DRAFT PRIORITIES | 30 March 2023

MAIN ANALYSIS FINDINGS

The majority of businesses (75%) indicated that generally, the required training is available in the local skills/training system

Over 70% of businesses indicated that accredited training was needed, with just over 60% indicating non-accredited training was also needed

Businesses responded with a near unanimous confirmation that yes – they did see clear benefits of upskilling and investing in Training

81% of businesses indicated that staff were being provided with training

52% of Businesses were keen to seek additional support for training development.

MAIN ANALYSIS FINDINGS

52% of Businesses were keen to seek additional support for training development

The top 3 factors for not engaging in training are:

Cost

Time

Lack of Provision

68% of respondents preferred to use in-house training

33% of respondents preferred to use Apprenticeships

SOFT SKILLS ANALYSIS - OVERVIEW

As the following chart suggests that **team-work, communication and problem solving to be the most pressing soft skills training need.** In addition: Leadership and critical thinking were relevant to businesses

It was apparent that soft-skills needs are a requirement for nearly all businesses for new employees and that there is a requirement for those skills to be a fundamental part of any training. Whilst we are aware that soft skills are embedded within many existing training course, it appears to be difficult for employers to access the required training and to navigate the local skills system effectively.

Business feedback displayed a consistent lack of reference to specific qualifications and attainment levels – suggesting this is not language that business owners are conversant in or frequently deploy in their day to day operations.
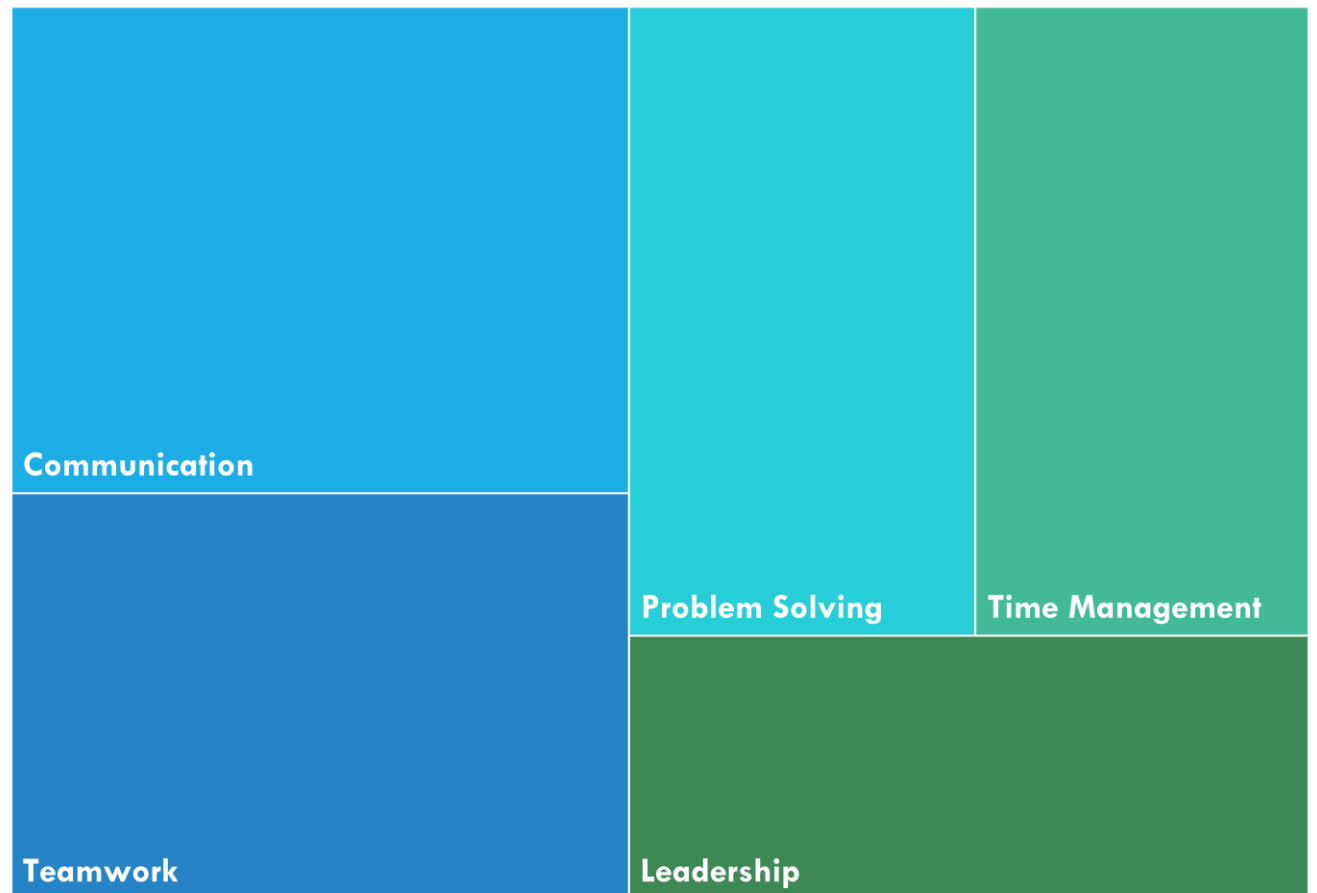
There is a real concern that a lot of national provision is too focused on hard skills which are often out of date (due to the need to meet national frameworks and standards), with too little focus on what employers really want which in many instances is soft skills.

Multiple feedback was received that employers will provide the technical skills if prospective staff have the attitudes and aptitude, and basic technical skills or awareness, which will make them a good employee.

Multiple employers are now bringing in staff from outside their industry if they have the basic interpersonal and learning skills needed, and then training them in the specifics of the sector.

SOFT SKILLS PRIORITIES

Next Steps

The LSIP Working Group for Soft Skills has already met to discuss, review and look at possible solutions that may exist for the delivery of these skills as part of existing provision or standalone courses.

Along with the data collected and working group discussions, the Common Framework Review Group will look at what more is needed in terms of provision and possible funding opportunities for the future, working with the LSIF lead provider for collaborative solutions to address the skills need.

Top 5 Soft Skills Required by Businesses

Communication

Teamwork

Problem Solving

Time Management

Leadership

WORKFORCE DIGITAL SKILLS ANALYSIS - OVERVIEW

As the following chart depicts Social Media for Marketing was the most commonly referenced selection, with 54.2% of respondents selecting this need, although Microsoft Applications was also popular choice – with 48.4% of respondents selecting this need.

21% of respondents cited Web Based Reports (i.e. Google analytics etc.). Only 11% cited Coding and Software Development as a pressing need.

There needs to be greater openness by employers to consider newer forms training e.g. Apprenticeships, T Levels, Bootcamps.

There is a shift towards of new modes of learning e.g. free or low price self-learning online via YouTube, Udemy, peer to peer knowledge sharing and networking over traditional training.

Current public funding too prescriptive to deliver timely digital skills interventions for the majority of employers.

Our local skills system includes a range of highly regarded intermediaries although it is viewed by employers as 'patchwork' and difficult to navigate.
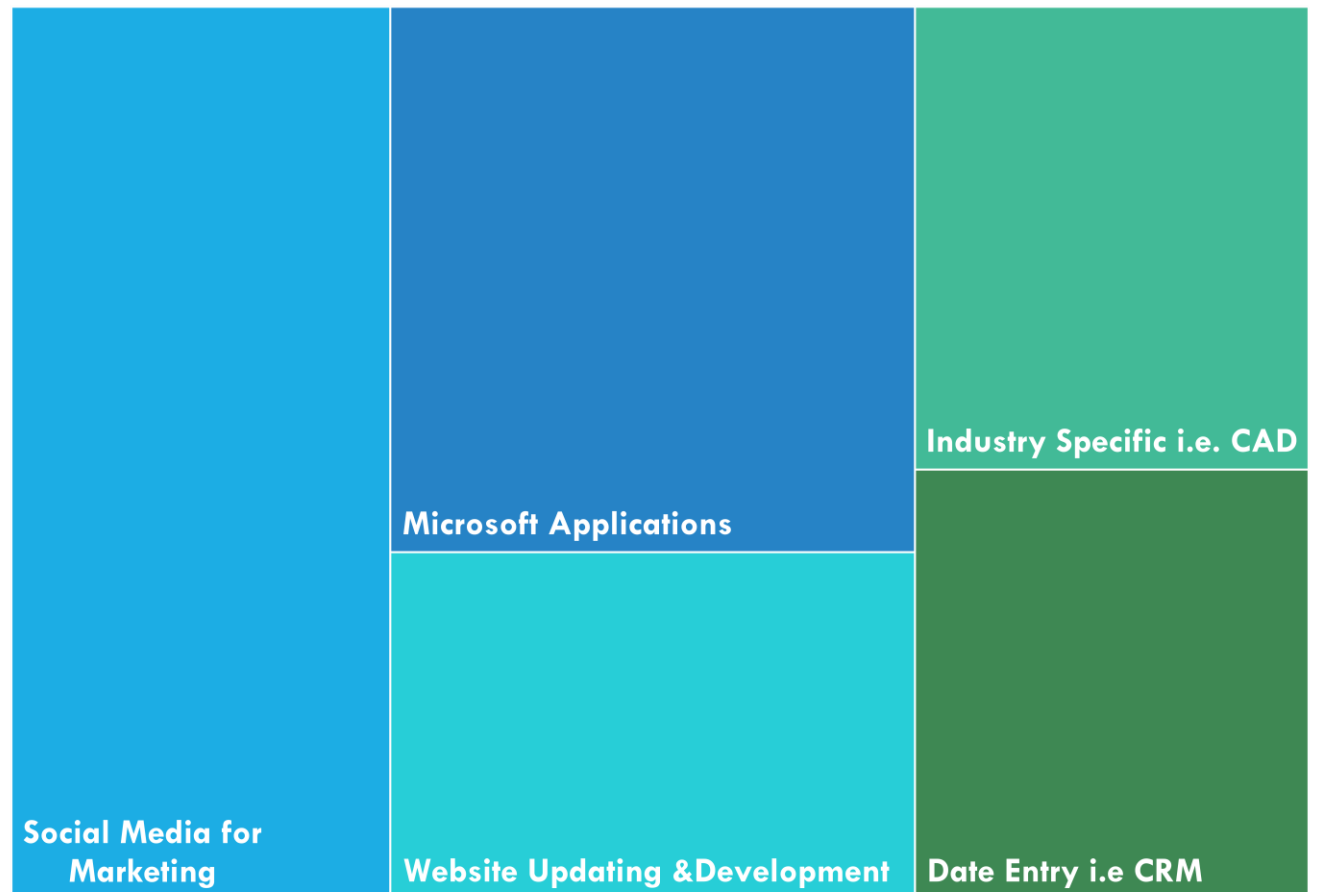
WORKFORCE DIGITAL SKILLS PRIORITIES

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Top 5 Digital Skills Required by Businesses

Social Media for Marketing

Microsoft Applications

Website Updating &Development

Industry Specific i.e. CAD

Date Entry i.e CRM

NET ZERO SKILLS ANALYSIS - OVERVIEW

Preliminary analysis suggests that in the gradual ramp up to net zero by 2030 scenario, a peak of around 180,000 FTE jobs will be required by 2029 in Norfolk and Suffolk across 8 technology areas. These jobs will be distributed fairly equally between Norfolk and Suffolk, with around 95,000 FTE jobs being needed in Norfolk and 85,000 FTE jobs needed in Suffolk.

The largest job creation sectors identified from the preliminary analysis are energy storage, large solar PV installations and onshore and offshore wind which make up a significant portion of the future jobs. While wind starts from a relatively good baseline of jobs (via offshore wind capability) significant growth in jobs is required with all these areas starting off from a low base.

Notable regional differences include Suffolk's high penetration of bioenergy in local energy generation and the greater hydrogen penetration in Norfolk. The job numbers listed here a factor of two main assumptions: the size of future generation capacity / low carbon technology installations and the number of jobs associated per generation capacity.

Sector	Norfolk total jobs 2029 (FTE)	Suffolk total jobs 2029 (FTE)	Norfolk & Suffolk total jobs 2029 (FTE)
Onshore and offshore wind	20,753	9,069	29,822
Large solar PV (>150kW)	21,892	17,960	39,852
Carbon capture and storage	92	52	144
Renewable CHP	20	11	31
Bioenergy	2,698	11,459	14,158
Hydrogen	6,674	521	7,195
EV charging installation	2,400	1,680	4,080
Energy storage	41,095	43,926	85,020
Total jobs	95,624	84,678	180,302

INDICATIVE QUALIFICATIONS IN NET ZERO THEMES

LSIP
Local Skills Improvement Plan
Insights | Skills | Growth

Sample List taken from (Net Zero & Green Skills Report)

Solar & Wind	Mobility	BioEnergy & Alternative Fuels	Fuel Cells & Energy Storage
• LCL Awards Level 3 Award in the Installation and Maintenance of Solar Thermal Hot Water Systems • ITC Level 3 Certificate in Safe Working Practice in the Wind Turbine Industry	• City & Guilds Level 2 Award in Safe Maintenance of Electric and Hybrid Vehicles • LCL Awards Level 3 Award in the Installation and Commissioning of Electric Vehicle Charging Equipment in Domestic, Commercial and Industrial locations	• OCN NI Level 2 Award in Hydrogen Applications and Technologies • OCN NI Level 3 Award in Hydrogen Applications and Technologies	• Lean Manufacturing Operative (ST0420) Level 2 • Maintenance and Operations Engineering Technician (ST0154) Level 3

NET ZERO SKILLS PRIORITIES

Facilitate knowledge sharing between local authorities, green industries and training providers to share best practice and minimise duplication of effort and strengthen partnerships to promote the creation of business led training provision

Prioritise bringing through the next generation of green skilled workers, low carbon and insulation installers, utlising Norfolk's & Suffolk's network of colleges and universities by leveraging national training centres, development of courses and skills funding opportunities to locally develop skills for Net Zero & Retrofit Skills

Incentivise innovative models of training either through hybrid online courses, shorter and part time courses or training provision via trade associations.

Incentivise specialist training providers to expand their course provision through closer ties with industry to increase trainee throughput.

Actively promote relevant training courses to local installers to reduce the search cost burden and tackle perceived risks in engaging in training.

AGRI-TECH/FOOD PROCESSING SKILLS ANALYSIS

Workforce Supply

- Many of the employers engaged have been growing but find labour supply is a major constraint on growth.
- Every employers is finding it hard to secure staff in the numbers needed. Whilst normally perceived and reported as a problem for basic roles (e.g. fruit picking), it is at every level with some significant gaps in professional areas such as environmental management as government policy begins to push this area.

Engagement with Providers

- little in depth contact with local mainstream providers i.e. the Colleges and Universities.
- A few businesses are engaging with Suffolk Rural and Suffolk New College and think these have improved, but other still say they don't know what the Colleges provide.

In House Delivery & National Programmes

- In house provision tends to be more flexible, is on call when they need it and is tailored to business need which most public sector provision is not.
- Multiple employers reported that they had been moving training in house where possible. To do this they have appointed dedicated internal staff to do this or have developed their management team capacity to be able to support training activity
- Several consultees have resorted to using national providers or set up their own national schemes (either alone or with other businesses) as they cannot find any local provision. In some cases this is due to the specialist nature of what they need, in others because local providers don't have the skills.

Automation & Machinery

- This automation agenda is now creating a real shortfall in engineers, both in end user businesses and in technology suppliers. Lead times on new systems are thus being extended due to the lack of engineers at every level of the system. Providers are finding it impossible to address this, both as too few people want to be engineers and because lecturers can earn 50%+ more industry than teaching. Unless this is addressed UK productivity problems and workforce shortages will remain.

AGRI-TECH/FOOD PROCESSING SKILLS ANALYSIS

Digital & Stem

- Digital skills are a gap for most businesses and in some cases linked to automation, but also with a broader role in business systems. For example a large consultancy business knows it needs to understand how to integrate multiple software systems used by its farm clients and by its internal processes, but does not have the digital and API skills to do this.
- Multiple employers and agritech businesses are looking at how to manage the ever larger volumes of data which are being generated by digital systems. There is a broad view that more skills in data analysis and presentation are needed to help the industry deliver the new systems with promise greater productivity, sustainability and resilience.

Environment

- A major theme across multiple consultees has been the growth in the demand for environmental skills of all types, from energy, water and waste to how new land management schemes will work. All farms and food businesses will need to embrace this change but most lack the skills to do so. Most of these skills gaps are for management, auditing and compliance rather than for manual/physical delivery of action, so typically at L5+.
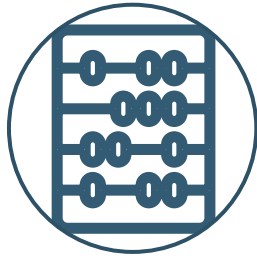
Food Technology

- Overall, however, the growth of the added value food chain was seen as having problems with workforce supply, compounded by a gap in local training provision in food processing, auditing and food supply chain development.
- Specific area such as butchery were flagged as a problem, with one business which focuses in this sector changing their whole business model to remove the need for butchers as they could not source them.

Supporting Change

- The introduction of 'T Levels' is not understood by most employers and there are significant concerns about whether they can be delivered effectively in the Norfolk and Suffolk agricultural and food context
- Multiple businesses complained that when they had tried to help guide education provision in the past their support has been ignored or refused.
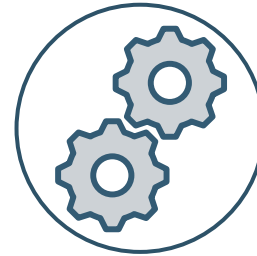
AGRI-TECH/FOOD PROCESSING PRIORITIES

Data Analysis as updated farming methods require more technology and gathering more data

Health and Safety combined with Wellbeing

Engineering Training to cope with changes in more advanced Technology & Machinery

Land Management
Water Management
Waste Management

To assist with changes in government legislation

BUSINESS CONNECTION SUB PRIORITIES

The analysis provided an opportunity for businesses to give insight into overarching themes which were not specific to the priorities as set out in the LSIP but still relevant to employers and the local skills landscape.

These centre around knowledge, information advice and guidance as well as engagement and collaborative working.

Accessibility
Businesses need to understand the skills landscape and how to access skills provision more easily

Knowledge
Needed around T-Levels and Qualifications and an understanding of how they can be used within the business

Advice & Guidance
Businesses understand the skills required but do not know how this relates to qualifications

Engagement
Providers to be more responsive and inclusive in their approach to training and employer engagement