that means.
- A suggestion was made to engage with the Institute for Engineers – the LSIP team to action.
- It was noted a conference facility was being constructed at Saltend, which could provide to be a useful location for a future Forum and showcasing industry within the region – the LSIP team to action with support from ECITB to gain contacts.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Bethany Dennett	Sewell Group
Sam Hind	Humber Training Group
Annie Francis	Re Dec
Fiona Gamwell	Hudson Contract
Andrew Eldred	ECA
Joanne Craven	Jobcentre Plus / DWP
Paul Senior	Isle Consult
Nick Marshall	Hull College
Kelly Britton-Hawes	CITB
Alan Neale	ECITB
Paul Wall	Wilberforce College

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT UPDATE

Rod Chambers provided an update on the Stage 2 development of the HEY LSIP Website focusing on the key points of:

- A single front door approach where three different audiences can be directed to information of relevance and importance to themselves (Career Seekers, Educators and Employers).
- Simplistic language avoiding jargon.
- The development was focusing first on a smartphone format as it was felt most users would be accessing the website from this source.
- Inclusion of links to national organisations and training providers.
- Employer portfolios, case studies, and dynamic content (for example virtual reality tours) and career pathways would also be included.
- Commitment to navigating to, and drawing on information, from existing websites.
- Following on from feedback at another working group, it was noted that consideration was being given in relation to ESOL (English for Speakers of Other Languages) and SEND (Special Educational Needs and Disabilities) support and accessibility.

Members of the group were invited to provide further feedback, which included:

- In the area for Career Seekers, ensuring the focus was not just on school leavers and included content for career seekers of all ages, including mature individuals.
- Emphasising the importance of upskilling Jobcentre customers, and creating training and upskilling opportunities before they become customers.
- Inclusion of ambassadors and case studies from apprentices and upskilled individuals to resonate with young people.
- The importance of engaging with potential clients and incorporating information on local initiatives/projects and funding opportunities.
- The potential to breakdown content by age group, or year group, to better engage younger students and provide more tailored advice. The complexities around this, however, were noted.
- The importance of having a unique selling proposition (USP) and ensuring credibility of local initiatives, linked in with the marketing and the promotion of the site.
- Embedding existing resources and skills pathways to ensure visibility and alignment.
- Inclusion of volunteering opportunities and work experience in the website content.

It was noted that feedback collated across all working groups would be discussed with the web developers.

HEY LSIP ANNUAL PROGRESS REVIEW 2025

Hannah Crookes provided an update on the development of the Annual Progress Review, highlighting that all LSIPs were required to produce and publish by the end of June 2025 as part of their contractual obligations with the Department for Education. It was confirmed that the first draft of the Annual Progress Review would have to be submitted to the Department for Education by 23rd May 2025.

Alongside gaining feedback from providers, Hannah Crookes emphasised the importance of capturing the employer voice to help better understand the impact of the LSIP on local employers. Ahead of the meeting a series of questions, looking at LSIP core activities and education and training, were circulated to assist in guiding discussions, but were not restricted to. Feedback was also welcomed in relation to the development of the next LSIP, for which work would commence on 1st October 2025.

Supportive feedback from members of the working group in terms of how the LSIP has supported them included:

- The positive value of the LSIP in providing a knowledge-sharing network and creating frameworks for supporting special educational needs and disabilities.
- Appreciation towards the networking opportunities.
- Events, such as the LSIP Forums, help prevent duplication and provide opportunities to share ideas.
- Allowing local employees to present at the Forum has supported their own upskilling needs, particularly in terms of confidence building and presentation skills.
- Created platforms for sharing best practice.
- Positive impact on social value plans and outcomes.
- Drives coordinated action and mobilises stakeholders.
- Captures evidence-based examples of impact and success.
- Establishing new contacts to support gaining work placements and apprenticeships for students.
- Has increased partnerships, and connected new contacts.
- Strengthened curriculum planning and intent statements.
- Increases understanding as to what businesses have to offer.

ANY OTHER BUSINESS

- Members were reminded of the next HEY LSIP Quarterly Forum, taking place on Monday 28th April from 11am until 2.30pm at Saltend Chemicals Park. Details were circulated within the meeting chat. It was emphasised delegates must register as an induction has to be completed ahead of the event.
- Hannah Crookes updated the working group on cross-LSIP activity for Construction, where work was ongoing with CITB to source funding (and a potential cross-LSIP collaborative bid) to address gaps and shortages within the construction Further Education Workforce. Further updates would be provided in due course.



NOTES

Agri-Skills Working Group

Wednesday 10th July, 9.00am – 10.00am
Via Zoom

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Caroline Richardson	PATT Foundation
Joshua Wright	Bishop Burton College
Vicki Isaac	Bishop Burton College
Alex Sheldon	East Riding of Yorkshire Council
Karl Greaves	PATT Foundation
Andrew Steel	PATT Foundation
Chris Howell	Hull & East Yorkshire Business Growth & Skills Hub

UPDATE SINCE PREVIOUS MEETING

Rod Chambers provided an update of the last HEY LSIP Forum, which was held at Hull College, where presentations were received about some of the challenges around the recruitment of educators and trainers. It was understood that FE Providers are increasing relationships with employers to support industry placements for staff, although more employers are still required. There continues to be a call for employers to support curriculum co-design and delivery. Opportunities for utilising ex-forces personnel was also discussed and how there is the increased opportunity of using and making the best of people who have been in the armed forces, and they've reached the end of their commission, or they're retiring and they want to put something back into the community or back into the workforce. Specifically from this group, pay gaps and the challenges of recruitment were taken to the last LSIP Forum in June for wider discussion, which enabled feedback from the training sector

No update was available regarding the Schools pilot initiative.

DIGITAL SKILLS

Chris Howell introduced himself to the group and explained the current status of devolution for Hull and East Yorkshire, and how the work of the LEP would now continue under the HEY Business, Growth and Skills Hub. The Hub would continue to work closely with the LSIP to support their work.

It was noted when talking about digital skills it is very broad and includes IT skills, technology, automated processes and AI.

Chris Howell also provided an update on the previous work of the Local Digital Skills Partnership, but how changes to funding have impacted on its remit. There are also discussions as to how the partnership should look and operate as the region moves towards a combined authority. Therefore, the reason for attending this meeting was to gain feedback from employers to understand challenges and needs as the region moves towards devolution. It was confirmed information gathered from the LSIP sector specific working groups would be fed into the consultation process for devolution.

Members from the group were asked ahead of the meeting to consider what digital challenges and opportunities are emerging within your sector, and how are you addressing this from a skills perspective?

Feedback received from members of the group included:

- Digital is a key aspect of Horticulture qualification.
- Support and training is needed for those using E-NVQs and platforms, which require digital.
- Forestry Commission training fund is set to reopen. Companies cannot apply on behalf of applicants who want to apply if they cannot use digital technology.
- Invested in digitalised equipment that then requires training from companies abroad to equip people with the skills.
- Computer systems on tractors, and everything farmers do, now involve digital technology, and relationships are being built with Bishop Burton getting individuals into the classroom to support with this.
- The older generation needs updating on digital skills across the board but need to get the balance of freeing up the workforce to get them trained.
- PATT Foundation are using digital tools to provide skills and qualifications to students.
- There is a need to move into digital transactions and training, but acknowledge the challenge of reaching veterans who may not be comfortable with digital technology.
- Barrier of digital adoption for veterans, particularly those in non-digital roles such as infantry, who may not see the need for digital skills.
- The Career Transition Partnership (CTP) offers funding for digital skills training, but ex-forces personnel may prioritize other skills for job readiness.
- Challenges of embedding digitalisation in traditional industries, such as difficulties in using new technology and the need for training.
- The importance of involving suppliers and manufacturers in the classroom to provide hands-on learning experiences.
- Targeted courses and training was available to help experienced workers gain accredited qualifications and remove barriers to upskilling.

CAREERS GUIDANCE

- The next LSIP Quarterly Forum will focus on this agenda, taking place on Friday 13th September at Bishop Burton College.
- A workshop will be taking place on Monday 15th July addressing questions raised regarding this topic from the first phase of the LSIP programme.

ANY OTHER BUSINESS

- Industry faces capacity and skills training shortages, highlighting need for creative solutions.
- Challenges in recruiting skilled workers due to pay disparities and industry fluctuations.
- Members were encouraged to consider putting themselves forward for the new Business and Skills Board, as part of the Hull & East Yorkshire Business Growth & Skills Hub.

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Helen Martin	Bishop Burton College
Joshua Wright	Bishop Burton College
Sharron Mansell	Bishop Burton College
Karl Greaves	PATT Foundation
Milena Rodrigues	PATT Foundation
Charlotte Dring	NFU
Nicki Jakeman	NFU
Kevin Kendall	Agricultural Education Consultant
Adam Milner	East Riding Council

UPDATE FROM PREVIOUS MEETING

- Bishop Burton College – the precision farming project slightly stalled but equipment should be in place for the forum on the 13 September.
- The supplier of the equipment Claas Eastern has not been effective in their communication so a lesson to learn here with future projects – how do we ensure manufacturer/supplier engagement in the success for the deployment of the equipment.
- The Schools Pilot run by Bishop Burton College continues to be successful with between 1100 and 1200 pupils engaged in the programme, ensuring students get a better understanding of the career opportunities in agriculture and land-based employment.
- NFU keen to collect case studies of successful recruitment from their members to share more widely. More work to be done in this space, and there is a broadening out of geography to include Northumberland.

CAREERS GUIDANCE

- Farms and farmers continue to struggle to recruit staff; continuing myths and perceptions of the industry are barriers to recruitment; a general view that “unless you are born into farming, you are not likely to transition into it.
- Bishop Burton College are keen to use more AI and Gamification techniques to make the industry more attractive but note about the significant cost implications.
- A plea for all information relating to career opportunities to be in one place so it is easier to manage, access and understand. This could also support misconceptions with regards to the sector.
- There are challenges to engage schools within the sector. Therefore more needs to be done to encourage schools to visit farms and understand what careers are available.
- VR could prove to be a beneficial solution to engage schools with the sector and employers.
- There is a need for better education about the sector and myth busting in schools.
- More to be done to encourage careers advisers and professionals to get into the farming community and have a better understanding of the job/career opportunities.
- There is a need for up-to-date labor market information.
- NFU discussed their activities to engage with schools.

EMPLOYER & PROVIDER ENGAGEMENT

- Consideration should be given to developing an Employer Engagement Strategy.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Andrew Steel	PATT Foundation
Alex Sheldon	East Riding of Yorkshire Council
Kevin Kendall	Agricultural Education Consultant
Sharron Mansell	Bishop Burton College
Helen Martin	Bishop Burton College

NATIONAL LSIP UPDATE

- Hannah Crookes provided an update on national LSIP activities, highlighting that cross-LSIP sector-specific working groups were now in place for: Construction; engineering and manufacturing; agriculture including land based and food production; and health and social care.
- Key challenges discussed as part of the agriculture, land based and food production working group included the lack of apprenticeships, the need to promote the sector's attractiveness, and the impact of technology.
- Best practices shared include Cumbria Chamber's land and nature skills service www.lanss.uk
- Conversations were ongoing with Landex, who were looking at joining the cross-LSIP working group and also sharing their research across all LSIPs once available. The NFU would also be approached in due course.
- Additional groups had been established to focus on workforce recruitment and retention and careers guidance.

HEY LSIP WEBSITE – STAGE 2 DEVELOPMENT

- A brief overview was provided in terms of plans for the stage 2 development of the HEY LSIP website, emphasising the need for accessibility and the inclusion of information for employers, educators, and career seekers.
- The importance of not re-inventing the wheel was noted, and it was therefore stressed the website would not contain all information but more act as a central navigation system.
- Suggestions of what should be included was discussed and can be highlighted as follows:
 - Opportunities and courses.
 - Career pathways and the ability to plan your own career route.
 - Case studies, particularly from those who have recently started working within the sector.
 - Infographics.
 - The importance of transferable skills and the need for a quick, snazzy website that reflects modern technology and career pathways.
- Consideration should also be given to:
 - Understanding the recruitment journey and the core value proposition of working in the sector.
 - Using clear and relatable language.
 - The need to incorporate feedback from young people and employers into the website development.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Andrew Steel	Carbon Asset Solutions
Alex Sheldon	East Riding of Yorkshire Council
Kevin Kendall	Agricultural Education Consultant
Helen Martin	Bishop Burton College

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT

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Hannah Crookes requested the perspective of educators and what they would like to see within their section of the website. There was agreement that educators would benefit from summary documents explaining what the latest Government communications mean. Any further comments would be welcomed.

Plans to involve young people in the development process were noted, to ensure the website meets their needs. The positive impact of case studies from young people were noted, and how young people were more inspired when hearing from other people of a similar age as they can relate more.

CAREERS ASPIRATIONS GROUP AND EMPLOYABILITY SKILLS PASSPORT

Rod Chambers provided an update on the current development of the Employability Skills Passport, and highlighted that the draft should be available for approval via the LSIP Board and Skills Board (as part of the incoming Mayoral Combined/Strategic Authority). Skills to be included had been broadened beyond those recommended by the CBOI in line with employer feedback.

It was noted that this work was being led by the Careers Aspirations Group, which would be going under a review of its Terms of Reference imminently to help respond to the careers theme as part of the LSIP.

SECTOR FEEDBACK RELATING TO DEVOLUTION WHITE PAPER AND GET BRITAIN WORKING WHITE PAPER

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- Strategic Authorities and Employer Representative Bodies would be required to confirm they are both content with the plan before it is sent to the Secretary of State for Education (through Skills England) for approval.
- LSIPs were to link to Local Growth Plans.
- Statutory Guidance would be updated but ERBs were expected to be involved in the process.
- ERBs would continue to gather the intelligence from employers to support LSIP construction and delivery.
- Skills England would expect any additional Skills Plans/Frameworks in a given area to complement LSIPs.

Subsequent discussions relating to the White Papers to place and summarised as follows:

- The scale of the undertaking and the challenges of bringing two authorities together needed to be recognised.
- To maintain engagement with employers, changes would need to be straightforward and well communicated.
- Constant changes with Government policy was leading to employer disengagement as employers were still getting to grips with other changes – for example GCSE grading.
- The impact of levy changes would need to be well communicated.
- The importance of making the LSIP model workable and simple for employers.
- The skills framework consultation was discussed and the importance of making the LSIP model effective. Members were encouraged to contribute to the skills framework.
- Concerns about overcomplicating the process were expressed and the need for clear guidance from the Department for Education. Removing jargon and summarising documents would support this.

FUTURE STRUCTURES FOR SECTOR WORKING GROUPS

The working group discussed other means to convene and discuss skills issues in order to reduce the pressures on employers in needing to attend multiple groups. Suggestions discussed were as follows:

- Contacting the NFU to utilise their networks. It was noted since staff changes they had not continued to engage with the working group. It was suggested to contact the local office, with Rachel Adamson being given as a named contact. Strategic collaboration between the NFU and the LSIP was agreed as being essential.

- Rippon Farm Services were regarded as a prominent company within the sector and Rod Chambers was advised to contact Andy Morton.
- Helen Martin agreed for the LSIP team to be invited to present at a future Bishop Burton Agricultural Club, where meetings take place between October and April. It was noted that membership was between 45-50 and meetings take place on an evening.
- It was recommended that the East Riding Rural Partnership should be contacted to maximize employer engagement – LSIP team to action.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Andrew Steel	Carbon Asset Solutions
Alex Sheldon	East Riding of Yorkshire Council
Kevin Kendall	Agricultural Education Consultant (for part of the meeting)
Jane Durdy	Bishop Burton College
Sharron Mansell	Bishop Burton College (for part of the meeting)
Sharon Hodgson	Jobcentre Plus / DWP

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT UPDATE

Rod Chambers provided an update on the Stage 2 development of the HEY LSIP Website focusing on the key points of:

- A single front door approach where three different audiences can be directed to information of relevance and importance to themselves (Career Seekers, Educators and Employers).
- Simplistic language avoiding jargon.
- The development is focusing first on a smartphone format as it was felt most users would be accessing the website from this source.
- Inclusion of links to national organisations and training providers.
- Employer portfolios, case studies, and dynamic content (for example virtual reality tours) and career pathways would also be included.
- Commitment to navigating to, and drawing on information, from existing websites.

Members of the group were invited to provide further feedback, which included:

- Ensuring links with local job vacancies.
- Additional training information for when undertaking certain roles.
- Changes to the industry in terms of technology and the Net Zero agendas.

CHALLENGES AND OPPORTUNITIES WITHIN AGRICULTURE

Andrew Steel reported on the use of new technology to measure soil carbon and the potential for collaboration with Bishop Burton College. It was further reported that interest had been received from the NFU, Soil Association, and other organisations in the soil carbon market.

Challenges within Further Education were discussed and included:

- The importance of integrating technology in education to reflect industry needs.
- The need for national solutions to address shortages.
- Difficulties in recruiting people from industry to teach and the importance of teaching as a skill.

Skills challenges beyond requirements within the Further Education Workforce were also noted including the requirements for radiation training when operating new technologies, health and safety and supervision for inexperienced workers looking for a career in agriculture. This further led to a discussion regarding the promotion of transferable skills, including the need for training in transferable skills, and how these could be applied within the sector.

Concerns were raised about the job market in agriculture and the need for training in new technologies. Therefore this need for technically competent people to operate the new equipment and

the potential for job creation was noted. In addition, a discussion took place regarding the perception of jobs within the sector and the importance of publicising new opportunities.

Challenges beyond skills were also noted including transport barriers, and the need for improved transport infrastructure within rural areas.

HEY LSIP ANNUAL PROGRESS REVIEW 2025

Hannah Crookes provided an update on the development of the Annual Progress Review, highlighting that all LSIPs were required to produce and publish by the end of June 2025 as part of their contractual obligations with the Department for Education. It was confirmed that the first draft of the Annual Progress Review would have to be submitted to the Department for Education by 23rd May 2025.

Alongside gaining feedback from providers, Hannah Crookes emphasised the importance of capturing the employer voice to help better understand the impact of the LSIP on local employers. Ahead of the meeting a series of questions, looking at LSIP core activities and education and training, were circulated to assist in guiding discussions, but were not restricted to. Feedback was also welcomed in relation to the development of the next LSIP, for which work would commence on 1st October 2025.

Feedback from members of the working group in terms of how the LSIP has supported them included:

- The LSIP plays an important role in bridging the gap between education and industry.
- Creation of networking opportunities.
- Consideration was required for of consistent commitment from stakeholders.
- Continue expanding the reach of organisations engaged within LSIP activity.
- Positive to see the LSIP tapping into existing groups to support engagement activities and promotion of the work of the LSIP.

ANY OTHER BUSINESS

- Members were reminded of the next HEY LSIP Quarterly Forum, taking place on Monday 28th April from 11am until 2.30pm at Saltend Chemicals Park. Details were circulated within the meeting chat. It was emphasised delegates must register as an induction has to be completed ahead of the event.
- Hannah Crookes provided a brief overview of the Landex Annual Conference, and noted Landex's involvement with the cross-LSIP activity for Agriculture (including land based and food production).
- Rod Chambers confirmed he was providing support to Beth Curtis at Bishop Burton/Riseholme College who was coordinating a collaborative Accountability Statement for Providers across the Humber region.
- It was noted that Rod Chambers was meeting with Poppy Arnett from the NFU to ensure NFU engagement as part of the group.
- An update was provided following the meeting of the East Riding Rural Partnership, which Rod Chambers attended. Rod Chambers commented on the new connections made and the LSIP's intention to utilise the group to gain further input to support LSIP delivery and future development for the sector.



NOTES

Health & Social Care Working Group

Wednesday 10th July, 10.30am – 11.30am

Via Zoom

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Stevie Scott	HEY MIND
Claire Bunker	Yorkshire Care Group
Tina Tate	East Riding of Yorkshire Council
Julie Short	East Riding of Yorkshire Council
Julia Miller	East Riding of Yorkshire Council
Andy Barton	NCFE
James Lane	NCFE
Zoe Ford	East Riding of Yorkshire Council
George Zeuner	Humber & North Yorkshire Health & Care Partnership
Stewart Edwards	Wilberforce College
Will Broomfield	Danny's Dream Club / Goodwin Development Trust
Tracy Hassell	Westwood Care
Chris Howell	Hull & East Yorkshire Business Growth & Skills Hub

UPDATE SINCE PREVIOUS MEETING

Rod Chambers provided an update of the last HEY LSIP Forum, which was held at Hull College, where presentations were received about some of the challenges around the recruitment of educators and trainers. It was understood that FE Providers are increasing relationships with employers to support industry placements for staff, although more employers are still required. There continues to be a call for employers to support curriculum co-design and delivery. Opportunities for utilising ex-forces personnel was also discussed and how there is the increased opportunity of using and making the best of people who have been in the armed forces, and they've reached the end of their commission, or they're retiring and they want to put something back into the community or back into the workforce.

Members of the group were informed they could contact Claire Bunker regarding their new people management system to support recruitment.

DIGITAL SKILLS

Chris Howell introduced himself to the group and explained the current status of devolution for Hull and East Yorkshire, and how the work of the LEP would now continue under the HEY Business, Growth and Skills Hub. The Hub would continue to work closely with the LSIP to support their work.

It was noted when talking about digital skills it is very broad and includes IT skills, technology, automated processes and AI.

Chris Howell also provided an update on the previous work of the Local Digital Skills Partnership, but how changes to funding have impacted on its remit. There are also discussions as to how the partnership should look and operate as the region moves towards a combined authority. Therefore, the reason for attending this meeting was to gain feedback from employers to understand challenges and needs as the region moves towards devolution. It was confirmed information gathered from the LSIP sector specific working groups would be fed into the consultation process for devolution.

Members from the group were asked ahead of the meeting to consider what digital challenges and opportunities are emerging within your sector, and how are you addressing this from a skills perspective?

Feedback received from members of the group included:

- Digital skills have changed across the years and the gap is understanding data rather than everyday digital skills.
- Data rich sector but not enough analysis and technical skills within the sector's workforce to take forward the data.
- Digital skills are at the forefront of a project, at East Riding of Yorkshire Council, in relation to current and future training offers in LMS. Digital survey results were surprisingly positive, with a strong appetite for digital skills improvement. Following full analysis, information will be shared with the group.
- Employers and individuals face barriers to accessing digital skills funding, despite its potential to support industry growth.
- Independent and small care providers have limited funds to pay for training.
- Digital funding depending on area can vary.
- Challenges in incorporating digital literacy training into apprenticeships and upskilling trainers.
- The importance of demonstrating Net Zero sustainability through digital systems.
- City Health Care Partnership to make sure the Colleges are up to date with skills requirements.
- Concerns about security, control in digital AI use - struggles with digital transformation, including cyber-attacks and budget constraints.
- Concerns about the impact of digital transformation on smaller organizations, including increased costs.
- Concerns about inappropriate use of chat GPT in work settings
- Challenges with implementing technology in early childhood education, including cost concerns and staff/family resistance.
- The need to highlight personal benefits of digital investment.
- East Riding Adult Social Care aims to upskill staff in using digital technologies to improve service delivery and reduce isolation and loneliness.
- Network of Digital Champions is prohibitive as it costs ~£2000 to join. Advised to speak with East Riding of Yorkshire Council to discuss their work around digital champions.

CAREERS GUIDANCE

- The next LSIP Quarterly Forum will focus on this agenda, taking place on Friday 13th September at Bishop Burton College.
- A workshop will be taking place on Monday 15th July addressing questions raised regarding this topic from the first phase of the LSIP programme.

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Claire Bunker	Yorkshire Care Alliance
Debbie Foster	East Riding of Yorkshire Council
Joe Neame	NCFE
Kim Alexander	Humber & North Yorkshire Integrated Care Board
Tracy Hassell	Westwood Care

UPDATE SINCE PREVIOUS MEETING

- Continued delivery of the Health T level and Healthcare Science and science programs at NCFE was discussed.
- Yorkshire Care Alliance discussed an Apprenticeship Summit they are organising, with the ultimate goal of finding local solutions to barriers in using apprenticeships in the health and social care sector.

CAREERS GUIDANCE – CHALLENGES

- The current IAG landscape needs improvement and it needs to be more about talent, interests, nature and skills rather than academia; some good examples for this by some organisations in the sector.
- Lack of information as to what is involved in the roles being advertised.
- More to be done by careers professionals to understand and promote opportunities in adult social care; and not just generic social care.
- Employers need to be more proactive in putting themselves out there and marketing themselves to people as a good employer and great place to work.
- Teacher Encounter days are effective but take up has not been great across East Yorkshire – how can we improve this?
- LMI not always being up-to-date.
- Challenge in accessing T levels due to lower GCSE scores.
- Lack of engagement between schools and employers.

CAREERS GUIDANCE - SOLUTIONS

- Careers Fairs should be more creative and informative to encourage young people into the health and social care professions.
- There is a need for more immersive experiences and talent-based careers advice.
- The gamification approach for students in schools is supported as this would be more interesting and engaging for younger students to start to think about their career pathway.
- Strong support for taster days, so students can get a proper experience of what the work is like and then they can make informed decisions about whether this job/career is for them.
- The East Riding Careers Bus is now ready; more information to follow.
- Encourage more student volunteers to experience work settings and hopefully encourage them to continue a career in health and social care.
- Engage with the University to share best practice on how they engage with employers within the sector.
- Case studies of employers who are proactive in marketing themselves and the opportunities they offer to assist in sharing best practice.

- Employers could open their virtual doors to teachers, parents, students and careers professionals to really show what they do as a company; this plays well into the gamification model being established.
- Virtual engagement with employers will also help those students who continue to suffer the impact of Covid and may be left with anxiety issues.
- Encourage employers to become enterprise advisors in schools.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Debbie Foster	East Riding of Yorkshire Council
Tina Jenkinson	Humber & North Yorkshire Integrated Care Board
Craig Steer	East Riding of Yorkshire Council
Jo Tejo	East Riding College
Karen Barker	NCFE
Kim Alexander	Humber & North Yorkshire Integrated Care Board
Mark Burley	Keepmoat
Clare Chaffe	Hull College
Stewart Edwards	Wilberforce College

NATIONAL LSIP UPDATE

- Hannah Crookes provided an update on national LSIP activities, highlighting that cross-LSIP sector-specific working groups were now in place for: Construction; engineering and manufacturing; agriculture including land based and food production; and health and social care.
- Key challenges discussed as part of the health & social care working group included releasing staff for training, gaps in management and leadership training, high vacancy rates, and inconsistent communication with the NHS.
- Additional groups had been established to focus on workforce recruitment and retention and careers guidance.
- Examples of best practice was shared and included Cheshire and Warrington's collaboration with the NHS to signpost candidates to social care sector vacancies and the use of virtual reality to showcase hospital settings.
- Nationally, it had been agreed that there was a need to define a career in caring, promote the sector, and address careers guidance and workforce recruitment and retention challenges.

HEY LSIP WEBSITE – STAGE 2 DEVELOPMENT

- A brief overview was provided in terms of plans for the stage 2 development of the HEY LSIP website, emphasising the need for accessibility and the inclusion of information for employers, educators, and career seekers.
- The importance of not re-inventing the wheel was noted, and it was therefore stressed the website would not contain all information but more act as a central navigation system.
- Suggestions of what should be included was discussed and can be highlighted as follows:
 - Short interactive content, including TikTok-style videos and interactive quizzes.
 - Provide information on skills training, careers, qualifications and funding.
 - Career progression routes, new and emerging roles, and up-to-date information on the health and social care sector.
 - Content for primary school pupils to spark interest in various roles.
 - Businesses offering services to both other businesses and educators.
 - Brokerage and signposting.
 - Use of AI/Digital within roles.
 - Wages associated with roles but noting this could affect the attractiveness of the sector.

- Consideration should also be given to:
 - The Humber and North Yorkshire careers hub website, highlighting the need for information on education, training, apprenticeships, and career pathways.
 - Accessibility on smaller devices.
 - Incorporation of gamification to engage young people.
 - Simple navigation.
 - Establish focus groups with young people, employers, and training providers to get their feedback on the website.
 - Avoid over-complication of the website.
 - Compiling a list of existing websites and ensure the new website does not duplicate existing content but rather signposts to high-quality resources.
 - Mark Burley introduced the idea of a careers platform driven by AI with an interactive careers advisor, which could be linked to the website.
 - A robust search function and quality control to ensure resources are valuable.

ANY OTHER BUSINESS

- Hannah Crookes & Rod Chambers will consider feedback received across all working groups to determine the plan for the stage 2 development of the HEY LSIP website.

PRESENT

Hannah Crookes	Hull & East Yorkshire LSIP
Debbie Foster	East Riding of Yorkshire Council
Anna Bennett	East Riding of Yorkshire Council
Tina Tate	East Riding of Yorkshire Council
Stevie Scott	HEY Mind
Laura Treadgold	University of Hull
Joe Neame	NCFE
Kim Alexander	Humber & North Yorkshire Integrated Care Board
Clare Chaffe	Hull College
Stewart Edwards	Wilberforce College
June Stephenson	Yorkshire Care Alliance

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT

Hannah Crookes provided an update on the discussions that had taken place with the web developers so that stage 2 of the website development could commence. Points that had been discussed included ensuring it was a central repository of information and not re-inventing the wheel; to ensure links to local websites such as LogonMoveon; and ensure simplicity. The website would contain dedicated areas for employers, career seekers and educators. The vision of a local repository for work experience opportunities and the need for employer involvement in testing the website was also noted.

The perspective of educators was requested and what they would like to see within their section of the website. Any further comments would be welcomed.

Plans to involve young people in the development process were noted, to ensure the website meets their needs. The positive impact of case studies from young people were noted, and how young people were more inspired when hearing from other people of a similar age as they can relate more.

Kim Alexander commented on the need to link with their Careers Hub website. Hannah Crookes agreed to feed this back to the web developers.

CAREERS ASPIRATIONS GROUP AND EMPLOYABILITY SKILLS PASSPORT

Hannah Crookes provided an update on the current development of the Employability Skills Passport, and highlighted that the draft should be available for approval via the LSIP Board and Skills Board (as part of the incoming Mayoral Combined/Strategic Authority). Skills to be included had been broadened beyond those recommended by the CBOI in line with employer feedback.

It was noted that this work was being led by the Careers Aspirations Group, which would be going under a review of its Terms of Reference imminently.

SECTOR FEEDBACK RELATING TO DEVOLUTION WHITE PAPER AND GET BRITAIN WORKING WHITE PAPER

An introduction was provided in relation to the reasoning behind the publication of both White Papers at the end of 2024. A summary as to what they meant for LSIPs was provided as follows:

Get Britain Working White Paper:

- ERBs are expected to be involved in constructing the skills system that feeds into local and national priorities.
- It is hoped that the skills system will become clearer and easier to navigate for both employers and individuals.
- Careers pathways will be enhanced.
- Hoped for increased workplace skills development.
- They will draw on LSIPs to inform its skills needs assessments.
- Essential digital, literacy and numeracy skills are important to employers and are needed to get into work, train and progress. They have been consistently cited in LSIPs as key to upskilling in local areas, so access to training that will tackle these skills gaps is important for boosting employment and progression.

English Devolution White Paper:

- Strategic Authorities (previously known as Combined Authorities) would take on joint ownership of the Local Skills Improvement Plan model, alongside Employer Representative Bodies, which set out the strategic direction for skills provision in an area. Legislation would be changed to reflect this later this year.
- There was no intention to re-designate ERBs unless there were a change of geographies or an ERB decided to stand down. Geographies were not expected to change in the current cycle.
- Current LSIPs would run until August 2026 as planned, however the development of the next LSIP would be expected to commence late summer/early autumn 2025. Determination of the priority sectors were expected to be decided by the Strategic Authority, however additional sectors could be added if deemed necessary.
- Strategic Authorities and Employer Representative Bodies were expected to work together on all stages of the Local Skills Improvement Plan and its governance, with local discretion on the arrangements to deliver this.
- Strategic Authorities and Employer Representative Bodies would be required to confirm they are both content with the plan before it is sent to the Secretary of State for Education (through Skills England) for approval.
- LSIPs were to link to Local Growth Plans.
- Statutory Guidance would be updated but ERBs were expected to be involved in the process.
- ERBs would continue to gather the intelligence from employers to support LSIP construction and delivery.
- Skills England would expect any additional Skills Plans/Frameworks in a given area to complement LSIPs.

No further comments were received.

FUTURE STRUCTURES FOR SECTOR WORKING GROUPS

The working group discussed other means to convene and discuss skills issues in order to reduce the pressures on employers in needing to attend multiple groups. Members present highlighted their desire for this group to continue, but to also get involved in other groups:

- Kim Alexander referred to the Education Community of Practice group that meets quarterly. It was noted there was an intention to re-align the group with education and training.
- Claire Chaffe and Stewart Edwards shared their colleges' approaches to employer engagement, including expert panels and faculty pathway events, and highlighting how the LSIP could engage via these groups.

MEMBER UPDATES

- It was noted a new contact for Skills for Care was due to be appointed. Once appointed it was agreed they should be invited to the group.
- June Stephenson reported on an event in Pocklington on 11th March, which would focus on apprenticeship recruitment and care in adult social care.

- Kim Alexander provided an update on the T Level project, which include an event occurring during National Apprenticeship Week (T Level Thursday).
- It was noted that the Humber & North Yorkshire Integrated Care Board was creating a series of podcasts and case studies to raise awareness of opportunities within the sector. Hannah Crookes requested links in due course so that they could be incorporated into the HEY LSIP website.
- Debbie Foster discussed the Adult Social Care and Health Careers on Wheels programme, and its collaborative partnership with Hull University Teaching Hospitals and the ICB.
- Debbie Foster provided positive feedback in relation to the HEY LSIP Forum, which took place in December 2024, and how she was enthused by the SEND framework presentation from Sewell group. As a result, Debbie Foster has reached out to the Head at Oakfield School and would be looking at supporting one of their students in February 2025.
- Tina Tate commented on a wider project for Bridlington, with Bridlington Academy focusing on health and social care careers. Hannah Crookes suggested that the LSIP team should contact Bridlington Academy for further details from their perspective.
- Anna Bennett highlighted how they had made a submission to Wave 6 of the Bootcamps as one of the priority areas for skilled boot camps was the adult care workforce.
- Joe Neame highlighted that NCFE were currently looking into the outcomes of the Level 2 and Level 3 reforms. In addition, NCFE were looking at how they can respond to devolution and how they can support either in terms of their regulated portfolio, but also if there were any gaps through non regulated certification that needed to be addressed. Hannah Crookes suggested that NCFE may wish to be involved in the national cross-LSIP Working Group on Health & Social Care – Hannah Crookes & Joe Neame to meet outside of the group to discuss in more detail.
- Stevie Scott commented on the need for more awareness of different groups and events taking place relating to Health & Social Care. In addition, an update was provided on HEY Mind's work, including: to upskill their workforce particularly as a large percentage were not British nationals; mental health first aid courses; and the organisation desire to connect more with social care.
- Stewart Edwards provided an update on the activities of Wilberforce College including: trialling an IT app for Health & Safety and risk assessments to make work less onerous; work with their SEND teams to enable SEND students to fill skills gaps; their supported internship programmes with the City Healthcare Partnership and Asda; and new courses to support NEETs, which are anticipated to start in September 2025.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Bethany Simmonds	Skills For Care
Anna Bennett	East Riding of Yorkshire Council
Tina Tate	East Riding of Yorkshire Council
Julie Short	East Riding of Yorkshire Council
Andrew Barton	NCFE
Joe Neame	NCFE
Claire Bunker	Social Care Yorkshire
June Stephenson	Yorkshire Care Alliance
Joanne Craven	Jobcentre Plus / DWP

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT UPDATE

Rod Chambers provided an update on the Stage 2 development of the HEY LSIP Website focusing on the key points of:

- A single front door approach where three different audiences can be directed to information of relevance and importance to themselves (Career Seekers, Educators and Employers).
- Simplistic language avoiding jargon.
- The development is focusing first on a smartphone format as it was felt most users would be accessing the website from this source.
- Inclusion of links to national organisations and training providers.
- Employer portfolios, case studies, and dynamic content (for example virtual reality tours) and career pathways would also be included.
- Commitment to navigating to, and drawing on information, from existing websites.
- Following on from feedback at another working group, it was noted that consideration was being given in relation to ESOL (English for Speakers of Other Languages) and SEND (Special Educational Needs and Disabilities) support and accessibility.

Members of the group were invited to provide further feedback, which included:

- Ensuring a responsive platform.
- Ensuring commitment from stakeholders in using and updating the site.
- The importance of triaging users to relevant platforms based on their needs.
- Linking to existing platforms and using data and technology to aggregate information from various sources rather than duplicating what was already available.
- The importance of engaging with schools and colleges to use the website.
- Inclusion of information on funded training programs and the importance of demystifying funding opportunities.
- Using social media platforms, such as TikTok, to engage younger career seekers.
- Ensuring feedback is constantly sourced in relation to the website and updated accordingly.
- Inclusion of real case studies from local people.
- Inclusion of information on career pathways and specific job roles.
- Support in cascading out information on key dates for courses and deadlines.

It was noted that feedback collated across all working groups would be discussed with the web developers.

HEY LSIP ANNUAL PROGRESS REVIEW 2025

Hannah Crookes provided an update on the development of the Annual Progress Review, highlighting that all LSIPs were required to produce and publish by the end of June 2025 as part of their contractual obligations with the Department for Education. It was confirmed that the first draft of the Annual Progress Review would have to be submitted to the Department for Education by 23rd May 2025.

Alongside gaining feedback from providers, Hannah Crookes emphasised the importance of capturing the employer voice to help better understand the impact of the LSIP on local employers. Ahead of the meeting a series of questions, looking at LSIP core activities and education and training, were circulated to assist in guiding discussions, but were not restricted to. Feedback was also welcomed in relation to the development of the next LSIP, for which work would commence on 1st October 2025.

Feedback from members of the working group included:

- Keeping up with the changing needs of the industry, especially in terms of AI and digital transformation and how job roles may change.
- The need for guidance and support in verifying and checking technology solutions.
- The importance of digital skills and confidence, especially for older workers, and the role of digital champions.
- The potential for separate workshops on digital and AI technology to be organised and the importance of integrating these topics into the LSIP's work.
- Recognising the importance of the sector on the local economy.

ANY OTHER BUSINESS

- Members were reminded of the next HEY LSIP Quarterly Forum, taking place on Monday 28th April from 11am until 2.30pm at Saltend Chemicals Park. Details were circulated within the meeting chat. It was emphasised delegates must register as an induction has to be completed ahead of the event.
- Hannah Crookes reported on the cross-LSIP Working Group activity for the sector, and highlighted how Tina Jenkinson presented at the most recent meeting on the Humber & North Yorkshire Integrated Care Board (ICB) Education & Training Roadmap and the Step Into Healthcare Work Experience Programme. The presentation was well received, and has encouraged Employer Representative Bodies nationally to engage further with their ICBs and encourage cross-ICB collaboration and sharing of best practice.
- It was further added that Bethany Simmonds at Skills For Care and Joe Neame at NCFE had joined the cross-LSIP Working Group for the sector on a permanent basis.



NOTES

Manufacturing Working Group

Thursday 11th July 2024, 9.00am – 10.00am

Via zoom

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Allison Christie	Swift Group
Robin Makey	Hull College
Charlotte Hogben	HETA
Chris Howell	Hull & East Yorkshire Business Growth & Skills Hub

UPDATE SINCE PREVIOUS MEETING

Rod Chambers provided an update of the last HEY LSIP Forum, which was held at Hull College, where presentations were received about some of the challenges around the recruitment of educators and trainers. It was understood that FE Providers are increasing relationships with employers to support industry placements for staff, although more employers are still required. There continues to be a call for employers to support curriculum co-design and delivery. Opportunities for utilising ex-forces personnel was also discussed and how there is the increased opportunity of using and making the best of people who have been in the armed forces, and they've reached the end of their commission, or they're retiring and they want to put something back into the community or back into the workforce.

DIGITAL SKILLS

Chris Howell introduced himself to the group and explained the current status of devolution for Hull and East Yorkshire, and how the work of the LEP would now continue under the HEY Business, Growth and Skills Hub. The Hub would continue to work closely with the LSIP to support their work.

It was noted when talking about digital skills it is very broad and includes IT skills, technology, automated processes and AI.

Chris Howell also provided an update on the previous work of the Local Digital Skills Partnership, but how changes to funding have impacted on its remit. There are also discussions as to how the partnership should look and operate as the region moves towards a combined authority. Therefore, the reason for attending this meeting was to gain feedback from employers to understand challenges and needs as the region moves towards devolution. It was confirmed information gathered from the LSIP sector specific working groups would be fed into the consultation process for devolution.

Members from the group were asked ahead of the meeting to consider what digital challenges and opportunities are emerging within your sector, and how are you addressing this from a skills perspective?

Feedback received from members of the group included:

- Challenges in keeping staff up-to-date with industry changes, highlighting the need for exposure to new equipment and technologies. Swift uses old systems that the current IT team struggle to maintain.
- Importance of upskilling existing workforce along with training new recruits.
- Different scales and scope of digital technology across the sector
- Digital skills is a gradient of skills and making sure all is covered, not just the new technology
- Understanding the correct uses of digital technology in the workplace.

- Reluctance to bring in apprentices or new staff to work in IT due to concerns about potential mistakes.
- Need to recognise the importance of tailoring digital terminology and training to specific industries and audiences.
- Importance of understanding the impact of digitisation on businesses, including the use of data analysis apps.
- The importance of outlining and defining steps in digital media, particularly in relation to AI and digital safety.
- The importance of cyber security within business should be at the forefront.
- Young people are losing communication skills due to overuse of devices but efforts are underway to address this issue through employability skills training.
- University students now see themselves as customers, with a shift in dynamics due to increased tuition fees.

CAREERS GUIDANCE

- The next LSIP Quarterly Forum will focus on this agenda, taking place on Friday 13th September at Bishop Burton College.
- A workshop will be taking place on Monday 15th July addressing questions raised regarding this topic from the first phase of the LSIP programme.

PRESENT

Rod Chambers	Hull and Humber Chamber of Commerce
Sam Sutcliffe	Premier Modular
Charlotte Hogben	HETA

UPDATE SINCE PREVIOUS MEETING

- The critical need for staff recruitment in the manufacturing sector was highlighted as a potential reason that attendance to the working groups meetings is not as high as desired.
- Being part of the LSIP sector groups has been proven beneficial in terms of sharing ideas and good practice.
- HETA has an intake of 270 apprentices this year across all three sites following a successful recruitment campaign. Some of these places have been filled by graduates who have decided to get experience of work even though they are now carrying Uni debt.

CAREERS & RECRUITMENT - CHALLENGES

- There is a need for up-to-date views on careers advice and guidance, particularly for young people and those considering career changes.
- This sector relies heavily on agencies for recruitment, so there is a need to ensure recruiters are informed as much as careers advisers.
- Still a challenge to make the industry more attractive to young people – more to be done to inform careers advisers not just about the roles, but the career opportunities with employers. For example – Cranswick are big local abattoir but they have a great management development programme.
- Careers advisers are not speaking with the knowledge and experience of the organisation, but instead only the data related to the role.
- HETA run the Faraday challenge which promotes work opportunities through a project focused approach – such as Flood Defences in the Humber.
- There are challenges in attracting graduates with practical skills.
- The importance of balancing theoretical and practical education needs to be emphasised.
- There still appears to be a stigma attached to apprenticeships and the need for better education about the benefits of apprenticeships.

CAREERS & RECRUITMENT POTENTIAL SOLUTIONS

- Premier Modular have created a dedicated recruitment team (specialist within HR area) to be more focused on finding and attracting talent. This has resulted in costs savings for the company.
- More schools could partner with employers, perhaps through a catchment area scheme.
- Utilisation of more recent industry professionals in providing career advice to inspire young people.
- The focus should change from "information, advice, and guidance" to "inspiration, advice, and guidance" to better engage young people.
- Use of gamification to engage young people in exploring career paths and understanding local employers.
- More visible feedback was needed from employers to help understand what is needed to address the challenges.

EMPLOYABILITY SKILLS & INDUSTRY ENGAGEMENT

- The importance of employability skills, such as punctuality, teamwork, and interview preparation, which are often overlooked in technical training was discussed.
- The challenges of middle management and the need for better training in behavioural and managerial skills.
- More engagement between employers and schools is needed to help young people understand the opportunities available in their local area.

NEXT STEPS

- LSIP team to reconsider the approach to the manufacturing working group, possibly moving to one-on-one meetings with individual companies.
- HETA to promote the Working Group at a breakfast meeting they are hosting in October.
- HETA to share information on the Faraday Challenge.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Craig Steer	East Riding of Yorkshire Council
Wendy MacAdam	Wilberforce College

NATIONAL LSIP UPDATE

- Hannah Crookes provided an update on national LSIP activities, highlighting that cross-LSIP sector-specific working groups were now in place for: Construction; engineering and manufacturing; agriculture including land based and food production; and health and social care.
- Key challenges discussed as part of the engineering and manufacturing working group included recruitment difficulties and skills shortages.
- Specific hard-to-fill vacancies and skills areas identified, such as fabricators, welders, design engineers, and project managers.
- Discussion on gaps in digital and essential skills, careers guidance, and FE workforce recruitment and retention challenges. For the latter key challenges included pay disparities between secondary and further education, and the need for continuous conversations with colleges.
- Examples of best practice were discussed, such as sharing resources and avoiding duplication, and leveraging early retirees and veterans.
- It was noted that Engineering UK and ECITB would be joining the cross-LSIP Working Group for Manufacturing and Engineering. Opportunities for other stakeholders to join would be considered.

HEY LSIP WEBSITE – STAGE 2 DEVELOPMENT

- A brief overview was provided in terms of plans for the stage 2 development of the HEY LSIP website, emphasising the need for accessibility and the inclusion of information for employers, educators, and career seekers.
- The importance of not re-inventing the wheel was noted, and it was therefore stressed the website would not contain all information but more act as a central navigation system.
- Suggestions of what should be included was discussed and can be highlighted as follows:
 - Work experience placements and the different roles within companies. Career pathways and the ability to plan your own career route.
 - The importance of case studies and sound bites to make the information engaging and accessible.
 - For the website to be mobile-friendly and easy to navigate for young people.
 - Sourcing best-placed providers for apprenticeships.
 - Setting the scene for the future of the area, focusing on decarbonisation and hydrogen manufacturing.
 - Career opportunities and job roles related to the region's strategic areas.
 - Showcase local employers and the skills needed for future careers.
 - Myth and jargon busting.
 - Explanations of what different courses mean.
- Consideration should also be given to:

- Feedback from employers to tailor the website content.
- Conducting a survey to gather employer feedback on their needs and challenges, noting the importance of making the survey short and engaging to ensure high completion rates.
- Promotion of the website once developed.
- Continuation and management of the website if there is no further funding for LSIPs post March 2025.
- Utilisation of QR codes to support accessibility to the website.
- BBC Bitesize provide good examples of career examples.

PRESENT

Hannah Crookes	Hull & East Yorkshire LSIP
John Cook	Groupe Atlantic UK
Mark Burley	Keepmoat
Robin Makey	Hull College

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT

Hannah Crookes provided an update on the discussions that had taken place with the web developers so that stage 2 of the website development could commence. Points that had been discussed included ensuring it was a central repository of information and not re-inventing the wheel; to ensure links to local websites such as LogonMoveon; and ensure simplicity. The website would contain dedicated areas for employers, career seekers and educators. The vision of a local repository for work experience opportunities and the need for employer involvement in testing the website was also noted.

The perspective of educators was requested and what they would like to see within their section of the website. Any further comments would be welcomed.

Plans to involve young people in the development process were noted, to ensure the website meets their needs. The positive impact of case studies from young people were noted, and how young people were more inspired when hearing from other people of a similar age as they can relate more.

Additional comments received were highlighted as follows:

- Robin Makey commented on the broader enrichment activities that assist in elevating qualifications at Hull College and suggested that this information should also be included.
- The importance of signposting career paths for students and the need for employers to provide real-world examples to be incorporated within the website was discussed.
- Incorporating open days and opportunities to connect with businesses on the website via a repository of what employers can offer.

Mark Burley provided an update on a website that would utilise a gamification approach to careers guidance. The intention of adding a skills booster module was discussed. A question was asked if data would be accessible for providers, to which Mark Burley confirmed this would be the case although personal data would not be. Providers would be able to access information on data trends relating to each sector. John Cook and Robin Makey requested to be involved in the development of the site and therefore Mark Burley agreed to contact them both away from the meeting.

CAREERS ASPIRATIONS GROUP AND EMPLOYABILITY SKILLS PASSPORT

Hannah Crookes provided an update on the current development of the Employability Skills Passport, and highlighted that the draft should be available for approval via the LSIP Board and Skills Board (as part of the incoming Mayoral Combined/Strategic Authority). Skills to be included had been broadened beyond those recommended by the CBOI in line with employer feedback.

It was noted that this work was being led by the Careers Aspirations Group, which would be going under a review of its Terms of Reference imminently.

SECTOR FEEDBACK RELATING TO DEVOLUTION WHITE PAPER AND GET BRITAIN WORKING WHITE PAPER

An introduction was provided in relation to the reasoning behind the publication of both White Papers at the end of 2024. A summary as to what they meant for LSIPs was provided as follows:

Get Britain Working White Paper:

- ERBs are expected to be involved in constructing the skills system that feeds into local and national priorities.
- It is hoped that the skills system will become clearer and easier to navigate for both employers and individuals.
- Careers pathways will be enhanced.
- Hoped for increased workplace skills development.
- They will draw on LSIPs to inform its skills needs assessments.
- Essential digital, literacy and numeracy skills are important to employers and are needed to get into work, train and progress. They have been consistently cited in LSIPs as key to upskilling in local areas, so access to training that will tackle these skills gaps is important for boosting employment and progression.

English Devolution White Paper:

- Strategic Authorities (previously known as Combined Authorities) would take on joint ownership of the Local Skills Improvement Plan model, alongside Employer Representative Bodies, which set out the strategic direction for skills provision in an area. Legislation would be changed to reflect this later this year.
- There was no intention to re-designate ERBs unless there were a change of geographies or an ERB decided to stand down. Geographies were not expected to change in the current cycle.
- Current LSIPs would run until August 2026 as planned, however the development of the next LSIP would be expected to commence late summer/early autumn 2025. Determination of the priority sectors were expected to be decided by the Strategic Authority, however additional sectors could be added if deemed necessary.
- Strategic Authorities and Employer Representative Bodies were expected to work together on all stages of the Local Skills Improvement Plan and its governance, with local discretion on the arrangements to deliver this.
- Strategic Authorities and Employer Representative Bodies would be required to confirm they are both content with the plan before it is sent to the Secretary of State for Education (through Skills England) for approval.
- LSIPs were to link to Local Growth Plans.
- Statutory Guidance would be updated but ERBs were expected to be involved in the process.
- ERBs would continue to gather the intelligence from employers to support LSIP construction and delivery.
- Skills England would expect any additional Skills Plans/Frameworks in a given area to complement LSIPs.

Subsequent discussions relating to the White Papers to place and summarised as follows:

- John Cook enquired about the trailblazer regions mentioned in the Get Britain Working White Paper. Hannah Crookes confirmed that Hull & East Yorkshire was not a trailblazer. Opportunities lost as a result of this were noted and how the region needs to re-position itself. Hannah Crookes agreed to meet with John Cook separately to discuss how this could be fed back nationally and to discuss the impact of the English Devolution White Paper in more detail.
- Difficulties in engaging with SMEs were noted and with constant changes it could create further barriers in SMEs being willing to give up their time.
- The need for long-term funding strategies and the importance of continuous engagement with employers was noted.

FUTURE STRUCTURES FOR SECTOR WORKING GROUPS

The working group discussed other means to convene and discuss skills issues in order to reduce the pressures on employers in needing to attend multiple groups. Suggestions discussed were as follows:

- John Cook discussed the success of the regional advisory board for Make UK and the importance of involving SMEs.
- The potential use of online information/sharing boards was suggested to enable more frequent communications and to reduce the need to formally meet.
- Due to low attendance, it was agreed to contact all those on the distribution list to gain their thoughts.

ANY OTHER BUSINESS

- The agility of FE curriculum planning was discussed and the need for continuous feedback from employers.
- Engagement expected to take place as part of the development of the Annual Progress Review was discussed, and the anticipation of conducting engagement activities with employers to see how they feel the LSIP has reflected their needs and what changes may be required in the future.
- The importance of sharing best practice with other LSIP region was noted. Hannah Crookes reported on the positivity of Hull College collaborating with other providers to address skills gaps and FE workforce shortages, and how this had been shared with other LSIPs. To address these challenges in other regions it was noted how Sussex had seen collaboration between providers via immersive classrooms. The potential of exploring this in Hull & East Yorkshire was noted.

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
John Cook	Groupe Atlantic UK
Sam Sutcliffe	Premier Modular
Craig Steer	East Riding of Yorkshire Council
Sharon Hodgson	Jobcentre Plus / DWP

HEY LSIP WEBSITE STAGE 2 DEVELOPMENT UPDATE

Rod Chambers provided an update on the Stage 2 development of the HEY LSIP Website focusing on the key points of:

- A single front door approach where three different audiences can be directed to information of relevance and importance to themselves (Career Seekers, Educators and Employers).
- Simplistic language avoiding jargon.
- The development is focusing first on a smartphone format as it was felt most users would be accessing the website from this source.
- Inclusion of links to national organisations and training providers.
- Employer portfolios, case studies, and dynamic content (for example virtual reality tours) and career pathways would also be included.
- Commitment to navigating to, and drawing on information, from existing websites.

Members of the group were invited to provide further feedback, which included:

- Utilisation of the website 'Plain English' could support in ensuring the language throughout the website is understood by all.
- The importance of accessibility for special educational needs and disability groups was emphasised.
- Consideration for the inclusion of mobility and public transport to support the accessibility theme.
- Ensuring there was a facility to support ESOL (English for Speakers of Other Languages).
- For career pathways, there was a need to demonstrate other roles that were available within the manufacturing sector, such as HR and Finance.

It was noted that feedback collated across all working groups would be discussed with the web developers.

HEY LSIP ANNUAL PROGRESS REVIEW 2025

Hannah Crookes provided an update on the development of the Annual Progress Review, highlighting that all LSIPs were required to produce and publish by the end of June 2025 as part of their contractual obligations with the Department for Education. It was confirmed that the first draft of the Annual Progress Review would have to be submitted to the Department for Education by 23rd May 2025.

Alongside gaining feedback from providers, Hannah Crookes emphasised the importance of capturing the employer voice to help better understand the impact of the LSIP on local employers. Ahead of the meeting a series of questions, looking at LSIP core activities and education and training, were circulated to assist in guiding discussions, but were not restricted to. Feedback was also welcomed in relation to the development of the next LSIP, for which work would commence on 1st October 2025.

Feedback received from members of the working group included:

- The importance of identifying key employment sectors and aligning with employer engagement.
- The value of access to information and collaboration with others.
- Introductions gained from attending LSIP meetings and events have been positive. An example given was between Groupe Atlantic and Connexin, which had now resulted in a joint project around AI and training initiatives.
- The LSIP has been significant in highlighting key sectors and thus assisting in meeting the needs within adult education and developing the right employment and training offer.

ANY OTHER BUSINESS

- The lack of funding for employability support providers was noted, and an example was provided of two local providers having not secured funding via UKSPF despite receiving it previously. Hannah Crookes highlighted concerns nationally regarding inconsistent funding and agreed to raise this as part of national conversations.
- Transport challenges within rural locations were noted, and again Hannah Crookes commented this was being raised on a national level.
- Sam Sutcliffe offered support to Jobcentre Plus on employability issues and expressed interest in engaging with the food manufacturers in the Bridlington area.
- A discussion took place on planning and mortgage issues with modular homes, and therefore did not appear to be raised as a solution for the Government's housing targets and support for the construction sector. Despite modular builders being in a position to respond due to challenges it was not an area Premier Modular was considering at this time.
- A national initiative around prisoners building homes and the potential for community exercises was noted.
- Hannah Crookes highlighted that discussions within this group were being fed back in to national cross-LSIP activity relating to the sector.
- Members were reminded of the next HEY LSIP Quarterly Forum, taking place on Monday 28th April from 11am until 2.30pm at Saltend Chemicals Park. Details were circulated within the meeting chat. It was emphasised delegates must register as an induction has to be completed ahead of the event.

ANNEX E – GLOSSARY OF TERMS

AI	Artificial Intelligence
CEC	Careers and Enterprise Company
CEIAG	Careers Education, Information, Advice and Guidance
CITB	Construction Industry Training Board
CPD	Continuous Professional Development
DfE	Department for Education
DWP	Department for Work and Pensions
ECA	Electrical Contractors Association
ECITB	Engineering Construction Industry Training Board
ETCA	Electro Technical Training & Careers Alliance
ESG	Environment and Social Governance
FE	Further Education
HE	Higher Education
HEI	Higher Education Institute
HEYBGSH	Hull & East Yorkshire Business Growth & Skills Hub
HEYLSIP	Hull & East Yorkshire Local Skills Improvement Plan
HMPPS	His Majesty's Prison and Probation Service
HTQ	Higher Technical Qualification
IEP	Institute of Employability Professionals
IOT	Institute of Technology
ITP	Independent Training Provider
JCP	Jobcentre Plus
KPI	Key Performance Indicator
LA	Local Authority
LMI	Labour Market Information
LSIF	Local Skills Improvement Fund
LSIP	Local Skills Improvement Plan
MCA	Mayoral Combined Authority
NEET	Not in employment, education or training
NCS	National Careers Service
NVQ	National Vocational Qualification
SA	Strategic Authority
SCQF	Scottish Credit & Qualifications Framework
SEMH	Social, Emotional and Mental Health Difficulties
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
SME	Small and Medium sized Enterprises
STEM	Science Technology Engineering and Mathematics
SWAP	Sector-based Work Academy Programme
TNA	Training Needs Analysis

TTF	Taking Teaching Further
UKSPF	UK Shared Prosperity Fund
UTC	University Technical College
VCS	Voluntary and Community Sector

ANNEX F – HEY QUARTERLY FORUM PRESENTATIONS



Hull & East Yorkshire LSIP

Quarterly Forum

05 June 2024

Welcome!

Beth Curtis
Vice-Principal

BISHOP BURTON
College



Brief Overview

- 3 campuses: Beverley; Riseholme Park; Showground
- 2,500 full-time Further Education students
- 500 full-time Higher Education students
- 370 apprentices
- 450 residential places
- 550 staff
- 362 ha commercial mixed farm





Today's Agenda

	Agenda Item
8.45am	Welcome, LSIP Introduction, national picture and day overview
9.00am	Group A (5 x 12min activities)
	Group B (Presentations) 1. National Careers Service (15mins) 2. Workwise (15mins) 3. Roundtable Activities (30mins)
10.00am	Comfort Break
10.15am	Groups to switch
	Group B (5 x 12min activities)
	Group A (Presentations) 1. National Careers Service (15mins) 2. Workwise (15mins) 3. Roundtable Activities (30mins)
11.15am	Closing Remarks
11.30am	Close

Beth Curtis

Vice Principal Business Development, Bishop Burton College



Hannah Crookes

Hull & East Yorkshire LSIP Lead



Annual Progress Review 2024



Assets & Capabilities Mapping

Assets and Capabilities Map of Skills Provision

Hull & East Yorkshire Local Skills Improvement Plan

This dashboard provides an overview of the current state of skills provision in Hull and East Yorkshire and identifies the key physical assets, specialisms, expertise and other strengths that exist in the Higher Education, Further Education and Skills provider base.

The purpose of this dashboard is to support Hull and Humber Chamber of Commerce on the Stage 2 of the Local Skill Improvement Plan (LSIP) for Hull and East Yorkshire.

To navigate this report please select a page below:



Summary of FE
Provision



Summary of HE
Provision



Deep Dive of
Colleges and HE
Providers



Independent
Training Providers



Map of Key
Assets



Future Provision

www.heyhsip.com

[Home](#)[About ▾](#)[Contact ▾](#)[News and Events](#)[Reports ▾](#)

Hull & East Yorkshire Local Skills Improvement Plan (HEY LSIP)

Making Skills Work.

Skills England

“Skills England will bring together central and local government, businesses, training providers and unions to meet the skills needs of the next decade across all regions, providing strategic oversight of the post-16 skills system aligned to the government’s Industrial Strategy.”

National Picture – Consistent Messages

Agriculture/Land-Based & food Production	Construction	Engineering & Manufacturing	Health Care, Social Care & Health Sciences	Consistent Themes
Maths & English requirements are a barrier	Lack of awareness of the qualification landscape amongst employers	Holistic view that is affecting the sector	The need for transferable courses	FE Workforce Recruitment & Retention Challenges
Ageing workforce	Courses not aligned to employer need	FE workforce not sufficiently upskilled to meet employer need	Difficulties in releasing staff for training	Careers Guidance
Need engagement with young people at a younger age	Skills shortages, particularly in trades and leadership roles.	Not thinking far enough ahead with workforce planning	Training plans are not in place	The need to influence the development of Skills England

What next... a few examples

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Monitoring of technical education uptake.	National collaboration.	Fully develop a new Employability Skills Passport Framework.	National and local collaboration.	Further development of www.heyhsip.com
Realisation of LSIF projects.	Evidence gathering.	Support employers in accessing training support for their existing workforce.	Dedicated Working Group.	Support for those considered to be at a disadvantage access training & employment
LSIP Working Groups.	Utilising alternative methods to bridge the gap.	Continue to ensure employability skills is incorporated into curriculum and pre-employment support.	Bringing together today's feedback.	Continue gaining input from employers.

Now for the rest of the Forum...

	Set A	Set B
9.00am – 10.00am	<u>Activities</u> <ol style="list-style-type: none"> 1. Off Grid systems 2. Battery Vehicles and Robots 3. Anaerobic Digestion 4. VISR Stage platform Virtual Reality 5. Harvest-lab Slurry Application 	<u>Presentations</u> <ol style="list-style-type: none"> 1. National Careers Service 2. Workwise 3. Roundtable Activities
10.00am	Comfort Break	
10.15am – 11.15am	<u>Presentations</u> <ol style="list-style-type: none"> 1. National Careers Service 2. Workwise 3. Roundtable Activities 	<u>Activities</u> <ol style="list-style-type: none"> 1. Off Grid systems 2. Battery Vehicles and Robots 3. Anaerobic Digestion 4. VISR Stage platform Virtual Reality 5. Harvest-lab Slurry Application
11.15am	Closing Remarks	

Michelle Peacock

National Careers Service



National Careers Service

Michelle Peacock

Area Manager

Aims of the session

- Overview of the National Careers Service
- How we support FE/HE/Training Providers
- How we react to economic shock

Eligibility for NCS Support

- **Telephone support only**
- Aged 13+ - call 0800 100 900
- **Face to Face and Telephone Support**
- Aged 18 and NEET
- Aged 19+

What is the National Careers Service?



Advice & Guidance

Free and impartial careers information, advice and guidance available to all from age 19+



Careers and the
local job market



Learning options



Training courses



Understanding your
skills & upskilling

Where do we operate from?



All JCPs and their
contracted provision

Free and impartial careers information, advice
and guidance available to all from age 19+



Training Providers



Community
Venues



Colleges/HE
Provision



Other eg Refugee
Council

We understand local labour markets

We use localised labour market information to inform our advice and guidance, including:

- Live local job opportunities
- Apprenticeships and training opportunities
- Sectors that are experiencing growth
- Employers that are recruiting
- How employers are advertising jobs
- Skills that employers are looking for
- What training or qualifications are required for different jobs

Support Services

There is no 'one size fits all' solution. We tailor our services to individual needs. This may include a combination of the following:

- Analysing transferable skills
- Assist with applying for funding for training
- Developing a CV
- Developing skills in searching for jobs
- Making effective job applications (internal and external)
- Improve interview skills (for internal and external interviews)
- Researching ways to improve employability and life skills
- Accessing an extensive range of careers and employability tools and resources

Support for HE/FE/Training Providers



- Supports organisations to
- Provide independent and impartial IAG
 - Recognised by OFSTED/MATRIX



Understanding Transferrable Skills –
exploring different job opportunities



Developing self-confidence and
motivation



Understand the local jobs
market – relationship with a
qualification



Understanding your skills and where
to improve/gaps



Signposting to other organisations
including resources and websites

Responding to Economic Shock

Understanding of
Bootcamps and
eligibility + referral
criteria

1. HGV Drivers
2. Early Years

Response to
Redundancy (DWP
Partnership)

Funding to apply for to
pay for short job
focused courses to
support gaining
employment

Independent and
Impartial Service

Feedback from our customers

“Very helpful supporting me towards courses to improve new skills to change career.”

“Very supportive and professional. Opened my mind to different job opportunities and assisted improving my CV to compliment.”

“Julie was brilliant. I had worked for the same company for 18 years before being made redundant. She really helped guide me to complete my CV to target the appropriate jobs.”

“The workshop that I attended (Interview techniques) was definitely useful and a refresher as I’m not very good when it comes to interviews.”

“The team were so amazing and efficient.

A big thank you for turning this around for us and supporting employees who are in a tough spot at this time of the year.

Again a massive thank you.”

How to access the service

Freephone 0800 100 900 number to make an appointment.

Lines open 8am – 8pm Monday to Friday; 8am-5pm Saturday

Thank you for listening

Any questions?

Peter Edwards & Dave Amory

Work-Wise





work-wise

INSPIRING SKILLS AND
EMPLOYABILITY



Who are The Work-wise Foundation



- An employer-led charity who support the development of young people so they have the knowledge, skills, aptitude and opportunities for employment within South Yorkshire and beyond.
- Helps the private sector take the lead in preparing young people for employment and rewarding careers.
- We do this by establishing links, developing programmes on training and practical guidance, and connecting employers with their future employees.

North Star Science School



- Aims: To introduce, inform and inspire, students and teachers in STEM based careers
- 20 STEM based workshops and 5 speakers
- Students experience up to 10 hands-on workshops and 3 inspirational speakers
- Many workshops co-created with schools
- Headlined by Professor Brian Cox
- Delivered annually in November
- Target age range Years 8 & 9

Get up to Speed



- Largest STEM based careers event in South Yorkshire
- Aims: To introduce, inform and inspire, students, parents and teachers in STEM based careers
- Involves
 - 100+ employers
 - Hosted over 44,000 young people
- Established in 2009
- Delivered annually in March
- Target Age Range: 8+ years

Business Challenges



- Project to solve a real-world business issue
- Develops:
 - Teamwork,
 - Communication skills,
 - Self Confidence.
 - Problem Solving.
 - Presentation skills
 - Project management
- Developed alongside local business
- Delivered annually
- Target age range: Years 7 to 9

Summer Academy



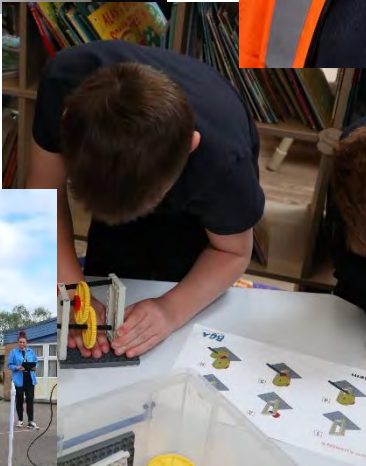
- Develops employability skills
 - Communication
 - Teamwork
 - Project management
 - Problem solving
- Includes:
 - First aid
 - Interview skills
 - CV writing
 - Company visits and presentations.
- Academies can also be arranged on a bespoke basis, with individual schools.
- Target age range 14 to 18

Vulcan Education Program



- Vulcan to the Sky Trust works in partnership with The Work-wise Foundation.
- Delivering bespoke, aviation themed, education programmes to schools in the South Yorkshire and West Yorkshire Regions.
- Programmes include:-
 - Vulcan Primary Roadshow
 - Operation Vulcan competitions
 - Opportunities to visit the Vulcan aircraft.
- Target Age: Primary & Secondary

STEMJam™



- Aims: To introduce, inform and inspire, students, parents and teachers in STEM based careers.
- Includes: A range of fun STEM activities delivered by the Work-wise team in the school environment.
- Follow up resources to assist teachers organize further STEM based activities.
- Activities can be adapted for Sustainability days.
- Target Age – Predominantly Primary

Adult Employability



- Aims: To assist long term unemployed back into employment.
- Develops employability skills
 - Communication
 - Teamwork
 - Project management
 - Problem solving
- Includes:
 - First aid
 - Interview skills
 - CV writing
 - Company visits and presentations.
- Target Age: 16+



work-wise

Thank you for listening.

Peter Edwards – peter@work-wise.co.uk

Dave Amory – dave@work-wise.co.uk



Careers Guidance

Round table discussions and feedback

LSIP Theme

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

We therefore need to ensure that:

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

Question

What more can be done to ensure those who provide careers information and guidance are aware of current and future employment opportunities in our region?

Phil Ascough

Ascough Associates / HEY LSIP Chair



Don't Forget

Don't forget the dates for future HEY LSIP Forums

Friday 6th December 2024 (8.30am – 11.30am)

Friday 28th March 2025 (8.30am – 11.30am)

Get in touch

h.crookes@hull-humber-chamber.co.uk

r.chambers@hull-humber-chamber.co.uk



Hull & East Yorkshire LSIP

Quarterly Forum

06 December 2024

Today's Agenda

Time	Topic
8.45am	Welcome & LSIP Update Hannah Crookes
9.00am	Adam Rhodes & Gary Clark Connexin
9.20am	Helen Syson & Debbie Law DWP / Jobcentre Plus
9.40am	Discussion 1 Led by Rod Chambers
10.00am	Comfort Break
10.15am	Bethany Dennett Sewell Group
10.35am	Viki Foster Withernsea High School
10.55am	Discussion 2 Led by Rod Chambers
11.10am	Discussions Round Up
11.20am	Closing remarks
11.30am	Close

Hannah Crookes

Hull & East Yorkshire LSIP Lead



LSIPs nationally

COLLABORATION	AVOIDING DUPLICATION
Cross LSIP Working Groups	Reaching beyond ERBs
DfE Webinars	Sharing of best practice
British Chambers of Commerce	Transparency
Sharing of best practice	Open to working together
Communication	

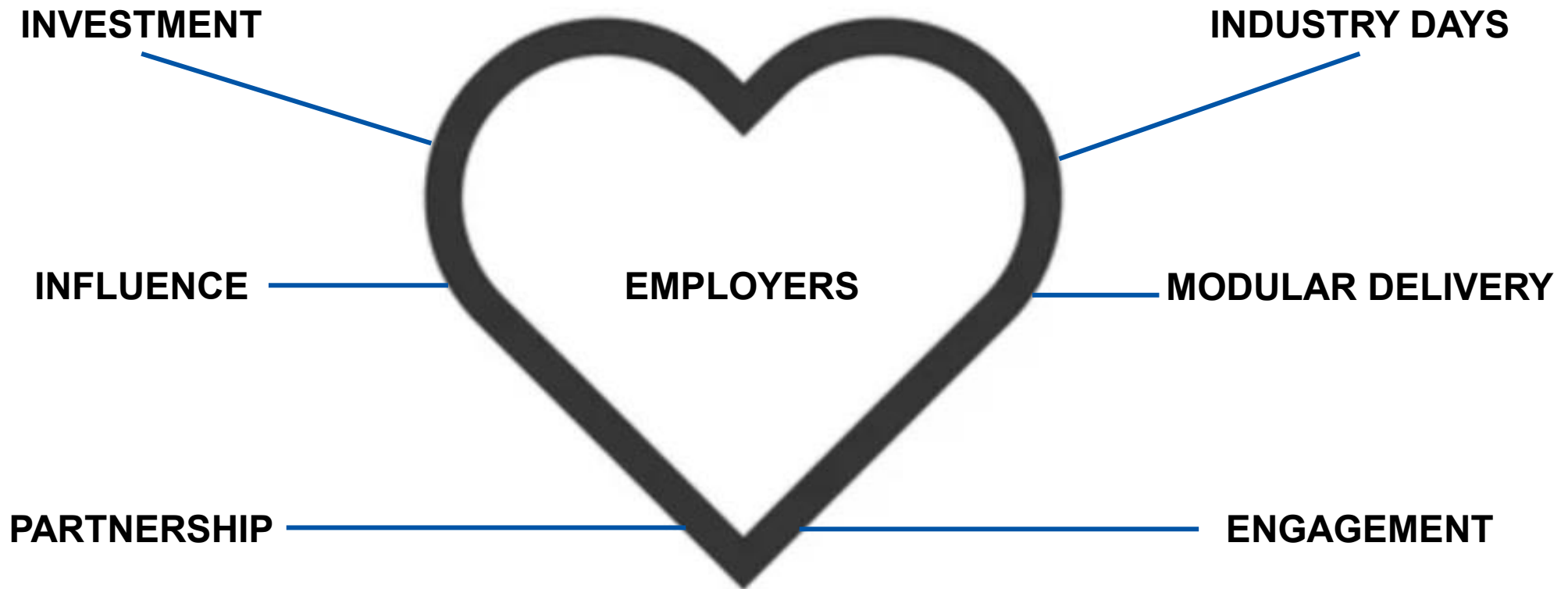
White Papers

Get Britain Working White Paper

183. *Skills England will support combined authorities and local and regional partners such as designated Employer Representative Bodies to construct skills systems that feed into both local and national priorities. This will include making the skills system clear and navigable for both employers and individuals, enhancing career pathways and increasing workplace skills development. It will draw on local and regional vacancy data and Local Skills Improvement Plans (LSIPs) to inform its skills needs assessments, identifying and then acting on key differences and commonalities in the skills required in different parts of the country. LSIPs will complement Get Britain Working Plans as well as local work, health, and skills plans.*

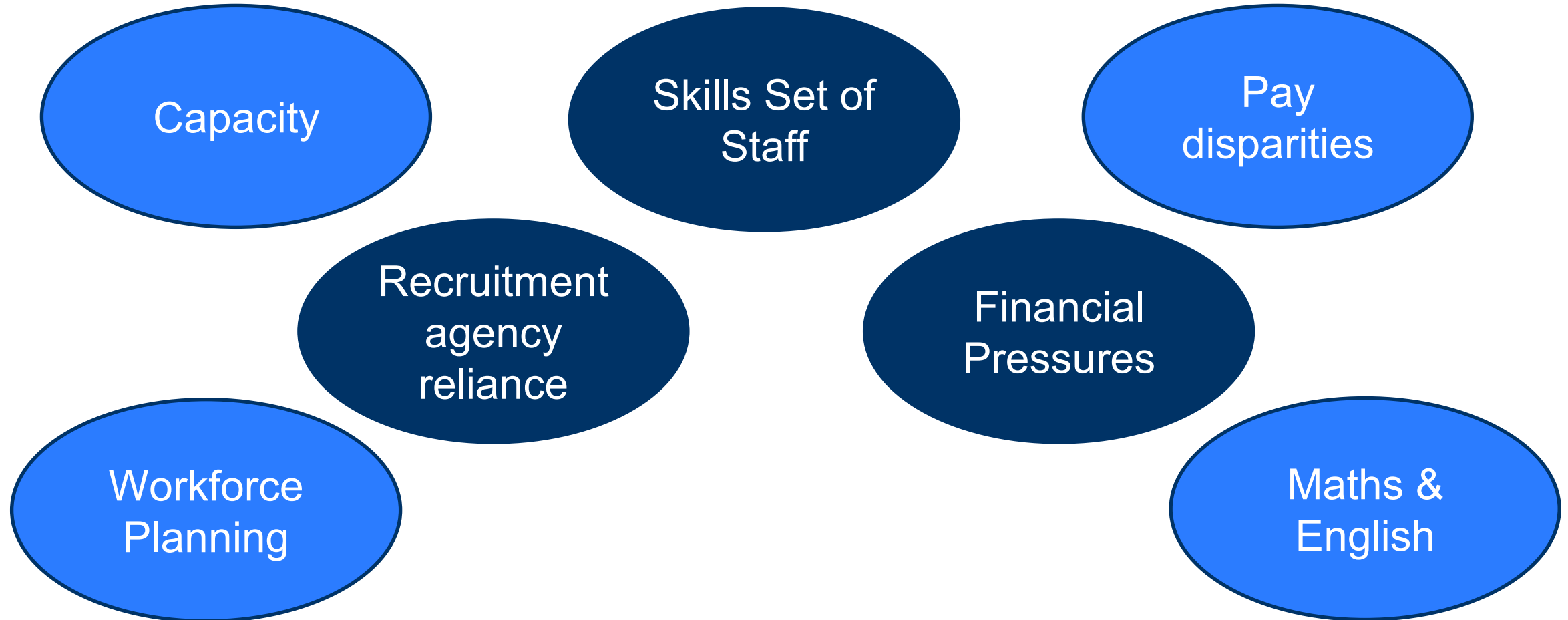
191. *Essential digital, literacy and numeracy skills are important to employers and are needed to get into work, train and progress. They have been consistently cited in LSIPs as key to upskilling in local areas, so access to training that will tackle these skills gaps is important for boosting employment and progression.*

‘It is not just about teaching’...



Theme 1 – Technical Skills

Addressing FE Workforce Challenges



Theme 2 – Educational Teaching Professionals

Thinking non-technical...

“Interpersonal skills are evergreen, whereas hard skills can quickly become outdated.”

Dom Murray, GO1

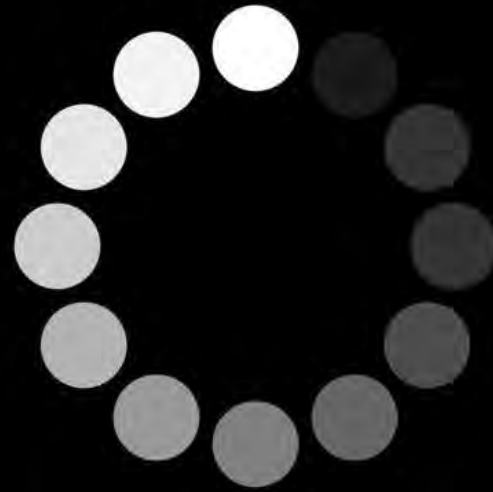
Theme 3 – Employability Skills & Behaviours

Helping people into work

“Work takes on a new meaning when you feel you are pointed in the right direction. Otherwise, it is just a job. And life is too short for that.”

***Tim Cook
CEO, Apple***





LOADING...

Theme 5 - Accessibility

What next...

Articulation

Building upon best practice

Collaboration

Adam Rhodes & Gary Clark

Connexin



The Connexin Journey

Innovation. Growth. Development.

Gary Clark – Strategic Partnerships

Adam Rhodes – Head of Partnerships (Academy)

What's in store?

From humble beginnings	03
The Connexin Journey	04
Building smarter homes	05
Expansion into IoT and smart technology	06
Giving back to our communities	07
Solving skills shortages	08

We are on a mission to

**Connect the real world
with the digital world to
improve the way we live.**



From humble beginnings



Founded in May 2006 by Furqan Alamgir and Alex Yeung, Connexin began with a simple mission: to create an affordable way for families to stay connected across distances.

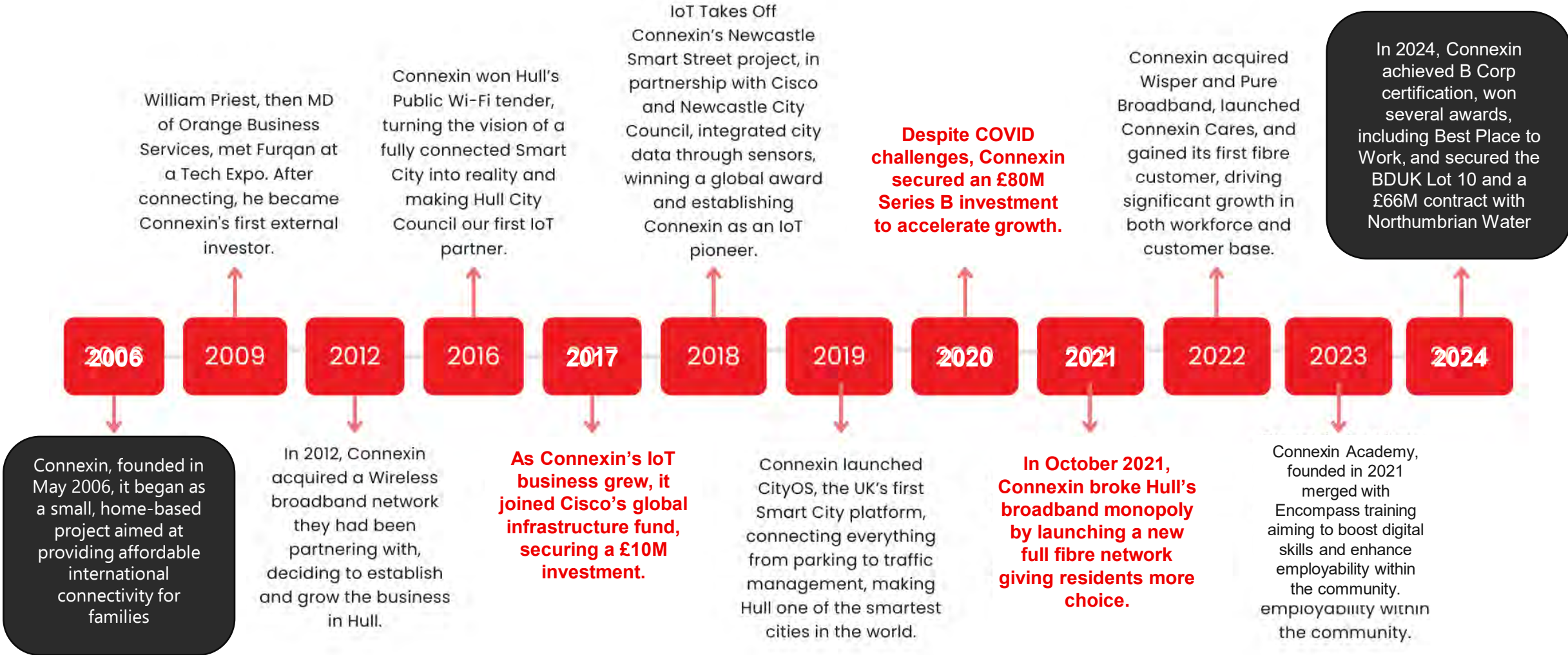
What started as a small bedroom project has since evolved into one of the UK's leading IoT and Smart City operators.

Connexin pioneered the UK's largest commercial city-wide LoRaWAN network and developed the first purpose-built Smart City Operating System for Hull City Council.

From day one, our commitment has been to bring people closer together through innovative technology.



The Connexin Journey



Building smarter homes

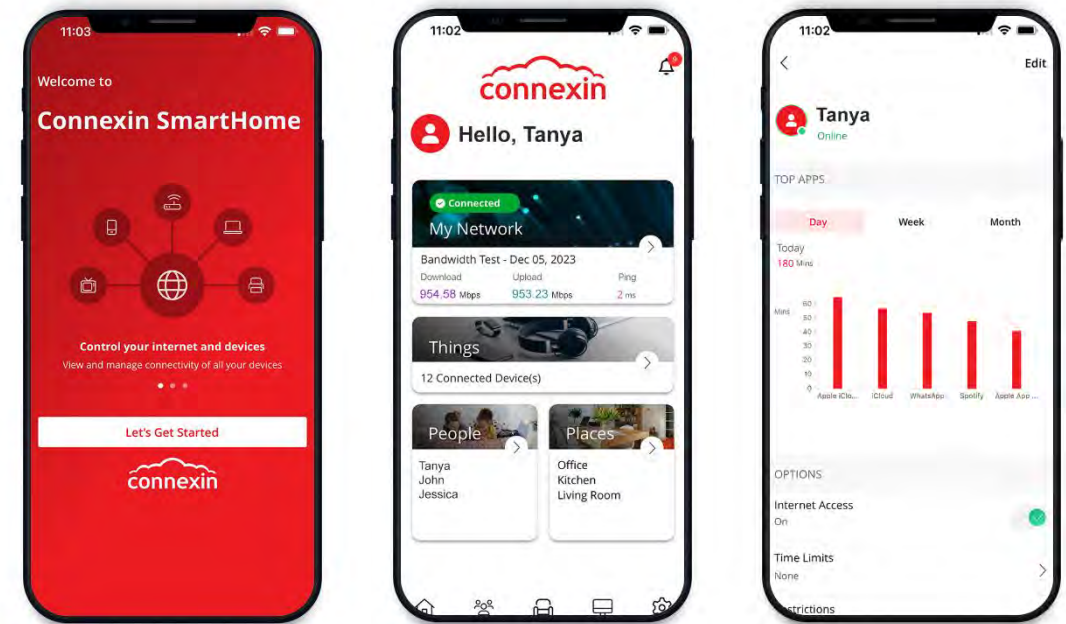


Progress to date

- Breaking the monopoly and bringing more choice to the people and businesses of Hull
- Over 100,000 homes in build
- Over 10,000 home customers in the Hull area
- c. 25,000 home customers across the UK

Strategic Focuses

- Integrating our IoT solution to make homes **smarter**.
- Creating an amazing in-home WiFi experience and keeping our children safe online with our **SmartHome App**.
- Expanding our fibre coverage across the region.



Expansion into IoT and smart technology



Progress to date

- Winning major national utility contracts with water companies such as Yorkshire Water, Seven Trent and Northumbrian Water
- c. 5M homes passed with our LoRaWAN network
- Over 115,000 sensors connected to date
- Over 700 LoRaWAN gateways deployed

Strategic Solutions

- **Smart Metering** – supporting proactive leakage detection and preventative maintenance.
- **Smart Building** – improving efficiency and energy consumption leading to reduction in carbon footprint.
- **Smart Homes** – bringing smarter solutions into homes to improve the quality of life, wellbeing and safety of our children.



Case study: Energy Monitoring

Challenges

- Increased pressures for accurate, verifiable data on energy and utility use to inform and track their **ESG** policies
- **ESG** requirements for public and private sector organisations are demandingly granular

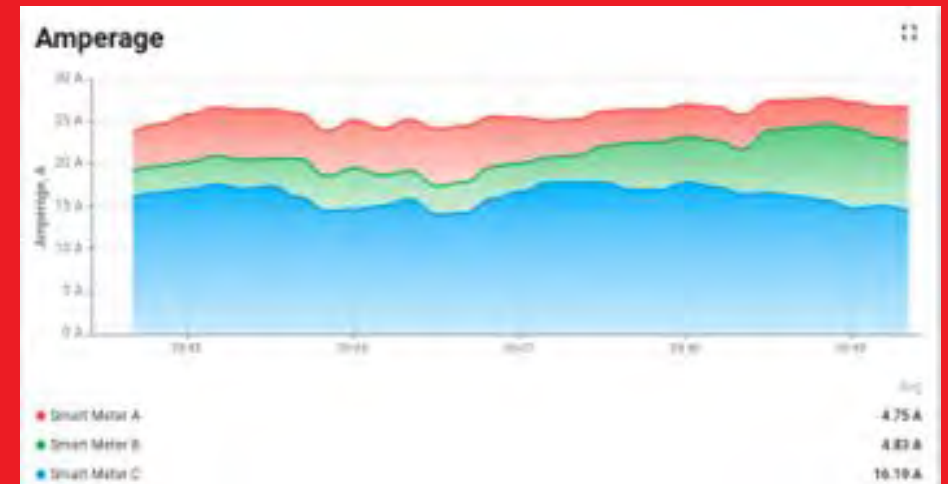
Solutions

- Easy-to-install, self-powered energy meters and sensors log energy consumption in real-time to a smart building platform
- Energy data is reported via long-range wireless networks, with no intrusive wiring on-site
- Start small and scale as required, move equipment around a building as required

Up to 20% Savings

Impact, Savings, RoI

- Detailed Sub-metering data for ESG reporting and billing certainty, estate-wide
- Metering core infrastructure, Solar, EV Charging and Tenants creates a verifiable billing trail for customers
- Informs key decisions that can manage costs and reduce overall consumption



Case study: F-Gas Monitoring (HVAC systems)



Challenges

- Estimate over 10 million HVAC systems in the UK
- Current F-Gas regulation (EU) no 517/2014 aims to phase out the use of HFCs and impose stricter requirements for leak testing
- Atmospheric leaks receive significant fines and count disproportionately against carbon reduction measures
- Industry focus on managing and preventing leaks

Solution

- Quick install pressure sensors on inlet and outlet pipes keep a continued view of the pressure flowing around the system
- Log pressure readings in real-time to a smart building platform, raising the alarm if the smallest trend change is witnessed in system pressure
- This can generate alarms of trigger automated response to vent the F-Gas to an emergency storage reservoir

Protect ESG targets and ensure compliance

Impact, Savings, RoI

- De-risks older systems by deploying a quick and effective solution
- Provides a low-cost solution to disposing of older H-VAC units and their gasses.
- Can be integrated with BMS tools to enable alerts and actionable data.

CBRE

AstraZeneca

AngloAmerican

Case study:

Smart Water Solutions - Legionella

Challenges

- Considered a significant global health risk and appropriate legislation exists to enforce compliance
- Increased workload (cost) to safely manage operational systems whilst ensuring Health & Safety compliance

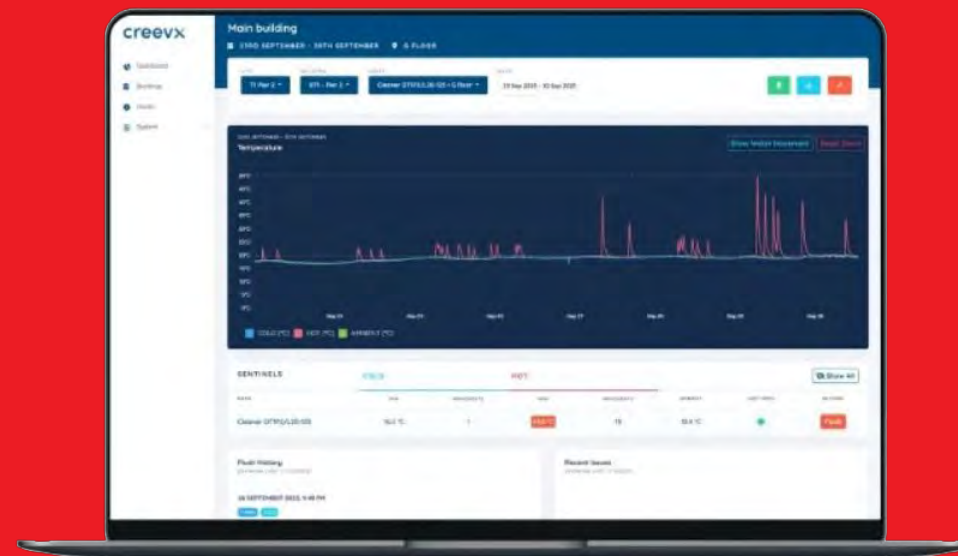
Solution

- Discreet wireless temperature sensors and flushing valves controlled by an AI-enhanced, cloud-based software allows the collection of water temperature data every 15 minutes
- Improves Legionella compliance while reducing expensive, wasteful and unreliable manual processes through automation
- Sensor data gives building experts invaluable insights enabling us to advise on improvements



Impact, Savings, RoI

- Fully automated compliance & risk reduction
- Between 20-30% cost savings
- Improved sustainability credentials
- Improved business resilience



Giving back to our communities



Our commitment to the city and region

- **Connexin Cares**
 - Over £60k raised for local charities
 - Connexin employees receive paid volunteering days and are encouraged to get involved with charities close to their hearts.
- **Connexin Academy**
 - 5000+ learners trained to date
 - Committed to close the digital skill gaps
 - Training the next generation of workforce
 - Levy Transfer – Supporting SME's
- **Partnership**
 - Supporting HEY LSIP through forum attendance, working groups and Board representation
 - Sponsorship and support of HEY Business Awards
 - Long term partnership with local businesses to create a strong brand presence and putting Hull on the map.



Connexin & Hull KR



Connexin & Luke Campbell



Connexin Live, Hull



Beverley Racecourse

Solving our skills shortage

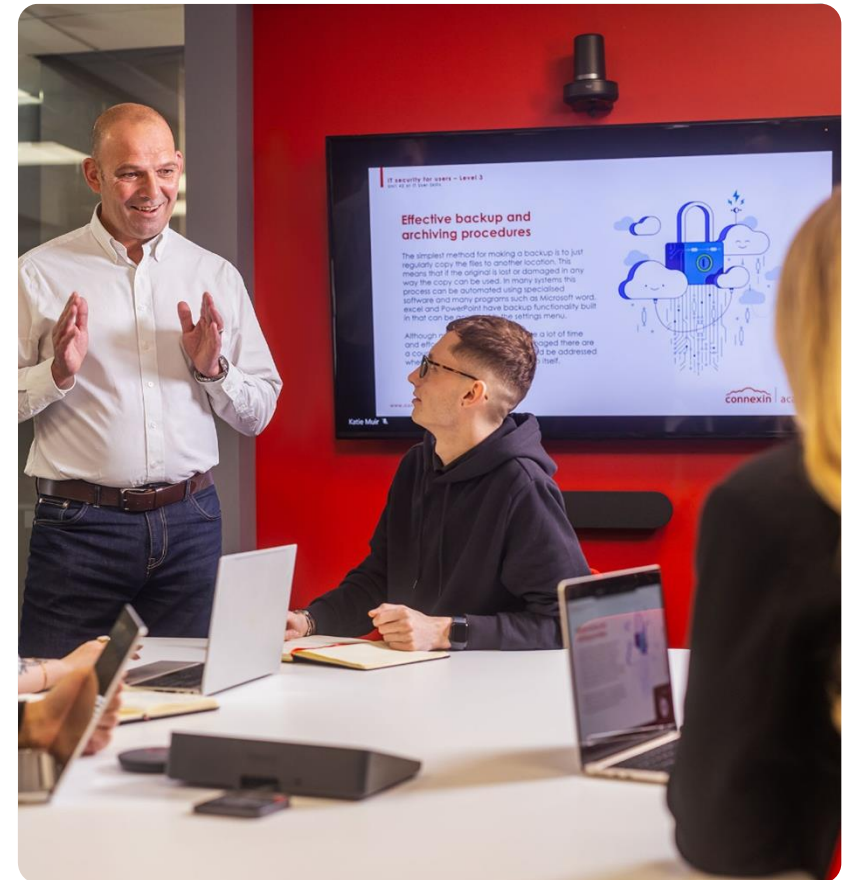


Progress to date

- To support the growth of our fibre network, Connexin needed new skilled fibre engineers
- Creation of Skills Bootcamps for fibre engineering
- 56 learners trained
- 48 employed in full time employment
- 15 promotions
- Winner of Hull Training Partner of the Year 2023

Strategic Focuses

- **Fibre Provision** – BT Openreach accredited training to meet industry standards.
- **IoT Provision** – Utilising our industry expertise to train the next generation of workforce.
- **Apprenticeships** – continue to support and collaborate with local and national employers.



Thank you.



Helen Syson & Debbie Law

DWP / Jobcentre Plus



How Jobcentre Plus can help you recruit

- <https://www.youtube.com/watch?v=wB9O2rMPMNQ>

SWAP

SECTOR-BASED
WORK ACADEMY
PROGRAMME



Department
for Work &
Pensions

SWAP

**SECTOR-BASED
WORK ACADEMY
PROGRAMME**

What is a SWAP?



Department
for Work &
Pensions

SWAP | **SECTOR-BASED WORK ACADEMY PROGRAMME**

- 1. Pre-employment training – matched to the needs of the business**
- 2. A Work Experience Placement – a great opportunity for businesses to identify talent and for the individual to cement their knowledge and understanding of the required role**
- 3. A Guaranteed Job Interview or help with an employer's recruitment process**



Department
for Work &
Pensions



**SECTOR-BASED
WORK ACADEMY
PROGRAMME**

Pre-employment training (PET)

- **Flexible, specific to meet employer needs**
- **Fully funded and delivered by Further Education Colleges and Training Providers**
- **Employers/Partner Organisations can deliver their own training where appropriate**



Department
for Work &
Pensions



**SECTOR-BASED
WORK ACADEMY
PROGRAMME**

Work Experience

Enables participants to develop their skills and have the opportunity to work in a realistic environment. The length of a SWAP work experience placement is determined at the initial discussion between you and Jobcentre Plus and it provides invaluable benefits for both businesses and individuals. The pre-employment training can be combined with the work experience placement if this is the best way to deliver the placement.



**SECTOR-BASED
WORK ACADEMY
PROGRAMME**

Guaranteed Job Interview

A guaranteed job interview for a current vacancy will provide participants with valuable interview experience and allow employers to select the most appropriate candidate for the job.

SWAP

SECTOR-BASED
WORK ACADEMY
PROGRAMME

**How will businesses
benefit from
participating in a SWAP?**



Department
for Work &
Pensions



Jobcentre Plus support for employers – quick guide

A recruitment, advice and tailored service supporting employers to grow and develop their business

Recruitment service – filling your vacancies

Our network of local Employer Advisers help you find the right people for your jobs. They work with you to fill your vacancies using the most suitable recruitment solution, including:

- help with job descriptions
- speeding up your recruitment process
- promoting your vacancies in local Jobcentres and on our social media
- use of Jobcentre Plus offices for interviews (where available) and local recruitment events
- planning future recruitments
- Find a job – a free online jobs site

☎ Contact your local Jobcentre Plus Employer Adviser

☎ Call

☎ email

☎ Alternatively contact the Employer Services Line

using the [online enquiry form](https://www.gov.uk/enquiry-form) or by phone on 0800 169 0178

For more detailed information scan or click the QR code to visit Jobcentre Plus help for recruiters



www.gov.uk/jobcentre-plus/help-for-recruiters

Find a job

Advertise your jobs on our free online jobs site visited by thousands of employers and jobseekers each week.



www.gov.uk/find-a-job

jobcentreplus

Part of the Department
for Work and Pensions

A recruitment, advice and tailored service supporting employers to grow and develop their business

Tailored service

A range of tailored and bespoke support



Sector-based Work Academy Programme

Sector-based Work Academy Programmes (SWAPs) help you recruit skilled people. Lasting up to 6 weeks they are made up of pre-employment training matched to your needs; a short work experience placement and a guaranteed job interview.

<https://www.gov.uk/government/publications/sector-based-work-academy-employer-guide>



Work experience

If you are interested in supporting people looking for work, you can offer Work Experience placements. Organised by Jobcentre Plus, these are open to young people 18 to 24 years old and for people aged 25 and over who don't have recent work history.

www.gov.uk/government/publications/work-experience-what-you-offer



Work trials

A work trial is a short unpaid period of work you can offer a jobseeker on benefits. It's a way for you both to see if the job is a good fit. It can take place after you've interviewed someone for a specific role. Jobseekers keep their benefits during the Work Trial.

www.gov.uk/government/publications/work-trials



Apprenticeships

An apprenticeship is a paid job with training. Apprentices are employed at various levels, from school leavers and graduates to people wanting to further their careers or change direction. You can hire someone new or upskill an existing employee. Funding from Government can help with the costs.

<https://www.gov.uk/government/publications/apprenticeships>



jobcentreplus

A recruitment, advice and tailored service supporting employers to grow and develop their business

Advice service

Support and advice for people needing extra help



Universal Credit and employers – helping your employees progress

Universal Credit is a monthly payment for people out of work or on a low income. It aims to ensure people are better off in work and provides ongoing support when people earn more by increasing hours or taking on more responsibility. Universal Credit gradually reduces as people earn more. This gives you flexibility and helps people develop and progress whilst supporting your business.

www.gov.uk/guidance/universal-credit-information-for-employers



Building an age inclusive workforce

Jobcentre Plus works closely with the **Centre for Ageing Better** supporting their age-friendly Employer Pledge. This recognises the importance and value of older workers and helps employers to keep their existing employees regardless of age.

www.ageingbetter.org.uk/age-friendly-employer-pledge



Employing people with health conditions or disabilities

The Disability Confident scheme encourages employers to improve how they recruit, retain and develop disabled people. **Access to Work** is a specialist service giving practical advice and support to disabled people and employers. The **Health Adjustment Passport** helps individuals and employers to identify any extra support they need in the workplace because of their disability or health condition.

<http://www.gov.uk/government/publications/employing-disabled-people-and-people-with-health-conditions>



Armed Forces Covenant

Supporting former members of our Armed Forces and their families.

www.armedforcescovenant.gov.uk/what-we-do/what-we-do



Care Leaver covenant

Supporting young people leaving care.

www.gov.uk/government/collections/leaving-care-covenant



jobcentre plus

Contact:
Debbie Law Jobcentreplus
debbie.law@dwp.gov.uk
Helen Syson Jobcentreplus
helen.syson@dwp.gov.uk



Department
for Work &
Pensions



Is your business Disability Confident?

The Disability Confident Policy Team

The Disability Confident Scheme

The aims for Disability Confident are to:

- **challenge misconceptions** and increase understanding of disability and the benefits of employing or retaining disabled people
- **increase the number of employers taking action** to be Disability Confident
- support the Government's commitment to **reduce the disability employment gap**.



Disability Confident replaced the Two Ticks Scheme.

Realising the potential of disabled people

- **1 in 5** of the working-age population are classed as disabled.
- Some employers are failing to recognise the **talents disabled people bring**.
- Disabled people are a **hugely diverse group of people**, with many amazing skills and experience.
- Employers that employ disabled people and see them as having **valuable skills could get that competitive edge** and have a positive impact potentially on their bottom line.

Missing out on the spending power of disabled people.

The spending power of disabled people and their families is estimated at £274 billion¹ a year. This figure is often referred to as the Purple Pound. As the population ages and the number of disabled people increase this figure will only increase.



1. Source: Scope's analysis based on [Household Below Average Income \(2017 to 18\)](#)

Why becoming a Disability Confident employer matters?

33% of the working-age population report having a long-term health condition



20% of the working-age population report having a disability



8% of the working-age population report having a severe disability



Over 1.9m disabled people report a hearing impairment in the UK, which is 16% of disabled people.¹

7% of working age disabled adults report a visual impairment.²

1 in 3 employees with a long term health condition have not discussed it with their employer.

73% of employers who made work related adjustments said it was easy to do so

1. [Family Resources Survey: financial year 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2020-to-2021)
2. <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2020-to-2021>

What are the benefits to business of being Disability Confident?

- Recruit and retain high-quality staff
- Reduce sickness absence
- Improve staff morale by showing a commitment to treat all employees fairly
- Positively change attitudes, behaviours and cultures



- **Recruiting from the widest possible pool of talent** is good for business. Employing disabled people is not an act of charity, it's a reflection of a business that values difference and strives to be inclusive of everyone.
- **Reflecting your customer base** Good business reflects their consumer base in their workforce. **20% of the UK adult population** have a disability so why would business choose to ignore them and not want to tap into the pool of talent?
- **Reduced staff turnover** the costs to business of not holding on to staff can be considerable in lost productivity, recruitment costs and training.

Disability Legislation



Equality Act 2010

The Equality Act 2010 makes it unlawful to discriminate against employees (including workers) because of a mental or physical disability.

Under the Equality Act 2010 a person is disabled if they have a physical or mental impairment which has a substantially adverse and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 provides disabled people with protection from discrimination in a range of areas, including employment.

Public Sector Equality Duty (PSED)

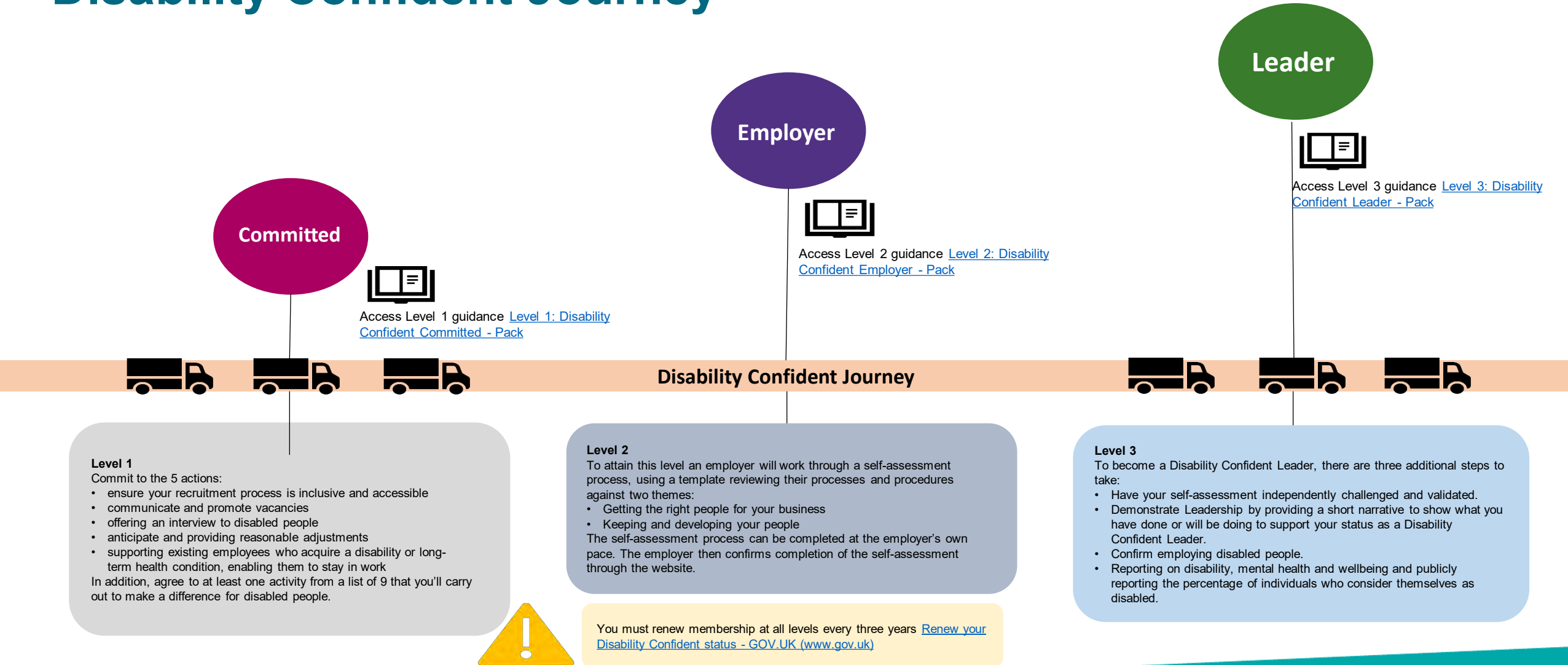
The Public Sector Equality Duty requires public bodies and others carrying out public functions to have due regard to the need to:

- eliminate discrimination,
- advance equality of opportunities and;
- foster good relations.

The Essential Guide to the Public Sector Equality Duty [The Essential Guide to the Public Sector Equality Duty | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/essential-guide-to-the-public-sector-equality-duty)



Disability Confident Journey



Where can I find out more about the scheme?

You can sign up to the scheme by visiting GOV.UK at [Disability Confident \(dwp.gov.uk\)](https://www.gov.uk/disability-confident).

The links below provide the detailed guidance that will inform you what is required at each level of the scheme and provide information and support.



Level 1 - Start your Disability Confident journey

Signing up to the commitments:

1. Ensure your recruitment process is inclusive and accessible
2. Communicate and promote vacancies
3. offering an interview to disabled people
4. Anticipate and providing reasonable adjustments
5. supporting existing employees who acquires a disability or long-term health condition, enabling them to stay in work

Agreeing to at least one action from a list of 9 that you'll carry out to make a difference for disabled people.

The screenshot shows the "Disability Confident employer" sign-up form. At the top, it says "Department for Work & Pensions". Below this is a header image with four diverse people. The main heading is "Disability Confident employer". Below the heading is a sub-heading: "Fill in this form to confirm you have completed your self-assessment as a Disability Confident employer." The form has a section titled "About your business" with four input fields: "Business name (required)", "Contact name (required)", "Business email (required)", and "Business phone".

Badge and certificate for 3 years



Level 2 – Disability Confident Employer



Employer self-assessment two themes:

- Getting the right people for your business
- Keeping and developing your people.
- Offering at least one activity that will make a difference.

What happens next?

When you have completed level 2, you will need to follow the link to Gov.UK

(<https://disabilityconfident.dwp.gov.uk/self-assessment.php>)

to confirm that you:

- have undertaken and successfully completed the Disability Confident self-assessment
- are taking all the core actions to be a Disability Confident employer
- are offering at least one activity to get the right people for your business and at least one activity to keep and develop your people.

Badge and certificate for 3 years



Level 3 – Disability Confident Leader



Being a Disability Confident Leader means:

- Acting as a champion within your local and business community
- Engaging your supply chain and your networks
- Showing disabled people that you are serious about leading the way
- Helping other businesses to become Disability Confident.

What happens next?

- Have your self-assessment independently challenged and validated
- Demonstrate your Leadership by provide a short narrative to show what you have done or will be doing to support your status as a Disability Confident Leader

Confirming you are:

- Employing disabled people
- Reporting on disability, mental health and wellbeing,
- publicly reporting the percentage of individuals who consider themselves as being disabled.

Badge and certificate for 3 years



Disability Confident provides access to guidance & support

To support you on your journey there is a range of online information, guidance and resources available through GOV.UK

Employing disabled people and people with health conditions [Employing disabled people and people with health conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/employing-disabled-people-and-people-with-health-conditions)

How to sign up to the Disability Confident employer scheme [How to sign up to the Disability Confident employer scheme - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/how-to-sign-up-to-the-disability-confident-employer-scheme)

Disability Confident Campaign [Disability Confident – Are you disability confident? \(campaign.gov.uk\)](https://campaign.gov.uk/)

Access to Work factsheet for employers [Access to Work factsheet for employers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/access-to-work-factsheet-for-employers)

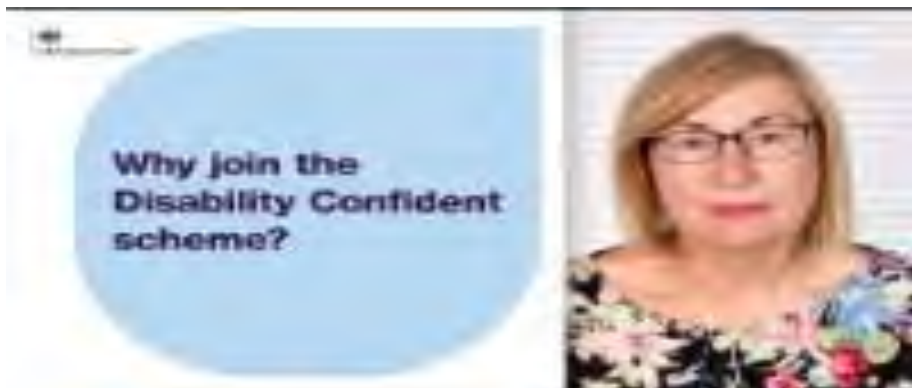
Employers: preventing discrimination [Employers: preventing discrimination: Discrimination during recruitment - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/employers-preventing-discrimination-discrimination-during-recruitment)

Reasonable adjustments for workers with disabilities or health conditions [Reasonable adjustments for workers with disabilities or health conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/reasonable-adjustments-for-workers-with-disabilities-or-health-conditions)

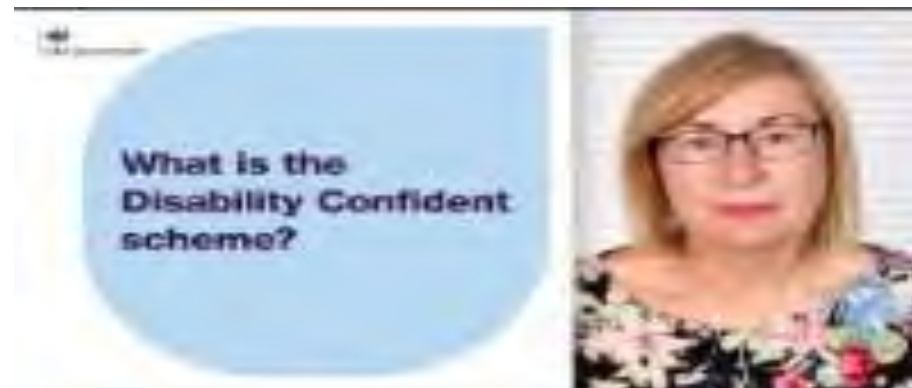
YouTube videos

Link to a range of Disability Confident videos on the [DWP YouTube channel](#).

Why join?



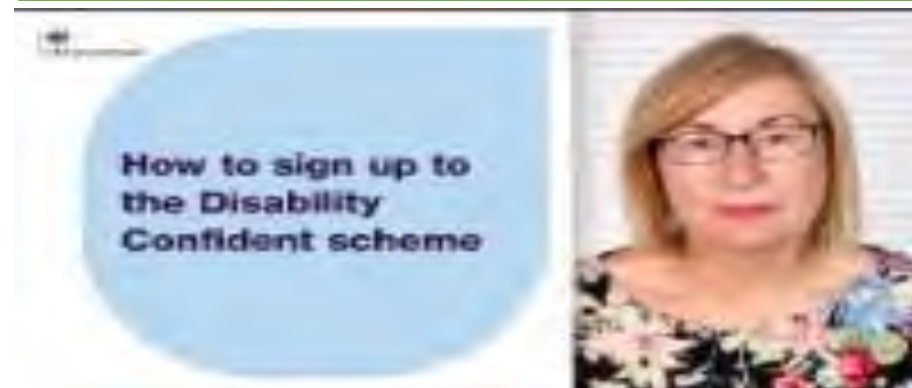
About the scheme



What do I need to do?

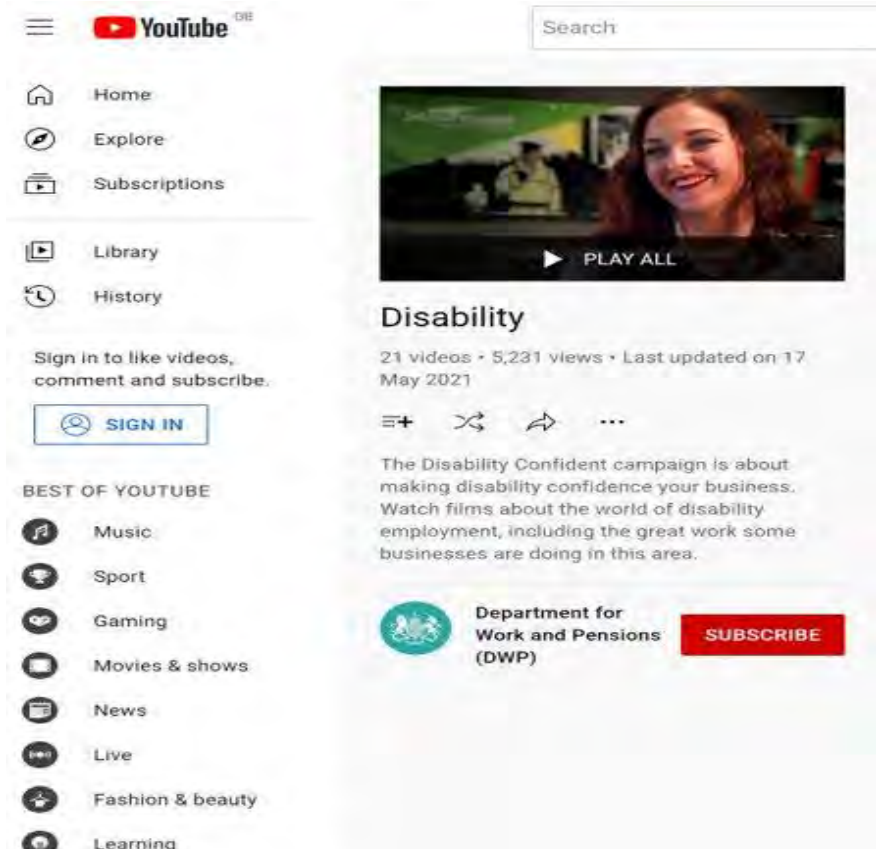


How do I sign up?



Disability Confident case studies

A range of Disability Confident case studies on the DWP YouTube channel demonstrating the benefits of employing disabled people and how this can be done by employers.





Department
for Work &
Pensions

Access To Work

The Health Adjustment
Passport

Introduction to Access to Work – Brief overview.

Access to Work – Making Work Possible

What is Access to Work (ATW)?

- Access to Work is a grant that supports people with a health condition or disability
- It provides individual practical support and advice to help to overcome barriers at work
- It helps people with all types of disabilities, including Mental Health conditions and does not have to be diagnosed
- Access to Work grants help with additional costs beyond “Reasonable Adjustments”



What could Access to Work pay for?

- Special equipment or adaptations
- A support worker or job coach to help in the work place
- Disability awareness training for colleagues
- Communication support at a job interview or in the work place
- The cost of moving equipment following a change in location/job
- Travel support to work for those who cannot use public transport or drive which may include taxis
- An Access to Work Mental Health Support Service for people who are absent from work or experiencing difficulties with their wellbeing



Access to Work - Eligibility

Who can get help?

To be eligible for Access to Work, people can apply who:

- Have a disability or health condition that affects their ability to work
- Mean they have to pay work-related costs e.g. specialist equipment/travel costs
- Are aged 16 or over
- Are in or about to start paid work in England, Scotland or Wales

Work

One of the following must apply:

- Have a paid job
- Be self-employed
- Have a job interview
- About to start a job or work trial
- Starting work experience



What is the Access to Work Health Adjustment Passport?

The health adjustment passport is a document that is completed by a prospective or current employee to help them identify what extra support they will need as a result of their disability or health condition in the workplace. This could include provision of:

- Help communicating at interview
- Help with travel to work or travelling in work time
- Workplace assessments
- Specialist IT software
- Specialist equipment
- A support worker

The image shows a sample of the 'Your Health Adjustment Passport' form. The form is titled 'Your Health Adjustment Passport' and includes a small logo. It is divided into several sections: 'About You', 'What you need to get started', and 'What you need to get on'. The 'About You' section includes fields for 'Name', 'Address', 'Phone', and 'Email'. The 'What you need to get started' section includes checkboxes for 'Communication', 'Travel', 'Workplace assessments', 'Specialist IT software', 'Specialist equipment', and 'A support worker'. The 'What you need to get on' section includes checkboxes for 'Communication', 'Travel', 'Workplace assessments', 'Specialist IT software', 'Specialist equipment', and 'A support worker'. The form is designed to be filled out by a prospective or current employee to identify their specific needs for working with a disability or health condition.

The passport will provide a personalised live document of their in-work support needs and adjustments. It can help with a smooth transition into employment and when changing job roles.

How will the Health Adjustment Passport support employers?

By providing an overview of the in-work support needs of their employee or identify what support a new employee may require.

It will:

- Support open discussions with employees about reasonable adjustments and identify what they can do to help
- Enable employers to think about job roles and if their tasks could be adapted to meet the needs of the individual
- Raise awareness of support available for the employees and details of how to apply for Access to Work.





Thankyou

Discussion Time

How are you and the organisation you represent helping meet the future skills and careers needs for Hull, East Yorkshire and the Humber?

Bethany Dennett

Sewell Group



Send work experience framework

Beth Dennett, Community Investment Strategist, Sewell Group



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'The Four Pillars' of Accessible Work Experience Placements



Understanding



Familiarisation



Delivery



Close-out

Background – the key group report



“Pupils with Special Educational Needs and/or Disabilities (SEND), and pupils eligible for Free School Meals (FSM) are less likely to do work experience than their counterparts.”



“... it is fair to say that pupils with SEND face additional barriers in their education, compared with their peers.”

vision

“Valuing each student’s individuality, promoting respect for their abilities and aspirations, and supporting long-term employability and personal growth.”

Local Skills Improvement Plan (LSIP) Theme 5 –
Accessibility



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What is the send work experience framework?

- Structured, inclusive, and supportive
- Individually tailored
- Collaborative



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Our send work 'experience'

SCAN ME

FOR A TOUR OF OUR OFFICE
PART 1



360° VR COMPATIBLE

SCAN ME

FOR A TOUR OF OUR OFFICE
PART 2



360° VR COMPATIBLE

WITH



ADDRESS: GENEVA WAY,
HULL HU7 0DG

TYPICAL WORKING DAY 9AM – 4PM

TIME	SCHEDULE	WHO
WEDNESDAY		
9:00 – 9:30	Welcome Introduction	ALL
9:30 – 10:30	Introduction to Computer Aided Design (CAD) and 3D Modelling – 15 min BREAK at 10:30	Amie
10:45 – 11:50	First Task – CAD	Amie
11:50 – 12:00	Review your morning	Amie
12:00 – 13:00	LUNCH BREAK	
13:00 – 16:00	Continue First Task, including a review of progress – 15 min BREAK at 14:30	Amie
THURSDAY		
9:00 – 9:15	Morning Catch-Up	Amie/Beth
9:15 – 11:50	Complete First Task – CAD – 15 min BREAK at 10:30	Amie
11:50 – 12:00	Review your morning	Amie
12:00 – 13:00	LUNCH BREAK	
13:00 – 16:00	Second Task – 3D Modelling, including a review of progress – 15 min BREAK at 14:30	Amie
FRIDAY		
9:00 – 9:15	Morning Catch-Up	Amie/Beth
9:15 – 11:50	Complete Second Task – 3D Modelling – 15 min BREAK at 10:30	Amie
11:50 – 12:00	Review your morning	Amie
12:00 – 13:00	LUNCH BREAK	
13:00 – 14:00	Third Task – 3D Rendering	Amie
14:00 – 14:45	Build your portfolio – 15 min BREAK at 14:45	Amie
15:00 – 16:00	Parents invitation to join our Wrap-up Session and Celebrate your week!	ALL

Accessibility

Familiarisation

Confidence



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360 office tours



Welcome to The Studio (Part 1)



Welcome to The Studio (Part 2)

Accessibility

Familiarisation

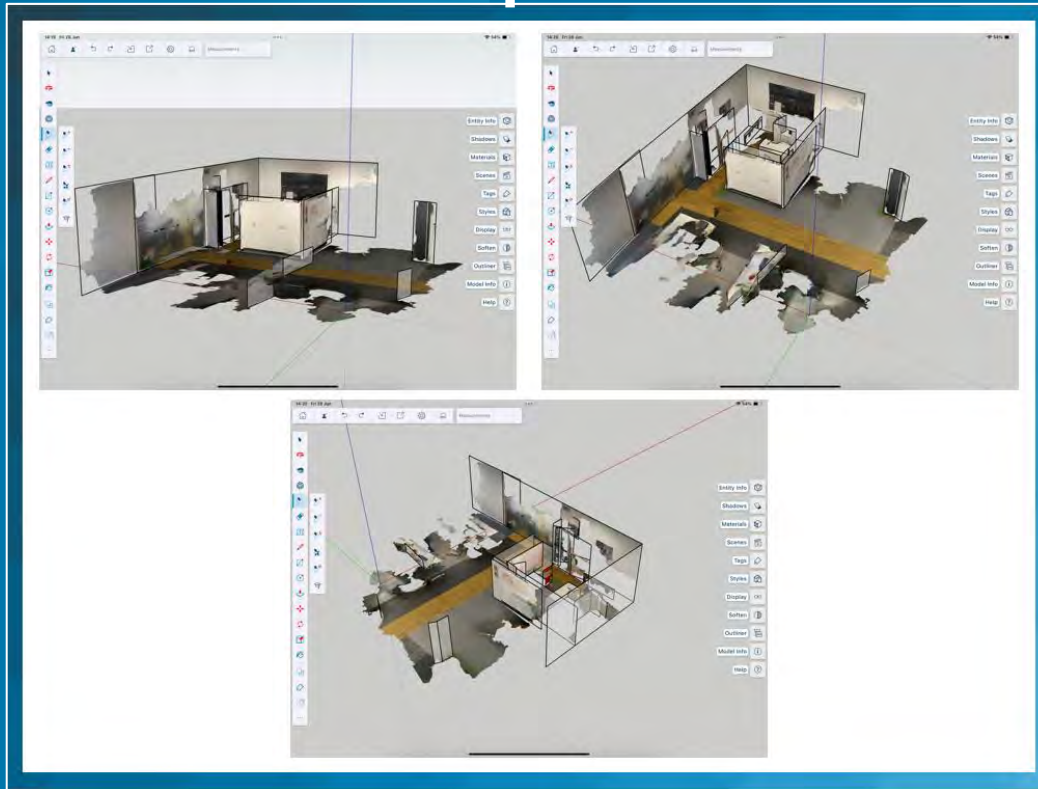
Confidence




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Portfolio pack





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WORK EXPERIENCE –

REFERENCES

Ella, although quiet at first, has become confident as the week went on, and has been really engaged in every task/introductory meeting set with our team. Ella has been early every day of her work placement, eager and ready to start the day. Ella has finished every task well and has a good attention to detail.

Ella showed a big interest in engineering which will help Ella achieve a good grade in her T-Level – Ella really enjoyed undertaking engineering work with our Site Engineer, including level surveys and setting out. Steve was really impressed with her knowledge and interest in the field.

Ella also focused on commercial tasks such as take offs and estimating.

Thanks for such a productive week, Ella, and I hope the rest of your T-Level goes well. Hopefully we will see you again soon!

BETH DENNETT, COMMUNITY INVESTMENT STRATEGIST

Ella worked confidently through the various design tasks, asking questions as and when she needed to. She was enthusiastic when we were chatting about construction design and over the past two days we have covered planning permission, local plans, creation of mood boards and precedent imagery, sustainability and materials. Ella also had a go at Lidar scanning into a live 3D model using Trimble Connect and Sketchup. It was a pleasure working with Ella this week. Please keep in touch.

KATIE ROBERTSON, DESIGN MANAGER

It's been a pleasure having Ella as part of the commercial team this week! She has been working very independently through tasks she has not been exposed to before and completed them with flying colours! It took a while for Ella to come out of her shell, but once she did, she excelled, and it was lovely to see! It's been great having you and we hope to see you again soon!

GEORGIA CHRISTTMASS, QUANTITY SURVEYOR

REFERENCES

Accessibility

Familiarisation

Confidence



PART OF SEWELL GROUP,
A CO-OWNED BUSINESS





understanding

Focus: recognising and understanding the unique challenges SEND students may face, at school/in a work experience setting.

Content: Assessing individual needs, gathering input from student, parents, teachers, tailoring work experience placement to be as accessible and supportive as possible.



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A CO-OWNED BUSINESS





familiarise

Focus: ensuring the student is well prepared and comfortable with workplace environment before starting.



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A CO-OWNED BUSINESS





delivery

Ongoing, flexible support throughout the placement. For example: dedicated mentor(s), clear communication channels, and making necessary adjustments to tasks and the environment.



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A CO-OWNED BUSINESS





Close-out

Portfolio, celebrate successes, discuss future steps in career journey.



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A CO-OWNED BUSINESS





According to Mencap (2022) only 26.7% of working-age adults with a learning disability are in paid employment, with 86% expressing a desire to work.



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Call to Action



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Thank you for listening
any questions?



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A CO-OWNED BUSINESS



One last thing...



PART OF SEWELL GROUP,
A CO-OWNED BUSINESS



Viki Foster

Withernsea High School



Working Together, Achieving More



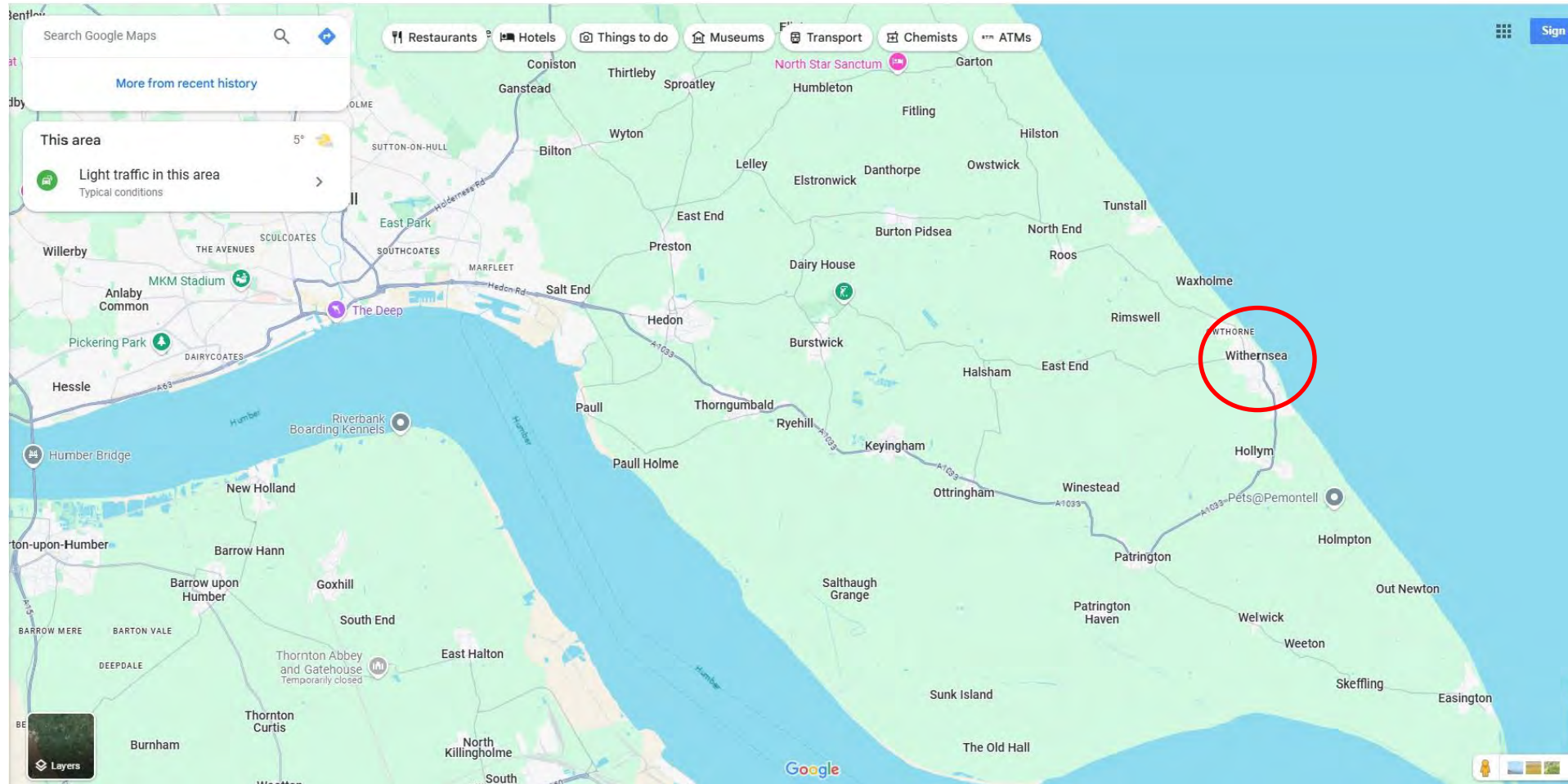
**‘Working together,
Achieving More’.**

Working together, achieving more

Working Together, Achieving More



Where is Withernsea?



Working together, achieving more

Working Together, Achieving More



Working together, achieving more



2017 – 2018 careers activities

ACE Day

Careers Fair

Girls Allowed in Engineering

Hull College taster day

Year 11 Careers Day –Your Futures

Year 7 FEO

Year 8 Steps to Success

National Careers Week

The whole academic year



'2024 careers activities.... (so far)

Motivational Speaker

Assemblies

Barclays Life Skills (4 sessions)

Year 7 Business Breakfast

Careers Evening and Futures Fair

Humber STEAM event

Foundations Live

Interview Skills Day

Mock Interview Day

Restart a Heart

Student Voice

Talk the Talk Oracy workshops

WiME

Youth Health Champions

Board for Change

One to one guidance interviews

Amazon site visit

Butchery demonstration

***STEM Roadshow with BAE, the RAF
and Royal Navy***

National Careers Week

National Apprenticeship week

The Big Apprenticeship assembly

***Health Care Project (delivered by
Careers Hub)***

***Year 8 & 9 vocational pathways
options***

Year 9 options

Work experience week

College taster visits



'2024 careers activities.... (so far)

Motivational Speaker

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Barclays Life Skills (4 sessions)

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Careers Evening and Futures Fair

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Year 9 options

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Youth Health Champions

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*Health Care Project (delivered by
Careers Hub)*

*Year 8 & 9 vocational pathways
options*

Year 9 options

Work experience week

College taster visits

Working Together, Achieving More



'Collaborative working with employers



Working together, achieving more

Working Together, Achieving More



Working together, achieving more

Working Together, Achieving More



‘collaborative working with ICB



Working together, achieving more



The 4 Deep Themes



Perception /
Identity



Aspirations



Life Skills



Connections



Working together, achieving more



Working together, achieving more

Working Together, Achieving More



collaborative working with college and apprenticeship providers



Working together, achieving more

Working Together, Achieving More



Collaborative working with schools

Working together, achieving more

Working Together, Achieving More



**Thank you for
'Working Together, Achieving
More'**

Let's continue to do so.....

Working together, achieving more

Discussion Time

Group A.

When accessing the new LSIP website what would you hope to see in place to support the needs of employers, educators and careers seekers?

Group B.

What more can be done to promote and support those with special educational needs and disabilities (SEND) within our region?



Hull & East Yorkshire LSIP

Quarterly Forum

28 April 2025

Today's Agenda

Time	Topic	Presenter / Lead
11.00am	Arrival	
11.30am	Welcome	Phil Ascough
11.35am	INEOS	Rob Fergie & Ian Summersgill
12.00noon	LSIP Update	Hannah Crookes
12.15pm	Discussion 1 – Annual Progress Review	Hannah Crookes / Rod Chambers
12.40pm	Lunch	
1.20pm	TEC Partnership	Jamie Green
1.40pm	Barclays Bank	Edwin Turay
2.00pm	Discussion 2 – Digital / Net Zero	Rod Chambers
2.20pm	Closing remarks	Phil Ascough
2.30pm	Close	

Phil Ascough

Ascough Associates / HEY LSIP Chair



INEOS & Bilfinger UK

[see separate file for presentation]

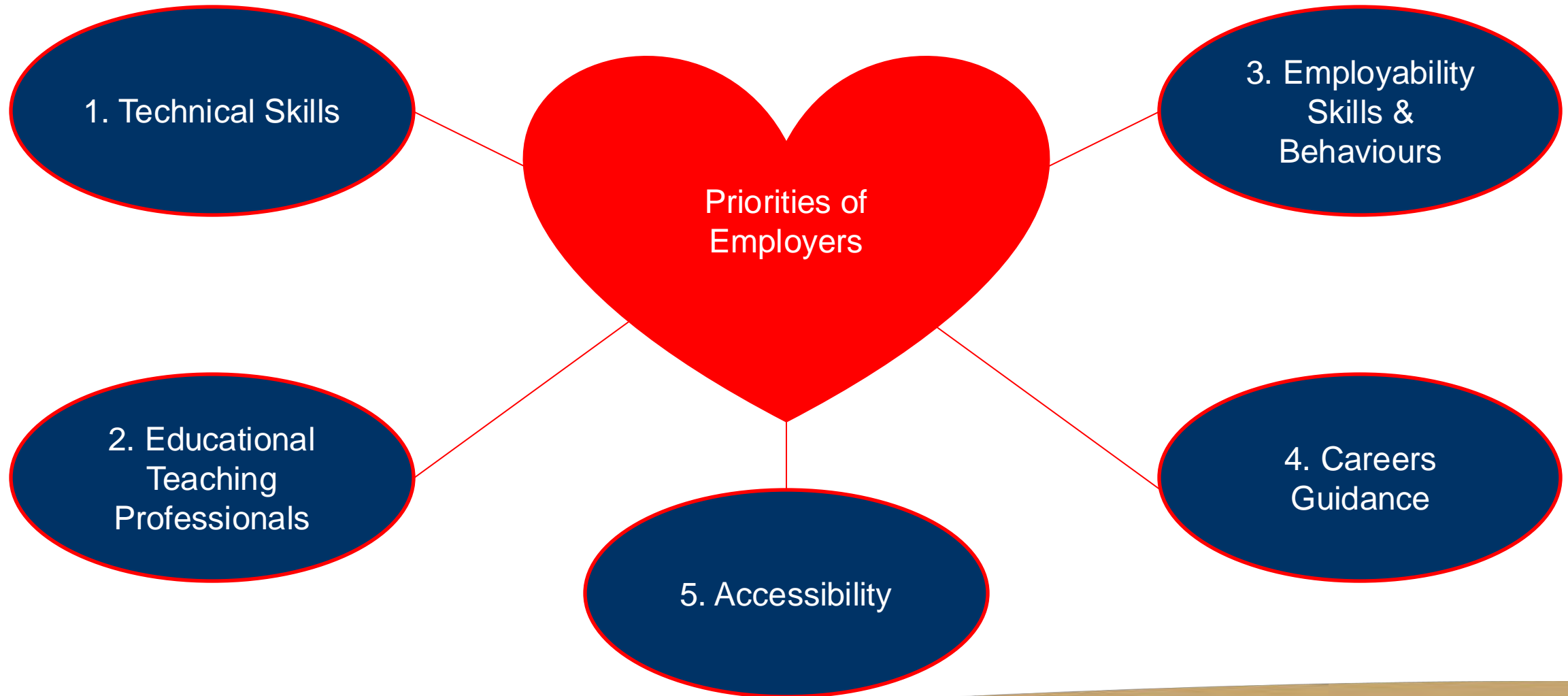


Hannah Crookes

Hull & East Yorkshire LSIP Lead



Employers at the heart



Where we are...



Local & National Collaboration



Progress

May 2025 – August 2026

**Mayoral
Appointment**
May 25

heylsip.com
May/June 25

**Annual Progress
Review**
June 25

**Continue
Delivery**
May 25 – August 26

Joint Ownership
October 25

LSIP 2
August 26

heylsip.com

[About ▼](#)[Contact ▼](#)[News, Reports and Events ▼](#)[Career Seekers ▼](#)[Employers ▼](#)[Educators ▼](#)

Hull & East Yorkshire Local Skills Improvement Plan (HEY LSIP)

Making Skills Work.

For Career Seekers



Accessing Training and Education

Do you want to know more about training and education opportunities locally?

Different types of training

Learn about the range of courses—from T-Levels to short CPD workshops—that you can take locally.

[Learn more →](#)

When

Browse courses

[Explore](#)



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[Log out](#)



Support and Advice

Do you need help getting into work or learning? Check out these websites for more.

National Careers Service

Careers advice – job profiles, information and resources to help you plan your next steps.

[Visit site →](#)

Careers Hub

The Careers and Enterprise Company's Hubs connect you with local employers, training opportunities and events.

[Visit site →](#)

Jobcentre Plus

Official UK government service for jobs, benefits, and tailored support – link provided by Dave Waller.

[Visit site →](#)

Skills for Careers

Tools and resources to help you identify, develop and demonstrate the skills employers need.

[Visit site →](#)

LogonMoveOn

A free, independent and impartial site supporting young people in Hull & East Riding on their education and training journey.

[Visit site →](#)

Helpful Stories

Read inspiring case studies of local people who've successfully navigated work and learning pathways.

[View case studies →](#)



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For Employers


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[Career Seekers](#)
[Employers](#)
[Educators](#)


Business Support

HEY Business Growth & Skills Hub

Get support for growing your business, developing your skills and recruitment through the Growth & Skills Hub.

[Visit site →](#)

Funding

Apprenticeship Levy: Hire an apprentice

Learn how the Apprenticeship Levy works and how you can use it to bring apprentices into your business.

[Visit site →](#)

CITB Grants & Funding

Discover grants to help cover the cost of training courses for your workforce in construction and engineering.

[Visit site →](#)

ECITB Training Grants

Explore training grants for upskilling in engineering and technical roles across the UK.

[Visit site →](#)


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For All...

Where to go for training

Avant Skills Academy

Official homepage for Avant Skills Academy—apprenticeships, training and professional development.

[Visit site →](#)

BAE Systems

Explore engineering apprenticeships and technical courses with BAE Systems.

[Visit site →](#)

Bishop Burton College

Further and higher education courses across agriculture, equine, motorsport and more.

[Visit site →](#)

CATCH

Process, engineering and energy training in Humber, Yorkshire & Lincolnshire.

[Visit site →](#)

East Riding College

Further & higher education courses, apprenticeships and adult learning opportunities.

[Visit site →](#)

HBTC

Apprenticeships, training and recruitment services tailored for the Humber region.

[Visit site →](#)

HETA

Engineering apprenticeships and technical training across Hull, Scallaborough & Scunthorpe.

[Visit site →](#)

Hull College

FE, HE & apprenticeship courses in a wide variety of industries.

[Visit site →](#)

Hull Training & Adult Education

Adult learning courses, vocational training and skills development in Hull.

[Visit site →](#)

JTL

Apprenticeship and work-based learning programmes for electrotechnical and plumbing trades.

[Visit site →](#)

McArthur Dean

Hull & East Yorkshire apprenticeship specialists offering mechanical and electrical courses.

[Visit site →](#)

Motorvation Training

Automotive and heavy vehicle apprenticeships delivered in Kingston-upon-Hull.

[Visit site →](#)

North Humberside MTGTA

Motor Trades Group Training—qualify as a vehicle technician in North Humberside.

[Visit site →](#)

RDS Training

Door supervision and security courses based in Kingston upon Hull.

[Visit site →](#)

Ron Dearing UTC

Specialist STEM college offering technical and engineering programmes for 14-19 year-olds.

[Visit site →](#)

Springfield Training

Range of apprenticeships and specialist training courses across multiple sectors.

[Visit site →](#)

TEC Partnership

Training, education and careers support delivered by the TEC Partnership colleges.

[Visit site →](#)

University of Hull

Undergraduate, postgraduate and CPD courses across arts, sciences, business and more.

[Visit site →](#)

Wilberforce College

Sixth Form College offering A-levels, vocational courses and enrichment activities.

[Visit site →](#)

Wyke College

Hull's sixth form college with A-levels, T-Levels and apprenticeships on offer.

[Visit site →](#)

and Entry

Live Opportunity Locations

OpenStreetMap contributors

Hull into a nationally respected Civil Engineering, Rail and

ed out in excess of 1,500 civil engineering projects to a value now

to diversify the business further by developing a strategy to also operate continuing to work on varying projects across different frameworks.

come increasingly important to the success of the company, we have manager, and we continue to consistently employ apprentices to join our

t Managing Director of the company. In 2017, we were delighted to move

Reynolds Group.

Annual Progress Review 24/25

Achievements

Improvement

Supporting the LSIP

What Next

Your input

Improvement

During the past twelve months, how has your organisation supported the aims and themes of the HEY LSIP?

Supporting the LSIP

During the past twelve months what examples have you seen in improved collaboration between employers and educators?

What Next

During the next twelve months, where could the LSIP focus its work to support the skills needs of the region?

LUNCHTIME



Jamie Green

TEC Partnership





TEC Partnership Training Opportunities

TEC Partnership
Training • Education • Careers

Jamie Green
Monday 28 April 2025

Welcome



TEC Partnerships Commitment

Tailoring Education to meet Humber, Hull, East Riding and Lincolnshire's economic and workforce needs



Our Focus

Co-designing future-ready curriculum with our industry partners



Acknowledgment

Over 2500 employers' pivotal role in shaping our educational direction



Objective

Forge stronger connections between industry requirements and educational outcomes

TEC Partnership – Who We Are

The TEC Partnership is a dynamic and innovative group of further and higher education colleges and training providers based in the East Riding of Yorkshire, Lincolnshire, South Yorkshire and North Yorkshire.

Serving over **15,000** students and more than **2500** employers with training spanning a full range of further education levels, commercial training and higher education certificates, diplomas, foundation degrees and degrees.



Vision and Mission



VISION

Enriching lives through excellent education, community collaboration and employment opportunities



MISSION

Providing Inclusive education which inspires, equips and empowers



Scope

Our Offer Includes:

01

14-16 Academy

02

Distance Learning

03

Short Courses

04

16-19 Full Time Provision

05

Higher Education

06

Commercial Training

07

Adult Short Courses
(Including SWAPS)

08

Apprenticeships

09

Skills Bootcamps

Introduction to NET

National Employer Training

(part of the TEC Partnership) specialise in the delivery of short skills interventions to support learners into employment and to realise potential in the workplace. NET's overall intent is captured in its strapline 'Shaping Your Workforce'.

NET are now in our 8th Academic Year of Delivery, **NET** demonstrate a dynamic and responsive approach to meeting immediate skills needs with local, regional and national employers. The dedicated team ensure agile delivery which results in high learner and employer satisfaction and consistent delivery.



Local Skills Improvement Fund (LSIF)

Across three regions, TEC Partnership have been involved with seven Department for Education-funded projects, leading on four of these projects across regional partnerships.

The projects started in 2023 and were completed at the end of March, 2025. A total investment of c.£1.2m was secured for TEC Partnership projects. This comprised 76% capital and 24% revenue activity.

Grimsby Institute (Greater Lincolnshire)		
Project 1	Decarbonisation and Green Skills	Project Lead
Project 2	Digitisation & Smarter Working	Project Lead
Project 3	Work Readiness and Essential Skills	Project Lead
East Riding College (Hull / East Yorkshire)		
Project 1	Technical Transformation	Partner
Project 2	Digital Transformation	Project Lead
Scarborough TEC (North Yorkshire)		
Project 1	Digital technologies driving digitisation across key priority sectors	Partner
Project 2	Health and Social Care	Partner

Local Skills Improvement Fund (continued)

Benefits of the projects included the following:

- Installation of immersive room rooms at four campuses and development of associated learning resources
- Air source heat pump resources and training
- Surveying equipment including theodolites, levels and GPS equipment
- Creation of realistic health and social care learning environment (ward/care home)
- Collaborative development of the Employability Level Up - a new course
- Purchase of software and licences to support ongoing development



Skills Bootcamp Examples

- NEBOSH
- LGV Novice to C+E
- LGV Upgrade
- LGV - ADR
Hazardous Goods
Driving
- Transport Manager
- Site Management
Safety Supervisor
(SMSTS)
- Site Supervisor Safety
Training Scheme
(SSSTS)

- Spectator Safety
(Martins Law /
Competent Person in
Work)
- Level 5 Project
Management - CMI
- Level 5 Leadership +
Management
- Teaching Skills
- Teaching Assistants
- Rail Operative

- SIA (Supervisors and
CCTV)
- Ports and Logistics
(Chip Card)
- Workplace
Compliance
- Offshore Wind
Technician
- Clinical Care



Free Funded Short Courses

- Emergency First Aid (Funded within ERC)

- Forklift Refreshers

- ECITB Safety Passports

- CSCS Cards

- IOSH (Managing + Working Safely)

- NEBOSH

- NRSWA

- Ports and Logistics (CHIP Card)

- Personal License (Hospitality)

- Sustainability

- Environmental Sustainability Awareness

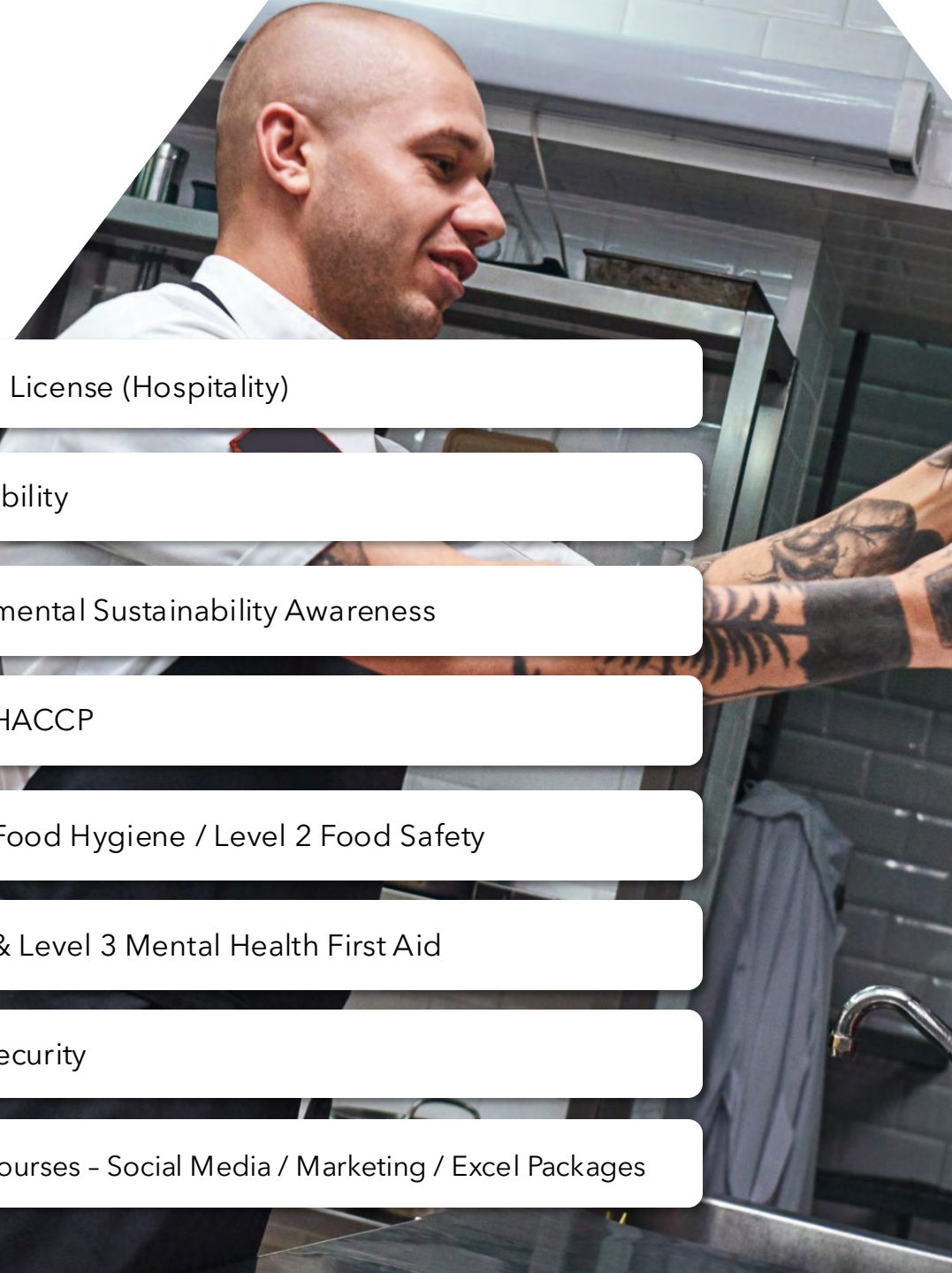
- Level 3 HACCP

- Level 3 Food Hygiene / Level 2 Food Safety

- Level 2 & Level 3 Mental Health First Aid

- Cyber Security

- Digital Courses – Social Media / Marketing / Excel Packages





CONCOM - Scheme

TEC Partnership
Training • Education • Careers

ConCom Humber Bank Contractor Competency Forum

HBCCF or **CONCOM** as it is more usually known is a joint project between a number of the Humber Bank sites and their contractors to monitor and promote competency in the contractor base.

It helps clients meet their need to assess contractors' systems and capabilities and provides contractors with a single standard and consistent system to demonstrate their competence to multiple clients.

We are working with over 100 clients and contractors to provide audits and relevant Health + Safety training as part of the scheme.



Local Skills Improvement Fund (moving forward...)

- We continue to report on the outputs we committed to as part of the project
- No LSIF successor scheme announced to date
- We continue to work collaboratively with other providers on a range of projects
- We are looking forward to new opportunities to work together and serve communities better through opportunities presented through devolution



Our Call to Action to You!

Our Industry partners play a critical role in developing a skilled, adaptable workforce

We want to deepen our engagement with employers through curriculum design, joint projects, and advisory roles

We will highlight the impact of collaboration on student success and regional economic development



Employer Stakeholder Boards

We host quarterly Employer Boards attended by a range of stakeholders; their input helps to shape our curriculum and skills offer

Key pieces of feedback:

01

Employers highlight a lack of social and transferable skills

02

Topics discussed: Mobile device impact, problem-solving, workplace ethics (punctuality, sickness)

We are developing new programmes to address these needs

If you are interested in becoming a Board member, talk to me after the meeting today

Edwin Turay

Barclays





Edwin Turay

Local Specialist for Hull and East Riding





PURPOSE

 **BARCLAYS** | Digital Wings

 **BARCLAYS** | LifeSkills

 **FREE TO ANYONE**

ADVANCED

INTERMEDIATE

BASIC

CONTEXT



Digital Wings

Fully funded by Barclays

Grow your digital and money skills with us. Our mission is to make learning digital skills and financial literacy easy, accessible, and empowering.

[Log in](#)

[Sign up](#)





Thank you for building my confidence

I was sceptical to begin with but I was totally won over

I had fun, and wasn't expecting that

Easy to use and hard to put down

Interesting to find out the different types of technology
that are out there and to find out the best fit for you

Excellent content which is explained with ease



Excellent graded program -very clearly written

The scale of the problem

The Essential Digital Skills gap in the UK workplace is holding us all back. It threatens personal prosperity, and is damaging the UK's productivity and competitiveness. Millions are in a 'hidden middle', without the skills need to thrive today and prepare for our digital future.

21m

working-age adults

can't complete all the digital tasks
essential for today's workplace¹

52%

working-age adults

are missing digital basics around
safety, productivity and more

2.3m

working-age adults

cannot complete **any** of the essential
digital work tasks



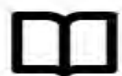
LifeSkills

A free employability and financial education programme, to unlock skills and employment opportunities for all ages. Accessed through educators, organisations, families or directly, as well as our specialist charity partners who work in under-represented communities providing tailored support.





Upskilling young people through educators and specialist charity partners



90%

We have registrations from over 90% of UK secondary schools



87%

87% of young people have improved their awareness of their own strengths and skills



153k

153,000 educators registered from across the UK (source: [LifeSkills report](#))

"I have been able to identify and build skills I would not have thought about. I have been able to use my learning to become a school ambassador and have won an award at an Enterprise Event".



“

Natasha did an amazing job facilitating the mock interview with my client.

She understood my client's needs and helped him focus on answering the questions as well as guiding him through the interview. Natasha made my client feel at ease and it was a good interview. She also helped him discover that he had transferable skills that can be used in other jobs as well.

As a result, my client grew in confidence. Natasha also provided a comprehensive feedback sheet that he could understand and learn how to improve his interview skills from.

Neil, Employment Advisor at Step2Skills



Your session on budgeting received great feedback from our clients. My intention was for a session on finances which gave these women, many of whom have suffered economic abuse, the confidence and knowledge to deal with their own finances independently.

The fact therefore, that many of the clients even spoke directly to me about how they were going to go to their bank to discuss issues with them post-session, I think, is testament to having achieved that very objective.

WAITS Charity



In my 7 years of teaching, this session was the **best** I have been in. It was **interactive** and **incredibly informative** about topics that will set our students up for life. I have never sat in a session that was so practical, useful and engaging before. In truth, I often take my planner or some marking if I have to sit in with extra-curricular sessions. However, today, I couldn't help myself but genuinely enjoy the **enthusiastic and warm presenters** alongside seeing the real value the session offered to our students. It was impressive how the speakers could **turn something that is so complex (such as budgeting) into something accessible and interesting!** As a Year 11 teacher, I can be apprehensive about giving away my vital lesson time to external presenters, but I truly feel that my students got something of **great importance** today.

Thanks again for a **fantastic session!**



NEXT STEPS



Rod Chambers

Hull & East Yorkshire LSIP Project Manager



Discussion 2

Digital

What is your organisation doing or planning to support progress and development in digital skills?

Net Zero

What activities and initiatives is your organisation planning or delivering in order to support government net zero targets?

Get in touch

Our contact details

h.crookes@hull-humber-chamber.co.uk

r.chambers@hull-humber-chamber.co.uk

INEOS

Acetyls

LSIP

28th April 2025





INEOS Group



25,000

People



\$55 billion

Sales



20 million

BOE per annum



Safety first

SHE is our
highest priority



**16 million
tonnes**

Refinery products



**66 million
tonnes**

Chemical capacity



INEOS Group

INEOS continues to innovate and grow

- **30** businesses
- **173** sites
in **32** countries
- INEOS also
encompasses
**consumer
brands** and
sports interests



INEOS Acetyls global manufacturing platform



Saltend



Hull site

Saltend Chemicals Park

- Largest producer of acetic acid, acetic anhydride and ethyl acetate in Europe
- More than 50 years of producing acetyls in Hull
- ~300 employees
- Chemical manufacturing plants, laboratories, workshops and offices
- Global technology development and support team



Our products are vital for society

From food and healthcare, to cleaning and driving forward a sustainable future, INEOS Acetyls plays a significant role in modern day life



Pharmaceuticals



Renewable energy



Food industry



Agriculture



Inks and coatings



Cleaning



Supporting our local community

Making an impact

- Title sponsor of this year's Run For All **Hull 10K** – our support enables free community places, delivery of the M2 project, race entries to the Refugee Run Club
- Worked with **Hull & East Yorkshire Children's University** since 2017
- **Charitable donations include** – Hull KR Foundation, Inmans Primary School, Humber Wellbeing Hub, HER Breast Friends, Smile Foundation, Matthew's Hub, Humberside Scouts, Headway and many more local organisations





Inspiring the next generation

Making an impact

- **STEM and career events:** During 2024, we engaged with more than 1,000 young people in the region
- **The Daily Mile:** More than 5 million children running, walking or wheeling for 15 minutes every day. Over 20,000 schools and nurseries now taking part in 98 countries.
- In Hull and East Yorkshire, **60** settings and more than **15,000** children registered





Road to net zero

- All INEOS businesses are developing roadmaps to deliver **net zero emissions by 2050** whilst remaining profitable and staying ahead of evolving regulations and legislation
- Based on the roadmaps developed to date, we have set a reduction target of 33% by 2030
- We only make pledges that we can support with real world action plans
- Our products are essential to modern life based on their performance, affordability and environmental footprint and are the best, and sometimes only, materials for each use. INEOS is here to provide the solutions to the challenges that the world faces, and we are determined that we will achieve net zero emissions whilst continuing to deliver what the world needs



Road to net zero

- We are a world leader in the low carbon production of Acetyls products – due to unique, world-class technology and location (efficient logistics and transportation, large integrated site for energy optimisation and efficiency)
- We are making good progress in our roadmap to get to **net zero** by 2030

Risks to the UK chemicals industry

- Export carbon leakage: UK CBAM regulations offer no protection in export markets for the chemicals industry
- More products being imported from overseas will result in these products having higher carbon footprint
- We need more stability/transparency in regulation



Investing in careers

- Our Hull site employs more than 300 people, with hundreds more through indirect employment.
- Highly skilled jobs include engineers, technicians, chemists, shift technicians, commercial and marketing professionals

Early careers: A strong focus on talent pipelines

- 15 apprentices and 10 graduates in our team.

Contract employees

- NES technician programme – opportunities for people to change careers. Backgrounds include lifeguard, wedding hospitality, emergency services

Rewarding careers

- Over 60 employees have been with the business for more than 20 years

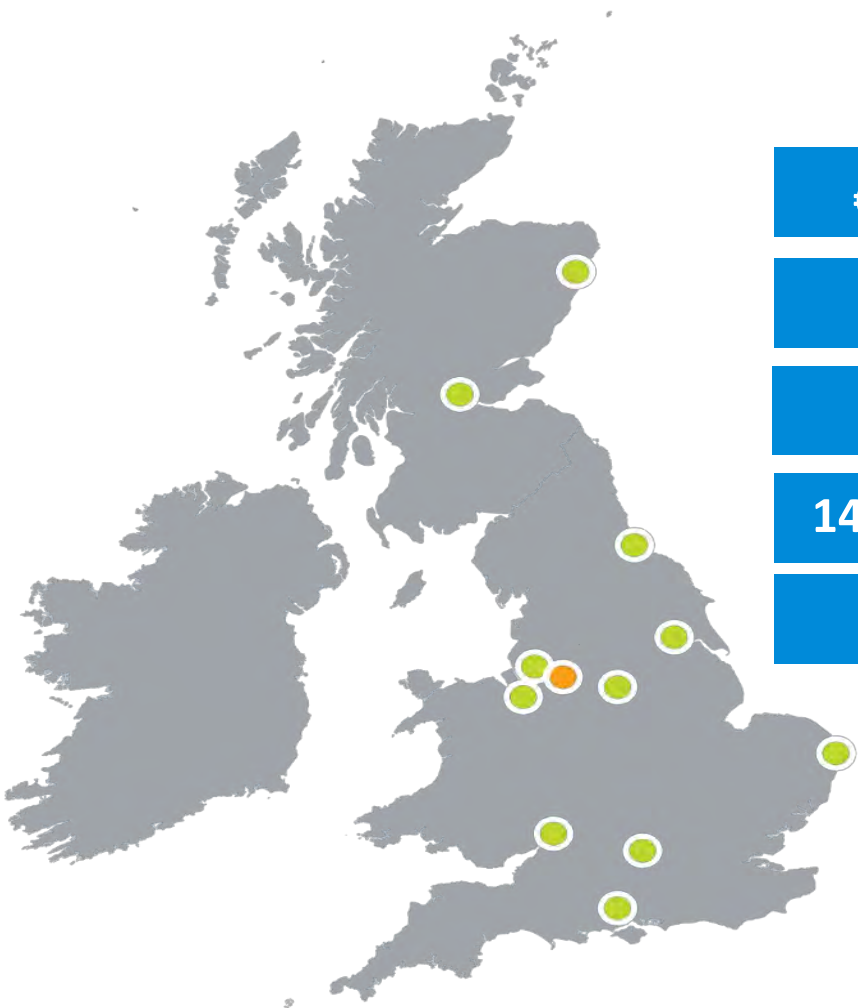
Strong relationships with contracting companies

- Our reliability and maintenance is heavily supported by companies including Bilfinger

Bilfinger UK

Leading engineering, maintenance & project delivery provider

Bilfinger UK is a leading engineering and maintenance provider, supporting customers across the chemical & petrochemical, nuclear, oil & gas, pharmaceuticals & biopharma, power & energy, utilities, renewables and food & beverage markets. We enhance the efficiency of assets, ensuring a high level of availability and reducing maintenance costs.



€500M

Annual Revenue (excluding HPC)

60+

Onshore Client Assets

40+

Offshore client assets

14 Offices

Strategically positioned throughout the UK

4,500+

Employees



A Future Ready Workforce



Preparing the workforce for the skills of tomorrow is a strategic imperative for Bilfinger UK.

By embracing emerging skills and technologies, we are positioning ourselves as an industry leader while creating a culture of adaptability and innovation.

Bilfinger sets five-year apprenticeship commitment

Pledged to hire 400 new entrants over the next 5 years to deliver future growth and attract and retain more young people across the sector

Priming for growth

Providing exciting opportunities to work at the forefront of industrial change across some of the UK's most important infrastructure projects, with one of the industry's largest tier-one contractors

Upskilling throughout our sites

Aiming to bridge the resource gap by providing our workers with the skills and knowledge to thrive, and adapt, throughout the Energy Transition

Mobilisation Centres

We prepare our employees offshore work. You will receive training on all topics relevant to safety in your well-equipped rooms at Bilfinger mobilisation centres.

