



HATCH
REGENERIS



Humber Skills Advisory Panel Analytics - Workshop Report

A Report by Hatch Regeneris commissioned by
Humber Local Enterprise Partnership
December 2019

Humber LEP

Humber Skills Advisory Panel Analytics - Workshop Report

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1. Purpose

- 1.1 The Humber LEP held two workshops with key stakeholders on:
- Monday 2nd December 2019, Innovation Centre, Grimsby
 - Tuesday 10th December 2019, Mercure Grange Park Hotel, Willerby
- 1.2 The purpose of each workshop was to:
- 1) brief participants on the government drivers behind the Skills Advisory Panel approach and the requirements placed on Local Enterprise Partnerships
 - 2) demonstrate the Microsoft Power BI Data Dashboard
 - 3) provide headline findings from each stage of the analytical toolkit to set the scene for discussion, including:
 - Stage 1 – Analysis and definition of the local landscape
 - Stage 2 – Analysis of skills demand
 - Stage 3 – Analysis of skills supply
 - Stage 4 – Mapping of skills demand and supply
 - Stage 5 – Conclusions
 - 4) facilitate discussion with participants to get their views on the headline findings they have heard and their views on gaps in the evidence base
 - 5) present the emerging policy implications arising from the research including the Clean Growth White Paper and the Employment and Skills Strategy
 - 6) facilitate discussion with participants to get their views on the emerging skills priorities from the SAP evidence
- 1.3 The workshop concluded with feedback from each group and identification of next steps. Following the workshop events, the Humber SAP Analysis report and Power BI Dashboard was shared onto the Humber LEP website: <https://www.humberlep.org/skills/skills-resources/skills-advisory-panel-analysis-report-and-dashboard/>.
- 1.4 The following report sets out feedback from the two sessions. It should be noted that the views expressed were a response to the presentation and facilitated break out sessions. Following the workshop events the full analytical report and accompanying Power BI Data Dashboard was published which provides a response to many of the issues raised in the workshops.
- 1.5 The feedback from the workshops will be used by the Humber LEP to inform the next steps of the Employment and Skills board which will incorporate the responsibilities of the Skills Advisory Panels.

2. Breakout Session 1 – Gap Analysis

- 2.1 Following the data presentation, the stakeholders were grouped into breakout groups and each table was tasked with providing general feedback on the data presentation and then discuss an identified gap in the evidence base which they were allocated.

General feedback on the data presentation

- There was general agreement that the findings were in line with expectations and experiences, and there were ‘no surprises’ in what participants had heard.
- The data dashboard received a positive response, with commentators identifying it as a rich data source, and remarking on the ease of navigation and benchmarking.
- Participants noted that Humber LEP have a good understanding of the skills issues facing the area and are passionate about what they need to do to improve the situation.
- It was noted that these data sources are not the only source of Labour Market Intelligence (LMI) and there are other types of supporting information which should be drawn upon. Employer insights are particularly important – they are the ones who know what skills they need, but in the current uncertain climate fewer employers are investing in skills.
- There were some queries regarding sources and granular detail. The publication of the SAP Analytical Report will respond to these.
- The lagging nature of skills gap data was noted, with a suggestion that further work may be required to better understand the current picture. There needs to be a caveat that the data can be lagged due to the last publication date and employers locally may present a different picture.
- The rural and coastal dimension of the skills challenge was commented on. Social mobility issues facing young people in these areas was remarked on and the lagging entrepreneurial culture in rural areas was a further issue noted.
- The administrative boundaries make a big difference to how the Humber is perceived. E.g. in Hull, every area bar two exhibits deprivation. This is because Hull doesn’t include suburbs. This can lead to young people in Hull wrongly believing they are living in an area with no hope which affects their aspirations.
- Some employers in attendance reflected that they felt the recruitment issues identified were getting worse, with both the quantity and quality of recruitment candidates deteriorating. Examples were given as to how employers are adapting their recruitment processes to address these issues, but it was felt not to be making a difference. Related issues noted included:
 - high incidence of mental health issues amongst long term unemployed
 - perception of poor work ethic
 - lack of understanding of 24/7 business operations and shift patterns that are considered unattractive which is deterring interest from the labour pool
 - language and job titles used in job descriptions is deterring application

- apprenticeships can be an expensive way of training staff which some companies cannot afford (on the job training is more affordable). More flexibility is needed in the use of apprenticeship levy funds to enable employers and providers to plan appropriately
- some employers are proactively working with training providers to address skill shortages, i.e. Hull College are working with one employer to recruit 6 trainees who will be trained in a specialist area to meet a gap they haven't been able to recruit for
- other employers don't recognise the value of training, especially in lower skilled roles. Often employers commit to invest in the mandatory H&S training but anything else is a cost/benefit decision. Businesses will train to the level needed – but few are looking at future succession plans. Do businesses need support on leadership and management training to help them make sound future decisions?
- the drop in migrant workers has become an acute issue for food manufacturers who are having to compete for labour to sustain their workforce over busy seasonal periods
- The pipeline of major projects indicates that the shortage of construction skills is likely to be an ongoing issue
- the LEP has a role in raising awareness and engaging and influencing employers
- Areas which participants were keen to hear more about include:
 - more information on the early years' pipeline / school population forecasts
 - retention of those educated to L4+ within the Humber (where do they go after study?). A more detailed understanding of where University of Hull graduates go, and how many residents stay in the Humber
 - of those leaving the workforce – is this a chosen or enforced route? The implication being that this may be an issue for the ageing workforce in particular
 - travel to work insights. It would be helpful to understand the types and levels of roles involved in travel to work patterns
 - more detailed information on the skills required for decarbonisation and clean growth. The clean growth drive has given the Humber a new future but the local benefits from this growth need to be secured
 - the nature of digital skill gaps needs to be better understood – what type of digital skills are required? For example, NHS Humber Coast and Vale Health and Care Partnership are examining the digital skill requirements across the health and social care sector
 - the lower levels of investment in training days in the Humber as presented by the data – is this affected by a perceived employer resistance to supporting L3 apprentices to progress due to funding barriers (i.e. willingness to take up the Adult Learning Loan)?

- There was a reflection from one breakout group that GVA is not a good measure of people's efforts, and it 'undervalues' their efforts as a result.

Qualitative Views on Identified Data Gaps

2.2 Participants were asked to provide their views on areas where there is an identified data gap. Each of these areas are considered in turn below.

1. Considering current student numbers, how are providers and employers planning to provide the additional workers qualified to L4+? What are the barriers to the take up of L4+ provision?

- The learner needs to see the purpose of investing in higher level skills and the rewards that the investment can reap.
- Benefits to Level 4+ investment need to be made tangible and real. For example, putting example job titles which the qualification could lead to could help make it more realistic.
- Employers need to support career inspiration activity in schools and showcase what highly skilled opportunities are available locally so young people can see a clear path.
- Some participants noted that some young people are not even equipped to take up Level 2, let alone Level 4 provision. Issues noted included:
 - a lack of soft skills e.g. time keeping, social skills, basic communication
 - some poor career guidance, with some schools not promoting the diverse range of options to students which is leading them down the wrong path
 - those young people with parents out of work may not be encouraged to pursue opportunities and may not see the importance of skills/training/work
 - welfare dependent households can act against young people taking up apprenticeship options – a young person taking on an apprenticeship can result in welfare payment loss for the household
- The limitations of funding which only supports investment to Level 2 (and part Level 3) can be a barrier to investment. If funding for Level 4 was available for learners, then it would help to bridge the Level 4 gap that exists.
- An academic route to L4 shouldn't be the only route. People need more information on what alternative routes are available.
- Advanced learning loans are available to support investment in skills acquisition, but the willingness of learners to bear the risk of a loan is an issue. Those who are uncertain of the likelihood of a job at the end of it are *less likely* to self-fund, whilst those who feel they have good prospects of attaining a job at the end of the qualification are *more inclined* to self-fund. One provider mentioned that HNC/HNDs are not on the prospectus for advanced learning loans which poses a barrier. Another provider mentioned they have seen good take-up of advanced learning loans and have focused activities to promote this funding mechanism to potential students.

- Employers are deterred from investing in Level 4+ as it can be difficult to navigate who will pay; who retains the benefit of the investment given the risk of the staff member leaving; and the time it takes to train and upskill employees. This is a real and practical barrier to investment – who will replace the person studying whilst they are off work training?
- The fixed funding for apprenticeships means that a higher take up of L4+ apprenticeships (which are more costly) will result in less funding being available for lower level apprenticeships. Some providers are turning those seeking L2/3 apprenticeships away.
- Demand for apprentices by employers has been stifled in recent years, with employers stating Brexit and a lack of clarity as the cause.
- There has been a lot of positive work done to boost perceptions of apprenticeships, but more to be done, particularly in widening interest in different sectors. Traditional perceptions of gender divides still exist, e.g. construction for 'men' and care/health for 'women'.
- There needs to be more of an adult focus on L4+ opportunities to encourage progression, linked to career opportunities.
- There was a sense that career pathways are fewer than they used to be, with less focus on career development. Instead, some employers are relying on acquiring skills through recruitment / poaching rather than investing to upskill.
- The University of Hull attracts a large local population to study which helps to retain graduates locally – provided the job opportunities are available. Employers need to offer graduate placements which will have a dual purpose of supporting employers to see the benefit of higher level skills and supporting the graduate to identify local employment opportunities.
- More part time provision is essential at L4 and above to drive up participation in higher level training. Distance learning is part of the solution. Could other technologies be used for people in rural and coastal communities, and employed people? E.g. video conferencing, on-line, webinars etc. Could this help to get over the issue of smaller class sizes to ensure efficiencies?
- One provider shared their approach in focusing on the adult market to attract HE students into an FE environment.

2. How are disruptive technologies impacting on labour requirements and how is the skills system responding to these drivers?

- Disruption is everywhere – the Humber needs to embrace change.
- Do we understand what the jobs required by disruption are? Is there an appetite for automation in traditional businesses? There is a role for educators to support this understanding. The LEP/Growth Hub has a pivotal role to play in identifying those businesses who should be embracing disruptive technologies.
- It is critical that the interest of young people in these disruptive technologies is secured as early as possible, led by employers, allowing young people to see the jobs that may exist in the future.
- Parental engagement is key to success – these are the key influencers on decisions whether young people will stay or leave.

- How can we get young people to apply to the jobs that do exist? Graduates are a key target, but there needs to be work undertaken to encourage them to stay and consider the opportunities that exist. Alongside this there needs to be a targeted effort aimed at encouraging working age residents with higher skills to move to the Humber. Collaborative work to 'sell the place proposition' of the Humber in a bid to retain and attract graduate talent is crucial.
- Can employers do more to secure graduate talent, i.e. through innovation challenges targeting students with real life problems they face?
- One of the challenges for CEIAG advisors is that it can be hard to find those businesses that are keen to engage with younger students and offer them career inspiration activities.
- There is an opportunity to showcase where the skill system is responding to disruptive technologies.

3. Are there sectors and occupations which the local population favour? Are local people employed in sectors/occupations which align with their formal qualifications?

- The various place promotion activities of the Humber need to interface with the skills offer to help secure and retain higher skilled residents. For example, the Police recently ran a national campaign to recruit specialist staff to the area. 75% of those recruited and moved to the area had existing links i.e. family, friends, previously studied at university etc.
- The employers who run large recruitment campaigns are successful in raising awareness of their offer with good working conditions, pay and training, i.e. Siemens Gamesa, Orsted. An example was given where one local employer advertised for a manual finisher and received 2 applications. They then put out an advert for a *trainee* manual finisher with the exact same job description and pay and got 69 applications, i.e. applicants were attracted by the notion they were being invested in through training.
- It was also noted that employees are attracted to forward thinking employers.
- Young people are attracted to those sectors they perceive as having future growth potential, i.e. digital and renewables. Careers inspiration activity needs to target awareness of opportunities in a breadth of sectors from primary school, with parents, and getting more businesses engaged with skill providers to develop a talent pipeline. The captive audience of school age children is not being fully maximised.
- It was also noted that tech roles are hard to fill, and it is particularly difficult to get diversity in applications with a lower number of women traditionally applying for these roles.
- The skill shortages in health and social care were noted. The drivers behind applicant interest was highlighted as job satisfaction and career progression (rather than pay). Examples were cited of proactive recruitment and retention practices in the Skills for Health Excellence Centres initiative.
- There is evidence of underemployment amongst young people who can't access higher level jobs aligned to their qualifications. Is this a lack of access or a lack of jobs at this level? This links to securing investment – the providers can train people to Level 4+ but there needs to be jobs at this level to retain the investment.

- Reference was made to the programmes training offenders in prisons to L4 but the difficulties surrounding access to employment opportunities at this level when they leave prison.
- People may have received informal training on the job, i.e. within the caravan building sector, but haven't developed the formal qualifications they need to move to higher paid or more technical roles. This is increasingly an issue as manual labourers age, despite the experience they may hold.

3. Breakout Session 2 – Implications for Emerging Policy

3.1 Following the presentation on emerging priority areas for the refreshed Employment and Skills Strategy the breakout groups were asked to give their view on the continued relevance of the current ESB 2014-2020 strategic priorities and were then tasked with considering an emerging policy theme which they were allocated.

Do the existing employment and skills priorities align to emerging themes?

Figure 3.1 ESB 2014-2020 Strategic Priorities

1	Raise employer commitment and investment in skills at all levels.
2	Foster an inclusive, LEP-wide approach with all key stakeholders.
3	Influence provision to better meet local economic need.
4	Improve the quality, accessibility and dissemination of labour market information and careers education, information, advice and guidance (CEIAG), empowering employers and local people to make informed choices.
5	Support people in finding and sustaining employment, in progressing at work and/or setting up their own enterprises.
6	Maximise the use of funding, including capital, to develop excellent learning environments and facilities, leading to a more highly skilled current and future workforce.
7	Extend residents aspirations to gain higher level academic and vocational skills, including progression to Higher Education.

3.2 Views shared included:

- **Priority 1 ‘Raising employer commitment and investment in skills at all levels’** is an important policy aspiration but can be difficult to implement from an employer perspective because of a general lack of internal training budget available outside of mandatory training. CEOs prioritise those things they see as directly affecting the customer experience and bottom line. Views expressed included:
 - training needs to be more accessible
 - more targeted strategies aimed at CEOs to raise awareness of the benefits of investing in staff training
- **Priority 2 ‘Foster an inclusive LEP wide approach with all key stakeholders’** – opportunities should be promoted to all residents to help them to grow their aspirations

- **Priority 3 ‘Influence provision to better meet local economic need’** – there needs to be more marketing of the Humber to present it in a positive light. Negative media coverage deters people moving to the area. More should be made of the beauty of the coast, rural areas and amenities. The Bondholders have a role to play in promoting the region across the UK. Other players such as the Chamber of Commerce, FEO and FSB have a role to play too. Can we build momentum on the profile of the City of Culture and the Decarbonisation and Clean Energy Conference?
- **Priority 4 ‘improve the quality and dissemination of LMI and CEIAG’**. CEIAG needs to have an all age careers focus to ensure it includes adults as well as young people, targeting the older workforce, returners to work, ex-military etc:
 - NHS have a voluntary scheme that supports people back into work
 - evidence from the City of Culture volunteer team found that people do want to do something and be active, but it needs to be more flexible than current working policies allow
 - support businesses to look at new recruitment and retention policies that reflect the changing workforce
- **Priority 5 ‘support people in finding and sustaining employment’**. Making people economically active needs to be a priority – it isn’t just about achieving high level skills and degrees. We still need people to be carers and work in factories. Whilst we are trying to raise aspirations people shouldn’t be considered a failure if they are in lower skilled jobs. We need to boost the confidence of people who work in the service industry – their job is just as vital
- **Priority 6 ‘maximise the use of funding to create excellent learning environments’** issues such as ageing tutors and skill gaps are increasingly encountered by training providers as they try to keep up with demand and technological drivers, e.g. digital skills. There is a need to increase the quality of teaching. Retention of teachers is an issue
- **Priority 7 ‘extend residents aspirations to acquire higher level skills’** – what is the baseline here? If graduate level jobs are not available, then those with these skills will leave. Issues were noted with the current level of soft skills at entry level. Older workforce not motivated to undertake training – how do we sell training and raise confidence? One employer gave an example of offering redeployment opportunities for dockside staff with failing health to an office-based role. The opportunity was turned down because of a fear of change with staff preferring to reduce their hours and stay dockside. Areas of focus for L4 provision were suggested as being:
 - part time HE provision to encourage progression
 - distance and blended learning
 - how employers can be supported to pay for learning/training
 - mapping where provision is already delivered across the Humber and identifying gaps

3.3 Participants were then tasked with discussing an emerging policy theme in detail:

The emerging themes presented included:

- Strengthening vocational / technical skill provision

- Mitigating impacts of an increasingly ageing population
- Ensuring equitable access to opportunities
- Raising Digital Capacity
- Encouraging employers to invest in training
- Growing the higher-level skill base

Growing the higher-level skill base

- Some employers are having to go outside the Humber to find senior leaders with the right experience and attitude where they can't source these skills locally.
- The Apprenticeship Levy is working for those larger organisations who are using it. One employer is using it currently to put management staff through MBAs for example.
- SMEs are finding the process of apprenticeships too onerous and expensive.
- Some employees prefer on-site training, rather than going into college/training provider settings.
- Some employers who attend careers fairs are conscious that their marketing materials are not as polished as larger businesses or providers which makes them feel they are at a disadvantage.
- The area should promote what has worked well. For example, The Tech Expo was considered to be 'great' but if you hadn't attended the event you wouldn't have known. There is a need to build on the traction of successful events.
- Soft skills such as teamwork and communication need greater recognition.

Strengthening vocational/technical skill provision

- Some participants reflected that 'someone's got to do it' in relation to the issue of a lower wage / lower GVA economy in the Humber. This suggests that a fuller understanding of the implications of a lower value economy needs to be developed amongst stakeholders such as providers, local authorities and employers.
- The parity of esteem around vocational courses versus academic courses was reflected on.
- There is a need to better communicate the progression routes from vocational courses to learners, their parents and teachers.
- Small businesses need to be made more aware of apprenticeship routes, and the help and support available to them. Worries about the costs of training and staff poaching is deterring investment in upskilling, with a preference to employ those already trained. It was noted that other areas have part-funded apprenticeships for SMEs with EU funding – can this be done in the Humber? Could Growth Hubs be used to help promote apprenticeships to SMEs?
- Some participants were sceptical about the introduction of T Levels and felt that this will further "muddy the water".

- The lack of institutional memory about what works in skills education and delivery is leading to missed opportunities and tailoring new initiatives to what has worked in the past. There is a need to build on existing providers and the excellent work they do.
- The barriers SMEs face in growing their labour force needs to be addressed. The possibility of an ATA model was considered, although these models are very difficult to provide with the Apprenticeship Levy in place.
- There is a strong local need for more trainers, or 'train the trainer' courses. There is a gap which local providers are struggling to address as they lose staff.

Mitigating the impacts of an increasingly ageing population

- What is working well or represents good practice?
 - flexible working arrangements (helps older workers with home/care responsibilities)
 - Fuller Working Lives
 - Value my Skills
 - Mid Life MOT
- What more can Humber do to retain students in the Humber region, rather than leave to cities such as Leeds, Sheffield and Manchester?
- The East Riding is known as a place to retire to.
- Current gaps/barriers to achieving priorities:
 - digital skills: older workers need encouragement and confidence to acquire digital skills
- Emerging recommendations:
 - the refreshed Employment and Skills Strategy needs to build in policies to support social mobility for target groups, including older workers e.g. procurement and commissioning
 - the Humber needs to promote itself as the carbon capture and storage capital of the north. Younger people are passionate about climate change and this will help to attract and retain younger people if aligned jobs are available. Interventions related to innovation/R&D linked to net zero aspirations will support investment
 - the advanced manufacturing opportunities in the Humber need to be better promoted to residents so they understand how significant the modular buildings industry is in the area. Example of the high tech design opportunities presented by major employers such as Swift Caravans or Wren Kitchens could be used as an aspirational tool targeting young people.
 - we need to use social media to target young people, i.e. YouTube. Who are the social media influencers in the Humber? The LEP should lever this. Why doesn't the LEP have a Young People's Board? How does the current board know what young people of today need and want?

- we need to engage young people in a different way, i.e. C4DI have a beer fridge on a Friday afternoon to attract young people to network
- we also need to support returners – those who have taken time out to have families and do other things
- the LEP should consider 'The Humber Needs You!' branding to grab attention.

Ensuring equitable access to opportunities

- It was considered that the current employment and skills strategy does not sufficiently emphasise the importance of inclusive growth.
- Access to local training provision is a particular issue for those in rural areas. Young people who do not drive have restricted opportunities for employment and apprenticeships.
- How can aspirations be raised in young people? There needs to be positive role models in schools where families have a reliance on benefits etc. The cycle of poverty needs to be broken.
- The focus on securing higher level skills can leave those who can't achieve this qualification level disaffected.
- Initiatives such as the Mid Life MOT should be rolled out.

Raising digital capacity

- What do we mean by this? Are we targeting employers, individuals, processes etc?
- Digital confidence starts with schools, and should be central in careers advice to ensure all residents have digital skills. Also, the curriculum should demonstrate digital alignment in every subject area. However, it was noted that schools are under considerable pressure to deliver set subjects without having to develop more digital content.
- Often young people don't understand how digital skills will be utilised in their perception of traditional sectors and job roles, i.e. food manufacturing. E.g. one employer (a bread maker) deploys digital technologies to operate and monitor equipment and adjust processes to maximise efficiency. Automation is driving demand for diagnostic and digital intervention skills.
- The number of school leavers not holding GCSEs in Maths and English is problematic – the technical roles of the future need the GCSE standard in these subjects. Often young people have high level digital skills, but not the underpinning maths skills which are highly complementary.
- Coding skills are really important and more encouragement to increase these skills is important.
- Whilst young people are very confident with digital technology and not afraid to use it, they often lack professional IT skills (e.g. Microsoft Office) or struggle to apply technological knowledge in a work environment (e.g. they may be great with social media but struggle to know how to use it to promote their company). Businesses need to better understand young people's digital skills, moderate their expectations accordingly, and be willing to provide training to maximise potential.

- Are SMEs accessing the support they need to understand the importance of digitalisation on their business and the impact this will have on their current and future skill needs?
- Some sectors, e.g. construction or agriculture, are dominated by micro sized firms, many of whom will have no online presence or use of technology. It is very hard to get them to see the potential productivity/efficiency/cost benefits. It requires upfront investment of money and time, and may mean giving up time when they could be working.
- How are SMEs planning for their future? Is this conversation happening on the scale it needs to? How can we better understand how businesses are currently planning to raise their digital capacity?
- The acquisition of digital skills is not just classroom based – it needs to provide applied knowledge to work situations.
- New software and technologies are expensive and constantly changing. This can pose a barrier to SMEs investing. SMEs often have the kit (i.e. computers etc) but not the capacity or knowledge to fully utilise.
- The curriculum/awarding bodies are slow to respond to changes in the digital world. For example, the A Level curriculum is set for an 8-year period and is already out of date so is of little use to employers.
- Digital skills should be a cross-cutting theme in all training programme standards and frameworks.
- The Institute of Technology will provide a significant opportunity to drive digital skills development in the Humber.

Encouraging employers to invest in training

- SMEs face severe barriers to growing their labour force including regulation, legislation, as well as accessing skilled staff.
- How can we get employers to see that short-term investment can lead to long term gain? Can we evidence that return on training investment does work, beyond fulfilling a statutory/moral duty? Also sharing good news stories on businesses who are investing.
- By understanding the key issues that employers are tackling and holding more conversations with them about their individual needs will build a more tailored response to their needs. It is important that providers target the right people / decision makers in a business.
- Do employers understand how they can engage with skill providers? There is a need to maximise engagement with employer networks.
- Skills providers have become better at promoting opportunities and selling their provision.
- The Apprenticeship Levy is problematic. Employers are not wanting to take up the offer as they see the impact on the loss of work is too high.

Appendix A - Agenda

Skills Advisory Panel Analysis – Workshop

December 2019

- 1) Welcome and Introduction – Humber LEP (10 mins)
 - Background and purpose
- 2) Presentation on the Evidence Base – Hatch Regeneris (30 mins)
 - Demo of the Power BI Model
 - Conclusions & Implications from the SAP Analysis
- 3) Breakout Session 1 (30 mins)
 - Testing and Refining the Evidence
 - Identifying Gaps & Approach to Addressing them
- 4) Break (10 mins)
- 5) Presentation on Emerging Policy Implications – Humber LEP (20 mins)
 - Clean Energy White Paper
 - LIS development
 - Refresh of the Employment & Skills Strategy
- 6) Breakout Session 2 (30 mins)
 - Thematic groups framed around the emerging priorities
 - Developing a Shared Understanding of Skill Priorities and Intervention
- 7) Feedback and next steps (20 mins)

Appendix B - South Bank Attendees

First Name	Surname	Job Title	Company
Mark	Stow	Head of Careers & Employability	University of Lincoln
Mick	Lochran	Principal	North Lindsey College
Karen	Linton	Assistant Director - Skills	North East Lincolnshire Council
Phil	Quinn	Chair	Humber CIPD
Simon	Noble	Cluster Lead: Head of Learning & Skills	MOJ
Marc	Fleetham	Director, Business Development & Knowledge Exchange	York St John University
Clive	Tritton	Interim Director of Economy and Growth	North East Lincolnshire Council
John	Fenty	Deputy Leader	North East Lincolnshire Council
Peter	Kennedy	Principal	Franklin Sixth Form College
Karina	Ellis	Assistant Director - Partnership Development	Humber, Coast and Vale Health and Care Partnership
Victoria	Isaac	Director of Contracts and Employment Services	HCUK Training
Paul	Wainwright	Assurance Manager	Office of the Police and Crime Commissioner
Sara	Morris	Director/CEO - Independent School	Learning4Life-GY
Margaret	Wood	Learning & Development Consultant	VMG Associates
Helen	Larkin	Training & Development	Humberside Engineering Training Association
Howard	Gannaway	Senior Associate	Learning and Work Institute
Naomi	Prendergast	Manager	Humber Outreach Programme
Joy	Tomlinson	Action Station Manager	North Lincolnshire Council
Margaret	Hicks-Clarke	Member	Humber LEP Employment and Skills Board
Victoria	Dixon	Employer Engagement	ESFA
Bethany	Dales	Marketing Officer	Grimsby Institute
Marie	Hill	workforce analyst	NHS
LEP Team			
Fiona	Headridge		
Thomas	Higgins		
Teresa	Chalmers		
Kishor	Taylor		
Gemma	Aked		
Stephen	Savage		

Appendix C - North Bank Attendees

First Name	Surname	Job Title	Company
Lynne	Allison	Local Manager	CITB
Sue	Altass	Director	Inspireignite
Alex	Ashwell	Business Development Lead	Hull Training and Adult Education
Kirsty	bark	Global Talent Manager	Trident
Abdul	Bathin	Regional Lead	The Careers and Enterprise Company
Laura	Botham	HR consultant	Sgre
Sarah	Boughen	Learner Recruitment Manager	Linkage
Daniel	Brett	Assistant Principal	Bishop Burton
Kate	Calvert	Deputy Principal HR & Organisational Services	Bishop Burton College
Janice	chattaway	Advisor	CITB
Hannah	Cheshire		Inspire Ignite
Alice	Chaverot	Skills Advisory Panels programme Analyst	Department for Education
Kirsty	Clode	Chair	Women into Manufacturing and Engineering
Jill	Cooper	Business Development Director	DN Colleges Group
Clive	Darnell	Head of Development	Goodwin Development Trust
IAIN	ELLIOTT	CHIEF EXECUTIVE	Humberside Engineering Training Association
Rachel	Ellis-Jones	Deputy Principal	Bishop Burton College
Diane	Flint	HR Consultant	Lincoln & York
Sharon	Gamble	Head of Service	HTAE
Mick	Heatlie	Director	ACTnow
Martin	Hewitson	Employer & Partnership Manager	DWP
Thomas	Higgins`	Intern	Humber LEP
Chris	Howell	Provider Manager	Hull City Council
Liz	Hutchinson	Senior Operations Manager	Department for Work and Pensions (DWP)
Hiatt	Jackson	Technology Research Manager	University of Hull
Tina	Jenkinson	LMI Humber Project Manager	East Riding of Yorkshire Council
Rachel	Jones		Bishop Burton College
Wyn	Jones	Workforce Development Manager	Health Education England (NHS)
Kate	Jordan	Deputy Head	Cottingham High School
Thomas	Leech	Industries Manager HMP Hull	HMPPS
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John	Marshall	CEO	R-evolution
Adam	Millar	Fuller Working Lives	DWP
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Jean	Palmer	Group HR Manager	imageData Group
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Kate	Robinson	Place Strategy, Investment and Policy Specialist	North Lincolnshire Council
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