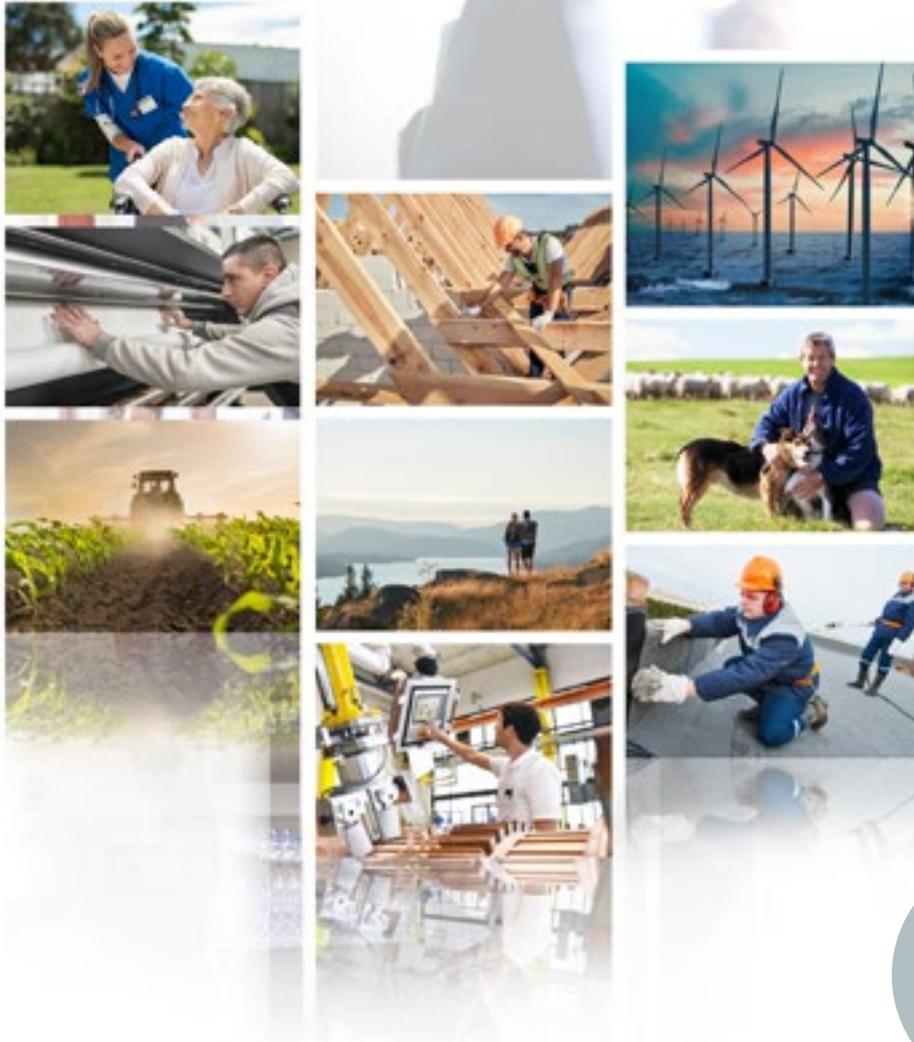


Local Skills Improvement Plan Trailblazer for Cumbria



Delivered by:

Cumbria Chamber of Commerce

3rd Floor Broadacre House, Lowther Street, Carlisle, CA3 8DA

Contact:

Managing Director, Suzanne Caldwell

Email: Suzanne@cumbriachamber.co.uk Phone: 0845 226 00 40



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Chamber of Commerce

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Around 1,100 businesses have been engaged through 1-2-1s, focus groups and surveys. It is only with their support that we have been able to provide such a detailed and granular view of the existing and future skills and training needs of businesses in Cumbria.

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We have also had valuable input and advice from a wide range of stakeholders, with an interest skills development and training, from the public, private and third sectors.

Thank you all. We look forward working with you to implement this Local Skills Improvement Plan for Cumbria and to seeing the very real difference it will make in terms of skills, well paid employment, career progression and business growth and profitability.



Suzanne Caldwell

Managing Director, Cumbria Chamber of Commerce

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1.0 STRATEGIC OVERVIEW

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

1.1 Focus & Objectives

Local Skills Improvement Plans are designed to embed a stronger and more dynamic partnership between employers and Further Education (FE) Providers. In terms of the latter this encompasses all those organisations that are concerned with delivering post-16 education, including the public sector, private sector, charities, and non-governmental organisations.

LSIPs are intended to provide a clear articulation of employer skills needs and the changes required to help employers receive the skills needs they require, boost productivity and progress careers. We have been tasked with ensuring employer views and needs are at the heart of skills provision, and it is clear to us that if this is to be achieved and maintained on an ongoing basis, a stronger partnership and improved two-way communication between employers and further education providers is fundamental. This more dynamic partnership must also involve implementing agreed changes that support the objectives of LSIP on an on-going basis.

Core to our objectives was to enable engagement and collaborative working, which will underpin design and delivery of skills provision on an ongoing basis, rather than focus on immediate fixes in terms of design of specific courses.

1.2 Strategic Context & Underpinning Rationale for Focus & Objectives

Cumbria is a rural county, with pockets of significant, entrenched deprivation and multigenerational unemployment alongside areas of high pay/high employment rates. The supply of workforce and skills are not always geographically located where demand is highest.

Despite a large geographic area (6,800 sq. kms, 2nd largest county) Cumbria has the lowest population density and economic output density per hectare of any LEP area. The resident population is almost 500,000 with a working age population of 294,500. 53% of the population lives in a rural community.

Our 23,530 PAYE/VAT registered businesses include 55 large employers (0.2%) with the balance SMEs and primarily micro-businesses (89.8%). Just over half are classified as companies, with the rest primarily partnerships and self-employed sole traders. 64% are rural, including 60% of manufacturing businesses.

The county is coterminous in terms of operation of the LEP, Chamber and County Council, with six district authorities sitting within that. Local government reorganisation, currently underway, will not impact on the overall boundary, with the existing local authorities becoming two single tier authorities within that boundary. There are also a well-functioning Skills Advisory Panel (SAP) and a Work-based Learning Provider Forum (WBLPF) in place covering the same geography.

Cumbria is the most self-contained LEP area in terms of travel-to-work flows at the level of the overall LEP area. The 2011 Census showed that 96% of Cumbria's residents worked in the county and 94% of all jobs in Cumbria were filled by Cumbrian residents.

While the county is a functional economic area (FEMA), Cumbria's £12bn economy has an unusual polycentric industrial structure made up of a series of overlapping travel to work and functional economic areas with people and businesses dispersed across the area but centred on our main towns and city. For example, there is significant travel to work in the nuclear industry from both Carlisle and Allerdale local authority areas to Copeland, from Allerdale across to Carlisle from various sectors and from South Lakeland to Barrow. The degree of overlap makes it sensible to consider Cumbria as a whole.

A similar position applies to skills delivery, with colleges in key locations around the county delivering a range of skills alongside specialisms, and a similarly spread range of private sector providers. Within the area we have four general Further Education (FE) colleges (in Carlisle, Kendal, Workington, and Barrow), a number of independent training providers and a university delivering skills at a level relevant to the LSIP, plus specialist provision. The University of Cumbria has several campuses across the county and outside it. There is well established cooperative working between the FE colleges, universities and independent providers operating in the county.

There was a fifth college, Newton Rigg in Penrith, which was a dedicated agricultural, horticultural, animal care, equine, and forestry college, but this closed in 2021. Some elements of its curriculum are already being picked up by private sector training providers, but significant gaps remain. There is also a National Nuclear College with facilities and headquarters aligned to Sellafield in West Cumbria and Hinkley Point in Somerset. The latter college is a collaborative venture, working with other FE/HE institutions, private sector training providers and employers and does not deliver itself, but signposts to the FE colleges in Cumbria and Somerset, as well as to other private sector providers.

Maps showing the travel to work areas for Cumbria can be found in Annex A.

Cumbria's GVA and workforce are spread across a range of industries. We have significant strengths and activity in manufacturing (25% of GVA), including nuclear, advanced manufacturing and food & drink, with Sellafield Ltd and BAE Systems our two largest business employers.

Agriculture/land-based businesses and the visitor economy are also key. Over 16% of our workforce is in manufacturing, 17% in wholesale and retail, and 11% in accommodation and food services. The county's expertise in the nuclear sector also provides an important source of employment in Cumbria, alongside traditional industries such as agriculture, forestry, and fishing.

While there are some points of focus, such as nuclear in West Cumbria and hospitality in more rural locations, and the Lake District, there is sector spread across the county. So, there is nuclear supply chain and advanced manufacturing across every district, and similarly other key sectors. Our nine key sectors account for 60% of the economy.

Cumbria is responsible for nationally significant economic assets across our energy, low carbon, and defence industries.

In terms of both emerging growth clusters and current priority sectors, opportunities are spread across the county rather than concentrated in one smaller area. These include nuclear, low carbon, green energy/products, visitor economy, manufacturing, and food & drink.

We have significant issues in developing and retaining higher level skills. The proportion of the working age population with Level 4 qualifications, whilst improving, continues to be below the national average and one of the lowest rates in England. The proportion of young people in apprenticeships is above average (11%).

The 2020 Cumbria Business Survey cites 20% of private sector businesses identifying skills gaps. Cumbria's working age population fell by 6% (20,000) over the last 10 years (fastest decline of any LEP area) and this is projected to continue over the next 10 years (-15,000).

Productivity per hour is 17% below the national average (only in part due to industrial structure). We have few fast-growing firms (relatively and absolutely). Skills shortages are impacting negatively on productivity and growth.

Physical and digital infrastructure remains a challenge, impacting on travel to learn as well as on accessing online options.

Post-Brexit we have lost much of our European workforce (vital to the visitor economy, important in food & drink etc) exacerbated by workers leaving the visitor economy during Covid. Many have not returned and there has also been a knock-on effect, with staff attracted from care (for example) into the visitor economy.

Cumbria's SAP has compiled vital information, including the Local Skills Report (LSR) and its refresh, about skills needs and challenges and developed a range of interventions supporting the county's ambitions and providing a focus for innovative employer/provider partnerships. The LSIP has been designed to work constructively with the SAP/other stakeholders, building on this work to ensure provision meets employers' current and future needs. Our challenges present opportunities for employers and the skills system to work together to develop an offer that responds to the critical needs set out above as well as the changes brought about by digitisation and the increasing drive to develop 'green jobs' in our economy. For this LSIP pilot we have focused on a range of key sectors as set out in 1.4 below.

1.3 Process of Engagement

1.3.1 Employers & Employer Bodies

We designed our LSIP employer engagement, to ensure that the following four tests were met in terms of the results achieved, conclusions drawn, and evidence collected:

- Provide a robust analysis and clearly articulate employer current/future skills need.
- Provide underpinning evidence and how this has added value to existing studies/research.
- Draw in knowledge/capacity of FE/HE & private sector training providers.
- Reflect results against national/local economic/skills strategies.

Cumbria Chamber sits at the heart of the county's business community. It is the only ERB covering the whole county and every size and sector. Our Senior Management Team has been active in skills and business engagement in Cumbria for around 23 years. Our regular, active engagement with businesses goes far beyond our membership through activities as a Chamber (events, export documentation, Power 40 network of around 70 of the county's largest/most strategic employers, training, communications, etc) and Cumbria Business Growth Hub (business support through a range of initiatives).

In undertaking this work we have used our opted-in business contact database for Cumbria (12,500 opted-in emails); Growth Hub and Chamber websites (143,000 unique visitors); social media e.g., LinkedIn (3,275), Facebook (7,923), Twitter (18,716), with significant sharing.

Excluding this LSIP activity, in the last 9 years alone we have worked with 18,000 businesses (76% of IDBR) across all sectors, sizes and life cycle stages throughout Cumbria, urban and rural. We are actively engaged with private and public sector employers. We have operated Cumbria Growth Hub since 2011, providing business support countywide and linking businesses with other support/skills provision.

We have unparalleled experience supporting businesses countywide and proven expertise and a record of accomplishment engaging with Cumbrian businesses and understanding and articulating their needs.

In our engagement activities we utilised our understanding of the Cumbrian business community, informed by our research into the most effective ways of communicating with and engaging Cumbrian businesses (including those harder-to-reach). Alongside email activity, our Business Development Team, Business Engagement & Policy Manager, and a telemarketing company proactively telephoned businesses to engage them in the research and posted out a letter with QR code and survey link. We also publicised activity through the local media. Our Business Development Team also engaged with a range of local groups such as Chambers of Trade, Carlisle Ambassadors, Penrith Industrial BID, etc.

That said, we understand the value that other organisations can bring to engagement, including the engagement, knowledge and understanding of their sector specialisms.

Cumbria has active sector Employer Representative Bodies (ERBs) with good reach into the employer population and it also has a record of accomplishment in terms of collaboration and joint working between these groups.

In devising our engagement plan we were keen to achieve engagement with a broad range of employers, countywide and across a range of sectors. We were also keen to ensure that we went beyond the “usual suspects” actively engaged with the LEP and/or providers, and beyond our own membership and engagement to include those connected with other Employer Representative Bodies (ERBs) and those not actively engaged with employer organisations or other key stakeholders, reaching employers who may not naturally respond to this type of approach.

As well as their engagement, we were also keen to bring to bear the knowledge and expertise in their sectors of other ERBs, and to achieve their buy-in to the LSIP. It was also apparent that by taking this approach we would be able to cover a wider range of sectors within the pilot.

We therefore engaged at bidding stage with a range of ERBs, with the following agreeing to work in partnership with us: Britain’s Energy Coast Cluster, Confederation of British Industry, Construction Industry Training Board, Country Land and Business Association, Cumbria Tourism, The Farmer Network, National Farmers Union. ERBs have also been represented on the Steering Group through Cumbria Tourism.

In addition, a number of those that represented our chosen sectors agreed to participate more actively in the process and took an active role in conducting the survey, 1-2-1 interviews and focus groups, alongside our own activities. More details on the process of engagement with employers is set out in Section 2 below.

Cumbria Chamber has also acted within this project as an ERB, utilising its membership and wider databases, particularly to engage with the manufacturing and social care sectors, neither of which have specific bodies to represent them in Cumbria.

We did also approach the Federation of Small Businesses, although they chose not to be involved at this level. They did later however agree to participate in a 1-2-1 discussion with us.

The work was also supported by Cumbria Local Nature Partnership and the Food Farming & Countryside Commission in terms of employer engagement in areas of farming skills, agricultural/countryside craft skills and nature recovery and 'nature-based solutions' skills. Both organisations had received separate funding to conduct parallel research and they agreed to share results as they arose. The feedback from their work, where it is available in time, is included in the report. We also engaged Martin Glynn, a Chartered Forester and specialist in the research and engagement of the forestry supply chain. He was tasked with conducting the employer engagement in the forestry sector and the wider management and training for the industry. Martin had already conducted an England-wide skills and training survey in 2021.

This working methodology has proven a success and has enabled much broader and deeper engagement with employers at speed.

In addition, the inclusion of ERBs on both the Steering Group and a separate ERB Group, hosted by Cumbria Chamber with a regular diarised meeting schedule, has meant that key influencers have been fully informed during the work and have contributed to, and support the recommendations for change and the roadmap for delivery. The terms of reference for the ERB Group are included as Annex B.

1.3.2 Providers

Effective engagement of providers was important to achieving a LSIP, which providers would truly buy into.

Cumbria is home to four FE colleges, a university, and a range of active private sector training providers, many specialising in industries and/or occupations. The county also works particularly closely with Lancaster University, which is located just outside the county.

It has an active Work-Based Learning Provider Forum (WBLPF) although not all private sector providers are currently members of this.

The four colleges, University of Cumbria, University of Lancaster, and a good range of private sector providers were fully engaged, through 1-2-1 interviews and/or focus groups. This included the Work-Based Learning Provider Forum and its Executive, with Cumbria Chamber invited to join both in the light of its role in the LSIP.

1.3.3 Other Stakeholders

Seeking to engage broad buy-in to the LSIP and future actions, a wide range of stakeholders with an interest in the employment and skills landscape were also consulted in detail during this process, the majority through 1-2-1 interview. Their views have been fed into the findings, recommendations for change and roadmap for delivery. We also engaged regularly through the SAP/LEP's People Employment and Skills Strategy Group (PESSG), with a Co-Chair of the SAP/PESSG sitting on the Steering Group, alongside a LEP representative. The LEP Sector Panels are represented on the SAP/PESSG. Other stakeholders included, for example, local authorities, LEP, Careers Hub, Inspira, JCP/DWP, Family Business Network, All-Together Cumbria, Centre for Leadership Performance, Electech Innovation Cluster, Innovate UK, Skills for Care, other business support organisations, etc.

1.4 Sector Focus

As set out above, in discussion with the Steering Group, we selected key sectors that provided a broad representation of the Cumbria economy in terms of employer type/size/location/ industry and occupations. Each is also critical to the economic well-being of the county, is highly dependent on the skills of its workforce and require both sector specific skills as well as a range of cross-cutting skills, that are common to each sector.

The strategic context and underpinning rationale of the Cumbrian LSIP Trailblazer is based on a set of chosen sectors that are a highly representative sample of businesses in Cumbria that encompass a range of industries, geographies, size, demographics, and business activity.

These are sub-sectors of the Cumbrian economy that allow us to focus on an extensive range of employer/employment types, occupations, levels of educational achievement and cross cutting skills that are transferrable across sectors.

They are also drawn from sectors that are important to the Cumbrian economy, in terms of business population, number of employees and GVA. These sectors are:

- Visitor Economy – representing accommodation providers, visitor attractions, food and drink providers, culture and heritage venues and the retail sector.
- Land-Based Economy – broken down into three separate segments for the purposes of this work; farming enterprises, forestry/woodland, and nature recovery, each of which is inextricably linked at landscape scale.
- Social Care – encompassing residential care, nursing care, domiciliary care, and other ancillary services.
- Manufacturing – by far the most diverse sector, this covers an extremely wide range of activities, the large bulk of employers (90%) being in the micro to small size range. There are also a small number of medium/large and a small number of highly significant manufacturers, each of which employ a large workforce and make a significant contribution to the economy of Cumbria.
- Energy – based primarily in West Cumbria, this sector covers nuclear, wind power and other renewable technologies, as well as ancillary services, which cross over into manufacturing and other services.
- Built Economy – covering all construction types including major housebuilding, general and commercial construction, and fabrication as well as services such as groundworks, utility services, and professional services.

Had we been undertaking this activity as the Chamber alone we could not have sought to tackle this breadth of sectors in the pilot. It is working with a range of other ERBs and relevant sector focused organisations that has enabled us to do this.

In terms of the economy of Cumbria, the following table sets out the population of employers and GVA contribution that each make, compared to the total Cumbrian economy.

Sector	Number of Businesses in Cumbria	% Of Businesses in Cumbria	GVA (£m)	% Of GVA (£m)
Land-Based	4625	19.8	647	5.4
Manufacturing (including energy)	1170	5	2556	21.3
Construction	2905	12.4	798	6.6
Visitor Economy, Arts, Entertainment & Recreation	3385	14.4	768	6.4
Health	665	2.8	1016	8.5
Sub Total	12750	54.4	5785	48.4
Totals for Cumbria	23390	100	11950	100

There will be some anomalies within these tables, given the way the statistics are collected. For example, the health category will include primary care as well as social care and recreation will include areas not exclusively connected to the visitor economy. Given these it still demonstrates that the reach (in terms of sectors studied) into the Cumbrian economy has been close to 50%, in terms of both the number of businesses in these sectors and the GVA contributed by these sectors.

1.5 Adding Value & Avoiding Duplication

To ensure genuine added value, we have:

- Worked closely with the SAP and LSR, using the LSR as one of our inputs
- Worked closely with Cumbria Observatory in devising our survey to ensure that it added to rather than replicated work already undertaken for the LSR
- Worked actively with other organisations tasked in parallel with undertaking work on skills, i.e., Cumbria Food, Farming & Countryside Commission and Cumbria Local Nature Partnership
- Ensured broad engagement with businesses, including those engaged with the range of ERBs, and going beyond the engagement of the existing SAP/PESSG and LEP Sector Groups
- Undertaken detailed 1-2-1 and focus group discussions with businesses to bring depth and flavour
- Drawn on statistics beyond the data provided by DfE and used as input to the LSR, which tells us what people do in terms of funded provision but does not indicate what they cannot access and what they pay for.

In contrast to other research, this activity is focussed on the employer perspective of what they want and need, not the view of what others believe they should be doing e.g., to support public sector driven economic strategy.

In undertaking this work we have worked in close alignment, since bidding stage, with the Strategic Development fund (SDF) pilot for Cumbria. The recommendations provided by the LSIP will support the SDF project aim of meeting the needs of employers and improving employer engagement with skills providers.

Project work streams within the SDF include Curriculum Design, Apprenticeship Hub, and Solutions for Business, Digital Hub, and Entrepreneurs in Residence.

The SDF team have confirmed that the project will be aligned to LSIP findings, themes, and recommendations. The SDF project extension until the end of June 2022 provides the opportunity to ensure that cross cutting themes and sectoral recommendations are implemented into the SDF project. As an example of aligned development, in response to LSIP feedback from employers the SDF programme has commenced development of an employer-led employability passport for young people which will provide applicants with a recognised and employer-validated badge of employability skills. Further phases will also be agreed to ensure that this work continues to meet the needs of employers across Cumbria.

In another example of aligned working, to support curriculum development the SDF project is producing a mapping of the 4 colleges and the University of Cumbria's curriculum against LEP priorities and labour market intelligence. This will provide an overall visual map of current provision and help to identify gaps in curriculum by sector. LSIP findings and recommendations are also being mapped against this provision to ensure the data is up to date and valid. Where gaps arise, new curriculum will be developed, in discussion with employers and considering any availability beyond this provider group. Examples of new curriculum already developed or under development include Level 4 Quality Practitioner, Level 4 Apprenticeship Construction Design & Build Technician and Sustainability courses at level 2, 3 and 4. Because this detailed work is included in the SDF, we have not sought to replicate this in the LSIP.

2.0 SPECIFICATION OF EMPLOYER NEEDS

2.1 Development of the LSIP Process

2.1.1 Overview

We developed a programme of employer engagement to reach the maximum number feasible in the timescale, while at the same time ensuring that this reach was in-depth and granular within the selected sectors. In doing so we drew on the knowledge and contacts of other ERBs and ensured we engaged the “not engaged”.

The work programme has been intensive and created a robust qualitative evidence base, which is the foundation of the key changes that are recommended and the initial proposed roadmap for change. There is an acknowledgement that this is a dynamic process and that this report is a starting point which will require on-going work in terms of refining need, developing delivery mechanisms, and continuing to identify other needs and opportunities into the future.

It is also worth noting that we focussed on creating the mechanisms for genuine ongoing change rather than immediate changes to a small section of the curriculum.

Research activity has included desk research, survey, 1-2-1s and focus groups. Following the initial research phase, the issues and solutions tables have been checked with employers and wider stakeholders.

2.1.2 Approach Taken

The approach taken has been as follows:

- Undertake stakeholder mapping
- Develop a stakeholder engagement and management plan
- Establish a Project Initiation Document with project plan, communications plan, etc.
- Establish a Steering Group and Employer Representative Body Group

The ERB group consists of:

- Cumbria Tourism
- The Farmer Network
- Country Land and Business Association
- Confederation of British Industry
- National Farmers Union
- Britain’s Energy Coast Business Cluster
- Construction Industry Training Board

Although not ERBs, we have also engaged with other stakeholders who are active in skills development for employers including The Food, Farming & Countryside Commission, Cumbria Local Nature Partnership and The Homebuilders Federation.

Sitting alongside the ERB Group we instigated at the outset and have continued to operate a Steering Group. Membership of the Steering Group is as follows:

- Cumbria Chamber of Commerce (chair)
- Cumbria Tourism, representing the ERB Group
- Gen 2, representing the Work-based Learning Provider Forum
- Cumbria County Council, representing Local Authorities
- BAE Systems, as an employer representative and as Co-Chair of the SAP/PESGG
- Cumbria Observatory
- Cumbria LEP/Careers Hub

This group operated to an agreed Terms of Reference, which makes it clear that this is a consultation group. Moving forward the intention is to add one or two more employers for improved balance (a copy of the Terms of Reference can be found in Annex C).

The pilot has been overseen by our Managing Director who is ideally qualified and experienced in business/stakeholder engagement, stakeholder management, strategy, research, business, skills, and project management. She has a degree in Industrial Economics, an MBA and is a Fellow of the Chartered Institute of Marketing. As well as oversight she has taken a hands-on role in research activity.

On a day-to-day basis we have contracted with a part-time Project Manager and employed a part-time Assistant Project Manager. Work has also been undertaken by our Communications Team, Business Development Team, and Business Engagement & Policy Manager, supported by Finance, IT and HR.

2.1.3 Existing Data

- SAP and LSR

The work undertaken by the SAP and reflected in the LSR has helped inform and direct the work of the LSIP Trailblazer. Although some of the challenges highlighted in the LSR, such as a declining working age population are outside the remit of this work, it has recognised that there is a requirement to increase the pool of higher-level skills and that there are certain occupations and sectors that are suffering from a lack of recruits and/or requisite skills.

Included in this are sectors such as health and social care, leisure and travel and land-based industries. The LSR identified, through the work of the LEP Sector Panels, key shortages in areas such as chef skills, food and beverage skills and general ICT and digital skills. These findings have been reinforced by the detailed and granular feedback from employers, across all sectors.

- Edge Project

Data available through DfE, as analysed for the Local Skills Report, is helpful in showing what funded training takes place in the county. However, it cannot indicate unfulfilled demand from employers. Analysis of TNA and training data from the ESFA funded Edge project, which ran from 2016 to 2019, indicates that of 7,826 needs identified in TNAs, 26.2% were delivered. The balance of 73.8% could not be delivered. This was primarily due to the course eligibility and progression requirements of the project funding. Lack of feasible cohort sizes was also a significant issue impacting on delivery. These figures indicate the scale of issue with funding restrictions, underpinning our ask for more flexibility.

Included within Annex D, are tables showing the split by sector and by high level training topic. Considerably more analysis and information are available through this new pilot dashboard to inform provider discussions with business on future training provision. The dashboard also presents a model which can be built on for future recording and analysis, and which is being discussed with the FE colleges.

- **Forestry and Woodland**

In terms of the land-based sector, we reviewed secondary research such as that carried out in 2021 for the Forestry Skills Forum into the skills and training required to support the sector, the 2021 paper by the Chartered Institute of Foresters regarding ‘the critical shortages in forestry workforce skills’, the on-going work (yet to be fully published) by both the Food, Farming and Countryside Commission and Cumbria Wildlife Trust regarding farm business, craft and nature recovery skills required to meet the requirements of the land-based industries in the future.

2.1.4 Survey

An on-line survey was created and distributed via the Cumbria Chamber database as well as the databases of several ERBs such as the Construction Industry Training Board, Cumbria Tourism, Country Land and Business Association and Britain’s Energy Coast Cluster etc. In each case a discrete URL was used to identify the number of respondents from each database.

To minimise duplication and seek to address gaps the survey was designed working closely with Cumbria Observatory, who undertook much of the work on the LSR for Cumbria LEP, and lead on the regular Cumbria Business Survey.

The survey covered business type, location(s), size, employment breakdown, business activities, goals and plans, skills development plans, new/emerging skills required, sourcing skills development, funding, and barriers.

A total of 694 surveys were returned, across a broad range of sectors and business sizes countywide, and the analysis overall and by sector can be found in the Annex E.

To maximise responses and encourage the “not engaged” to respond, we used a telemarketing company to contact businesses, alongside circulation of the survey by email. Our Business Development Team also encouraged participation. 35% of responses were through the Cumbria Chamber survey link and a further 54% through the telemarketing company link.

Results from the survey provided a useful, wide-ranging view of training and skills development in Cumbria, adding to the results of existing surveys. However, it was not intended to provide the depth and granularity of business opinion in the selected sectors that could be achieved through 1-2-1 interviews and focus groups.

It was also not feasible within one survey to effectively cover the breadth of sectors – most particularly land-based and so different approaches were used for this area.

2.1.5 Interviews & Focus Groups

Alongside work undertaken directly by Cumbria Chamber, several ERBs and other organisations took on the role of engaging with their employer base, with guidance and framework questions developed with us. These frameworks and questions were designed to be ‘open’ to allow respondents the opportunity to provide honest and relevant feedback. ERBs also adjusted the questions to ensure they were relevant to their industry sector in terms of subject and language.

The following table sets out the number of focus groups and 1-2-1 interviews conducted by each ERB/ similar organisation:

ERB	Sector	Total Employers in Focus Groups	Total Employers 1-2-1 Interviews
Cumbria Tourism	Visitor Economy	39	50
Construction Industry Training Board	Construction	37	4
Britain’s Energy Coast Cluster	Energy	18	4
Cumbria Chamber	Manufacturing	13	35
Cumbria Chamber	Social Care		11
Country Land and Business Association, Food and Farming Commission, Cumbria Local Nature Partnership, Martin Glynn	Land-Based		177
Total(s)		107	281

This work was carried out as follows:

- **Visitor Economy**

Cumbria Tourism is the designated Destination Management Organisation for Cumbria’s tourism and hospitality sector and has been in existence for over 40 years, with over 2,500 members.

Their Head of Partnerships and Projects, who led this work for Cumbria Tourism, forwarded the survey to their members and contacts database and then took the lead in arranging and conducting focus groups and 1-2-1 interviews.

- **Energy**

Britain's Energy Coast Business Cluster (BECBC) was created to support the Cumbrian energy industry and to grow opportunities for supply chain development across Britain's energy coast. It represents the nuclear industry and offshore wind, with Cumbria hosting the world's second largest offshore wind farm. In addition, it supports the development of other forms of renewable technologies and the potential for new coal extraction.

- **Built Economy**

The Construction Industry Training Board (CITB) is the industry training board for the construction industry, and it has a mission for British construction to have a recognised, world-class, innovative approach to developing its workforce to deliver quality in the built environment.

In addition to the work of CITB, the research was also supported with input from the Home Builders Federation, with insight from their Project and Contracts Manager, who were able to provide a perspective on their work with the FE sector including engagement between large housebuilders including their construction masterclass programme and 'adopt a college' initiative.

- **Land-Based**

We segmented work within this sector, given the breadth of activity, differing land uses and economic and policy drivers, that affect training and skills in the sector. These segments were farming, nature-based recovery and forestry/woodland.

Farming

The main employer membership bodies that work with mainstream farming businesses in Cumbria all contributed input into the ERB Group, including the National Farmer Union (NFU), Farmer Network (FN) and Country Land and Business Association (CLA) but were not available to undertake significant work at the time required for this pilot.

In the light of this and to minimise duplication, we collaborated with the Food, Farming and Countryside Commission (FFCC) in Cumbria that is conducting several enquiries including the development of a Land and Nature Skills Service for Cumbria. The scope of this work is developing interventions for how farmers and others based in the countryside can best be supported to develop a skilled workforce fit for the future. It will also help to link up opportunities and address skill gaps. This work is being undertaken in parallel with the LSIP work and as such it was agreed that FFCC would feed into this study and likewise LSIP would support their enquiry. There are also several skills pilots being undertaken by FFCC across other regions.

Forestry & Woodland

We appointed an expert forestry consultant, Martin Glynn, to carry out research with the forestry/woodland supply chain in Cumbria. Martin, along with Cumbria Woodlands, was actively involved in the production of skills research across England conducted in 2021 under the Forestry Skills Forum in the development of a Skills Action Plan. As such, the forestry/woodland supply chain in Cumbria had already

recently been approached in this regard. Martin therefore re-checked the results with a series of 1-2-1 interviews with forestry/woodland contractors, harvesting contractors, wood processing businesses, training businesses, Forestry Commission and CONFOR.

Nature Recovery

The Cumbria Local Nature Partnership (CLNP) having recognised the needs of the farming/land management sector in relation to the ambitious objectives outlined in the government's 25 Year Environment Plan, the developing Cumbria Local Nature Recovery Strategy (LNRS), and the Environmental Land Management (ELM) schemes (and wider nature/environmental investment), has recently been working on increasing the provision of nature/natural environment skills training/awareness.

The CLNP has recently taken forward a 'Skills Needs Assessment' (January-March 2022), focussing on the farming, forestry and wider land management community across Cumbria exploring both current and future needs for training around the Nature Recovery agenda. The Skills Needs Assessment comprised a mix of on-line questionnaires, focus groups and 'one to many' farmer group discussions. The results of this work will be used to look for opportunities to address immediate 'skills needs' through increased and more joined up targeted training/support across the CLNP partnership, whilst also feeding into both the longer-term FFCC 'Land and Nature Skills Service' work and the Cumbria Chamber LSIP.

- **Manufacturing**

There is no sector specific ERB that represents the breadth of manufacturers in Cumbria, so this part of the work was carried out by Cumbria Chamber, with focus groups and 1-2-1 interviews being carried out by Chamber personnel including our Managing Director, Policy and Engagement Manager and Business Development Managers.

- **Social Care**

In the context of this work, the social care sector in Cumbria encompasses domiciliary, residential, nursing care and day services. Providers include Cumbria Care, which is the County Council's in-house provider as well as a range of private sector businesses that operate across single or multiple services in the county and/or regionally/nationally.

Although there is an England-wide representative body for social care, Care England, there is no ERB active in social care in the county and as a result Cumbria Chamber conducted this work directly.

- **Sectoral and Cross Cutting Employer Priorities**

For each sector we have triangulated the results from the survey, focus groups and 1-2-1 interviews to enable conclusions to be drawn in terms of the current and future skills needs of employers.

2.1.6 Supply Side

In order to ensure a deliverable LSIP with genuine buy-in, we provided the opportunity for the supply side to fully engage with the LSIP process. 1-2-1 interviews were conducted with the University of Cumbria across several faculties and with Lancaster University. The FE college Principals met with us on several

occasions as the project developed, as well as engaging through the WBLPF, and helped to develop several of the actions and interventions that are recommended. The WBLPF represented providers on the Steering Group, and we have met with this group, or its representatives, on a number of occasions. 1-2-1 interviews have also been conducted with Cumbria County Council Adult Education and with a range of private sector providers. In addition to meetings, draft documentation has been shared for comment with key providers.

The LSIP has benefited from this in-depth supply side perspective, and it has made a major contribution to the recommendations and actions that have been brought forward. All the contributors are fully engaged with the LSIP process and there is a consensus that the LSIP focus will help to drive forward positive changes in the skills and training landscape.

2.2 Strategic Context Provided by National/Local Economic/Skills Strategies

Skills Advisory Panels (SAPs) bring together employers, skills providers, and key local stakeholders to better understand and resolve skills mismatches at a local level. There are 36 SAPs across England as part of the Mayoral Combined Authorities (MCAs) and Local Enterprise Partnerships.

The Department for Education (DfE) supports SAPs with grant funding primarily to produce high quality analysis of local labour markets and local skills reports. The reports set out the local strengths and skills needs and how the SAP proposes its area addresses its key priorities. The Reports aim to influence local partners and feed intelligence to central Government, including the national-level Skills and Productivity Board (SPB).

In January 2021, DfE published its White Paper “Skills for Jobs: Lifelong Learning for Opportunity and Growth”, which set out a number of reforms aimed at putting employers more firmly at the heart of the skills system. The White Paper outlined plans to test in 2021-22, in a small number of areas, “Local Skills Improvement Plans” created by business representative organisations.

The White Paper committed to build on the work of SAPs to date. SAPs and their Local Skills Reports will continue as the DfE trailblazes Local Skills Improvement Plans and until any potential changes are made to Saps remit and responsibilities.

The role of the Skills Advisory Panel in Cumbria is delivered by the Cumbria LEP People, Employment and Skills Strategy Group (PESSG), and this is the thematic arm of the Cumbria LEP Board for all employment, education and skills related issues and provides advice and recommendations to the LEP Board on future investment in line with the current advice and recommendations to the LEP Board on future investment in line with the current and future needs of the Cumbrian economy.

The LSR, produced by the SAP, predicts low employment growth over the next 10 years but a significant demand for replacement workforce due to the ageing population. Indications are that there will be a need for 90,000 jobs over the next 10 years but only approximately 3,000 young people joining the workforce each year. Critically these will be in areas such as health and social care and in many cases require a qualification level of 4 and above.

A fifth of Cumbrian businesses report skills gaps that are having a major impact on their business.

The work completed during the LSIP builds on the 5 priorities developed by the SAP to address the skills and training development needs of the Cumbrian economy:

- Making the best use of available talent – there is a call from employers for assistance in developing the county’s home-grown talent.
- Developing and retaining higher level skills in the county – this is evidenced by the take up of higher level and degree level apprenticeships in a range of industries although take up could be improved with better employer/supplier communication.
- Creating the future workforce and skills to meet the needs of our economy – the supply of young people into the workforce is particularly important to ease recruitment as is the ability to provide skills training to existing employees to allow them to progress their careers.
- Developing our future leaders and managers – a significant cross cutting theme of LSIP was demand for leadership and management skills development, from early supervisory/first line managers right the way through to senior manager programmes at degree level and beyond.
- Addressing worklessness and youth unemployment – employers across all sectors were keen to contribute to careers advice, to help develop pathways to employment for young people and to highlight the opportunities that their industry had to offer.

The feedback from employers regarding the areas where skills are in short supply and where recruitment is a challenge also chimes with the findings of the LSIP and the latter has been able to identify these to a more granular level and start to explore employer/supplier solutions to some of these key shortages.

2.3 Sectoral/Employer Priorities

2.3.1 Visitor Economy

There is a critical shortage of chefs and those that are trained tend to be conversant with fine dining, but more street food and gastro pub experience is required. Apprenticeship places are difficult to fill as candidates can obtain work elsewhere well above minimum wage. There are good examples of where apprenticeships do work, and the University of Cumbria Degree Level Apprenticeship was highlighted as a success. Lower-level apprenticeships in other areas such as front of house, accounting, HR were patchier with poor take up and retention. Front of house/customer care skills are required throughout for new and existing staff and this chimes with several cross-cutting skills outlined. Digital skills, in terms of business programs, social media and web-based areas are in short supply and lead to staff poaching and salary inflation. Leadership and management training is required at all levels and this needs to encompass hospitality profitability to equip new managers with the ability to manage profit/cost centres within larger organisations as well as smaller venues.

2.3.2 Built Economy

New areas of technical development in a fast-changing industry are a key priority for employers, as is the currency of content as training/syllabus needs to keep pace with modern materials and techniques. New entrants to the industry from FE tend to have insufficient practical hands-on experience. There is also a latent need for training and skills in retrofit, both for domestic and commercial settings.

2.3.3 Land Based

The breadth of skills in farming is much wider with demand for delivery of public goods, rather than farming enterprise skills. There is still a significant requirement for business skills, land management and livestock skills, to maximise returns. The loss of agricultural training locally has dealt a blow to recruitment and retention of young people and the next generation of farmers.

In forestry, there is a lack of craft-based training locally and therefore a lack of suitable applicants into the industry. Those that are trained do not have the necessary real-world experience, as there is too much reliance on the 'ticket' rather than the practice. This is linked to the lack of training, the syllabus and the assessment of competence that can be accessed in Cumbria.

2.3.4 Manufacturing & Energy

There is a loss of trained and newly qualified staff from small/medium businesses to the larger employers in Cumbria and there is concern that the Sellafield/BAE apprentice route is not always the right route for young people. Employers need an agile and adaptable workforce; this is highlighted by the requirement to combine electrical and mechanical qualifications to allow engineers to cope with both disciplines. There is a lack of understanding regarding apprenticeships even though there is good uptake, especially at higher levels. There is also a requirement to be able to use the apprenticeship levy in a more flexible way to help the sector. Employers would like more flexibility in terms of content to make content more bespoke in all disciplines including engineering, project management and quality. There is lack of provision in more niche areas such as artisan-making and craft-based manufacturing, which is important to Cumbria. ICT skills including data analysis and predicting future requirements such as AI, robotics and fore sighting are important but not well understood and require curation. There is further work required in terms of the energy sector, as this is an important area for Cumbria.

2.3.5 Social Care

Recruitment, although not central to this study, is a major factor for the sector and impinges on career progression. Training needs to fit with the requirements of the sector and there are pockets of poor ICT skills that create difficulty with skills delivery. Taking time out and the cost of training are an issue but there is also poor take-up of funded training opportunities. The Level 2 Care Certificate training period has halved from 13 to 6-weeks, which is regarded as too short. Leadership & management skills are required to aid progression as are some core healthcare skills, which would help liaison, with primary care.

2.4 Current/Future Skills Need of Employers

2.4.1 Cross Cutting Priorities

Several cross-cutting themes have been drawn out of the research. These are common across the sectors we have looked at in detail, and wider sectors covered only in the survey.

These can be summarised as follows:

- **Recruitment**

Although not an issue with skills provision per se, most employers of all sizes cite challenges in recruiting enough staff, whether bringing the skills with them or requiring training. Development and progression of existing staff is often seen as a solution, which in turn requires more recruitment at entry level. Entry level recruitment is also challenging for many. This issue has been exacerbated by Brexit and Covid-19, in some sectors.

While recruitment is not strictly within the remit of the LSIP it has been highlighted by most employers as a significant blocker to skills and training. We have therefore included within this LSIP the actions which employers are most able to get involved in and which have the most direct impact on skills.

- **Basic & Employability Skills**

All employers highlight issues with basic and functional skills - maths, English, business ICT such as Microsoft Office, ESOL etc. This does not just apply to young people or new entrants to the workforce, but to significant numbers of existing staff. In the latter case, the lack of these basic skills suppresses the ability of existing employees to progress and improve their career prospects. The Adult Education Service is currently restricted from delivering these skills in the workplace, even though there is significant need and latent demand.

- **Employee Behaviours & Emotional Intelligence**

These are regarded as of immense importance, particularly in roles that are 'first-line' and customer facing such as front of house, food and beverage, visitor attraction, retail, social care (both residential and domiciliary) etc. These skills can be categorized as areas such as customer service, how to deal with difficult people/situations, diffusing/dealing with complaints, team-working, communicating effectively, manage own emotions, empathy, self-motivation, understanding boundaries, dealing with different cultures etc.

Employers from all sectors commented that new entrants to the workforce are often not equipped with many of the basic tenets required in these areas and require training and support to understand and develop these skills. The Welcome Host suite of courses that was previously delivered by Cumbria Tourism with funding support, is an example of a basic set of training events that can start to embed these skills, however there is a need to go further and develop new programmes that can be applied across all sectors.

- **Apprenticeships**

While there is strong usage of the apprenticeship route in Cumbria, this could be enhanced further with some employers highlighting issues such as lack of understanding around apprenticeship programmes, sourcing, and employing apprentices and use of the levy as well as challenges around the time away from the job involved in an apprenticeship. While some employers receive very strong volumes of apprenticeship applications, others struggle to recruit. Some smaller businesses have highlighted red tape as issue as issue around apprenticeships.

- **Engaging with Providers**

While some employers say they are already engaging effectively with providers, it is apparent that others are struggling to do not find it easy. Indeed, some are no longer trying. Alongside this is an acknowledgement from providers that communication and understanding both ways could be improved and result in a more active skills and training environment.

- **Time out of the Business**

Time out of the business for training is highlighted as an issue by businesses. This includes apprenticeship and non-apprenticeship provision. With respect to apprentices, it is not just the time with providers, also assignments. This has become more of an issue as businesses have a more limited capacity to cover with tighter staffing and are exacerbated by recruitment problems (particularly for SMEs). There are issues with rurality and time taken to travel to training, particularly with those businesses located in the heart of the Lake District.

- **Finding the Right Training**

Although the survey indicates most businesses saying they do not need support with this, in 1-2-1 discussions many businesses report finding it difficult and time consuming to find the right provision for them. It is also apparent from responses to other questions. This is often the case even where they employ HR or learning and development professionals. Some are going out of county for training they could get locally just because it is where they have found contacts.

There are also issues of short termism, where businesses ask for training reactively and to very short timescales, leaving insufficient time for providers to make it available (because of capacity issues or development time).

Where TNA support has been available, e.g., through The Edge, those undertaken by providers have, understandably, been focussed on the training that providers could deliver through that project rather than the wider skills needs of employers.

- **Development to Employer Needs, Including Short and Modular Provision**

Employers would value provision more bespoke to their needs and would be happy to work with providers to develop. Alongside accredited training and lengthy courses, businesses need short, sharp,

focused, and modular courses, which may (or may not) over time build into an accredited qualification and can be drawn from to put together qualifications which better fit employer needs. This is also valuable in facilitating retraining, upskilling and development of a more flexible workforce.

- **IT/Digital/Data**

IT/digital is highlighted as a gap by businesses across a range of sectors, including among young people. This includes a general lack of enough and appropriate IT and digital skills for current activity as well as to support increasing digitalization, ranging from basic skills to more complex and higher level, e.g., Sage, Excel, Word, coding/programming skills, graphic design, online marketing/social media. It is also apparent from discussions with several employers that there is an emerging and future need for robust data and analytical skills.

- **Leadership & Management**

While some report having found good leadership and management training, others struggle to find this. To an extent this is an issue of finding/funding the right training but there are also issues of availability and curriculum. There is also a need to ensure we are forward looking in developing leaders and managers equipped to develop and run agile, flexible businesses, able to respond quickly and effectively to changing landscapes and opportunities.

- **Cost of Training**

While 55% fund training themselves, 34% quote cost/availability of finances as a barrier.

- **Low Carbon/Net Zero**

Employers anticipate a need for more skills around low carbon/net zero, including assessing and reporting position and progress.

- **Work Based Learning Provider Forum (WBLPF)**

The above actions, and many of those highlighted in the sector specific tables, could be more effectively progressed with a more appropriately resourced and wider Work Based Learning Providers Forum, drawing on the models operating successfully elsewhere.

A strong network of training providers in Cumbria is essential to support employers in recruiting, training, and retaining a suitably qualified and experienced workforce.

Cumbria has one of the few forums without dedicated resources. This would provide an effective vehicle for collaborative working of all training providers to ensure a strong provider infrastructure in Cumbria. In other areas of the country equivalent bodies have funded posts and have really made a difference by working together to develop provider led initiatives to respond to identified skills needs across.

- **Bringing the Education & Skills Agenda Together**

Given their remit, LSIPs are only part of the picture. It is clear from the work with stakeholders in producing this plan that there is a need and opportunity to bring the wider agenda together more effectively.

2.4.2 Sector Specific Priorities

These are the skills and training requirements that have been identified as specific to each sector and are set out in detail in the tables in the Annex F to this report. It is worth noting, that although these issues are discrete to the sector concerned, many of them can link back, in part or whole, to the sectoral and cross cutting employer priorities identified above, for example course content, modularity etc.

2.5 Underpinning Evidence Base

During this work, with the support and collaboration of ERBs, the FE/HE sector, private training providers and a range of stakeholders with an interest training and skills, we have been able to gather a significant body of evidence. Upwards of 300 employers were engaged in focus groups or 1-2-1s and 674 survey responses to the on-line survey, with detailed feedback collated into the conclusion and actions presented in this report.

Tables showing the sectoral and cross cutting employer priorities and early proposed actions can be found in the Annex F.

3.0 WHAT NEEDS TO CHANGE & WHY

This section of the report is designed to set out the headline changes that have been identified through intensive engagement with employers and are required to deliver the change sought. All these proposals have already been tested through consultation with supply side representatives and other stakeholders and there is a consensus that these are within reach with work on both sides.

These changes offer opportunities for positive change, but barriers to many currently exist and others will arise as work proceeds, and these will need to be addressed and overcome. The following headlines are not set out in any order of priority, many are interlinked, some are opposite sides of the same issue, and all contain a common thread; that of the need for improved communication and understanding.

3.1 LSIP & Existing SDF Activity

In our consultation with the FE/HE and private sector providers, there is broad agreement that the LSIP Trailblazer has been able to enhance and build on the work of the SDF and that it will enable the SDF work to develop further and faster. Involving private providers, both through the WBLPF and individually will enhance the reach of the SDF and increase collaboration with employers.

3.2 Collaboration between Employers & Providers

Without exception, within each of our chosen sectors, there was an acknowledgement that improved collaboration between employers and skills providers was required. This effectively covered all the headlines that can be found below and was highlighted on the one side with numerous examples of employers being unaware of qualifications and opportunities for skills development and on the other side with skills providers being unaware changes in employers' requirements due to business/technological/employee developments.

For this collaboration to work and persist it requires organisation and delivery that is perceived as effective (makes change happen) and cost effective (provides value for money), for both employer and supplier. This means it must be money/time well spent and not just a forum for 'usual suspects' to meet, talk and report.

3.3 System Navigation

The skills system is a foreign country to employers, especially SMEs, which make up most Cumbrian employers. Even for large employers, with dedicated HR staff, it can be difficult to navigate. It has suffered from layering of systems one on another over the years, a lack of consolidation and is full of acronyms and opaque language.

Employers do not have the time or resources to navigate their way through the system and many either do not start or abandon their attempt. This must be solved as there is overwhelming evidence that there is latent demand and that a lack of skills progression, is a serious impediment to the Cumbrian economy.

3.4 Aggregation & Co-ordination of Demand

Employers are signalling that they require training and skills development, and this has been reinforced through this work. Their answer to what type of training is many and varied.

There is a range of cross cutting, as well as sector specific skills and training that are required but in many cases the supply side is unable to respond to these as this demand is too intermittent and is not co-ordinated.

There is agreement on the supply side that there is the capacity to respond to these signals if there was a conduit to draw together this latent demand and create cost effective solutions to delivery.

3.5 Growing & Expanding Provision

Although Cumbria can demonstrate good success in apprenticeships, especially at Level III and above, there is opportunity to expand this across all sectors considered in this work. Several employers were unaware of the opportunities on offer and expressed an interest in pursuing these: a matter of communication more than anything else.

There is a need to double down on entry level and lower-level skills across all sectors and all occupations and this is essential to allow workforce development and to create opportunities for new employees. This growth in provision also applies to first time employees as well as existing employees in areas such as basic skills, customer service, communication, and ICT skills; all of which are required to broaden workforce development.

Examples of the types of opportunities currently missed include several employers in the visitor economy being unaware of the Degree Level Apprenticeship being offered by the University of Cumbria and the lack of forestry operative skills delivery currently in Cumbria.

3.6 Improving Flexibility & Modularity

Many employers are more concerned with skills rather than qualifications. They will often commission training to meet a specific need and be less concerned about a qualification. If fully funded this is not an issue but it does create difficulties if funding support is linked to the achievement of a qualification. There is demand for modularity or the ability to 'pick and mix' segments or areas of learning from a qualification, without the need to complete other parts. There may be structural issues that need to be addressed to allow suppliers to deliver in this way and there are links to aggregation and demand.

Given Cumbria's structural challenges (geography, distance, time, cost of travel, backfilling absence), there is also a requirement to adopt a range of blended learning approaches to allow greater participation in skills and training. This may require collaboration within the FE/HE sectors and innovative programmes, using technology, sharing of premises, and moving trainers to trainees.

3.7 Career/Skills Progression

A lack of candidates for recruitment and issues with employability skills for job seekers as well as those already in employment was identified as a major issue for all sectors. Although not central to skills, the lack of candidates at all levels does apply a brake to skills progression generally and the ability of employees to improve their prospects and for employers to grow their business.

A lack of basic skills was a recurring theme, and this extended beyond new recruits into the existing workforce. Solutions were apparent, with off the shelf solutions from providers such as Adult Learning, but there are structural and funding issues that cause unnecessary delivery problems. Employee behaviours & emotional Intelligence are regarded as of immense importance, particularly in roles that are 'first-line' and customer facing such as front of house, food and beverage, visitor attraction, retail, social care (both residential and domiciliary) etc. These skills can be categorized as areas such as customer service, how to deal with difficult people/situations, diffusing/dealing with complaints, team-working, communicating effectively, manage own emotions, empathy, self-motivation, understanding boundaries, dealing with different cultures etc.

Employers indicated a willingness to become much more involved in providing career advice, opportunity for work experience and taster days to encourage young people to consider their industry as a career option.

4.0 ROAD MAP FOR DELIVERING CHANGE

This section of the report is designed to set out the headline changes that have been identified through intensive engagement with employers and are required to deliver the change sought. All these proposals have already been tested through consultation with supply side representatives and other stakeholders and there is a consensus that, where they rely on stakeholder activity only, these are within reach with work on both sides.

In some cases, there is a need for additional funding to be sourced to support this, and without this those actions will be at a slower pace or may not happen at all. And there are asks of DfE also flagged within the things that need to change.

Key changes needed, and the reasons why, are summarised here, and set out in more detail in Annex F, Cross Cutting & Sector Action Tables Final and are further reinforced in the individual Sector Action Tables, G-M, which also includes further actions/changes.

4.1 Development of a robust “LSIP service” for Cumbria building on this pilot, which continues to engage widely with the employers, providers, and wider stakeholders to maintain focus on the needs of employers, monitor and drive forward the actions highlighted in this pilot plan and develop further actions, in response to employer needs and giving employers confidence that their input is making a real difference. While it is within the remit and capacity of ERBs to move forward, with many of the actions identified, if we are to truly drive forward at pace funding for additional resource is needed. And certainly, funding is needed for the ongoing coordination, development, and monitoring role.

4.2 Enhanced engagement between employers & schools & colleges working with and through the Careers Hub and with other stakeholders such as Inspira and the Centre for Leadership Performance. This will include a range of activities with and for schools and colleges to promote career options and paths more effectively and enhance take-up of apprenticeships. This route will also be used to support schools and colleges in building employability skills and work situations into the curriculum more effectively. For this to happen continuity of funding for the Careers Hub is needed, and funding to support ERBs in engaging employers would be helpful.

4.3 Flexibility around Adult Education activities is needed from DfE to enable more effective use of this budget to support improvement of basic and employability and emotional and employee behaviour skills.

In particular, the following specific changes have been highlighted:

- Subsidised funding (or weighting) to allow viable delivery of smaller groups (possibly one-to-one). This would be specific to rural areas where it is not always possible to recruit viable sized classes.
- Flexibility on delivering qualifications in the workplace (outside legal entitlement). At the moment we can only deliver Maths, English and some Digital (EDSQ) qualifications in the workplace.
- Fully-funded ESOL for all learners (fitting in with other English & Maths qualifications which are fully-funded). Currently only free to learners who are unemployed or low waged.
- Flexibility on Level 2 full-funding – possibly a range of employability and vocational qualifications free to learners even if they already have a Level 2 and/or are employed. Currently Level 2 is only free if you do not have a prior qualification at that level, are unemployed or low-waged. These could be qualifications focussed on employability skills and progression in the workplace.

4.4 Enhanced engagement between employers & providers increasing awareness and understanding of the training available and supporting ongoing work between employers and providers to review and develop appropriate provision in line with employer needs. Key to this will be employer groups, brought together and facilitated by relevant ERBs, with regular reach back by ERBs into the wider business community. These are achievable within existing resources, but additional resources would support enhanced and faster activity.

These groups will, for example, work with and support providers in developing modular provision and translation options, digital/hybrid options, shared provision, ongoing review of gaps and needs and development of new and revised courses. This will include review of low carbon/net zero provision, leadership & management, and other topics, as well as reviewing and supporting currency of content. It will also include specific collaboration facilitated by CITB and supported by House Builders Federation to create revised delivery to meet employer needs and future proof the syllabus. It will include a work group coordinated by the Chamber to investigate and implement opportunities for more digital and on-site delivery, including accessing remotely at other provider premises. In terms of the visitor economy, for example, adjusting provision to cover topics such as hospitality profitability, gastro pub and street food chef skills and enhanced middle and senior management development.

4.5 Devolved funding & flexibility in line with that available in MCAs, where adult skills budgets are devolved to meet the needs of the local economy, is needed to support providers in adjusting delivery more effectively to the needs of employers, for example around more flexible short options, with more choice in terms of modularity, not necessarily accredited as employers do not necessarily ask for a qualification. Often the funding requirements specify levels which do not necessarily match the requirements of the employer, the job role, or the beneficiaries. With the Edge, the current project funding initially stipulated a high proportion of L3 training, with an extended commitment. This led to a slow start as there was little demand from employers.

Control over localised priorities and flexibilities is vital. Being tied to a national one size fits all policy does not work for Cumbria. Given our location, the different English and Scottish skills funding systems are a further challenge for the county. Recognition is needed that border economies have unique needs and challenges. Often employers, training providers and learners run businesses, work, and live on both sides of the English/Scottish border but are unable to deliver or access a standardised funded offer, or transfer funding across the border.

Flexibility for employers in terms of how they can use the Apprenticeship Levy to support training and development activity would also be helpful to employers. This is particularly the case for levy paying employers being able to utilise their unspent levy within their supply chain or more widely, as a means of maximising the use of this funding and improving access to skills and training.

There is also a need for clarity from DfE on any provision for discretionary skills funding. The UK Shared Prosperity Fund information to date suggests that there will be no new skills funding beyond Multiply until 2024/25 and there is limited/no possibility to redirect existing legacy ESF projects. The need to secure added local resource to deliver an employer-led system is critical to skills delivery in Cumbria.

4.6 Piloting & potential development of an impartial Workforce Development Service which would fulfil several functions. This service would support businesses in undertaking effective training needs analyses and identifying skills needs, bring cohorts together and arrange bespoke training and enable access to existing Adult Education delivery and support businesses in finding the right training for them, working with the SDF Employer Hub. The Chamber can pilot this activity immediately with existing Growth Hub funding. Subject to the pilot, additional funding will need to be sought to roll this out, working with other ERBs where appropriate e.g., Cumbria Tourism, and potentially linking into the SDF (while ensuring impartiality).

Alongside this ERBs will promote the SDF Skills Hub and related activities, as well as wider skills provision, with a need to expand the Skills Hub beyond the end of the pilot to bring in wider provision to become a genuine one-stop-shop.

4.7 The Apprenticeship Hub being developed as part of the SDF will play an important role in making it easier for employers to find out about and access apprenticeship provision, and ERBs and other stakeholders have undertaken to support and promote this. However, for it to be truly effective the Apprenticeship Hub needs to be extended to cover wider providers, bringing the options genuinely into one place. Ideally this will also be developed to include vacancy and candidate sharing.

4.8 The Work-Based Learning Provider Forum requires funding to support a dedicated paid resource, in line with what is available in most other areas of the country. Cumbria is one of the few forums without a dedicated resource. This would enable the Forum to become an effective vehicle for collaborative working to ensure a strong provider infrastructure undertaking collaborative research and representation activities and an enhanced vehicle for collaborative bidding and delivery to respond to identified skills needs.

4.9 Understanding of what the future could look like is a challenge for most employers. While they may have general views about a requirement for things like AI and robotics, there are significant gaps in terms of real understanding of how such developments could be used in their businesses and therefore what this means in terms of future skills needs. Cumbria Business Growth Hub, Innovate UK, Skills for Care, universities, colleges, and independent providers have agreed to agree a set of initial actions to support this, and then develop this further. This can be supported by those employers with a clearer view of the future. This will cover the range of sectors from care to manufacturing. Improved awareness and understanding can then feed into engagement activities in section 4.4 above.

Related to this an appropriate group of employers, providers and specialists will be drawn together, facilitated by the Chamber, to review requirements and opportunities around provision of data and analysis skills, and agree further actions/recommendations.

4.10 Development of a holistic & place-based Education & Skills Model for Cumbria would bring the education and skills agenda together more effectively for Cumbria, working with DfE and DLUHC and drawing on our extant asset base. This would cover strategy, commissioning, and delivery aspects across the whole agenda, more widely than the remit of the LSIP – and, for example, involve the Chamber, LEP, local government and education and skills providers with governance, accountabilities, and accountable body to be determined against intended scope, role and responsibilities. Key stakeholders have agreed to meet to begin to specify this as a first step and development would require funding.

4.11 Development of a care sector group for Cumbria, which would facilitate discussions and engagement between the sector and providers and enable more effective coordination and collaboration within the sector. As a first stage exploratory discussions are to be undertaken, facilitated by the Chamber.

Other actions to support the care sector include enhanced engagement between Skills for Care and local providers, exploration of options for more provision in the county and finding funding to support engaging more providers in completing the Skills for Care dataset and engaging with Skills for Care activities.

4.12 Retrofit skills provision need to be supported by engagement as a starting point between providers, housing associations, CITB, the Retrofit Academy and CAfS (Cumbria Action for Sustainability) to support development and delivery of appropriate retrofit skills provision and agree further actions, which may have additional funding requirements.

4.13 Develop a comprehensive land-based apprenticeship programme in the county, including Countryside Worker and Hill Farm apprenticeships and work with providers to continue to review and develop training to fill other identified needs, including upland environmental management, and seek additional resource to support this. This work will include exploration of further collaborative opportunities between providers and hybrid delivery.

4.14 Development of a Land & Nature Skills Service (subject to initial scoping) & a joined-up approach across the land-based sector. To do this there is a need for funding and resource.

4.15 Work with the Borderlands initiative to scope potential for a proposed regional forestry innovation centre to address FE/technical training needs.

4.16 Energy industry opportunities & issues need to be explored in more depth once the national LSIP roll out is in place, as this research activity will require funding to support it. In doing this we will look to work with other relevant LSIPs.

4.17 Cumbria Tourism is discussing the Talent Growth Hub with Manchester Tourism and there is the opportunity, with funding, to create a similar resource for Cumbria. The potential for a specialist hotel school in Cumbria is to be explored also.

5.0 LIST OF ANNEXES

- 5.1 Annex A - LSIP Maps
- 5.2 Annex B - LSIP Terms of Reference – ERB
- 5.3 Annex C - LSIP Terms of Reference – Steering Group
- 5.4 Annex D - TNA Report for CCC March 2022
- 5.5 Annex E - LSIP Survey Summary
- 5.6 Annex F - Cross Cutting & Sector Action Tables
- 5.7 Annex G - LSIP Energy Sector Analysis
- 5.8 Annex H - LSIP Farming Sector Analysis
- 5.9 Annex I - LSIP Forestry & Woodland Sector Analysis
- 5.10 Annex J - LSIP Manufacturing Sector Analysis
- 5.11 Annex K - LSIP Social Care Sector Analysis
- 5.12 Annex L - LSIP Visitor Economy Sector Analysis
- 5.12 Annex M (a) - LSIP Built Economy Sector Analysis
- 5.13 Annex M (b) - LSIP Built Economy Sector - Home Builders Federation

5.1 Annex A - LSIP Maps

Cumbria Regional Areas and Authorities

Regional Authority

Cumbria County Council

Local Authorities

Carlisle City Council

Eden District Council

South Lakeland District Council

Copeland Borough Council

Allerdale Borough Council

Borough of Barrow in Furness

Supporting Agencies

Cumbria Chamber of Commerce

Cumbria Local Enterprise Partnership

& Skills Advisory Panel

Lake District National Park Authority



5.1 Annex A - LSIP Maps

Travelling to work in Cumbria

Principal travel to work areas

- Carlisle/Allerdale/Copeland
- Barrow/South Lakeland
- Carlisle/Eden
- Allerdale/Copeland
- Carlisle/Outside Cumbria
- South Lakeland/
Outside Cumbria



Carlisle/Outside Cumbria

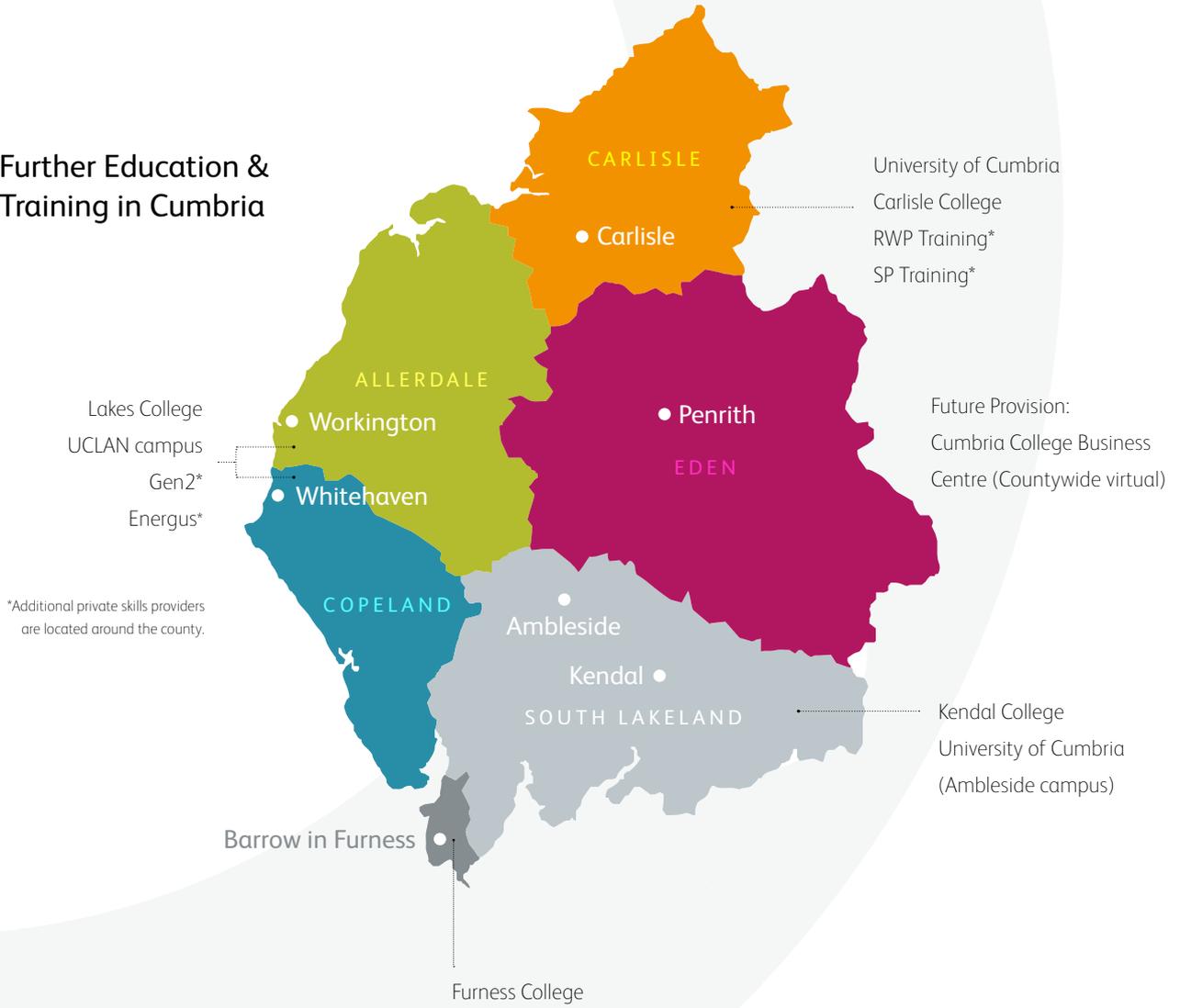
Travelling between	Net Inflow	% Residents Inflow
Carlisle > Outside Cumbria	4300	11.1%
Outside Cumbria > Carlisle	5400	13.9%

South Lakeland/Outside Cumbria

Travelling between	Net Inflow	% Residents Inflow
South Lakeland > Outside Cumbria	4300	11.1%
Outside Cumbria > South Lakeland	5400	13.9%

5.1 Annex A - LSIP Maps

Further Education & Training in Cumbria



5.2 Annex B - LSIP Terms of Reference – ERB

LSIP Trailblazer Employer Representative Body Group Terms of Reference

Purpose

The purpose of the LSIP Employer Representative Body (ERB) Group is, by bringing to bear the ERB perspective and business engagement, to oversee and support successful development and delivery of the LSIP Trailblazer for Cumbria by March 2022, working with the Project Team, Steering Group and other stakeholders.

The intention is for the LSIP to developed and implemented in a way which takes stakeholders with us, working in genuine collaboration and cooperation in the best interests of Cumbria, and ensuring that it is genuinely employer led, while working constructively with the range of stakeholders.

Membership

Membership of the Group is as follows:

- Suzanne Caldwell, Cumbria Chamber of Commerce (Chair)
- Adam Wellings, LSIP Project Manager
- Aaron Revel, CBI
- Adam Day, Farmer Network
- Andrew Bridge, CITB
- David Hall, National Farmers' Union
- Dianne Richardson, Britain's Energy Coast Business Cluster
- Rachel Tyson, Cumbria Tourism
- Libby Bateman, CLA

Members are expected to represent the views of the group they represent, while ensuring that any potential conflict of interest is effectively managed. During the meetings and in their ERB Group role all members are expected to operate in the best interests of the LSIP.

Role and Responsibilities

Roles and responsibilities of the Group are to bring to bear the ERB perspective and business engagement to:

- Provide direction and support delivery
- Comment on and input into research and engagement plans, including reviewing planned survey and other research questions
- Actively support business engagement activity including sharing surveys and encouraging completion of them
- Help to identify, and where relevant implement, potential solutions to challenges
- Comment on and input into the LSIP findings, recommendations and report
- Represent the interests of the organisation they represent, and to feed back to that organisation and its members

Cumbria Chamber of Commerce is the contract holder and has full financial responsibility for the LSIP contract. As such, this is an advisory group and, while the Chamber will take full cognisance of the views of the ERB Group, final decisions will always lie with Cumbria Chamber.

Meetings

The intention is that meetings will take place at least monthly. The Chair will determine, in consultation with the Group and Project Team, whether these need to occur more or less frequently as business determines.

Secretariat support will be provided by the LSIP Project Team. We will aim to circulate papers at least five? working days in advance of meetings but given the short timescale for the project this will not always be feasible.

A note of each meeting (recording key points of discussion, decisions made and actions agreed) and an action log will be produced and maintained by the Project Team.

Conflict of Interest

We recognise that, by the very nature of the activity and the Group, there will be conflicts of interest. Although the Group does not have any direct financial decision-making responsibilities, it does have a significant influence on the LSIP report, project activities and recommendations. It is therefore essential that any member who may have a pecuniary or non-pecuniary benefit from any discussions or decisions declares those at the outset (through a Conflict-of-Interest form) and again prior to any relevant discussion to enable potential conflicts to be recognised and managed appropriately.

Publicity and Speaking on Behalf of the LSIP Project

All publicity and comment relating to the LSIP must be agreed by the LSIP Project Manager or Chamber Managing Director in advance in order to ensure that we meet Department for Education requirements and reflect the best interests of the LSIP project.

Confidentiality

Feedback and comments provided by individual groups, organisations or businesses in developing the LSIP should be treated as confidential unless clearly stated otherwise. While this is intended to be an open and inclusive activity, we need to be aware of potential sensitivities and so only drafts provided for sharing should be shared.

5.3 Annex C - LSIP Terms of Reference – Steering Group

LSIP Trailblazer Steering Group Terms of Reference

Purpose

The purpose of the LSIP Steering Group is to oversee and support successful development and delivery of the LSIP Trailblazer for Cumbria by March 2022, working with the Project Team, ERB Group and other stakeholders.

The intention is for the LSIP to be developed and implemented in a way which takes stakeholders with us, working in genuine collaboration and cooperation in the best interests of Cumbria, and ensuring that it is genuinely employer led, while working constructively with the range of stakeholders.

Membership

Membership of the Group is as follows:

- Suzanne Caldwell, Cumbria Chamber of Commerce (Chair)
- Adam Wellings, LSIP Project Manager
- Amanda Towers, Gen2, representing Work Based Learning Providers Forum
- Corinne Watson, Cumbria County Council, representing “TOG”
- Rachel Tyson, Cumbria Tourism, representing the ERB Group
- Ginny Murphy, Cumbria Observatory
- Janet Garner, BAE Systems, as an employer and representing the PESSG/SAP

The intention is to add 1-2 additional business representatives.

Where applicable, members are expected to represent the views of the group they represent, while ensuring that any potential conflict of interest is effectively managed. During the meetings and in their Steering Group role all members are expected to operate in the best interests of the LSIP.

Role and Responsibilities

Roles and responsibilities of the Group are to:

- Provide direction and support delivery
- Review and comment on implementation and delivery plans and progress
- Ensure activity covers the requirements of the LSIP Trailblazer Guidance
- Represent the interests of the range of stakeholders and in particular (where this applies) the Group(s) they represent, and to feed back to those groups
- Support the LSIP Project Team in identifying and mitigating key relevant delivery risks
- Cumbria Chamber of Commerce is the contract holder and has full financial responsibility for the LSIP contract. As such, this is an advisory group and, while the Chamber will take full cognisance of the views of the Steering Group, final decisions will always lie with Cumbria Chamber.

Meetings

The intention is that meetings will take place at least monthly. The Chair will determine, in consultation with the Group and Project Team, whether these need to occur more or less frequently as business determines.

Secretariat support will be provided by the LSIP Project Team. We will aim to circulate papers at least five working days in advance of meetings but given the short timescale for the project this will not always be feasible.

A note of each meeting (recording key points of discussion, decisions made, and actions agreed) and an action log will be produced and maintained by the Project Team.

Conflict of Interest

We recognise that, by the very nature of the activity and the Group, there will be conflicts of interest. Although the Group does not have any direct financial decision-making responsibilities, it does have a significant influence on the LSIP report, project activities and recommendations. It is therefore essential that any member who may have a pecuniary or non-pecuniary benefit from any discussions or decisions declares those at the outset (through a Conflict-of-Interest form) and again prior to any relevant discussion to enable potential conflicts to be recognised and managed appropriately.

Publicity and Speaking on Behalf of the LSIP Project

All publicity and comment relating to the LSIP must be agreed by the LSIP Project Manager or Chamber Managing Director in advance in order to ensure that we meet Department for Education requirements and reflect the best interests of the LSIP project.

Confidentiality

Feedback and comments provided by individual groups, organisations or businesses in developing the LSIP should be treated as confidential unless clearly stated otherwise. While this is intended to be an open and inclusive activity, we need to be aware of potential sensitivities and so only drafts provided for sharing should be shared.

5.4 Annex D - TNA Report for CCC March 2022

Training Needs Analysis (TNA)

Content

1. Customer Requirement
2. Overview and Assumptions
3. Findings
4. Future Considerations

1. Customer Requirement

The basic request was to show what training had been requested and what training had been fulfilled. There was a request concerning fulfilment by other training organisation if not done so by the project. We did not have access to that data so we could not fulfil that requirement. After several communications it became apparent that the data would also offer other useful insights. We have attached some of these, especially related to requests and deliver via geographical representation

There are some additional views – for example by provider that are not needed at this moment but these can be simply completed on request.

2. Overview and Assumptions

The Data, though extensive, did require some ‘cleaning’; which meant that there was a need for the completion of some fields to ensure we could sort for all entries. In addition the colouring system (Green, Red, Amber and others) were converted in to a new column to help with the analytics. Please see the assumptions section for further data cleansing.

The Data is based on TNA completed in the years of 2018/2019

Assumptions

- Forward filled Input/ TNA Date,
- Employer, Sector, Location, Provider, Postcode
- Replaced Null Input dates with TNA Dates & vice versa
- Not Taking into consideration rows with non-date values in Input Date
- Null Sectors after forward filling (if any) are filled with ‘Others’
- Fixed the naming convention in Sector/Location etc. with the given dropdown list
- Sectors are as following
 - Construction
 - Engineering
 - Land based / Agri services
 - Nuclear
 - Transport / Logistics

- Visitor Economy -> Education/Visitor Economy, Visitor Economy, Hospitality
- Health & Social Care -> H&S Care, Health & Social Care, Health And Fitness, Health And Social Care
- Other - > Other, Beauty, Arts & Recreation/Physical Well-being, Car Sales/Car servicing/Repair And Hire, Education/Pre-School, Facilities, Food Bakery, Medical, Professional Services, Retail, Retail B2B, Sporting & Social Club, Sports And Recreation

A training is considered delivered if the row is highlighted green all other are considered not delivered.

High level training categories inserted are as follows

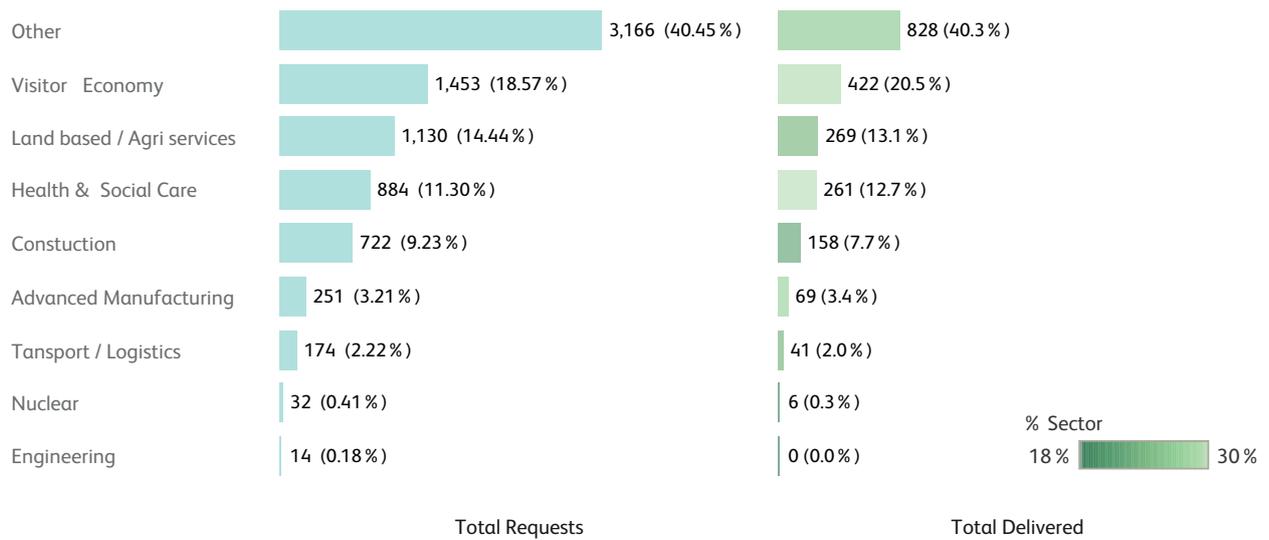
- Accountancy
- Bus Manage/Dev/Admin
- Customer Services
- Data and IT Infrastructure
- Health and Safety
- Sector Specific*
- Marketing and Social Media
- MS Office
- Professional Development
- Software
- Sustainability
- Wellbeing & HR

* This training covered a very wide range of specific training, from Chainsaw Handling to Pedicure – it demonstrated the massive variety of industries in Cumbria.

3. Findings

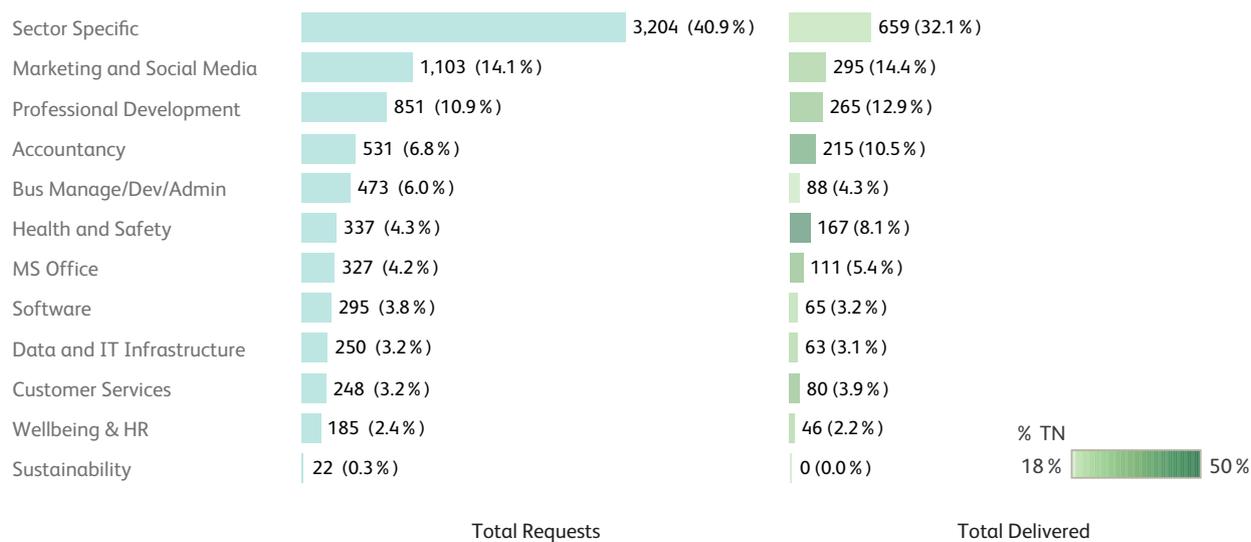
The charts below are based on a total sample of 7,826 requests for training. They show 2,054 (26.2%) requests delivered and 5,772 (73.8%) unfulfilled.

By Sector



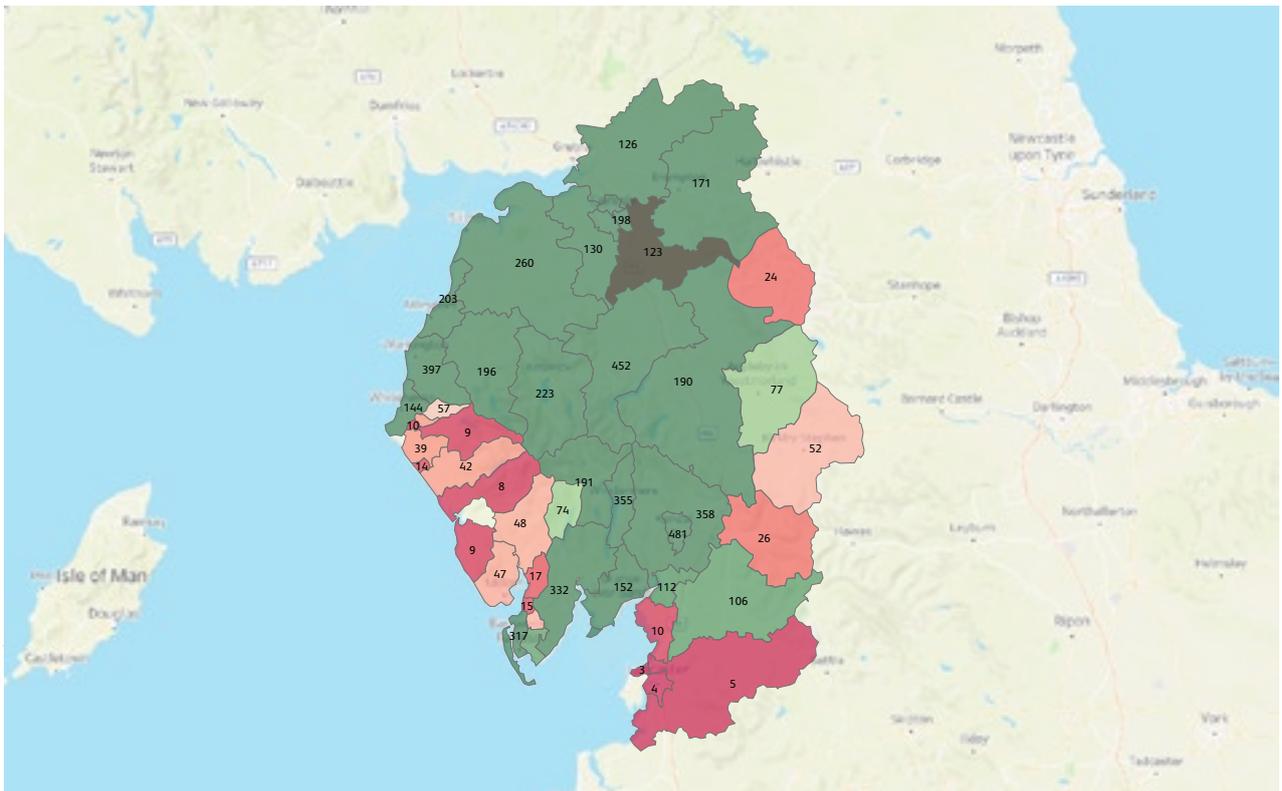
	Delivered			Not Delivered		
	Total	% Sector	Contribution	Total	% Sector	Contribution
Other	828	26.2%	40.3%	2,338	73.8%	40.5%
Visitor Economy	422	29.0%	20.5%	1,031	71.0%	17.9%
Land based / Agri services	269	23.8%	13.1%	861	76.2%	14.9%
Health & Social Care	261	29.5%	12.7%	623	70.5%	10.8%
Constuction	158	21.9%	7.7%	564	78.1%	9.8%
Advanced Manufacturing	69	27.5%	3.4%	182	72.5%	3.2%
Tansport / Logistics	41	23.6%	2.0%	133	76.4%	2.3%
Nuclear	6	18.8%	0.3%	26	81.3%	0.5%
Engineering				14	100.0%	0.2%

By Training Need



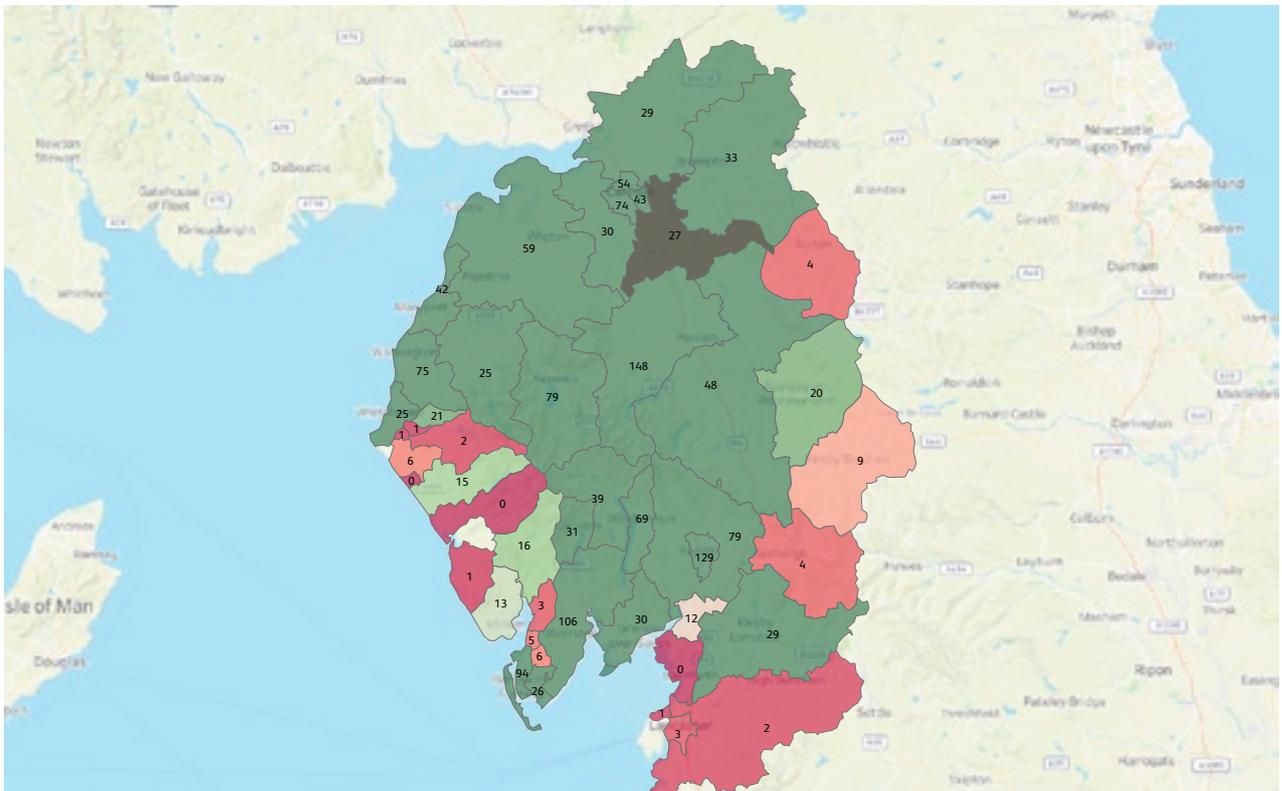
	Delivered			Not Delivered		
	Total	% TN	Contribution	Total	% TN	Contribution
Sector Specific	659	20.6%	32.1%	2,545	79.4%	44.1%
Marketing and Social Media	295	26.7%	14.4%	808	73.3%	14.0%
Professional Development	265	31.1%	12.9%	586	68.9%	10.2%
Accountancy	215	40.5%	10.5%	316	59.5%	5.5%
Health and Safety	167	49.6%	8.1%	170	50.4%	2.9%
MS Office	111	33.9%	5.4%	216	66.1%	3.7%
Bus Manage/Dev/Admin	88	18.6%	4.3%	385	81.4%	6.7%
Customer Services	80	32.3%	3.9%	168	67.7%	2.9%
Software	65	22.0%	3.2%	230	78.0%	4.0%
Data and IT Infrastructure	63	25.2%	3.1%	187	74.8%	3.2%
Wellbeing & HR	46	24.9%	2.2%	139	75.1%	2.4%
Sustainability				22	100.0%	0.4%

The following charts show the geographical picture of the requests. This helps to see the spread countywide of requests and delivery.



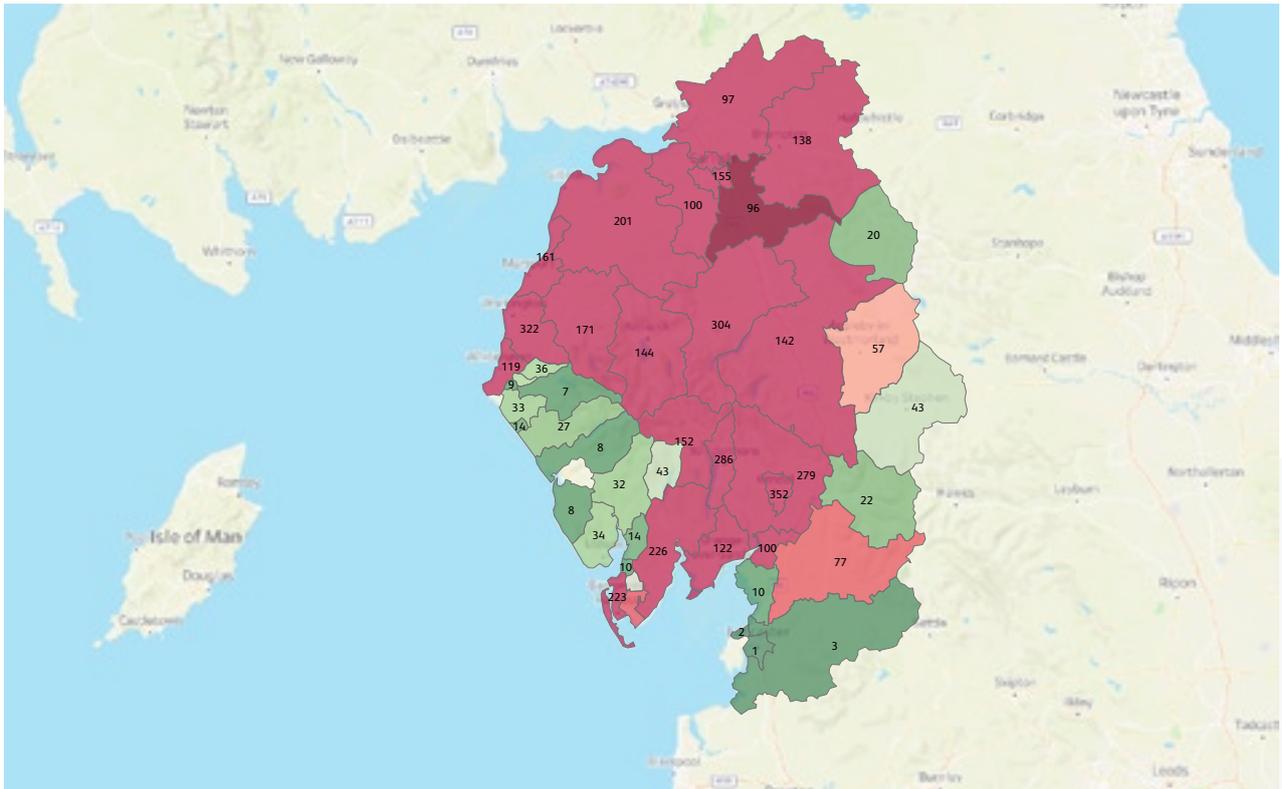
Total Requests

Green More Requests: Red Less Requests:



Total Delivered

Green More Requests: Red Less Requests:



Total Not Delivered

Green More Requests: Red Less Requests:

4. Future considerations

If there was to be an additional TNA carried out in the light of COVID there could be some shifts or additional requests. We have now built the essentials to have a dashboard that could track from TNA through to delivery and add on additional feedback. It is recommended that the data collection is done in a more automated fashion – for example an app or some type of Web form collection. This will help in reducing errors and help standardise the data.

5.5 Annex E - LSIP Survey Summary

In total 694 businesses responded to our survey, of which 264 were responding directly to the links attributed to Cumbria Chamber and 380 to the Trifle Telemarketing link.

Respondents were spread around the county: Allerdale 22.35%, Barrow 10.43%, Carlisle 25.04%, Copeland 12.07%, Eden 13.82% and South Lakeland 31.59%, with 14.3% head quartered out of county.

Between them they accounted for more than 169k employees, or which 34k are in Cumbria.

They represented the range of sectors and supply chains including: energy and supply chain 15%, manufacturing and supply chain 27%, visitor economy and supply chain 28%, land based and supply chain 19% and health & social care and supply chain 17%.

As well as an overall analysis, and splits by the sectors we are focussing on for this pilot (sector detail set out elsewhere) we have analysed by size of business.

Our survey indicates that over the next 2-5 years businesses in the county plan to:

Activity	All	<10 employees	10-49 employees	50 – 249 employees	250+ employees
Increase size of workforce	60 %	58 %	74 %	70 %	72 %
Increase skills of workforce	67 %	56 %	79 %	82 %	91 %
Increase turnover	77 %	76 %	79 %	82 %	79 %
Increase productivity	48 %	39 %	61 %	64 %	60 %
Invest in premises, machinery, etc.	51 %	44 %	59 %	55 %	63 %
Develop new products/ services	44 %	43 %	53 %	30 %	44 %
Invest in R&D	23 %	19 %	32 %	24 %	33 %
Expand in new markets overseas	10 %	9 %	11 %	12 %	12 %
Introduce carbon reduction measures	41 %	35 %	46 %	48 %	72 %

Key skills development expected over the next 2-5 years were:

Skills area	All	<10 employees	10-49 employees	50-249 employees	250+ employees
Customer service/handling	48 %	43 %	54 %	52 %	66 %
Basic (numeracy/literacy)	17 %	13 %	26 %	15 %	34 %
Team working/communication	43 %	33 %	57 %	57 %	68 %
Leadership & management	49 %	33 %	66 %	78 %	86 %
Office & admin	34 %	31 %	44 %	43 %	34 %
Sales & marketing	43 %	43 %	45 %	49 %	41 %
Digital & IT	45 %	43 %	48 %	51 %	52 %
Import/export	8 %	6 %	11 %	14 %	9 %
Health & safety	41 %	38 %	50 %	49 %	52 %
Energy efficiency/low carbon etc.	30 %	23 %	35 %	42 %	59 %
Technical specific to sector	53 %	48 %	57 %	60 %	77 %

New skills areas they expected to need to respond to future developments were in particular around robotics, IT/digitalisation, AI & VR and low carbon, although there were others. Relatively few businesses identified these and they were primarily vague in their responses, although a few were more detailed.

Training plans and budgets:

	All	<10 employees	10-49 employees	50-249 employees	250+ employees
Training plan	47 %	29 %	65 %	75 %	91 %
Training budget	39 %	22 %	51 %	73 %	89 %

Not surprisingly larger businesses are much more likely to plan and budget for training than larger ones, and it is apparent that smaller businesses are more reactive.

In terms of sources and funding of training, usage by those responding to these specific questions were as follows:

Source	Funded by business	Funded by Government/ other	Not used	Respondents
FE colleges	31 %	22 %	59 %	459
Universities/other HE	20 %	10 %	75 %	422
Other commercial	55 %	12 %	40 %	488
Regulatory bodies	27 %	5 %	69 %	388
Customers	21 %	3 %	78 %	369
Suppliers	22 %	3 %	76 %	367
Non-profit e.g., industry associations, voluntary organisations	17 %	6 %	79 %	358
Digital/online	59 %	10 %	35 %	472
In-house	80 %	5 %	17 %	556

These percentages do change when adjusted for the total number responding to the survey overall.

It is clear from funding sources in the above table that many businesses are able and willing to pay for the right training, and that significantly more are paying for training than using funded training. This is reinforced by the barriers cited, although 25% of businesses do cite cost as an issue and 34% availability of money to pay for. This would appear to indicate that businesses would be doing more training if the right funded training were available and they were aware of it.

46% of respondents sourced some or all training outside Cumbria. This split among size bands as 31% for <10, 57% 10-49, 5% 50-249 65% and over 250 86%.

Barriers to training were highlighted as:

Barrier	All	<10 employees	10-49 employees	50-249 employees	250+ employees
Money to pay for	25 %	27 %	25 %	17 %	11 %
Cost	34 %	32 %	34 %	34 %	39 %
Time to organise	26 %	23 %	31 %	29 %	20 %
Time to release staff	29 %	21 %	37 %	42 %	43 %
Training available in county does not cover subjects needs	21 %	19 %	25 %	22 %	16 %

Barrier	All	<10 employees	10-49 employees	50-249 employees	250+ employees
Training available locally not of sufficient quality	15 %	14 %	18 %	20 %	11 %
Too many initiatives	3 %	3 %	0 %	3 %	2 %
Need help to identify skills needed	6 %	6 %	8 %	3 %	0 %
Need help to find training needed	9 %	8 %	13 %	15 %	2 %
Timing of courses not suitable	18 %	14 %	22 %	28 %	20 %
Distance/travel	17 %	14 %	19 %	15 %	30 %
Don't need training	8 %	14 %	3 %	2 %	2 %
No barriers	26 %	28 %	26 %	23 %	30 %
Other	15 %	15 %	13 %	20 %	14 %

Those listed as other almost all fell into other categories, and in particular time to release staff, training not needed and location (distance/travel).

Of total respondents to the survey, percentages of businesses using or intending to use various training and recruitment routes were as follows:

	Now	Now or planning to
16-24 apprenticeships	29 %	47 %
>25 apprenticeships	15 %	29 %
T levels	1 %	5 %
Degree level apprenticeships	7 %	14 %
Recruiting school/college leavers	23 %	37 %
Recruiting new graduates	15 %	25 %
Recruiting unemployed adults	21 %	33 %
Graduate internships	6 %	13 %
Work experience placements	26 %	41 %
Work trials	12 %	20 %
Site visits	11 %	16 %
Activities with schools and colleges promoting career opportunities	14 %	28 %

In terms of improvements and comments, the most frequently occurring responses were around the loss of Newton Rigg and that provision, lack of sufficient staff, travel/distance and lack of appropriate courses or problems finding appropriate courses. There were varying comments around the quality of provision (including within providers). While some welcomed digital opportunities, others highlighted challenges accessing this because of poor broadband. Although relatively few highlighted a need for help identifying skills needs and finding appropriate training when specifically asked, it is apparent from their responses to this and other questions (and in 1-2-1s) that there are issues of awareness and understanding.

5.6 Annex F - Cross Cutting & Sector Action Tables

Cross Cutting Themes

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Recruitment Although not an issue with skills provision per se, most employers of all sizes cite challenges in recruiting sufficient staff, whether bringing the skills with them or requiring training.</p> <p>Development and progression of existing staff is often seen as a solution, which in turn requires more recruitment at entry level. Entry level recruitment is also challenging for many.</p>	<p>Note: We are focussing here on actions most closely aligned to skills, rather than wider issues around housing, transport, attracting people to the county etc. which are addressed in other documents.</p> <p>Young people Encourage more young people into apprenticeships etc. as appropriate and rewarding alternatives to six form and university, with genuine career and pathways, and where relevant routes to degrees and beyond.</p> <p>Most employers are keen/happy to begin work or do more with schools and colleges and the Careers Hub.</p> <p>Improved careers guidance, including more activity in terms of school visits, videos, business placements for careers staff, work experience, placements, etc., would help in encouraging more young people into areas of skills needs and opportunities, and apprenticeships.</p> <p>In addition to young people and careers staff, this needs to include engagement with parents/carers who are key in decision making.</p>	<p>Employer Representative Bodies (ERBs) to actively engage employers countywide in working on these activities with the Careers Hub, along with other relevant stakeholders such as Inspira and the Centre for Leadership Performance, and continue this on an ongoing basis. Activities to include school visits, videos, business placements for careers staff, work experience, placements, etc. would help in encouraging more young people into industry and apprenticeships.</p> <p>Remembering that staff also have personal lives, ERBs to work with Careers Hub and providers to explain and promote the opportunity to parents and guardians, through their regular communications with employers, encouraging sharing of this information throughout the workforce.</p>	<p>Building on the short term actions, employers to work also with schools and colleges to build work situations and opportunities into the curriculum more effectively, e.g. projects and work-based examples.</p> <p>Work with Cumbria Careers Hub to amplify vocational and technical qualifications.</p> <p>Cumbria Careers Hub are planning to introduce a pledge that employers will sign up to, to engage with young people, e.g. offer employer talks, work experience, traineeships, apprenticeships etc.</p>	<p>Number of employers actively engaged, and examples of activity.</p> <p>Future research responses.</p> <p>Examples ERB of communications.</p> <p>Evidence of supply chain resources.</p> <p>Confirmation of Careers Hub funding.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
		<p>Cumbria Business Growth Hub to include information on how best to engage with the Careers Hub, schools and colleges as part of Social Value, in its supply chain resources and activities and request other ERBs and business support organisations to do similar. Cumbria Business Growth Hub to include information on how best to engage with the Careers Hub, schools and colleges as part of Social Value, in its supply chain resources and activities and request other ERBs and business support organisations to do similar.</p> <p>Given its key role in helping to bring forward our future workforce, Careers Hub needs continuity of funding and to be fully funded by DfE.</p>		
	<p>Wider recruitment pools More employers need to consider wider pools of potential staff e.g. those with disabilities, service leavers, ex-offenders etc. and actively recruit from those pools. Enhance opportunities for and take up of support by employers to get more young or unemployed people into employment (with initial relevant training).</p>	<p>Chamber (as an existing Disability Confident Leader), other Disability Confident organisations and JCP to continue and do more to encourage and support more employers to actively recruit more people with disabilities and long term health conditions, and sign up to Disability Confident.</p> <p>ERBs to promote opportunities and examples of successful engagement with initiatives such as Inclusion @ Work project (training and employment for people with autism).</p>	<p>Expansion/extension of Bootcamps providing initial training to get more young people/ unemployed people into employment.</p>	<p>Examples of communications. Future research response. Additional Bootcamp activity. Numbers of businesses signed up to Disability Confident.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
		<p>Chamber and other stakeholders signed up the Armed Forces Covenant (AFC) to continue and do more to promote opportunities and examples of signing up to the AFC, employing service leavers and using the Career Transition Partnership recruitment service.</p> <p>ERBs to continue and do more to promote opportunities and examples of businesses successfully employing ex-offenders and encourage engagement with initiatives/services supporting this.</p> <p>ERBs to continue and do more to promote and encourage more active engagement of employers with JCP services.</p>		
<p>Basic and functional skills All employers highlight issues with basic and functional skills - maths, English, business ICT such as Microsoft Office, ESOL etc. This does not just apply to young people or new entrants to the workforce, but to significant numbers of existing staff. In the latter case, the lack of these basic skills, suppresses the ability of existing employees to progress and improve their career prospects. The Adult Education Service is currently restricted from delivering these skills in the workplace, even though there is significant need and latent demand.</p>	<p>Basic and functional skills activity pre and in-employment Actions needed pre-employment (primarily in schools and colleges) to develop basic and employability skills in young people. Support is also needed for people of all ages already in work to address these issues.</p>	<p>Careers Hub actions highlighted above.</p> <p>Seek funding and/or sponsorship to pilot potential solutions such as re-introduction of Lionheart initiative in Cumbria, Centre for Leadership & Performance initiatives, etc.</p> <p>Cumbria Business Growth Hub to pilot Work Force Development Service (WFD, see below), which as part of its remit will help bring cohorts together and link businesses more effectively with the Adult Education offer.</p> <p>Ensure availability of appropriate L1 & L2 provision.</p>	<p>Building on the short term actions with the Career Hub, ERBs to engage employers to work also with schools and colleges to build work situations and employability skills into the curriculum more effectively.</p> <p>Pilot and potentially roll out Lionheart and other initiatives from the pool available.</p> <p>Develop WFD Service (see below).</p>	<p>Number of employers actively engaged, and examples of activity.</p> <p>Future research responses.</p> <p>Initiatives piloted.</p> <p>Initiatives rolled out.</p> <p>WFD service piloted and evaluated.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Cumbria County Council has an adult learning budget of £2.5m and has the facility to deliver a wide range of programmes. Pre-pandemic this was delivered to 6,000+ candidates. They have over ready programmes in basic customer service, business admin, languages, maths, English but they are under funding constraints from the SFA.</p>		<p>Required changes in Adult Education to cover basic and functional skills and employee behaviours and emotional intelligence include:</p> <ul style="list-style-type: none"> • Subsidised funding (or weighting) to allow viable delivery of smaller groups (possibly one-to-one). This would be specific to rural areas where it is not always possible to recruit viable sized classes. 		<p>Number of employers actively engaged, and examples of activity</p> <p>Future research responses. Initiatives piloted. Initiatives rolled out.</p> <p>WFD service piloted and evaluated.</p>
<p>Employee Behaviours & Emotional Intelligence These are regarded as of immense importance, particularly in roles that are ‘first-line’ and customer facing such as front of house, food and beverage, visitor attraction, retail, social care (both residential and domiciliary) etc. These skills can be categorized as areas such as customer service, how to deal with difficult people/ situations, diffusing/ dealing with complaints, team-working, communicating effectively, manage own emotions, empathy, self-motivation, understanding boundaries, dealing with different cultures etc.</p>	<p>Employee behaviours & emotional intelligence activity pre and in employment. Actions needed pre-employment (primarily in schools and colleges) to develop emotional intelligence behaviours in young people. Support is also needed for people of all ages already in work to address these issues.</p>	<ul style="list-style-type: none"> • Flexibility on delivering qualifications in the workplace (outside legal entitlement). At the moment we can only deliver Maths, English and some Digital (EDSQ) qualifications in the workplace. • Fully-funded ESOL for all learners (fitting in with other English & Maths qualifications which are fully-funded). Currently only free to learners who are unemployed or low waged. • Flexibility on Level 2 full-funding – possibly a range of employability and vocational qualifications free to learners even if they already have a Level 2 and/or are employed. Currently Level 2 is only free if you do not have a prior qualification at that level, are unemployed or low-waged. These could be qualifications focussed on employability skills and progression in the workplace.on employability skills and progression in the workplace. 	<p>Building on the short term actions with the Career Hub, ERBs to engage employers to work also with schools and colleges to build work situations and employability skills into the curriculum more effectively.</p> <p>Pilot and potentially roll out Lionheart and/or other initiatives.</p> <p>Develop WFD Service (see below).</p>	<p>Number of employers actively engaged, and examples of activity</p> <p>Future research responses. Initiatives piloted. Initiatives rolled out.</p> <p>WFD service piloted and evaluated.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Employers from all sectors commented that new entrants to the workforce are often not equipped with many of the basic tenets required in these areas and require training and support to understand and develop these skills. The Welcome Host suite of courses that was previously delivered by Cumbria Tourism with funding support, is an example of a basic set of training events that can start to embed these skills, however there is a need to go further and develop new programmes that can be applied across all sectors.</p>		<p>Careers Hub actions highlighted above.</p> <p>Seek funding and/or sponsorship to pilot potential solutions such as re-introduction of Lionheart initiative in Cumbria, Centre for Leadership & Performance initiatives, etc.</p> <p>Cumbria Business Growth Hub to pilot Work Force Development Service (WFD, see below), which as part of its remit will help bring cohorts together and link businesses more effectively with the Adult Education offer.</p> <p>Ensure availability of appropriate L1 & L2 provision.</p> <p>Changes to Adult Education funding as above.</p>		
<p>Apprenticeships While there is strong usage of the apprenticeship route in Cumbria, this could be enhanced further with some employers highlighting issues such as lack of understanding around apprenticeship programmes, sourcing and employing apprentices and use of the levy as well as challenges around the time away from the job involved in an apprenticeship. While some employers receive very strong volumes of apprenticeship applications, others struggle to recruit. Some smaller businesses have highlighted red tape as issue as issue around apprenticeships.</p>	<p>Ease of access to information and provision Bring information together in one place and make information and advice more easily accessible by employers.</p>	<p>SDF Apprenticeship Hub providing easy access to information and support on the range of apprenticeships, use of levy, etc.</p> <p>ERBs and other stakeholders (including Cumbria Future Leaders) actively promote Apprenticeship Hub and information around apprenticeships, supported by providers.</p> <p>ERBs and other stakeholders more actively promote opportunities to access unspent levies, offered for sharing by larger organisations.</p>	<p>Extend SDF Apprenticeship Hub to wider providers.</p>	<p>Completion of SDF, and SDF outputs.</p> <p>Extension of Apprenticeship Hub to wider providers.</p> <p>Number of employers actively engaged, and examples of activity.</p> <p>Future research responses.</p> <p>Examples of ERB communications.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
		<p>Vacancy/candidate sharing</p> <p>Facilitate employers to share vacancies and candidates through a hub/forum.</p>	<p>Include vacancy and candidate sharing in Apprenticeship Hub services.</p> <p>Careers Hub is investing in an LMI Platform for young people and parents, which will be used to promote technical and vocational qualifications. The Careers Hub will review with partners how this would work best for Cumbria.</p>	<p>Future research responses.</p> <p>Extension of Apprenticeship Hub services.</p>
<p>Engaging with providers</p> <p>While some employers say they are already engaging effectively with providers, it is apparent that others are struggling to and don't find it easy. Indeed some are no longer trying.</p> <p>There were mixed views on some providers, with some employers happy at the same times as others raising issues about the same providers.</p>	<p>Closer and more effective links</p> <p>There is a need for closer and more effective links between training providers and industry, across a wider spectrum of employers. Ideally all employers should know how to and feel able and confident to engage with local providers effectively.</p>	<p>ERBs to actively engage employers countywide in working with the Skills Hub & wider providers (through Work Based Learning Provider Forum) and continue this on an ongoing basis.</p> <p>This includes ERBs liaising with the Skills Hub and wider providers to ensure that the language used and activities undertaken are genuinely employer friendly.</p>	<p>Extend SDF Skills Hub to wider providers.</p> <p>Begin to implement learning from investigations into good practice examples and continue to look for and learn from good practice.</p> <p>Chamber and providers to investigate examples of good practice, such as https://www.mmu.ac.uk/business-and-employers.</p>	<p>Future research responses.</p> <p>SDF outputs.</p> <p>Evidence of additional ERB activities with SDF.</p>
<p>Time out of the business</p> <p>Time out of the business for training is highlighted as an issue by businesses. This includes apprenticeship and non apprenticeship provision.</p> <p>With respect to apprentices it is not just the time with providers, also assignments. This has become more of an issue as businesses have more limited capacity to cover.</p>	<p>Opportunities to reduce time and maximise value</p> <p>While recognising the value of time spent off-the-job training, consider whether there are opportunities to reduce off-the-job time, enhance the perceived value of time spent off-the-job and/ or provide backfill (e.g. similar to examples in construction where a business sends full-time construction students in to cover for construction apprentices).</p>		<p>Set up a work group, coordinated by the Chamber (LSIP) and including providers, to investigate and implement opportunities for more onsite/ digital delivery and other opportunities for reducing class-based training requirements. This would include looking at accessing remotely using IT facilities at other providers (addressing IT access issues). It would also help make cohort sizes more viable.</p>	<p>Work group (task and finish) and report.</p> <p>Future research responses.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>There are issues with rurality and time taken to travel to training, particularly with those business located in the heart of the Lake District.</p>			<p>Employers and providers to engage to consider potential backfill opportunities.</p>	
<p>Finding the right training</p> <p>Although the survey indicates most businesses saying they do not need support with this, in 1-2-1 discussions many businesses report finding it difficult and time consuming to find the right provision for them. It is also apparent from responses to other questions. This is often the case even where they employ HR or learning and development professionals. Some are going out of county for training they could get locally just because it's where they have/have found contacts.</p> <p>There are also issues of short termism, where businesses ask for training reactively and to very short timescales, leaving insufficient time for providers to make it available (because of capacity issues or development time).</p> <p>Where TNA support has been available, e.g. through The Edge, those undertaken by providers have, understandably, been focused on the training that provider could deliver through that project rather than the wider skills needs of employers.</p>	<p>Improved access to information</p> <p>Implement ways to make it easier and quicker to find out what is available where, and who to talk to about bespoke options. This would be further improved by the availability of impartial support through trusted, business focused sources.</p>	<p>ERBs to actively engage employers countywide in working with the Skills Hub & wider providers (through Work Based Learning Provider Forum) and continue this on an ongoing basis.</p> <p>This includes ERBs liaising with the Skills Hub and wider providers to ensure that the language used and activities undertaken are genuinely employer friendly.</p> <p>ERBs and business support providers promote Skills Hub initiative to businesses. This will include promotion and linkage between the Skills Hub and Cumbria Business Growth Hub websites.</p> <p>Begin to Pilot a Workforce Development (WFD) Service through the existing Cumbria Growth Hub ERDF project. This would be independent of but work with the providers and Skills Hub. The service would, for example, advise on what's available, undertake TNAs and train businesses in skills needs identification, support businesses in identification of their future needs, bring together workable cohorts, and help arrange training where needed.</p>	<p>Extend Skills Hub to wider providers.</p> <p>Building on pilot activity, Chamber (LSIP) to seek funding for and establish an impartial Workforce Development Service for Cumbria, which is expected to include a distributed resource in relevant ERBs such as Cumbria Tourism. This would work in alignment with the extended Skills Hub.</p>	<p>Evidence of ERB/Skills Hub engagement .</p> <p>Extension of Skills Hub to wider providers.</p> <p>Future research responses.</p> <p>WFD pilot and report, and potentially a continuing WFD service.</p> <p>Evidence of web linkages.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Development to employer needs, including short and modular provision</p> <p>Employers would value provision more bespoke to their needs and would be happy to work with providers to develop.</p> <p>Alongside accredited training and lengthy courses, businesses need short, sharp, focused and modular courses, which may (or may not) over time build into an accredited qualification, and can be drawn from to put together qualifications which better fit employer needs. This is also valuable in facilitating retraining, upskilling and development of a more flexible workforce.</p>	<p>Joint provision development</p> <p>Providers and employers work together to develop provision more appropriate to the needs of wider employers.</p> <p>As part of the above, what modules are available or can be developed.</p>	<p>Coordinated through the Chamber (LSIP), ERBs to establish groups of employers to work with providers to design and implement appropriate training and review/develop others on an ongoing basis.</p> <p>These groups will have reach back into the wider business community through the ERBs, with needs checked with the wider community by ERBs on a regular basis.</p> <p>As part of this providers to start to identify how/which modules could be used and what needs to be developed in line with the needs of businesses.</p> <p>Ask to Department for Education for devolved/flexible funding.</p>	<p>Providers to continue to develop modular provision, including exploring opportunities for using the BAE/ University of Cumbria modular supply chain model for other topics, working with awarding bodies.</p> <p>Providers to explore opportunities for shared provision, including enhanced use of digital delivery, to address anticipated volume issues and specialised requirements. The option of use of each other's premises to access digital delivery would enable groups to work together in-person while accessing digital and address IT access issues.</p> <p>Ongoing employer group activities.</p>	<p>Employer groups established and operating.</p> <p>Evidence of new provision/delivery packages.</p> <p>Evidence of shared provision/digital delivery.</p> <p>Funding flexibility from DfE.</p> <p>Future research responses.</p>
<p>IT/digital/data</p> <p>IT/digital is highlighted as a gap by businesses across a range of sectors, including among young people. This includes a general lack of sufficient and appropriate IT and digital skills for current activity as well as to support increasing digitalisation, ranging from basic skills to more complex and higher level. E.g. Sage, Excel, Word, coding/programming skills, graphic design, online marketing/social media.</p> <p>It is also apparent from discussions with a number of employers that there is an emerging and future need for robust data and analytical skills.</p>	<p>Facilitate use of what's available</p> <p>There is a need to facilitate and encourage use of the provision that is already available.</p> <p>Review and develop provision Develop appropriate provision/adjustment of current provision to enhance IT/digital/data elements in colleges and ensure appropriately included in schools.</p> <p>Investigate what is available more widely, e.g. in coding and how this could be brought to the county.</p>	<p>See Adult Education and Skills Hub actions above.</p> <p>See Employer group and 1-2-1 employer engagement above.</p> <p>Discussion of potential ways forward with Guild of Coders, and others as appropriate.</p>	<p>Providers to explore opportunities for shared provision, including enhanced use of digital delivery, to address anticipated volume issues and specialised requirements.</p> <p>Include promotion of wider paid for options within the Skills Hub, from broader providers.</p>	<p>See Adult Education and Skills Hub above.</p> <p>Future research responses.</p> <p>New/adapted provision.</p> <p>Promotion of paid for options.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Leadership & management</p> <p>While some report having found good leadership and management training, others struggle to find this. To an extent this appears to be an issue of finding/funding the right training but there are also issues of availability and curriculum. There is also a need to ensure we are forward looking in developing leaders and managers equipped to develop and run agile, flexible businesses, able to respond quickly and effectively to changing landscapes and opportunities.</p>	<p>Review detailed needs and adapt provision</p> <p>As a first step review what is genuinely available and whether there is indeed a gap or whether it is an information/funding issue. Providers agreed there are some issues and that first step is to look at what is available and being delivered then how best address e.g. potential cohort size issues.</p>	<p>See Employer Group actions above, employers and providers together to review in detail what is needed and what is available and adapt/develop appropriate provision. As part of this exploring pathways to management, across the range of sectors.</p> <p>Skills Hub and ERB actions above regarding promotion of what's available.</p> <p>WFD and other actions above around cohort sizes.</p>	<p>Given limited opportunities for development in smaller businesses consider potential opportunity for sharing/placements in other businesses as part of management development programmes.</p> <p>Consider opportunities for peer/networking groups to support development.</p> <p>WFD and online delivery actions above to help address cohort sizes</p>	<p>Review and analysis of provision.</p> <p>Future research responses.</p> <p>Feedback on review of opportunities around placements, groups, etc.</p>
<p>Cost of training</p> <p>While 25% fund training themselves, 34% quote cost/availability of finances as a barrier.</p>	<p>Reducing costs to employers</p> <p>Explore and implement ways to reduce costs to employers, e.g. through reducing travel time and costs, apprenticeship levy sharing, bringing cohorts together, increasing take up of funded options and larger organisations opening up opportunities to others.</p>	<p>Further and ongoing promotion by ERBs and providers of opportunities to access apprenticeship levy sharing.</p> <p>Request flexibility from DfE in use of apprenticeship levy.</p> <p>Request devolved training funding/flexibility from DfE to enable more flexibility on what training can be funded.</p>	<p>Providers to explore and implemented increased use of online options to reduce travel costs/time out of business (see above).</p> <p>BAE have opened up an external training portal to supply chain and are hoping to engage more local businesses. Explore and encourage scope for similar moves by other employers.</p> <p>WFD service actions above helping to bring groups of employers together to reduce costs to individual employers.</p>	<p>Future survey responses.</p> <p>Evidence of implementation of more online delivery.</p> <p>Evidence of groups coming together for training.</p>
<p>Low carbon/net zero</p> <p>Employers anticipate a need for more skills around low carbon/net zero, including assessing and reporting position and progress.</p>	<p>Establish provision</p> <p>Review and establish appropriate provision, taking into account what is available in Cumbria, nationally and on-line..</p>	<p>ERBs to encourage and facilitate businesses to engage with relevant business support initiatives (such as Eco-I, CAFS and Future Fixers) which can help them to start developing some of the relevant skills and understanding.</p>	<p>Employer, ERB and provider engagement as above to review, agree and introduce or develop relevant provision, including some awareness/introductory activity in general business support.</p>	<p>Evidence of promotion.</p> <p>Future research report.</p> <p>Evidence of review and implementation.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Work Based Learning Provider Forum (WBLPF) The above actions, and many of those highlighted in the sector specific tables, could be more effectively progressed with a more appropriately resourced and wider Work Based Learning Providers Forum, drawing on the models operating successfully elsewhere.</p> <p>A strong network of training providers in Cumbria is essential to support employers in recruiting, training and retaining a suitably qualified and experienced workforce.</p> <p>Cumbria has one of the few forums without dedicated resource. This would provide an effective vehicle for collaborative working of all training providers to ensure a strong provider infrastructure in Cumbria. In other areas of the country equivalent bodies have funded posts and have really made a difference by working together to develop provider led initiatives to respond to identified skills needs across.</p>	<p>Develop WBLPF Further develop the WBLPF, expanding its membership and capacity to undertake research and policy activity and support joint bidding, etc.</p>	<p>Seek funding to pump prime further development of the WBLPF, including resourcing of a paid post.</p>	<p>Assuming funding can be found, appoint dedicated resource and further develop WBLPF membership and activities.</p>	<p>Funding accessed.</p> <p>Number of new members.</p> <p>Dedicated resource appointed.</p> <p>Evidence of WBLPF activities.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Bringing the education and skills agenda together</p> <p>Given their remit, LSIPs are only part of the picture. It is clear from the work with stakeholders in producing this plan that there is a need and opportunity to bring the wider agenda together more effectively.</p>	<p>Development of a holistic and place-based model. There is a need and opportunity (with funding to support) for a holistic and place-based Education & Skills Model to be developed for Cumbria, working with DfE and DLUHC and drawing on our extant asset base. This would cover strategy, commissioning and delivery aspects – and, for example, involving the Chamber, LEP, local government and education and skills providers with governance, accountabilities and accountable body to be determined against intended scope, role and responsibilities.</p>	<p>Key stakeholders to meet to scope out the proposal in more detail, with a view to requesting funding to support development of the Model.</p>	<p>Subject to funding and the outcome of discussions on the proposed way forward, development and implementation of a holistic and place-based Education & Skills Model for the county.</p>	<p>Initial proposal.</p> <p>Development and implementation of the model.</p>

5.6 Annex F - Cross Cutting & Sector Action Tables

Built Economy

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Availability of appropriate training in Cumbria</p> <p>Employers comment that they struggle to obtain anything but the main basic courses in the county and often send employees outside the area for training to Newcastle, Preston, Lancaster, Blackpool and SW/Central Scotland.</p> <p>There is a backlog of training required in Cumbria, made worse by the pandemic and social distancing, so problems trying to book places on the courses needed.</p> <p>Some providers have a good understanding of the industry and deliver appropriate training; some others are weak on content and are not up to date.</p> <p>There have been issues of end point assessment delaying course completion.</p>	<p>Understanding and communications between employers and providers</p> <p>There needs to be a well-developed understanding between employers and providers in terms of what is currently available and what might need to change and develop to meet future needs. This also needs to consider the constraints that the supply side must operate under.</p>	<p>As highlighted in cross cutting themes above, and specifically collaborate with the Construction Industry Training Board (CITB) to facilitate the engagement required. CITB has supported all 8 LSIPs so will have a good England-wide perspective on the skills gaps and access to solutions being adopted elsewhere. It would also be useful to include representatives from the Home Builders Federation (HBF) as they are active in promoting best practice and have a vested interest in addressing the employment and skills gaps in the industry.</p> <p>Develop terms of reference to address revisions to the existing syllabus, development of extended and new training modules, training techniques and delivery models.</p>	<p>Create revised training and skills delivery to meet employer needs and future-proof in terms of syllabus.</p>	<p>Future research responses.</p> <p>Employer engagement activity.</p> <p>Terms of reference developed.</p> <p>New or revised provision available.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>New Areas of Technical and Professional Development</p> <p>This includes both technical/safety related subjects as well as professional qualifications, which may be obtainable using work-based learning.</p> <p>Included are: Loading & securing, Plant/ Equipment tuition; Earthworks and volumetrics; Scaffolding inspection; Abrasive wheels (refresher); Gas specific training; Range of BTEC related qualifications.</p> <p>In terms of professional qualifications employers are asking for: Quantity Surveying (apprenticeships); Estimating; Engineering (civil).</p>	<p>Syllabus development</p> <p>Development of an expanded syllabus to encompass these missing elements in technical training would allow an enhanced offer to the industry and drive participation.</p> <p>In terms of the professional qualifications required, it may be that these are not currently delivered in Cumbria and the resources may not be forthcoming to resolve this situation.</p>	<p>This review needs to take place at the same time as that above and to create an overall solution for Cumbria based on the FE and private sector provision already active in the county.</p>	<p>Create revised training and skills delivery to meet employer needs and future-proof in terms of syllabus.</p>	<p>Review completed.</p> <p>Future research responses.</p> <p>New or revised provision available.</p>
<p>Currency of content</p> <p>There is some criticism from employers of training content and/or techniques not being up to date.</p> <p>The message from the industry is that the training on offer is good but there are improvements to be made and gaps that need to be addressed.</p>	<p>Content development</p> <p>Training content must be addressed if it is out of date.</p> <p>Effective, regular, facilitated communication will help to identify the areas of concern and that require resolution.</p>	<p>The HBF have a range of resources to support the development of syllabus including partnering housebuilders with training providers, collaboration with lecturers visiting site, free issue of modern materials and masterclasses, both face to face and video.</p> <p>Engagement between employers and providers, facilitated and supported by CITB as above.</p>		<p>Evidence of engagement activity as above.</p> <p>Evidence of use of HBF resources.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Apprentices have insufficient practical experience</p> <p>Large housebuilders complain that apprentices do not spend enough time in practical work and are therefore not experienced enough or quick enough to maintain work when they are put into teams on site.</p>	<p>Explore and implement ways to include more hands on time</p> <p>There may be structural issues with providing more practical time 'on the tools' for providers – it is an issue that could possibly be addressed in collaboration with employers with lateral thinking.</p>		<p>Engagement and collaboration between employers and providers, facilitated and supported by CITB as above.</p>	<p>Future research responses.</p> <p>Evidence of engagement.</p>
<p>Emerging demand for retrofit</p> <p>Retrofit, which will become a more important area for construction moving forward, was not highlighted by employers, but its importance has been flagged by CITB. It is likely that this is due to the business opportunity not yet being realised by employers. As employers face increasing demand for these skills, they in turn will demand relevant provision.</p> <p>There is an emerging need, e.g. to retrain gas heating engineers/plumbers and to attract new talent. The Association of Colleges has expressed concern about not being able to recruit to lecturers who can train people (skills in demand, wages poor).</p>	<p>Develop and implement appropriate provision</p> <p>Retrofit is in its early stages and is at an 'early-adopter' stage. There is national activity led by the Retrofit Academy and in Cumbria CAFS is running training events for householders.</p> <p>Providers need to consider the opportunity for training in advance of demand from employers so as to be ready to meet that demand.</p> <p>It appears that housing associations are at the head of the curve in this respect, and demand is expected to grow behind them from other landlords and building owners and householders.</p>	<p>Engagement as a starting point between providers, housing associations, CITB, Retrofit Academy and CAFS as housing associations is where most of the initial demand is expected to come from.</p> <p>Lakes College retrofit development already underway.</p>	<p>Further actions may be agreed following this engagement.</p>	<p>Evidence of engagement.</p> <p>Implementation of further agreed actions.</p>
<p>Communication</p> <p>Communication between employers and training providers has been patchy, with lack of feedback on learners.</p>	<p>Improved communication</p> <p>Need to improve communication and feedback.</p>	<p>Engagement activities as highlighted above and in cross cutting themes.</p> <p>Providers to consider how they can most effectively feedback to employers on learners.</p>		<p>Future research responses.</p> <p>Engagement evidence as above.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Recruitment</p> <p>While this is highlighted as a cross cutting theme, recruitment and lack of understanding of care as a career is highlighted by care employers as their biggest challenge, and so is included also here.</p> <p>Within the sector there is a view that young people are encouraged to seek to work with children rather than in adult care.</p>	<p>More promotion of the sector as a positive career choice</p> <p>A number of employers highlight work they are already doing in this respect, but they and others are clear that they need, and are happy, to do more, in particular in schools and colleges.</p> <p>People have to be 18+ to work as a carer but can work in a home on other duties 16+, use of shadowing etc. during this period can be helpful in engaging them in career options.</p> <p>A number of employers also cited that they were content to be used as a progression into medical roles in the NHS if this meant a good worker for a few years.</p> <p>There are opportunities to use platforms such as Instagram, TikTok and Twitter for promotion, using, e.g. Home Care Influencers.</p>	<p>See cross cutting themes recruitment actions above, including more consideration of wider recruitment pools.</p> <p>See cross cutting themes Apprenticeship actions above.</p> <p>Explore and start to exploit platforms such as Instagram, TikTok and Twitter for promotion.</p> <p>Hello Futures, Cumbria Careers Hub and the four FE Colleges, are producing videos etc., to promote apprenticeships, T Levels to support Our Future Campaign.</p> <p>Cumbria Careers Hub has a health and social care careers project for secondary schools planned for June and July 2022.</p>	<p>See cross cutting themes above.</p> <p>University of Cumbria and One Cumbria have a health and education careers festival planned for October 2022.</p>	<p>Future research responses.</p>
<p>Time out of the business</p> <p>Time out of the business for training is highlighted a particularly significant blocker to training for this sector. Although there is funding available through Skills for Care to pay for backfill, that backfill is not available.</p> <p>The Level 3 apprenticeship, aimed at adults, does not require foundation skills (which are often an issue for older workers and does not have a 20% off the job requirement).</p>	<p>Enhanced engagement</p> <p>Increase engagement between employers and Skills for Care, and get more employers signed up and completing the Dataset.</p>	<p>Chamber and Skills for Care to work together to promote the opportunities and support available through Skills for Care.</p> <p>Stakeholders also to promote options which do not require an off-the-job element.</p>	<p>Seek resources to support engaging employers and completing the Dataset.</p> <p>Employers, providers, ERBs and other relevant stakeholders to consider and explore potential backfill opportunities.</p> <p>Providers to engage with Skills for Care and employers around provision of support locally and reducing the time out of the business (e.g. through reduced travel, digital options, etc.).</p>	<p>Numbers signed up to dataset.</p> <p>Future research responses.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Take up of funded training</p> <p>There appears to be surprisingly low usage of funded training in this sector in Cumbria, which is of particular concern when 47% cite cost of training as a barrier. For example virtually no take-up of Skills for Care funded training in Cumbria, in contrast to other areas.</p>	<p>Increased awareness and ability of access</p> <p>Increase awareness and understanding of funded options and how to access funded provision through Skills for Care.</p>	<p>Actions to increase engagement with Skills for Care as above</p> <p>Skills Hub actions as set out in cross cutting themes.</p> <p>Promote examples of good practice in the use of apprenticeships (including in supporting recruitment and offering career pathways), such as by Risedale.</p>	<p>Actions to increase engagement with Skills for Care and completion of the Dataset as above.</p> <p>Skills Hub actions as set out in cross cutting themes.</p>	<p>Future research responses.</p> <p>Increased take up reported by Skills for Care.</p>
<p>Provision more fitted to employer needs and in the county</p> <p>Although there are mixed views on the availability of training, employers would value provision more bespoke to their needs, such as management focused on smaller care providers. More bespoke training suited to the needs of smaller care homes/ care providers would be valued including short courses for middle management (1/2, 1 and 2 days). This includes a mix of online and face-to-face as applicable to the topic and audience.</p> <p>Not all staff have access to computers and phones or are IT literate. Some employees do not wish to improve IT/ digital skills, others need help to do so.</p>	<p>Employer/provider engagement</p> <p>Providers and employers work together to develop provision more appropriate to the needs of employers and arrange delivery/ availability within the county.</p> <p>There was a joint training working group in the county 1997 – 2000 which was reported to be useful.</p>	<p>Improved engagement between providers and employers (see cross cutting themes) including reviewing the feasibility of and options for establishing employer group(s) to work with providers, with regular reach back into wider sector community.</p> <p>Work based Learning Provider Forum to engage with Skills for Care to explore opportunities for more delivery in the county.</p>	<p>Subject to outcome of exploratory work, develop a care sector group for Cumbria to facilitate these discussions and represent the interests of the care sector.</p> <p>Workforce Development Service (see cross cutting themes), assisting with cohort development so that cohorts are of a more viable size.</p> <p>Consideration of short and modular options (see cross cutting themes).</p>	<p>Future survey responses.</p> <p>Establishment of a care sector group.</p> <p>Evidence of improved engagement between providers and employers.</p> <p>Engagement between WBLPF and Skills for Care.</p>
<p>Level 2 care certificate</p> <p>There is concern about the Level 2 care certificate which used to be a 13 week course, now condensed into 6 weeks, which is felt by employers to be too crammed.</p>	<p>Raise issue with awarding body</p> <p>As this qualification is a national requirement, this is an issue that needs to be raised and discussed nationally.</p>	<p>As this is a national requirement, this is an issue that needs to be raised and discussed nationally.</p>		<p>National level discussions.</p> <p>Amendment of delivery/ requirement.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Leadership & management Registered managers completing Level 5 Leadership & Management are asking “what next?”</p> <p>There is not a provider in Cumbria licensed to deliver the Skills for Care leadership programme. National providers would come to the county to deliver if there were sufficient cohort sizes but this is not often the case.</p>	<p>Engagement between providers and employers Engagement between employers, providers and Skills for Care to promote and facilitate access to available options, and where appropriate develop new options.</p>	<p>Engagement between employers, providers and Skills for Care as above.</p> <p>Discussion with Lancaster University Management School and University of Cumbria regarding potential sector cohorts of their Senior Leaders Apprenticeship and other options.</p>	<p>Depending on outcome of engagement, potential development of new/revised options.</p>	<p>Future research responses.</p> <p>Evidence of enhanced engagement.</p> <p>Take up of L&M qualifications beyond Level 5.</p>
<p>What the future looks like To better understand skills needs and opportunities for the future, employers need a better understanding of the opportunities of digitalisation and the future more widely, how they could use these and the skills needed for this.</p>	<p>Improved understanding of digital developments Employers need support to understand the opportunities of digitalisation and the future more widely, how they could use these and the skills needed for this.</p>	<p>Explore initial potential activities.</p>	<p>Cumbria Business Growth Hub to facilitate a range of employer activities and communications with Innovate UK, Lancaster University, University of Cumbria, colleges, work based providers and Skills for Care.</p>	<p>Future research responses.</p> <p>Evidence of awareness and understanding activity.</p>
<p>“NHS” skills Care businesses report that if some of their staff could be trained to undertake activities such as diabetic observations then hospital bed blocking could be reduced.</p>	<p>Additional training This opportunity should be flagged (again) to the NHS.</p>	<p>Flag this as an opportunity to the NHS.</p>		<p>Care staff enabled to undertake these activities.</p>

5.6 Annex F - Cross Cutting & Sector Action Tables

Farming

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Breadth of skills The breadth of skills needs in farming has significantly widened due to the focus in policy on public goods provision and nature recovery.</p> <p>In the context of public goods and nature recovery, and accessing public and private finance for business sustainability and resilience, skills required include e.g.:</p> <ul style="list-style-type: none"> • Mapping – baselining and monitoring, using mapping technologies for on-farm assets • Ecological surveying – methods to measure biodiversity, habitats and species • Soil surveying – methods to measure type of soil, soil quality • Nature Recovery – habitat restoration and creation, wetlands, grasslands, woodlands etc. (practical and theoretical skills) • Natural Flood Management, habitat restoration, peatland restoration – knowledge of the methods, tickets for machinery use, practical skills and many other cross-cutting skills. • Carbon – carbon baselining, land management for carbon sequestration and retention <p>Farming skills include:</p> <ul style="list-style-type: none"> • Animal health and welfare, livestock husbandry 	<p>Diversity of provision This must be reflected in the amount and diversity of skills-based learning opportunities.</p> <p>Delivery must include FE, HE, CPD, knowledge exchange opportunities.</p> <p>Due to change in policy and the need for a thriving rural economy, it's paramount that there is joining up cross-sector to address the skills gaps: farming, forestry, nature conservation, and beyond.</p> <p>There is also a need to support innovation and entrepreneurship.</p> <p>Funding needs to be long-term and cover the true costs of delivery e.g. apprenticeship wrap-around care to allow local organisations to deliver more and with the required support/resource. Colleges and other providers are keen to explore this and review the gaps but realistic about what they can do. The funding model for agricultural colleges is very different and so they could not afford to deliver many of the courses. That said there is some relevant provision which they could look at. NR Training are not currently able to deliver accredited.</p>	<p>Utilise existing funding opportunities to deliver more joined-up training/skills across current training/advice providers.</p> <p>Consider the development of a Land and Nature Skills Service for Cumbria, which is currently being scoped (completed in July 2022).</p> <p>Explore and begin to develop what can be delivered through the University of Cumbria, Cumbrian Colleges and other providers, such as NR Training and seek additional resource to enable this.</p> <p>Develop a comprehensive Apprenticeship programme alongside FE and HE provision. Alongside this support delivery of the Countryside Worker Apprenticeship amongst other relevant apprenticeship standards. Bring back the Hill Farm Apprenticeship which was delivered by the Farmer Network in Cumbria.</p> <p>University of Cumbria consultation around courses in upland environmental land management.</p>	<p>Subject to results of the scoping study, develop a Land and Nature Skills Service for Cumbria.</p> <p>Secure additional resource to enable development of this delivery and undertake development.</p> <p>Immediate ask is for funding and resource to support development of a joined-up approach across the sector as Farming, Forestry, Nature Conservation and other land-based delivery needs to move away from a siloed approach. This links to the strategic priorities of Protected Landscapes and the delivery of public goods as is central in the 25 Year Environment Plan, Environmental Land Management schemes and the Cumbria Local Nature Recovery Strategy.</p> <p>Subject to results of consultation, University of Cumbria development of courses in upland environmental land management.</p> <p>Ask is for consistent and appropriate funding for training, skills and knowledge delivery/provision for lifelong learning opportunities.</p>	<p>Future research responses.</p> <p>Development of a Land & Nature Skills Service for Cumbria.</p> <p>Development of comprehensive apprenticeship programme, FE & HE provision.</p> <p>Courses being delivered.</p> <p>Delivery of Countryside Worker Apprenticeship and Hill Farm Apprenticeship.</p> <p>University of Cumbria consultation.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<ul style="list-style-type: none"> • Tickets for machinery • Grazing regimes – e.g. regenerative/mob grazing • Regenerative/nature friendly agriculture practices – herbal leys for grazing, hay meadow restoration and management • Precision farming - technology use <p>Business skills:</p> <ul style="list-style-type: none"> • Farm business planning – financial baselining and assessment of business options to make decisions. Accessing grants and schemes. Accountancy. • Marketing and customer services – supporting direct sales of food products to market • Awareness of new funding streams e.g. Biodiversity Net Gain, Natural Capital Investments etc. 	<p>Develop a comprehensive Apprenticeship programme alongside FE and HE provision. Apprenticeships are accessible to wider audiences, supporting social mobility, are a vital way to gain practical skills.</p>			
<p>Loss of Newton Rigg plus travel issues The loss of Newton Rigg College, is exacerbating already significant issues with travel (time, cost, transport).</p> <p>For the sector to thrive there is a need to ensure effective access to forward looking training and development with access to the latest, and developing, equipment and ideas.</p>	<p>Other providers and delivery mechanisms While some organisations have already been able to start addressing gaps there remain significant issues.</p> <p>Work to explore ways to address gaps in provision must continue, with implementation of innovative and effective solutions, enabling the sector to move forward confidently into the future.</p>	<p>See delivery development above.</p> <p>Review the network of training delivery sites e.g. Low Becks Hill Farm, NGO-owned properties and identify the gaps.</p> <p>Providers to explore further opportunities for collaborative working, including with specialist provision outside the county.</p> <p>Consider opportunities for hybrid delivery, incorporating online, on-farm and at provider locations.</p>	<p>See delivery development above.</p> <p>Develop new delivery sites to address gaps.</p> <p>Further develop and implement collaborative approaches.</p> <p>Further develop and implement hybrid approaches.</p>	<p>Future research responses.</p> <p>Delivery sites developed.</p> <p>Collaborative opportunities explored and implemented.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Retention and recruitment</p> <p>Alongside the cross sector recruitment issues set out in cross cutting themes there are instances of farmers training people to work for them who do not stay in farming or with that farm business. There is also a lack of people to fill roles in management.</p>	<p>Access, interest and retention</p> <p>Need to support people to access farming, bringing in new experience/skills from other sectors. This includes overcoming the urban/rural divide with a need education about the realities of farming and the breadth of skills which people could bring into the sector (from marketing and accountancy to shepherding and ecological skills).</p>	<p>See cross cutting themes above.</p>	<p>See cross cutting themes above.</p> <p>Through the actions for farming set out above, deliver the skills provision needed to bring more people into the sector and retain them, supporting thriving farm businesses, landscapes and communities.</p>	<p>Future research responses.</p>

5.6 Annex F - Cross Cutting & Sector Action Tables

Forestry

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Lack of time and scope to invest in training Preponderance of micro-businesses and the self-employed means there is little time or scope for ‘employers’ to invest in training. Such employers struggle with the administrative burden associated with formal training, with a belief that if trained up many employees will either set up on their own or find other employment.</p>	<p>Co-ordination and facilitation Provide co-ordination and facilitation resource to enable micro-businesses to engage with training to a greater degree.</p>		<p>Expand SDF Skills Hub to wider provision (see cross cutting).</p> <p>Seek funding for and establish a WFD service (see cross cutting).</p> <p>Focus on micro-businesses with an appetite for growth and consequent need for new employee and readiness to invest in training.</p>	<p>Future research responses.</p> <p>Skills Hub expanded.</p> <p>WFD service.</p>
<p>Lack of apprenticeship provision Absence of any training provider for formal apprenticeships (Forestry Operative Level 2) in the county. The nearest existing providers are in the East Midlands.</p> <p>Forestry England are already an accredited training provider for forestry craft skills for their own staff and will now expand to include other candidates. They are currently undertaking process to become a ‘Main Provider’ whereby they would be able to provide training to external organisations and companies. They anticipate having approval by September.</p> <p>Professional Forester Degree Apprenticeship (Level 6) commencing in 2022 including BSc Hons Forest Management at University of Cumbria.</p>	<p>Apprenticeship provision Promote the opportunity to companies and organisations within Cumbria.</p> <p>Support micro-businesses to participate in formal apprenticeship provision.</p>	<p>Chamber (LSIP) to engage with Forestry England to track progress encourage provision within Cumbria.</p>	<p>Expand SDF Apprenticeship Hub to wider provision, supporting micro-businesses to participate in formal apprenticeship provision.</p> <p>UoC looking to expand their activity to lower levels beyond that of Degree Level Programme in co-operation with Forestry England (FE). FE are already an accredited training provider for forestry craft skills for their own staff and will now expand to include other candidates.</p> <p>If successful with TCAP proposal, work with Confor and Ernest Cook Trust to support provision of apprenticeships at Low Becks Farm and use as opportunity to promote apprenticeships to employers and ‘lessons learnt’.</p>	<p>Future research responses.</p> <p>Forestry England provision in Cumbria.</p> <p>Extended University of Cumbria activity</p> <p>Expanded Apprenticeship Hub.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Lack of FE provision of forestry courses No FE provision of forestry courses in the county following the closure of Newton Rigg. This means businesses have nowhere in county to train employees in higher level technical skills, and there is no longer a pool of trained people who want to live and work in Cumbria.</p>	<p>Explore and develop opportunities Work with others to explore opportunities for FE provision (or equivalent) for forestry in Cumbria and in the wider region. Potential to work with NR Ltd., proposed Cumbria Land and Nature Skills Service and FE colleges.</p> <p>This needs to be regional (perhaps Cumbria/ Northumbria) to provide critical mass, and linked to the Borderlands initiative. There is an opportunity for co-operation with the Scottish System (Barony) etc.</p>	<p>Cumbrian stakeholders work with others, within Cumbria and regionally to explore opportunities for FE provision (or equivalent) for forestry in Cumbria and in the wider region.</p> <p>Work with the Borderlands to scope potential for proposed regional forestry innovation centre to address FE/technical training needs.</p>	<p>Work with Borderlands to scope potential for proposed regional forestry innovation centre to address FE/ technical training needs.</p>	<p>Future research responses.</p> <p>Evidence of opportunities explored.</p>
<p>Lack of suitable applicants Declining number and suitability of applicants for new entrant posts due to relative unattractiveness of forestry as a career (at operative level), plus a particular issue locally of cost of housing etc.</p>	<p>Promotion of forestry as a career Promote forestry as a potential career to school leavers, career changers etc. This would probably be best done in conjunction with other land based industries e.g. agriculture in order to provide the necessary scale, impact and range of opportunities.</p>	<p>See recruitment actions in cross cutting skills table.</p>	<p>See recruitment actions in cross cutting skills table.</p>	<p>See recruitment actions in cross cutting skills table.</p>
<p>Real world experience There is limited opportunity for trainees to obtain real world experience to bring their work rate up to that required by private businesses. This is a particular issue in the harvesting sector (compared to establishment & maintenance) as it is highly mechanised, has significant H&S issues and is very productivity led.</p>	<p>Identify & provide real world opportunities Identify and encourage provision of more real world opportunities. For example by encouraging larger employers to offer work placements to provide additional work experience for FE/ HE students, facilitating provision and use of FMO simulators, etc.</p>	<p>As part of Careers Hub activities (see cross cutting table), encourage and facilitate larger employers to offer work placements in order to provide additional work experience for FE/HE students.</p>	<p>Explore opportunities for Forest Machine Operator training programme as offered by Barony College.</p> <p>Facilitate provision of and encourage use of FMO simulators.</p> <p>Work with harvesting companies and machinery suppliers (such as John Deere Forestry at Carlisle) to retain machines at the end of their first lease for use by trainees.</p>	<p>Future research responses.</p> <p>Evidence of work placement opportunities.</p> <p>Use of FMO simulators.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Focus is on certificates rather than development</p> <p>While there is clearly a need for safety, focus within the industry is on individuals having the necessary certificates to meet contractual/H&S requirements, rather than any long-term developmental approach.</p>	<p>Procurement requirements</p> <p>Encourage users of contractors (landowners) to make provision within contracts to favour companies that focus on developmental needs of employees rather than meeting minimum standards.</p>	<p>Identify actions which will support SMEs with growth aspirations that require longer term and more rounded workforce development.</p>	<p>Engage with users of contractors to encourage procurement and contracts which favour commitment to genuine skills development.</p> <p>Identify actions which will support SMEs with growth aspirations that require longer term and more rounded workforce development</p>	<p>Future research responses.</p> <p>Evidence of engagement.</p> <p>Evidence of contracting.</p>
<p>Quality of training</p> <p>Some evidence of the quality of training not being good enough. For example, new entrants who meet the essential criteria regarding certificates do not have a safe level of skill.</p>	<p>Work with providers</p> <p>Work with trainers to advance skill levels. Co-operate with training award providers (Lantra/ NPTC) to upskill trainers and increase standards.</p>	<p>Engage with providers and awarding bodies.</p>		<p>Future research responses.</p> <p>Evidence of engagement.</p>
<p>Good trainers in high demand and sometime have to wait for them to be available. Shortage of trainers in some specialist skills. Many trainers are from outside Cumbria due to scale of industry, specialist nature, preference for use of trainers who are viewed as 'good' even if not local. A number of interviewees indicated they would be interested in becoming trainers.</p>	<p>Increase numbers of good trainers</p> <p>Enable people within industry to become trainers by promoting opportunities, putting on 'train the trainer' courses etc.</p>	<p>Ensure availability of train the trainer courses for the industry and promote this as an opportunity, including engaging specifically with those interviewees who expressed an interest.</p> <p>Work with existing trainers to encourage uptake of new employees/associates themselves to expand training pool.</p>		<p>Train the trainer courses available.</p> <p>Additional trainers trained.</p> <p>Future research responses.</p>
<p>Lack of training for some roles</p> <p>Little appreciation of, or training for, formal roles within forestry sector in particular as identified by H&S needs/FISA (e.g. Forest Works Manager).</p>	<p>Develop appropriate training</p> <p>Work with FISA to promote concept of specific roles to both employers and clients (woodland owners, forest managers etc.). Facilitate course provision within Cumbria.</p>		<p>Work with FISA and other partners (e.g. Cumbria Woodlands, Confor and ICF) to promote concept of specific roles. Facilitate course provision within Cumbria.</p> <p>Promote inclusion of appropriate specifications in forest management and harvesting contracts.</p>	<p>Future research responses.</p> <p>Evidence of work with FISA.</p> <p>Course provision.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Assessment of competency FE courses include training but not assessment of technical skills as required for e.g. NPTC Certificates. This means employers are not able to assess whether somebody is competent, and could take them on and incur cost of putting them through assessment only to find they cannot meet requirements.</p>	<p>Include assessment within courses Encourage FE providers to include assessment within courses or collaborate to offer them at discounted rates for students.</p>	<p>Engage with FE providers around including assessment within courses and/or collaborations which allow discounted rates for students.</p>	<p>Support 'assessment clinics' and associated refresher training to catch up with unassessed trainees and provide greater pool of potential labour for businesses</p>	<p>Inclusion of assessment within courses. Future research responses.</p>

5.6 Annex F - Cross Cutting & Sector Action Tables

Manufacturing and Energy

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Loss of staff to larger employers Exacerbating the general recruitment issues, smaller employers report losing trained staff, including those who have completed apprenticeships, to larger employers, who can often pay more.</p> <p>In West Cumbria and Barrow, the focus is very much on Sellafield and BAE Systems with many young people pushed towards their apprenticeship programmes, including when engineering apprenticeships are not the right route for them.</p>	<p>Young people In addition to the actions set out in cross cutting themes, there is also a need in West Cumbria and Barrow to develop more understanding that smaller businesses can also provide a rewarding career path, and that there are great opportunities beyond engineering.</p>	<p>See recruitment activities in cross cutting themes, but taking into account specifically these challenges, so, for example, including a range of smaller employers, within and outwit Sellafield and BAE supply chains, and highlighting the range of options within manufacturing.</p>	<p>See recruitment activities in cross cutting themes, but taking into account specifically these challenges.</p> <p>Explore with the largest employers how they could potentially support smaller employers.</p>	<p>Future research responses.</p> <p>See cross cutting themes above.</p> <p>Evidence of exploration with larger employers.</p>
<p>Agile workforce Employers generally say that they need an agile and flexible workforce with training that supports that.</p>	<p>Provision that supports upskilling, reskilling and flexibility Bespoke apprenticeships, drawing together elements from different apprenticeships. Modular and short, sharp training, not necessarily accredited or which could build into a qualification over time where appropriate, or which could be used to support retraining, upskilling and flexibility of those who already have qualifications.</p>	<p>ERBs to establish groups of employers to work with providers to design and implement appropriate training and review/develop others on an ongoing basis. These groups to have reach back into the wider manufacturing sector (through ERBs), with needs checked with the wider manufacturing community by ERBs at regular intervals.</p> <p>Enhanced one-to-one engagement through SDF Skills Hub with colleges.</p> <p>ERBs and business support providers promote Skills Hub initiative to businesses. This will include promotion and linkage between the Skills Hub and Cumbria Business Growth Hub websites.</p>	<p>Extension of Skills Hub to wider providers.</p>	

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Mechanical and electronic engineering</p> <p>There is a need for courses that mix/enable transfers between mechanical and electronic engineering (apprenticeships). These and other translation courses are needed to help people move across to address skills shortages.</p>	<p>Development of appropriate courses</p> <p>Develop and offer courses which mix/enable transfer between mechanical and electronic engineering and consider other translation/mixed courses as needed.</p>	<p>Mixed qualification combining mechanical and electronic engineering is now becoming available, which providers will look to offer (Maintenance and Operations Engineering Technician).</p>	<p>Providers to look at translation courses and modular options support.</p>	<p>Future research responses.</p> <p>Translation and modular options introduced.</p>
<p>Apprenticeships</p> <p>While there is strong usage of the apprenticeship route among Cumbria manufacturers this could be enhanced further with some employers highlighting issues such as lack of understanding around apprenticeship programmes, sourcing and employing apprentices and use of the levy as well as challenges around the time away from the job involved in an apprenticeship.</p> <p>While some employers receive very strong volumes of apprenticeship applications, others struggle to recruit. Some smaller businesses have highlighted red tape as issue as issue around apprenticeships.</p>	<p>Apprenticeship Hub</p> <p>Bring information together in one place and make information and advice more easily accessible by employers.</p> <p>Facilitate employers to share vacancies and candidates through a hub/forum.</p>	<p>SDF Apprenticeship Hub providing easy access to information and support on the range of apprenticeships, use of levy, etc.</p> <p>ERBs and other stakeholders actively promote Apprenticeship Hub and information around apprenticeships, supported by providers.</p> <p>ERBs and providers to promote levy sharing opportunities.</p>	<p>Extend Apprenticeship Hub to wider providers.</p> <p>Include vacancy and candidate sharing in Apprenticeship Hub services.</p>	<p>Future research responses.</p> <p>Evidence of promotion.</p> <p>Extended Apprenticeship Hub.</p> <p>Vacancy & candidate sharing.</p>
<p>Content of provision</p> <p>Employers would value provision more bespoke to their needs in engineering and would be happy to work with providers to develop. They report provision as, understandably, focussed on the needs of Sellafield and BAE Systems.</p>	<p>Work together on content</p> <p>Providers and employers work together to develop provision more appropriate to the needs of wider employers.</p>	<p>Employer group and 1-2-1 activity highlighted above and in cross cutting themes.</p>	<p>Providers to explore opportunities for shared provision, including enhanced use of digital delivery, to address anticipated volume issues and specialised requirements.</p>	<p>See cross cutting themes.</p> <p>Future research responses.</p> <p>Evidence of shared provision.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>This applies in particular, but not exclusively, to engineering apprenticeships (also e.g. project management). It is less of an issue where they are in their supply chains, but many are not.</p>				
<p>Small volume specialist requirements Those where there is a small volume specialist requirement highlight lack of available courses in the county. This is evident in more artisan manufacturers, e.g. working with slate, specialist glassware and candles. While these are not large numbers of employees, the more artisan approach is an important part of Cumbria's offer as a county. It is particularly important where there are ageing workforces.</p> <p>It is also evident in more mainstream manufacturing where there is a small volume requirement e.g. print.</p> <p>However it is also the case that the mainstream manufacturers are able and happy to access the specialist training they need, often through their industry associations (LED lighting, paper, print, etc.).</p>	<p>Explore options Where there is genuine demand within the county, in particular from artisan manufacturers, find ways to deliver the training needed.</p> <p>Where specialist training is being accessed successfully out of county, e.g. through industry bodies, then no action needed.</p>	<p>Employer group and 1-2-1 activity highlighted above and in cross cutting themes.</p>	<p>Explore opportunities for shared provision, including enhanced use of digital delivery, to address anticipated volume issues and specialised requirements. This could include collaborating with out of county specialist provision to enable in county delivery.</p>	<p>See cross cutting.</p> <p>Future research responses.</p> <p>Evidence of exploration.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Marketing Alongside more core manufacturing skills, marketing is highlighted as a skills/training gap by manufacturers, traditional as well as digital. It is apparent that part of the issue is claims of expertise by those with limited knowledge and experience.</p>	<p>Explore opportunities for enhanced delivery Explore opportunities for enhanced delivery in the county and more awareness of what is available.</p>	<p>Employer group and 1-2-1 activity highlighted above and in cross cutting themes.</p> <p>Enhanced promotion of what is available on a paid for basis.</p>	<p>Extension of Skills Hub to wider providers.</p> <p>Include promotion of wider paid for options within the Skills Hub.</p> <p>Engage with CIM re potential in county delivery/digital options.</p>	<p>See cross cutting themes.</p> <p>Inclusion in Skills Hub.</p> <p>Engagement with CIM.</p>
<p>Use of apprenticeship levy and incentive payments The ability to use the apprenticeship levy more flexibly would be helpful e.g. in funding L&M/supervisory training such as commercial ILM, and HNCs.</p> <p>Some manufacturers have started doing 2 weeks paid experience before accepting onto apprenticeships, or employing people in basic role first, which enable a good sift but have proved an issue for the incentive payment.</p>	<p>Request flexibility Request flexibility from Department for Education.</p> <p>Promote current offers and explore others Promote relevant provision which is available and explore other opportunities.</p>	<p>Ask of Department for Education around flexibility in use of the Apprenticeship Levy.</p> <p>The Lancaster University and University of Cumbria Senior Leadership Apprenticeship can be paid for through the Apprenticeship Levy, and this opportunity is to be promoted to businesses by ERBs.</p>	<p>Consideration by employers and providers of other opportunities for delivery within apprenticeship levy remit.</p>	<p>Flexibility enabled.</p> <p>Evidence of promotion.</p> <p>Evidence of consideration of other opportunities.</p>
<p>Six Sigma/lean/productivity A small number of employers highlighted gaps around Six Sigma/lean/productivity. Given those who highlighted this it is likely that there would be more demand with more awareness and understanding.</p>	<p>Check current offer and develop new if required LSIP to check what is available currently and facilitate development of additional offer if appropriate.</p>	<p>LSIP to check for current provision, including discussion with the Lean Forum.</p> <p>Employer group and 1-2-1 engagement with providers as above and in cross cutting themes.</p>	<p>Providers to consider opportunities for provision.</p>	<p>Future research responses.</p> <p>See cross cutting themes.</p> <p>Evidence of checking provision.</p> <p>Evidence of consideration of opportunities.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Leadership & Management</p> <p>While some report having found good leadership and management training, others struggle to find this.</p>	<p>Review and enhance current provision</p> <p>Review what is available and whether there is indeed a gap or whether it is an information/funding issue. Providers agreed there are some issues and that first step is to look at what is available and being delivered then how best address e.g. potential cohort size issues.</p>	<p>Review what is available and whether there is indeed a gap or cohort size issues or whether it is an information/funding issue.</p> <p>Employer group and 1-2-1 engagement activities as above and highlighted in cross cutting themes.</p>	<p>Given limited opportunities for development in smaller businesses consider potential opportunity for sharing/placements in other businesses as part of management development programmes and peer/networking group to support development.</p>	<p>Future research responses.</p> <p>Evidence of review. See cross cutting themes.</p> <p>Evidence of consideration of opportunities.</p>
<p>Data and analysis</p> <p>Some manufacturers highlight the need for data and analysis skills and the importance of these moving forward. Where they do not, this links to "What the future looks like" below.</p>	<p>Provision and interest</p> <p>There is a need to ensure appropriate skills provision in understanding, analysis and manipulation of data, and how that can be used in manufacturing, and to enable manufacturers to understand how they could use these skills in their businesses moving forward. Related to this is promotion of such opportunities to young people in particular.</p>	<p>Appropriate group of employers, specialists and providers to be drawn together to further review requirements and opportunities.</p>	<p>Agree further actions based on this discussion.</p>	<p>Evidence of meeting and further actions agreed.</p>
<p>What the future looks like</p> <p>Manufacturers report struggling to be clear on what the future looks like and then translating this into clear future skills needs, around e.g. VR and robotics and how these can be used, digitalisation, new materials, etc. There appears to be a disconnect between Catapults and businesses https://hvm.catapult.org.uk/our-centres/ (Innovate UK).</p> <p>As part of the above, cover operating in a virtual environment (beyond meetings) e.g. virtual working environments, technology transfer, problem solving, etc.</p>	<p>Linkages and awareness</p> <p>Improve linkages between Catapults and businesses and arrange activities to develop awareness and understanding of businesses and explore the potential for a Catapult in Cumbria.</p> <p>Link into wider Innovate UK/RTC support.</p>	<p>Chamber and Innovate UK/RTC arranging initial event(s) for businesses with partners to highlight and begin to explore future developments and opportunities. This will include the universities, colleges and relevant business support initiatives, as well as businesses with more awareness and understanding.</p> <p>Begin other actions to improve engagement between Catapults and businesses around the county and link more businesses with universities, KTPs, etc.</p> <p>Engagement with Electech Innovation Cluster.</p>	<p>Implement ongoing programme of events and activities.</p> <p>Stakeholders to work with Innovate UK/RTC to establish innovation centres around the county, and potentially a Catapult.</p>	<p>Future research responses.</p> <p>Events and activities.</p> <p>Evidence of engagement.</p> <p>Establishment of innovation centres.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Latest technologies and up-to-date industry knowledge Businesses want people trained to the highest levels and new technologies and to know that trainers are bringing the and most up-to-date industry knowledge.</p>	<p>Ensuring latest technologies and up-to-date knowledge Stakeholders to engage to explore and implement the most effective ways of supporting this.</p>		<p>Continue discussions with large employers such as BAE about potentially making staff available to providers part-time, and involve providers in these discussions and implement any positive outcomes.</p> <p>Explore other potential actions.</p>	<p>Future research responses.</p> <p>Evidence of discussions.</p>
<p>Further energy industry opportunities and issues Given the limited focus on the breadth of the energy industry we have been able to achieve in the pilot and the changing landscape around energy and opportunities, there is a need to explore the energy sector in more depth and breadth.</p>	<p>Further research Undertake further research.</p>		<p>Undertake further research into the energy sector once national LSIP roll out in place, working also with other relevant LSIPs.</p>	<p>Research activity in national roll out.</p>

5.6 Annex F - Cross Cutting & Sector Action Tables

Visitor Economy

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Chefs Chef skills and a lack of well trained and experienced chefs was the most quoted problem highlighted by employers. Although not the root cause, this has been exacerbated by Brexit and the pandemic, both leading to a loss of existing and overseas staff.</p> <p>There are differing views about chef training locally, with the applicability of syllabus and the lack of techniques being up to date and capable of working in the modern kitchen, a criticism. It was felt that although the fine dining training was good there's also a need for gastro pub and street food techniques.</p> <p>There is a requirement to train chefs to cope with multiple orders at one time (seen as key) and to deal with portion control and costings.</p> <p>Some larger employers have elected to develop their own programme(s) with FE colleges or private sector providers, particularly where this suits their operation and they have enough candidates to be cost effective. This appears to have put some employers off engaging</p>	<p>Develop provision There needs to be a well-developed understanding between employers and providers in terms of what is currently available and what might need to change and develop to meet future needs. This also needs to consider the constraints that the supply side must operate under.</p> <p>This engagement needs to be on-going and continue and develop over time to make the absolute most of the training and skills development available.</p>	<p>Employer/provider engagement activities as set out in cross cutting themes with creation of one or more employer group(s) based on geography and/or business type alongside FE colleges and private sector training providers.</p> <p>Well developed and defined terms of reference aimed at continuous development of syllabus, training techniques, up to date tastes and trends, technology and management techniques.</p> <p>More interaction between employers and providers, with students offered extended work experience and lecturers embedded in industry to gain up to date knowledge of kitchen operations.</p>	<p>Development of training and qualifications to suit industry including introduction of gastro pub, street food, etc.</p> <p>Increase modularity so employers can select the right mixture of subjects.</p> <p>Lobby for funding to meet the needs of the employer while being cost effective for providers.</p> <p>Think out of the box in terms of blended learning, utilisation of facilities, moving trainers to students, using employer facilities, operating during quiet periods.</p> <p>Opportunity for more experience sharing with access to small venues by large employers to their programmes; potential for mentoring and work experience among established chefs and retired, semi-retired professionals able to share their expertise.</p>	<p>Future research responses.</p> <p>Employer/provider engagement.</p> <p>New/adapted provision (topics).</p> <p>Evidence of amended delivery models.</p> <p>Evidence of extended work experience.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Apprenticeships Employees can obtain remuneration well above the minimum wage, so it is difficult to encourage them to take on an apprenticeship.</p> <p>Older employees are now entering the industry via apprenticeships; organisations such as Inspira, Building Better Opportunities and Barrow Adult Learning looking at ways to break down barriers and offering skills training. Inspira working with CT on learning programme and guaranteed interview.</p> <p>Evident that apprenticeships do work and are regarded as a valid route to higher level qualifications in the visitor economy, given take up UoC Degree Level Apprenticeship. There was also further interest generated through this research.</p> <p>Delivery of other apprenticeships was patchy and there appear to be structural barriers (rurality, timing, transport, back-loading) that limit take up.</p>	<p>Promotion and development of apprenticeship provision A number, if not all, of these apprenticeships are available in whole or part. There is a lack of communication between employers and providers regarding wants and needs and this is acknowledged by employers as their responsibility in large part.</p> <p>There needs to be a much better understanding of what is available, how it can be accessed, at what cost and the benefits that will accrue.</p> <p>The industry needs to take up the opportunities on offer and use them to professionalize and to help young people recognize the career opportunity that tourism and hospitality provides.</p> <p>The benefits of apprenticeships need to be packaged in a way that demonstrates the advantages and show a clear pathway (case studies would support this).</p>	<p>There needs to be improved 2-way communication between the apprentice supply side and employers. There is evidence of pent up demand and the barriers to achieving greater uptake do not appear to be insurmountable.</p> <p>The employer/provider groups proposed above would be a suitable forum to consider the implementation and growth of apprenticeships in the industry.</p>	<p>As above.</p> <p>Cumbria Tourism are discussing the Talent Growth Hub with Manchester Tourism and there is broad agreement from FE providers that there is the opportunity to create a similar resource for Cumbria.</p>	<p>Future research responses.</p> <p>Establishment of Talent Growth Hub.</p> <p>Employer/provider groups.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>There was demand for a lower/mid-level supervisory into middle management style apprenticeship covering all the skills required to build a candidate's knowledge and skills in areas such as managing people, front of house, house-keeping, financial management, kitchen/ restaurant management etc., to build a confident middle/senior/ department manager.</p> <p>Intermediate/advanced use of IT for analysis is also required.</p> <p>There was also interest in delivery of a qualification in terms of practical housekeeping (already in existence of the framework) as a means of acknowledging the work and its contribution to the visitor experience. There is an example of this at the talent growth hub.</p>				
<p>Recruitment In addition to the recruitment issues highlighted in cross cutting themes, there is also concern that working in the industry is seen as something you do as a part time job when young before you move on to another career. There needs to be a step change in the way the industry promotes itself to young people and show them how it can be a long-term rewarding career.</p> <p>Work placements from colleges great way to build student confidence. Kendal College confirmed, high number of those on placement get offered a position as a result.</p>	<p>Promotion of the industry Promote the industry effectively as a long term rewarding career.</p> <p>The industry must take the lead and work together to improve the perception of the industry.</p> <p>Helping to fund work placements and encouraging young people to try the industry must be a priority and in part, might be considered a civic contribution.</p>	<p>Incorporate this in recruitment activities highlighted in cross cutting themes above.</p> <p>Cumbria Tourism is working on focus groups with young people in schools about what would encourage them into industry and will use this in campaigns etc.</p>	<p>See cross cutting themes.</p> <p>Work with Careers Hub to review work experience opportunities in the visitor economy and agree a strategy to increase work experience opportunities in the industry.</p>	<p>See cross cutting themes.</p> <p>Future research responses. Evidence of engagement activities and campaigns.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
	<p>There is an open door in terms of support with the Careers Hub, who have all contacts to hand and wield significant influence in the secondary school sector.</p> <p>Cumbria Tourism could take a leading role, matchmaking employers to young people via schools and colleges; it would require resource to achieve.</p>	<p>The industry needs to do better in terms of work experience availability and needs to sell itself as a career choice. There are opportunities for great case studies such as those on the University of Cumbria Degree Level Apprenticeship and others who have risen through the ranks. Taster/Experience days are required and clear explanation of the pathways such as apprenticeships.</p>		
<p>Front of House/ Customer Service</p> <p>There is a significant requirement for a range of soft customer service skills including communication, emotional intelligence, challenging conversations, diffusing difficult situations, team building, supervision etc.</p> <p>There is also a need for serving/waiting-on skills and up to date knowledge on modern techniques such as tablet ordering, on-line booking, maximizing covers etc.</p> <p>Allied to the above, more specific skills are needed such as cocktail-making, mixology, cellar management, wine knowledge etc.</p>	<p>Explore and implement provision</p> <p>Elements of this research chime with the Welcome Host suite of courses but there is a requirement to bring these more up to date and consider different methods of delivery. A number of these subjects lend themselves to modular pick and mix delivery and potentially could form part of an overall qualification or be non-accredited and stand-alone.</p>	<p>The employer/provider groups proposed above (and see cross cutting themes) would be a suitable forum to consider the implementation and growth of apprenticeships in the industry and modular/ short course options.</p>	<p>As above.</p> <p>Explore the best practice and programmes from across the UK that might be available in terms of customer service and specific skills that can be adopted/ adapted for the industry. The Welcome Host suite, with adaptation and updating may form the foundation for basic customer service skills. This type of course can appear costly and there may be more cost effective methods of delivery with less materials. There are no Welcome Host providers in Cumbria at present.</p> <p>Solutions could be coordinated via a new Cumbria Tourism Talent Hub (see above).</p>	<p>Future research responses.</p> <p>See cross cutting themes.</p> <p>Evidence of exploration of options.</p> <p>Implementation of delivery.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>Digital Skills/Social Media/PR/ Marketing</p> <p>There is a shortage of staff with the right blend of digital marketing skills and this has led to poaching, salary inflation or skills leaving the county. There is an opportunity to develop these skills in new entrants and existing staff to improve the population of trained staff, with the consequent improvement in business activity.</p>	<p>Develop and develop provision</p> <p>A number of these subjects lend themselves to modular pick and mix delivery and potentially could form part of an overall qualification or be non-accredited and stand-alone.</p> <p>There may be existing apprentice routes that can adopted/adapted to suit.</p>	<p>Explore existing routes and potential options, including pathways to develop existing staff. There will be existing qualifications and non-accredited skills training available in all these areas that can be utilised to help encourage new entrants to the industry and upskill those already in post.</p> <p>Employer group and 1-2-1 activity highlighted above and in cross cutting themes.</p>	<p>Extension of Skills Hub to wider providers.</p> <p>Enhanced promotion of what is available on a paid for basis. Include promotion of wider paid for options within the Skills Hub.</p> <p>Engage with CIM re potential in county delivery/digital options.</p> <p>Implementation of new/adapted provision, subject to the exploration of existing and potential options.</p>	<p>Evidence of engagement.</p> <p>Extension of Skills Hub and promotion of paid for options.</p> <p>Engagement with CIM.</p> <p>Implementation of new/ adapted provision.</p> <p>Future research responses.</p>
<p>Hospitality Profitability</p> <p>Skills concerned with all aspects of maximising profitability in a hospitality business have been highlighted as a critical need.</p> <p>This applies primarily to accommodation, food & beverage and front of house and covers running a profitable kitchen, a profitable bar, maximising covers, presenting the most profitable options, dealing with portion control/food waste, budgeting, calculating profit and contribution, understanding direct costs and overheads etc. Needs to be a clear understanding of how a P&L works at department and organisational level.</p> <p>With staff shortages and high staff turnover there are not always the skills in-house to pass this on and many general managers are often time poor.</p>	<p>Develop appropriate provision</p> <p>This needs to be highly practical and applicable in a hospitality setting so it is readily transferrable into the workplace.</p> <p>It requires a practical toolkit covering several subjects, with the ability for trainees to adopt and adapt what they learn and implement it in their setting as they learn.</p> <p>It can potentially be a programme where delegates share experiences and could utilise mentors, that can work with them individually in the workplace.</p> <p>It has the scope to form part of an accredited qualification (that may already exist) or form a standalone qualification.</p>	<p>Employer group and 1-2-1 activity highlighted above and in cross cutting themes to agree the need and establish appropriate provision. Providers report that there are existing qualifications which could incorporate these issues within existing or new modules, and unaccredited options can also be considered.</p>	<p>Explore potential for a specialist hotel school in Cumbria, and progress if appropriate. This could be part of address this issue and other needs.</p>	<p>Future research responses.</p> <p>Employer/provider engagement.</p> <p>Appropriate provision on offer.</p> <p>Business case/ proposal for hotel school.</p>

Gaps, issues and opportunities	Actions	Short Term (next 6 months)	Medium Term (next 2 years)	Measurement
<p>These are essential skills for a hospitality professional, but it does not appear that this training is available in the format and modules required in Cumbria. The interviews indicate there would be a good take up. To date colleges have experienced a volume issue in delivering these topics, and in Level 3 Hospitality.</p>				
<p>Middle/Senior Management Development</p> <p>Employers would value a management development programme to support staff as they progress through the business and aid retention. This is required to help them acquire supervisory and management skills covering people, finance, operations, sales, marketing, IT, systems and business growth/change.</p> <p>Some larger employers have developed their own bespoke programmes, either delivered in-house or supported by an external provider.</p> <p>The Chartered Management qualification has been successful but there is poor awareness in the industry.</p> <p>Shorter timeframe (12 rather than 24 months) to help an employee step up to a manager role; use modules that can be picked off over time.</p>	<p>Promotion and development of provision</p> <p>Employers are less concerned with accreditation and more concerned with content, delivery, time out of the business and cost. Many would like to see some form of funding support for this type of activity.</p> <p>There is a need to review and further develop provision, as well as to promote more effectively what is already available.</p>	<p>Employer group and 1-2-1 engagement activities as above and highlighted in cross cutting themes. This includes reviewing the University of Cumbria qualification, which may not suit all candidates, opportunities for blended programmes designed to suit employers' specific requirements and lower level qualifications that provide progression towards the degree course.</p> <p>The Lancaster University and University of Cumbria Senior Leadership Apprenticeship is available, which can be paid for through the Apprenticeship Levy, with the opportunity for sector specific cohorts. This opportunity is to be promoted to businesses by ERBs.</p>	<p>Management development programmes, designed for industry, are common and there is similar for hospitality; for example, the Institute of Hospitality Management Programme and the Degree Level Apprenticeship through UoC. Partners to explore if and how these types of programmes can be made available in Cumbria at the right levels to suit candidates.</p>	<p>Future research responses.</p> <p>Engagement evidence.</p> <p>Evidence of promotion.</p> <p>New/revised provision.</p>

5.7 Annex G - LSIP Energy Sector Analysis

LSIP Energy Sector Final Analysis

Three focus groups comprising six businesses each and four 121 meeting held covering 22 business in total. 121's were with Responsive Ltd, A-Digital, Solomons Europe and KBR. Focus groups involved companies engaged with BECBC Social Value Group.

Employers use local training providers such as Gen 2, Lakes College and Carlisle College Apprenticeships at level 3 and 4 seen as a strength both in delivery and due to funding. While this is important sometimes businesses need shorter more focussed delivery for existing staff rather than time commitment involved in apprenticeships. "Standard" courses like business admin seen as well provided for. Specialist technical needs an issue for virtually every employer consulted.

Gaps: There does seem to be a lack of some blue collar and specialist apprenticeship training in the area-scaffolding, asbestos removal, inspections as examples. Solomons described a lack of provision for commercial at higher levels, they're accessing RICS accredited MSc Apprenticeships via UCEM. Specialist procurement and supply chain planning for major projects (different to CIPS) an issue, not just in Cumbria but overall. An area with major projects at its heart should be filling this gap. Sustainability and Social Impact also mentioned (BECBC are working with Lakes College to start filling this gap). Project Management was also mentioned though University of Cumbria provide this. All companies are accessing something outside Cumbria but often this is specialist and there may not be the numbers for Cumbrian provision. Digital also an issue but they're aware they're a relatively small sector in Cumbria. Many employers have found ways to provide bespoke training-sometimes through in house lunch and learn-sometimes through accessing specific modules online rather than full qualifications. Funding necessitating accessing a full qual sometimes when only a portion was needed was talked about. Need for flexible provision – not just every Tuesday daytime – online courses often popular for the flexibility.

Nuclear Graduate Scheme and CCC reported on lack of Cumbrian applicants. CCC are short of Social Workers/Independent Review Officers/Ed Psychologists. CCC has tried a grow your own scheme where existing staff are trained up to work as Social Workers. There is an over-reliance on agency staff which is costly; agency workers are paid more than other members of the team which is not good for morale and they tend to move on.

Careys use out of county training provision; 6 hours away from Cumbria. Not all apprentices are keen to be away from home on block-release so recruitment can be harder. Young people need a lot of support with accommodation, transport etc. Provision is bespoke-are there enough numbers to provide in Cumbria?

There was some discussion about attracting people to live in Cumbria, 1 group member described it as a 'lifestyle choice', not everyone is attracted to mountains and lakes, particularly young people. Careys described how they are experiencing staff shortages in other parts of the country, but the situation is 'magnified in West Cumbria' due to geographical isolation. This was confirmed by other employers too. CCC are trying to work more closely with universities to attract graduates. They offer a good re-location package and excellent CPD.

Behaviours as opposed to qualifications and knowledge was repeatedly talked about-many of the employers felt there was a lack of understanding of business generally and how it operates particularly in younger employees-but should this be something employers address or built into training? Collaborative working is key for the sector now & this also felt lacking in “new out of education” employees.

Some employers are using block release to specialist out of county provision. E.g., Carey’s use National College for Nuclear Southern hub in Somerset rather than the NCN in Cumbria due to Carey’s head office location. A lack of knowledge of the local National College for Nuclear came through in all the focus groups-some marketing needed?

UCLAN is used by some firms for higher degree level apprenticeships.

Training providers are aware of employer demand, some of the local training providers are members of BECBC and have strong links to industry and therefore understand what training is needed locally. Funding arrangements and need for minimum class and cohort sizes make it difficult for them to respond. The skills needed can change fairly rapidly, local provision needs to adjust accordingly. This came through in all the 121 meetings as well as the focus groups-there was a feeling funding routes could sometimes prevent training providers, particularly colleges and universities from keeping up with how rapidly business skill needs are moving. There was also a feeling that there was often a focus on qualifications rather than skills, while these are important sometimes businesses need a quick fix of skills provision even if unaccredited.

All conversations talked about “out of date” training in some way with software/programmes/guidance being taught that is no longer used by industry.

There is some evidence of providers working together to strengthen local training provision e.g., Gen 2’s degree apprenticeships are accredited by the University of Cumbria and Lakes College work with them too.

Some felt there are a limited number of training providers locally therefore, limited choice-do we need to build the awareness of what’s already on offer?

Workforce planning not embedded - have skill requirements going forward but not proactively doing something about it. Many businesses in the sector are fighting to fill immediate skilled vacancies and struggle to provide a long-term picture to providers about what they’ll need in 3/5/10 years.

Mapping skills we have v skills we need e.g. have gas plumbers but what about eco heating plumbers; have car mechanics but what about electric vehicle maintenance?

Pressure on time to train staff, short of staff, so can’t offer training

Could Cumbria have a business centre /curriculum design office to get employers to be involved in design of training programmes?

Want more diverse workforce, danger we are all fishing from same pond – increase resilience of local people, upskill to meet future needs. Feels like there isn’t a path mapped out for unemployed people to reach employment despite lots of work in this area.

Businesses want to use provision that's good quality and known about-building trust between businesses in area and training providers is important.

Sector is having a struggle with talent retention & businesses poach from each other-would be better if we could develop an overall strategy for sector rather than poaching.

A training needs analysis was done in the county but then courses put on, but people didn't attend (comms about them, flexibility to access?). Businesses have to take some responsibility too.

Some businesses-Responsive and Solomons-have developed their own training both for inhouse provision and to sell to customers they already sell other services to.

Aware that nuclear wages make it difficult for training providers in the area to attract teaching staff with the right skills and experience for the wages on offer in education sector. The new Civil Engineering Training Centres being built adjacent to the Lakes College is good news for the area, but they are struggling to attract the teaching staff. Industry experts are stepping into teach, upskill staff.

Other observations

Cumbria has an ageing population; employers are experiencing chronic labour shortages which isn't going to get easier. Employers see the labour shortages and skills provision as two sides of the same coin. If we can upskill more people it relieves the labour shortage.

There are 100's of unfilled vacancies in the nuclear sector with employers struggling to fulfil contractual requirements. Jobs vacancies tend to be for those with higher level qualifications, it's difficult to see the route there except through apprenticeships & there aren't enough of those to go round due to time commitment from employers.

Brain drain continues to be a problem, bright students moving away to go to university and not returning. Is there an opportunity for organisations to work together to promote Cumbria as a great place to live and work?

Majority of apprenticeships on offer are at levels 3 and 4; could we train people at level 2 and train them for longer? How can the nuclear sector adapt to training people from level 2 instead of wanting highly qualified people "ready-made"?

An acceptance that businesses can and should do more. We can't leave it just to the education and training providers.

Despite all the above there was a feeling that the education and training sector does it's best-but we can definitely improve if we work together. Employers prefer local provision if they can access it but are aware not all their needs can be met locally when it's specialist provision.

Themes for fundamental changes

Education and training sector able to be more agile and responsive and not limited by strict funding rules which make it difficult to react to employer needs. Greater communication between employers and education sector on a very regular basis where employers can provide input on changes in software/ programmes/guidance being used so training provided is relevant and useful.

5.8 Annex H - LSIP Farming Sector Analysis

LSIP Farming Sector Final Analysis

Context, policy change:

- Agricultural and Environmental policy change causing a step shift in focus from food production to public goods provision.
- Loss of direct payments/Basic Payment Scheme and transition to ELM in the new policy is a huge change for farm businesses which cannot be underestimated. This is not only from a financial loss or change perspective, but from a skills requirements perspective. To access the new ELM schemes, farmers will be required to map, measure and monitor their on-farm assets regarding public goods delivery whilst maintaining sustainable farm businesses.
- In Cumbria, many of the farms have relied on direct payments and Agri-environment schemes for their businesses as much of the land is marginal.

Context, farming in Cumbria:

- Farm businesses have varied employment models. In Cumbria, many farms are likely to rely on the family labour initially, and contract out specific elements of work, e.g., lambing assistants, fencing, walling, and so on.
- Common land features in Cumbria, with 28% of land being Common. This requires additional skills in collaboration and facilitation with multiple rights holders as well as the landowner.
- The value of farming from a heritage perspective is vital in Cumbria, providing a basis for the visitor economy alongside other land-based professions.

Context, lack skills, training and knowledge exchange delivery:

- Loss of Newton Rigg in 2021 means that there is no land-based specific college in Cumbria
 - A few of the gaps for FE provision have been filled by Kendal College and Ullswater College in partnership with Myerscough.
 - Out of county colleges are relied upon for delivery, causing a loss of retention for the workforce in-county: Myerscough, Craven and Askham Bryan colleges are the providers delivering in Cumbria, but with very limited resource and lack of a base in Cumbria.
 - NR Training is working to support Agricultural and Horticultural course delivery but are at very early stages and would require significant resource to push forward.
- Lifelong learning is not being provided in a joined-up way and there are many gaps in provision of CPD
 - All reliant on short-term funding, limited resources and require a burden of risk for the smaller local organisations who are not sufficiently funded to deliver.

Skills needs of employers – farm businesses:

- Public goods and nature recovery: With the context of producing public goods and accessing public and private finance for business sustainability and resilience, there is a long list of skills required which include but are not limited to:
 - Mapping – baselining and monitoring, using mapping technologies for on-farm assets
 - Ecological surveying – methods to measure biodiversity, habitats

- Soil surveying – methods to measure type of soil, soil quality
- Natural Flood Management, habitat restoration, peatland restoration – knowledge of the methods, tickets for machinery use, practical skills and many other cross-cutting skills.
- Farming skills:
 - Animal health and welfare, livestock husbandry
 - Tickets for machinery
 - Grazing regimes – e.g., regenerative/mob grazing
 - Regenerative/nature friendly agriculture practices – herbal leys for grazing, hay meadow restoration and management
 - Precision farming - technology use
- Business skills:
 - Farm business planning – financial baselining and assessment of business options to make decisions. Accessing grants and schemes. Accountancy.
 - Marketing and customer services – supporting direct sales of food products to market
- Issues with retention and recruitment
 - Instances of farmers training people to work for them, but they do not stay in farming or with that farm business
 - Instances of
 - Lack of people to fill roles in management

What needs to change and why

- Funding needs to be long-term and cover the true costs of delivery e.g., apprenticeship wraparound care to allow local organisations to deliver more and with the required support/resource.
- The breadth of skills needs in farming has significantly widened due to the focus in policy on public goods provision and nature recovery: this must be reflected in the amount and diversity of skills-based learning opportunities delivered.
 - Delivery must include FE, HE, CPD, knowledge exchange opportunities
- Due to change in policy and the need for a thriving rural economy, it's paramount that there is joining up cross-sector to address the skills gaps: farming, forestry, nature conservation, and beyond.
- Need to support people to access farming, bringing in new experience/skills from other sectors. This includes overcoming the urban/rural divide – need education about the realities of farming and the breadth of skills which people could bring into the sector (from marketing and accountancy to shepherding and ecological skills).
 - Supporting innovation and entrepreneurship

Roadmap for delivering change

- Consistent and appropriate funding for training, skills and knowledge delivery/provision for lifelong learning opportunities.
- Funding and resource to support a joined-up approach across the sector as Farming, Forestry, Nature Conservation and other land-based delivery needs to move away from a siloed approach. This links to the strategic priorities of Protected Landscapes and the delivery of public goods as is central in the 25 Year Environment Plan and Environmental Land Management schemes.
 - Consider the development of a Land and Nature Skills Service for Cumbria, which is currently being scoped (completed in July 2022).

- Explore and develop what can be delivered at the University of Cumbria and the Cumbrian Colleges. Secure additional resource to enable this.
- Develop a comprehensive Apprenticeship programme alongside FE and HE provision
 - Apprenticeships are accessible to wider audiences, supporting social mobility, are a vital way to gain practical skills
 - Support delivery of the Countryside Worker Apprenticeship amongst other relevant apprenticeship standards. Bring back the Hill Farm apprenticeship which was delivered by the Farmer Network in Cumbria.
- Develop a network of training delivery sites e.g., Low Becks Hill Farm, NGO-owned properties. Identify the gaps in delivery sites and develop new sites.
 - Delivering on multiple aspects of land-based skills needs
- Deliver the skills provisions required to bring and retain more people in the sector to support thriving farm businesses, landscapes and communities.

5.9 Annex I - LSIP Forestry & Woodland Sector Analysis

LSIP Forestry & Woodland Sector Final Analysis

Background

Woodlands in Cumbria extend to approximately 58,500ha.¹, approximately 9% of the land surface of the county. 14,500ha is owned or managed by Forestry England, the remainder by a mix of rural estates, owner occupier farms and NGOs such as the National Trust. It is estimated by the Forestry Commission (2013) that 35,500ha. of woodland in the county are 'managed', and thus making an economic contribution, including creating employment in the forestry and timber sectors.

According to the ONS², in 2020 there were 230 people employed in forestry³ in Cumbria, with a further 470 employed in timber processing⁴. However, it is known from other research⁵ that ONS data presents only a partial assessment of the total workforce, due in part to a high proportion of self-employment which is not PAYE or VAT registered, and thus does not appear in BRES. The same research also indicated that the forestry workforce is relatively transient, both geographically and sectorally, and thus official statistics are subject to significant annual variations. Furthermore, a number of timber processors will be registered under other SIC codes, such as manufacturing. The Holmen Iggesund paperboard mill for example employs over 400 people but is largely reliant on timber from Cumbria and nearby.

Cumbria is part of a significant forest resource in the north of England, which together with the Scottish border counties represents the largest concentration of commercial forests and timber processing in the UK⁶. The timber processing businesses in Cumbria, including BSW at Carlisle, A W Jenkinson at Penrith and Holmen Iggesund at Workington, represent a part of an industry cluster which is considered world class in terms of both scale and recent investment⁷.

In general, although the UK imports approximately 80% of its timber requirements and is the world's second largest importer of timber after China, the processing sectors for UK (or 'home grown') and imported timber are largely separate. The comments below relate to the home-grown sector.

1-2-1 discussions

The 1-2-1 discussions consisted of telephone or online interviews with a variety of employers within the forestry and timber sectors. They included a full range of companies and organisations from micro to large businesses, and private, public and third sector organisations. We have also drawn on wider research undertaken recently for the England and Wales Workforce Research Report (see above).

¹ Forestry Commission (2013). Woodland in Cumbria: current and forecast. Forest Research.

² Office for National Statistics (2021). Business Register and Employment Survey.

³ SIC 02100, 02200, 02400

⁴ SIC 16100, 16210, 16290

⁵ Lantra (2021). Forestry Workforce Research. RDI Associates.

⁶ Roots to Prosperity Phase 2 Evidence Report and Action Plan (2014). RDI Associates.

⁷ Ibid.

The forestry industry in Cumbria is typical of the sector in England in that it consists of a high number of micro businesses, with fewer 'larger' businesses (although still 'small' in an official sense i.e., employing less than 50 people) and public or third sector large employers. This has significant implications for the demand, provision and development of training and education as outlined below.

It is also the case that taken overall the forestry sector in Cumbria is not of sufficient scale to support an extensive training provision, and thus any solutions identified are likely to be needed to be delivered at a regional level, in co-operation with other areas.

Micro-businesses (10 or fewer employees)

- Very high level of self-employment i.e., most 'workers' are self-employed even if they work full time for a company
- Low degree of mechanization, most tasks are manual, enabling a degree of new entrant supervision
- Predominantly short-term contracts, with a high degree of repeat clients (mainly private sector) negating investment in skills etc.
- Working owners, with little time to consider development needs and participate in formal training programmes e.g., apprenticeships
- Low degree of engagement with training providers and/or educational establishments
- Limited aspiration for growth

Small businesses (11-50 employees)

- Few in number
- High level of self-employment although there is some evidence of a shift towards greater use of employed labour
- Highly mechanized, with limited scope for new entrant supervision without significant productivity reduction
- Greater use of long-term contracts with public sector or larger private sector companies, enabling greater investment
- Increasing degree of vertical integration with other sector companies (processors, management companies etc.), which has potential for more focused training provision
- Growth orientated

Large businesses/organisations (250 + employees)

- In forestry sector, mainly public sector or NGOs. Some timber processing companies.
- In-house training and development provision
- Greater degree of engagement with training providers and/or establishments
- Apprenticeship levy payers and open to providing apprenticeship positions

Gaps, issues, opportunities and actions

These are reported in the forestry table in Annex F.

5.10 Annex J - LSIP Manufacturing Sector Analysis

LSIP Manufacturing Sector Final Analysis

Specific to manufacturing, 61 survey respondents countywide between them employed 12,124 people in the county and 14,251 in total. Respondents ranged from micro to large businesses. In addition, we held 1-2-1 discussions with 48 employers.

Survey

Our survey indicates that over the next 2-5 years manufacturing businesses in the county plan to: increase size of workforce (65%), increase skills (77%), increase turnover (79%), increase productivity (63%), invest in premises/machinery (63%), develop new products/services (63%), invest in R&D (49%), expand in new markets overseas (33%) and introduce carbon reduction measures (53%).

The main current areas of skills development and training highlighted in 1-2-1 discussions were: Engineering (mechanical; electrical); management and project management; food safety; leadership; customer skills; administrative skills; IT; Health & safety; FLT and other legal requirements; sector specialist. BAE also highlight supply chain and scaffolding design.

Key skills development expected over the next 2-5 years: technical 75%, leadership & management 60%, energy efficiency/carbon reduction 40%, sales & marketing 36%, team working & communication 35%, office/administration 35%. digital/IT 29%, customer handling/care 29%, health & safety 29%, import/export 27%, basic skills (literacy & numeracy) 13%, other 9%. The “other” answers were actually technical.

New skills areas they expected to need to respond to future developments were: internet of things and interconnected technologies, big data, automation (5), IT including cloud computing and enterprise solutions (4), CNC skills (2), water jet cutting, management, low carbon/energy reduction including compliance management (12), shot blasting profiling, instrumentation engineers, electrification of the automotive sector, digitalisation of production schedule, augmented reality, digital tailoring of product, robotics (2), refrigeration and air conditioning, software engineering, additive manufacturing and mechanical problem solving, AI, Environmental Social & Corporate Governance. Businesses also highlighted the need for further development of skills in existing areas which are evolving so will require new skills around electronics, engineering, IT, etc. It is also apparent that more information and understanding is needed among businesses.

59% of businesses say they have a training plan and 53% a budget. This differs markedly by sizes as follows, with the likelihood of having either a plan or budget significantly lower for smaller employers. That said the numbers of all employers without a plan and/or budget are high.

Number of employees	Training Plan	Training budget
Less than 10	30 %	14 %
Less than 50	48 %	34 %
Less than 250	57 %	48 %
All employers	59 %	53 %

In terms of sources and funding of training, answers from those responding to the question indicate the following:

Source	Funded by business	Funded by Government/other	Not used
FE colleges	60 %	43 %	24 %
Universities/other HE	47 %	22 %	47 %
Other commercial	67 %	12 %	26 %
Regulatory bodies	30 %	11 %	63 %
Customers	27 %	4 %	69 %
Suppliers	37 %	0 %	63 %
Non profit e.g., industry associations, voluntary organisations	9 %	4 %	87 %
Digital/online	66 %	5 %	32 %
In-house	92 %	4 %	8 %

The above percentages do change when adjusted for total respondents to the survey rather than to that question.

The very small percentage of online funded training, compared to what businesses fund themselves, is interesting and indicates an opportunity, particularly given the time out of the business issues raised and dispersed populations.

It is clear from funding sources in the above table that most businesses are able and willing to pay for the right training. This is reinforced by the barriers cited, although around one quarter of businesses do cite cost as an issue and a similar proportion availability of money to pay for.

Barriers to training were highlighted as none 27%, releasing staff 25%, cost 25%, availability of money 23%, timing of what's available 17%, topics not available locally 15%, distance 13%, lack of time to organise 13%, quality of what's available locally 12%, not needed 12%. While only 5% indicate that they need help to identify training needs and 5% to find appropriate training (rising to 9% in SMEs) it is apparent from comments, 1-2-1 discussions and other responses that there is an issue which is not apparent from these percentages.

50% of respondents undertook training out of county. Reasons for going out of county are varied and include training organised by out of county head offices, specialist training not available in county (including industry/profession specific including through trade associations including examples around refrigeration and flour milling) and specialist product support. Other topics include leadership & management, sales, marketing, specialist CNC, social media, import/export, electrification of automotive, robotics, defensive driving. Out of county training includes with specialist universities in the Northwest (and discussions indicate beyond also) e.g. for robotics and engineering. One employer states that while they have to go out of county for this they need they would like to see this developed and on offer in

county. There is also use of online out of county options. One employer highlighted having addressed lack of appropriate training for their sector by working to develop a knitted textiles apprenticeship, which they hope to provide in Cumbria.

There is strong use of apprenticeships in the manufacturing sector, although significant scope to increase. 43% of all survey respondents already offer 16–24-year-old apprenticeships and 66% do or plan to. 25% offer 25+ apprenticeships and 43% do or plan to.

39% employ or intend to employ new graduates (28% currently) and 41% unemployed adults (31% currently). 51% of respondents employ or plan to employ school or college leavers and 38% do so currently.

25% offer or intend to offer graduate internships (15% currently) and 39% work experience placements (28% currently). 21% offer or plan to offer work trials (10% currently) and 16% site visits (13% currently). 34% do or plan to do activities in/with schools and colleges promoting career opportunities (and 15% do currently).

There were few suggestions of improvements – with those made around a centralised information source and network/support to understand what's available. We therefore explored this more in the 1-2-1 discussions.

1-2-1 discussions

1-2-1 discussions reflect the survey results outlined above. Almost every manufacturer spoken with is using a lot of on-the-job and/or in-house training. This is often delivered by their own staff, but they also bring in providers/use online. There is a requirement for significant knowledge transfer, across the range of businesses from more experienced employees to newer recruits, with a lot of this taking place. Most use apprenticeships, although most also report challenges in recruiting/retaining enough apprentices. They often report losing to bigger employers (who can pay more) once trained. Manufacturers generally go out of county for specialist training, e.g., butchery, LED lighting, specialist scientific – generally to trade associations or specialist providers/universities with specialism. Where they have staff going to university this often out of county to universities specialising in relevant topics. This use of specialist providers and universities should be seen as positive in enabling businesses to access best practice and latest ideas for their sector/specific roles. However, the need to go out of county may be a limiting factor for some businesses. Manufacturers are often keen to offer progression – because they feel this is right and/or to help address skills gaps and recruitment issues.

Most manufacturers, of all sizes and locations, cite challenges recruiting sufficient staff, whether trained or requiring training. They are generally looking for an agile and flexible workforce, including one which can develop to meet their future needs. Related to this many require more mixed courses and those supporting transferability e.g. electrical and mechanical engineering. It's not all about accredited training and lengthy courses, businesses need short, sharp, focused and modular courses, which may (or may not) over time build into an accredited qualification. Almost all highlight issues with basic/employability skills and attitude. There is strong use of apprenticeships alongside an appetite for more with availability of sufficient suitable candidates, and if some barriers such as time off the job could be addressed. More flexibility around use of the apprenticeship levy would be helpful. Time out of the business for training more generally is cited as a barrier by many manufacturers.

Not surprisingly those with more artisan requirements often report a lack of appropriate training. While these often involve small volumes this is an issue given the importance of our artisan production to the wider Cumbrian offer.

Many report challenges finding the right training/people to talk to and engage effectively and that it takes too much time. And not everyone finds providers receptive, although there is variable reporting about the same providers. Manufacturers would often value training more suited to their specific needs and report a focus on the needs of BAE Systems and Sellafield. They understand providers' business reasons for this but would welcome training more tailored to their needs.

IT/digital and marketing are often cited as gaps. This ranges from basic skills such as Excel to coding and includes both online and traditional marketing.

A small number of employers highlighted gaps around Six Sigma/lean/productivity. Given those who highlighted this it is likely that there would be more demand with more awareness and understanding.

Manufacturers report struggling to be clear on what the future looks like and then translating this into clear future skills needs, around e.g., VR and robotics and how these can be used, digitalisation, new materials, etc. This includes how they can use virtual communications beyond Zoom/Teams for collaboration, development and working environments. Businesses want people trained to the highest levels and new technologies and to know that trainers are bringing the and most up-to-date industry knowledge. This includes use and analysis of data, with those with more understanding of the opportunities highlighting this as a need and opportunity in more detail.

LSR

Although we sought not to repeat the LSR research (or the Cumbria Business Survey which informed it), findings do support and build on the LSR. The LSR cites skills gaps in advanced manufacturing as production and process engineers; control and automation including remote handling, adaptive control, intelligent autonomous systems, and control networks/logic controllers, mechanical and electrical design; 3D CAD & modelling; structural analysis & FEA, virtual modelling and thermo-fluid systems; electronics engineers electrical and electronics trades; mechanical engineers; quality control and planning ; welding. In addition, cross cutting skills such as leadership and management, IT/digital and marketing.

Gaps, issues, opportunities and actions

These are reported in the manufacturing table in Annex F.

5.11 Annex K - LSIP Social Care Sector Analysis

LSIP Social Care Sector Final Analysis

Specific to Health & Social Care, 36 survey respondents countywide between them employed 7,240 people within Cumbria and 30,068 nationally. In addition, we held 1-2-1 discussions with 11 employers.

Survey

Our survey indicates that over the next 2-5 years health & social care businesses in the county plan to: increase size of workforce (68%), increase skills (88%), increase turnover (59%), increase productivity (41%), invest in premises/machinery (35%), develop new products/services (26%), invest in R&D (15%) and introduce carbon reduction measures (29%).

Key skills development expected over the next 2-5 years: leadership & management 70%, technical skills specific to the sector 64%, health & safety 58%, team working and communications 58%, customer handling and customer care 45%, digital and IT 45%, office & administration 42%, sales & marketing 33%, basic skills (literacy & numeracy) 24%, energy efficiency/net zero 18%, other 9%. Of other skills all were captured in the existing categories other than 1 business which cited franchising.

New skills areas they expected to need to respond to future developments were: digitalisation, low carbon (4), virtual technology, IT (3), use of their new mobiles, new care technology to be integrated into care home, training in new equipment involving AI, supervision, mental health counselling, addiction support.

72% of businesses say they have a training plan and 61% a budget. While this appears positive, figures are very significantly lower for smaller employers:

Number of employees	Training Plan	Training budget
Less than 10	38 %	25 %
Less than 50	73 %	50 %
Less than 250	70 %	58 %
All employers	72 %	61 %

In terms of sources and funding of training, of those answering these specific questions responses were as follows:

Source	Funded by business	Funded by Government/other	Not used
FE colleges	38 %	19 %	46 %
Universities/other HE	23 %	14 %	64 %
Other commercial	65 %	15 %	23 %
Regulatory bodies	43 %	10 %	48 %
Customers	22 %	0 %	78 %
Suppliers	22 %	0 %	78 %
Non-profit e.g., industry associations, voluntary organisations	47 %	26 %	37 %
Digital/online	76 %	10 %	17 %
In-house	94 %	9 %	0 %

These percentages do change when adjusted for total survey respondents.

It is clear from funding sources in the above table that most businesses are largely paying for training. Indeed, it appears surprising how relatively little funded training is being accessed – this is reinforced by discussion with Skills for Care (see below). This is of particular concern when 47% cite cost of training as a barrier.

Barriers to training were highlighted as cost 47%, can't release staff for training 44%, lack of time to organise 33%, none 31%, timing of courses not convenient 28%, training in the subject areas needed is not available locally 22%, not enough money available 19%, quality of training needed not available locally 17%, distances involved in travelling for training 17%, need support in finding the right training 8%, need support identifying skills needs 6%, too many initiatives 3%. None said that they did not need training. 8% cited other barriers and these were having insufficient staff to run the business so unable to release for training, Covid and having enough staff to release and employee reluctance.

54% of respondents undertook training out of county. Reasons for going out of county are training organised by head office, very specialist training not available in the county, use of online and lack of availability within Cumbria more widely.

Of total respondents to the survey 47% offer 16–24-year-old apprenticeships and 61% either do already or plan to. 22% offer 25+ apprenticeships and 42% do or plan to.

In terms of other training/skills and related activities: none are currently using T Levels and only one plans to, 17% are using degree level apprenticeships and 25% do or plan to. 47% employ school or

college leavers and 56% do or plan to, 28% employ new graduates, with 39% either doing so currently or planning to, while for unemployed adults this is 31% and 36% respectively. 14% offer or intend to offer graduate internships and 50% work experience placements. 28% offer or plan to offer work trials (19% already do) and 25% site visits. 17% do or plan to do activities in/with schools and colleges promoting career opportunities.

There were few suggestions of improvements. Fundamental issue is lack of staff to train, and most of reasons for this are beyond the remit of this report. However, it is apparent from the responses that quality, local training (especially as f-2-f returns) would be valued, as would more awareness/visibility of training available in the county.

1-2-1 discussions

It is clear from the 1-2-1s, as from the survey, that the fundamental issue is lack of staff. A number of the reasons for this such as housing affordability and relative rates of pay are beyond the scope of this document. However, there are also issues which could form an important part of the solution in terms of the promotion and perceived attractiveness of care as a career and related to this, clear career paths and progression. Use of career paths appears to help but recruitment and retention remains challenging.

As indicated in the survey, it is apparent that there is significant use of out of county training in this sector, in part because of lack of availability locally and in part because of national organisations arranging training centrally.

Key themes emerging from 1-2-1s are the need (and willingness) to do more with schools and colleges to promote the sector as a rewarding career choice and build interest and the lack of appropriate training available locally. There is a view that young people are encouraged to look at working with children rather than in other parts of the sector. There is concern about the L2 care certificate which used to be a 13-week course, now condensed into 6 weeks, which is felt to be too crammed. And at least one care home has not had a good experience with apprenticeship schemes. More bespoke training suited to the needs of small care homes/care providers would be valued including short courses for middle management (1/2, 1 and 2 days). Course being cancelled because of fewer than 10 booked on was also highlighted.

Time off the job for training is a major barrier, although the Level 3 apprenticeship, aimed at adults, does not require foundation skills (which can often be an issue for older workers) and does not require 20% off-the-job time. Not all staff computers or mobiles or are IT literate. Some do not want to develop IT/digital skills, others need help to. A number of employers reported that they would be happy for people to use work with them as a progression into NHS medical roles provided, they got a few good years of work out of them first.

It was also suggested that is some staff could be trained in “NHS” skills such as diabetic observations, this would have a positive impact on bed blocking.

Discussion with Skills for Care highlighted:

- Funding is available for training and for backfill whilst training but backfill is a significant issue
- Take up of that funding is non-existent/minimal in Cumbria, while this is not the case nationally
- Part of the issue is that only half of care businesses in the county are signed up to this and contributing to the Workforce Dataset, which is a requirement. In some other areas this has been addressed through using the Kickstart placements to sign businesses up and complete Datasets.

- There is an emerging gap around digital skills and their potential future use in care.
- There is a gap in provision in Cumbria on their framework
- There are 14k adult social care workers in Cumbria, 10,500 (77%) employed by independent providers, 2,600 by local authority (11%) and 1,100 (13%) personal assistants.
- Of independent providers 119 are residential care homes, 34 nursing homes and 67 domiciliary care agencies
- Key challenges where there are the highest turnover rates are nurses 41.2%, nursing home managers 45.7%, nursing home care workers 41.5% and non-residential care workers 52%
- The sector in Cumbria would be easier to engage with if a sector body/group was in place, something we have found also in undertaking this research
- Registered managers completing Level 5 Leadership & Management are asking “what next?”
- Skills for Care are keen to engage and support engagement with schools and colleges

LSR

We sought not to repeat the LSR research (or the Cumbria Business Survey which informed it). The LSR cites skills gaps in medical professionals, psychologists, nurses, radiography/therapy, occupational therapist and paramedics, indicating a focus on NHS requirements rather than the wider sector for that document.

Gaps, issues, opportunities and actions

These are set out in the Care table in Annex F.

5.12 Annex L - LSIP Visitor Economy Sector Analysis

LSIP Visitor Economy Sector Final Analysis

Specific to Visitor Economy, 136 survey respondents countywide between them employed 38,574 people, 5,620 of them in Cumbria. Respondents ranged from micro to large businesses. In addition, we held 1-2-1 discussions with 89 employers.

Survey

Our survey indicates that over the next 2-5 years visitor economy businesses in the county plan to: increase turnover (85%), increase skills (67%), increase size of workforce (59%), invest in premises/machinery (51%), develop new products/services (47%), introduce carbon reduction measures (46%), increase productivity (45%), invest in R&D (22%) and expand in new markets overseas (6%).

Key skills development expected over the next 2-5 years: customer handling/care 69%, leadership & management 57%, sales & marketing 56%, digital/IT 54%, teamworking & communication 53%, health & safety 48%, technical specific to the industry 36%, energy efficiency & carbon reduction 35%, office/administration 33%, basic skills (literacy & numeracy) 18%, other 16% and import/export 4%. The “other” answers were the highlighted skills were almost entirely technical skills related to the visitor economy, with a few falling into digital and customer service and a few specifying topics such as first aid and accountancy.

New skills areas they expected to need to respond to future developments were primarily low carbon (28), with 10 highlighting digital/IT and individual businesses highlighting topics as diverse as visual merchandising, experiential tourism, automation/robotics/AI and identifying changes to the customer journey and service productivity. Within digital/IT, responses ranged from general digital/IT to social media, web, app development and complex software to ordering systems.

42% of businesses say they have a training plan and 34% a budget. There is, not surprisingly, variation according to employer size:

Number of employees	Training plan	Training budget
Less than 10	25 %	20 %
Less than 50	35 %	23 %
Less than 250	38 %	27 %
All employers	42 %	34 %

In terms of sources and funding of training, of respondents to the question sources of training are as follows:

Source	Funded by business	Funded by Government/other	Not used
FE colleges	21 %	22 %	49 %
Universities/other HE	8 %	9 %	85 %
Other commercial	47 %	14 %	44 %

Source	Funded by business	Funded by Government/other	Not used
Regulatory bodies	26 %	3 %	72 %
Customers	23 %	3 %	75 %
Suppliers	16 %	5 %	81 %
Non-profit e.g., industry associations, voluntary organisations	17 %	5 %	79 %
Digital/online	52 %	13 %	41 %
In-house	76 %	7 %	21 %

Not all respondent answered each of the above, and percentages for sources used are lower when adjusted for this.

It is clear from funding sources in the above table that a significant proportion of businesses are able and willing to pay for the right training. This is reinforced by the barriers cited, although approaching 40% of businesses do cite cost as an issue and a similar proportion availability of money to pay for. Barriers to training were highlighted cost 37%, releasing staff 36%, time to organise 26%, subject areas not available locally 22%, quality not available locally 17%, timing of what's available 20%, distance 20%, availability of money 25%, none 18%, other 18%, need support to find training 13%, need support identifying skills 9%, not needed 7% and too many initiatives 3%. Other reasons were almost entirely Covid. One highlighted slow internet.

44% of respondents undertook training out of county. Reasons for going out of county are varied and include training organised by out of county head offices, specialist training not available in county including on specific machinery/software by suppliers, using online options, using out of county universities (including Lancaster for leadership & management), availability, following the funding, contact from providers out of county.

Of total respondents to the survey, 16% already offer 16–24-year-old apprenticeships and 32% do or plan to. 7% offer 25+ apprenticeships and 17% do or plan to.

In terms of other training/skills and related activities: 2% do or plan to use T Levels (0% currently) and 6% degree level apprenticeships (4% currently). 19% employ school/college leavers and 33% do or intend to. 20% employ or intend to employ new graduates (13% currently) and 31% unemployed adults (20% currently). 8% offer or intend to offer graduate internships (4% currently) and 32% work experience placements (18% currently). 20% offer or plan to offer work trials (9% currently) and 12% site visits (7% currently). 14% do or plan to do activities in/with schools and colleges promoting career opportunities (7% currently).

Suggestions of improvements often involved highlighting barriers again such as transport, lack of workforce, slow internet, lack of information, etc.) rather than improvements per se. Some wanted more online, others more 1-2-1. Other “improvements” included, for example, more chefs, butchery grants, vetting apprenticeships students better for suitability, more adaptable/modular, level 2 leadership & management too low level, NVQ requirements don't align with needs.

1-2-1 Discussions and Focus Groups

There were many common themes when talking to the Visitor Economy businesses, the sector has been crippled by a staff shortage of a scale never seen before, with other sectors also struggling it's clear that the Tourism and particular hospitality businesses are having difficulty appealing to those looking for careers. The challenges are compounded by a super aging population, poor transport connectivity and a lack of affordable housing and with most of the VE jobs being in Central lakes this is creating a perfect storm. In the past EU workers have been key to the VE workforce but with Brexit and the Pandemic the numbers have severely depleted and difficulties bringing workers from other countries has meant that businesses have a renewed and urgent focus to fill those positions with people from the UK. In Cumbria Tourism's most recent business performance survey (March 22) 88% of businesses say that recruitment is a problem and 62% say it's a severe problem.

It's clear that many businesses have only been able to provide statutory training for the past two years and where previously they'd have gone external for training courses, they have favoured online training due to convenience and availability throughout the periods where businesses had to close. There was a general acceptance that online training is good for areas such as statutory courses such as Health and Safety, but others are better delivered in person e.g., Customer service.

Customer Service was mentioned on every call as an issue, largely due to so many people coming into the industry with little or no prior experience of the sector. Many businesses will work with no experience and give trying for a person with the right attitude and personality for customer service. It was felt that perhaps something more specific to The Lake District and wider Cumbria would be useful in terms of Customer Service training. Many discussed the Welcome Host programme but most felt it needs a refresh, there is no training provider offering this within Cumbria now, the nearest is Southport.

The other topic that featured on most of the calls was around chef training and having staff trained at the right level for their business. Where Colleges are offering Chef courses and businesses are using them, they are happy with them but many aren't using them as they feel they don't meet their needs e.g., Excellent pub food, street food, bistro etc. Many mentioned keeping up with trends in cities and other countries is key to keeping Cumbria at the top of its game as a foodie destination. Due to the severity of chef shortages some have created chef academies with Kendal College e.g., Simon Rogan, Westmorland Family.

Apprenticeships in the industry have certainly taken a hit due to the pandemic and many of the businesses were pleased to have had the 1-2-1s as it had encouraged them to be more proactive again. Information regarding apprenticeships seemed to be lacking for Tourism businesses. In general businesses are open to working with the colleges (if they aren't already) but there has been a communication breakdown on both sides. CT has been discussing this with the colleges and are keen to help to bridge this gap as the ERB for VE. Those who currently work with colleges well have good relationships with them and are happy with what they're providing.

There was also a general feeling that many of the businesses have promoted staff more quickly than they would have pre-pandemic, therefore they need help training staff up to the levels required. This includes productivity, P&L, managing staff etc. The University of Cumbria, Visitor Economy Chartered Manager Degree Apprenticeship was discussed on most 1-2-1s and those who had heard of it either have staff on the course or are looking into it. Those who hadn't wanted more information so there is an appetite out there for management training, this is a three-year course and the feeling was some just need a shorter course to get people up to speed. Those who have put people through the University Degree Apprenticeship seem to put people on it the following year.

The Tourism industry is unlike other sectors in the county as it is mainly made up of SMEs who all require; marketing (social media, digital) PR, HR, finance and yet often people with those skills are hard to come by within Cumbria. Particularly marketing and PR staff are lacking in the area as young people with those skills tend to move to the cities where they see there being more opportunities within larger companies.

There was a general feeling of proactive training having been put on hold to some degree over the past two years due to it being all hands-on deck. There was a real willingness from the businesses though to pick up those relationships with the colleges and training providers that have perhaps not been there recently. As an industry we know that the only way to secure the right workforce for the future is to work on the tourism and hospitality sectors reputation and offer the right courses, showing clear career paths with salaries. From the research it is clear that the sector has upped its game in terms of professionalising roles, offering better working conditions, training etc. but we need to get that message out to students and those looking for job opportunities to dispel negative perceptions.

The proposed Tourism Talent Hub will not only help to pull all relevant courses together, but it will also output in the right way for the industry. It won't only be for employers it will be to attract employees into the industry. Pooling all of the opportunities for apprenticeships from SMEs together so that we can work together to attract people into the industry. After speaking all four College Principals they are all committed to helping to make this happen as they know how important tourism is to the Cumbrian economy.

LSR

Although we sought not to repeat the LSR research (or the Cumbria Business Survey which informed it), findings do support and build on the LSR. The LSR cites skills gaps in food and beverage professionals, chefs, restaurant management and hotel management. In addition, cross cutting skills such as leadership and management, IT/digital and marketing.

5.13 Annex M (a) - LSIP Built Economy Sector Analysis

LSIP Visitor Built Economy Sector Final Analysis

Construction Sector Focus Groups

Feedback from Employer Sessions in February 2022

CITB conducted 4 Focus Groups with a total of 37 employers and a further 4 1-2-1 Interviews with individual employers. The following is a summary of the findings from these 41 employers in the construction sector

What training & skills are you delivering or commissioning now?

Mainly mandatory to allow people to get onto site and work safely. Examples given include:

- Health and Safety Awareness
- Confined Spaces
- First Aid
- CSCS/CPCS related NVQs at Level 1 and 2 (mainly)
- Temporary Works
- Asbestos Awareness
- Driver CPC
- Mental Health Awareness and First Aid
- SMSTS/SSSTS (site management and supervisory courses)
- Plant/equipment related training
- Street Works
- Plumbing and heating related qualifications (gas, water regulations, electrical)
- Fenestration
- MEWPS and IPAF (use of mobile reach equipment)
- IOSH/NEBOSH
- Leadership and Management courses
- NVQ Level 5 Qualification in Operations Management
- NVQ Level 4 Qualifications in Site Management and Sales
- NVQ Level 3 Qualification in Team Leader
- EUSR (linked to installation of utilities)
- Scaffolding

A significant number of employers mentioned that they had apprentices in various trades and occupations all at FE colleges around the county.

What are the main gaps in skills & training provision?

The construction industry in Cumbria struggles to get anything but the main basic courses, and often must send its employees outside the area to get trained. Training providers quoted at the sessions were based in Newcastle, Preston, Lancaster, Blackpool, or North of the Border into Scotland.

Some examples shared at the focus groups were:

- Loading and securing
- Plant equipment related training
- Estimator
- Quantity Surveyor
- Confined Spaces
- BTEC Construction related qualifications
- Earthworks and Volumetrics
- Accredited scaffolding inspection
- Abrasive wheels refreshers
- Gas specific training (delivered at Carlisle but employers concerned about quality so sending to Lancaster & Morecambe College)
- Quantity surveyor apprenticeship
- Engineers

There is also a significant gap around soft and digital skills, specially for those joining the industry and/or those that are younger. The industry needs people with good interpersonal and communication skills, but these aren't an integral part of the training that is currently delivered.

What are the main strengths & weaknesses of local provision & barriers?

Strengths

Since the start of the pandemic, several providers have moved to online training. Employers report that it's usually to a good standard and offers flexibility (unlike classroom-based training). The pricing of online training means employers can deliver more for their limited budgets.

Some good training providers (including colleges) that have a good understanding of the industry and can deliver appropriate training (Carlisle College was mentioned by several employers, as was Lakes College and Barrow Training).

Weaknesses

Due to the pandemic, there is a backlog of those needing training. With social distancing measure in place, training providers are limited by the number of learners in each session, which means there is a fight for places on some popular courses. Employers report that this situation existed pre COVID for some of the very popular courses.

There are some training providers that don't have up to date skills to deliver the course content employer's needs.

Two employers mentioned an issue with End Point Assessment at Carlisle College, which is holding up apprentices achieving their qualification and getting on site. It's not known whether this is a wider issue or just college specific.

School children aren't interested in careers in construction and there seems to be a lack of understanding about what the industry can offer to young people. Effective careers advice needs to be put in place from a young age with input from the industry and CITB.

Communication from training providers has been patchy during the pandemic. Employers are reporting little feedback on the progress of learners (especially apprentices and those on full time courses).

Some employers report problems with some of the staff travelling to training in the county, with employees having to travel significant distances or struggle to travel due to a lack of suitable public transport options.

Training providers tend to be reactive to the needs of employers rather than being proactive (which some employers reported as happening in other areas). A proactive approach would mean training providers had a clearer pipeline of training, meaning more training courses could be viable, whilst employers would not have to chase training providers about courses.

There remains a significant amount of apprenticeship training that isn't roll on roll off. This has an impact on the ability of the employer to recruit an apprentice based on business need. Fixed start dates are not flexible enough to meet employer needs and this hasn't changed despite conversations with training providers.

What are your top priorities?

Effective careers advice, with school engagement early on in a child's journey critical to success
Co-ordination of training through a one-stop-shop approach to reduce time and resources. Ensure tutors undertake relevant industry recognised CPD on a regular basis to update their skills and knowledge.

Target job switchers and older people to fill vacancies, making them aware of the upskilling they could do to get them into well paid work in the industry.

The quality of apprenticeships standards and the impact the training has on industry needs to be held in the highest regard. The current standards are not being followed by all providers, which is effectively watering down the effectiveness of the training.

Other Useful Comments

Several employers in the sessions said that if they had more time they'd train more. The constraints of their current workload combined with the issues expressed above in accessing training prevent them from doing more.

5.13 Annex M (b) - LSIP Built Economy Sector - Home Builders Federation

The Home Builders Federation (HBF) is the representative body of the home building industry in England and Wales. The HBF's member firms account for some 80% of all new homes built in England and Wales in any one year, and include companies of all sizes, ranging from multi-national, household names through regionally based businesses to small local companies: www.hbf.co.uk

The skills partnership was formed in 2016 by our members at the Home Building Federation to enable the industry to work together and collaborate. We believe that solving industry issues together brings better long-term results and change. Broadly focussed on Attracting, Training and Retaining, our aim is to improve the skills of the industry workforce, raise productivity and quality - and to attract a larger more diverse workforce.

We all understand how intrinsic skills challenges are to building quality homes.

The industry is under the spotlight, with public and political pressures to consistently deliver quantity and quality. The new building regulations and environmental standards being sought by Government – such as the Future Homes Standard – will bring new technologies and building requirements that will require many in the current workforce to be up-skilling.

Last, but not least, tighter controls on immigration have increased the focus to recruit and train more people from within the UK.

All this must make the industry consider its investment in skills as one of its main strategic challenges for the future.

We completed this workforce planning work below a couple of years ago and it sets out the size of the skills challenge against key job roles if the industry is to hit the governments targets for 300,000 new homes per year. It looks at key site staff numbers needed to build every extra 10,000 houses using current methods – So against reasonably traditional roles we still need to do something differently to attract more people to choose these jobs.

1. Is there a problem with 'hard' or technical skills provision?

Government is increasing its environmental ambition and we can see new jobs and skills that currently either don't exist or are in short supply, for instance there are currently around 1,000 heat pump installers in the UK, but its estimated we will need nearer 30,000 to achieve the Government's policy to remove gas central heating from all new builds. CITB research identifies widespread skills gaps in energy efficiency roles, for example heat pump design and installation and low carbon new build, alongside retrofit survey and design.

2. What are the main barriers to recruiting skilled employees in the sector or among the businesses you represent?

Lack of practical experience – Full time students are only at college 16 hours per week, and they cover many subjects in that time, we have investigated and on average a student on a full-time college brickwork course will spend between 4 and 6 hours in the workshop each week – that's roughly 400 hours or 10 weeks over a two year period. We can't expect them to be confident and competent in practical skills given these hours – so we need to think how we can help them gain that experience.

There is evidence they are trained using out of date methods/processes, using out of date supplies and equipment. We need to encourage college and employer collaborations. Employers offering their technical expertise to come in and do classes, donate materials, share insight to improve the curriculum, promote modern methods. We hear the rhetoric that they don't realise what it's like to work on a real site, and in many cases that's true. Many industrious students also have part time jobs while they study, can't we factor work experience or part time work into the mix.

90% of the workforce in the Home Building industry is self-employed – young people on trade courses are not prepared for self-employment.

The Construction sector overall employs around 3 million people and Homebuilding supports and sustains around 800,000 jobs in England. We have a retirement cliff edge with 20% of the workforce now aged over 50 and an estimated 145,000 people due to retire from the wider construction workforce each year. Retirement may account for around 3% of the workforce but CITB also estimate that 6% of those aged over 50 leave construction, not just because of retirement but also ill health and physical work becoming too demanding.

3. Is a lack of aspiration and ambition a factor?

To look at young people joining the industry, a significant number do choose to join the construction industry each year –36,000 young people sign up to a construction course each year. These are young people who want to join construction and need help to get into the industry.

Construction apprenticeship recruitment this year is down at around 8,000 starts – understandable, but it adds to the gap of skilled workers, thankfully signs are that in 2021 recruitment of apprenticeships will be back nearer the 2019 figures.

The stark statistic is that each year only 25% (9000) young people who have completed a full-time construction course at a Further Education College enter straight into a job in the industry. So over 25,000 18-year-olds each year that could directly join the workforce, don't.

Of that 25,000 roughly five and a half thousand get accepted on an apprenticeship having completed their college course – so many of them spend the next two years covering the same topics that they have already covered in college. From an employer's point of view, they are good apprentices, they have some knowledge, and they are committed – but during their apprenticeship they are either 're-doing' their learning or realising that much of what they had learned at college does not apply in the workplace. They are approaching age 20 before they are a qualified member of your team. Often, they are taking four years to move through the education system, is that necessary? For a bricklayer? For a carpenter? Or is that just adding to the skills shortage issues.

And remember that's only some of them, each year we still have another 20,000 young people who wanted to work in construction that we lose.

To focus on the whole attract piece we have Home Building Ambassadors that go out into communities, schools, colleges promoting the sector and can be called upon at a local level from our Home Building Divisions present in the region or directly by contacting us as Skillspartnership@hbf.co.uk, or through GoConstruct Book an ambassador | Go Construct. HBF regularly operate attract campaigns via social media, attend events, share, and promote our website Home | Housebuilding Careers but more needs to be done at a local level to promote the opportunities within the Industry by Schools and Colleges. If

there is a barrier in schools because of lack of knowledge and awareness by staff, then we need to get teachers out into the industry learning about the breadth of sectors out here. Construction and Home Building perspectives need to change, the environment is so much more than a site and a pile of bricks.

There are stories of construction students not really wanting to join the industry, they just have to be in education until they are 18. This may apply to some students, but the diagram below from CITB research shows it's not the majority. Near 50% of these students really want to get into construction, and of the rest - 45% were undecided, so could be converted to focused and engaged students if they are given the right insights and guidance about our industry, and the skills to get well paid jobs. We should help this happen.

4. To what extent is funding an issue?

Employers in the construction sector pay a levy into CITB as well as paying an apprenticeship levy and they are only able to access that/offset it through grants for training that CITB have available.

However, the major issue surrounding funding is knowing what, where and when it can be accessed, there are so many separate initiatives, national, regional, sector based, topic based such as digital, environmental etc. that it is very difficult for anyone to know what is out there and current. Ideally there needs to be a service available for employers, employer representatives, training organisations etc. to be able to access to find this out.

Also, when funds are available often there is insufficient lead time to engage, consult and develop solutions in the first place and also not enough delivery time to monitor and revisit and adjust solutions to really see an impact.

5. In your view, what would be the most effective way to deal with the issues you have.

- FE Colleges and Schools need more Teacher CPD/Industry awareness – In the past 2 years HBF delivered CPD for College lecturers across the country in Brickwork through CITB funding. There is demand for more of this across other trades and specialisms but could be more generalised at a sector level.
- Need more employer/college collaboration.
- FE colleges need their courses to produce work ready young people who have a real chance of gaining employment in their chosen field. Shorter term the shortage needs to be addressed with focussed interventions designed by employers who will employ the candidates.
- More information and support are required in colleges and out in the community to prepare and encourage students, job changers, unemployed to become self-employed in the industry.
- Develop schemes to support people looking to retire from the industry to move into a teaching or mentoring role to help impart current practical knowledge to learners.

6.0 REFERENCES & SECONDARY RESEARCH SOURCES

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