

## **Morecambe Offshore Windfarm: Generation Assets Development Consent Order Documents**

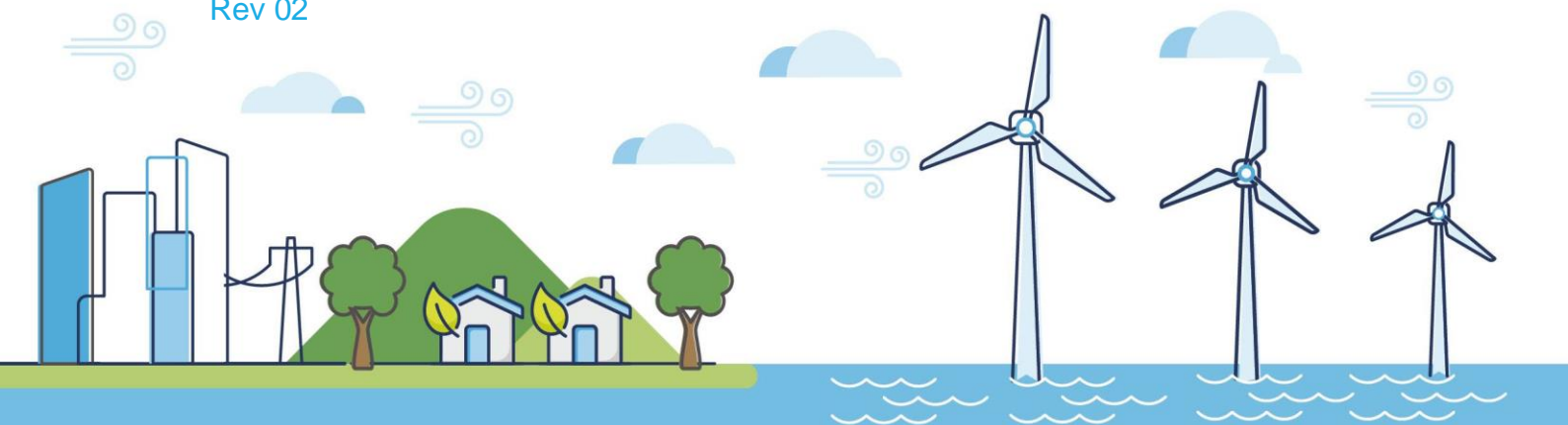
### **Volume 6**

### **Outline Skills and Employment Plan**

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# Morecambe Offshore Windfarm Generation Assets

## Outline Skills and Employment Plan



March 2025





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# 1.

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## Introduction

Introducing the Project and the core principles of a demand led strategy, the regional labour market and strategic context.

### 1.1 About the Project

This Outline Skills and Employment Plan has been prepared on behalf of Morecambe Offshore Windfarm Ltd (the Applicant). The Applicant is a joint venture between Zero-E Offshore Wind S.L.U. (Spain) (a Cobra group company), and Flotation Energy Ltd (Flotation Energy) who are developing the Morecambe Offshore Windfarm Generation Assets (the Project).

The Project is a proposed offshore windfarm located in the east Irish Sea. It is anticipated to generate a nominal capacity of around 480 megawatts (MW) and would produce renewable power for over 500,000 homes in the United Kingdom (UK). The Project was selected as part of The Crown Estate's Offshore Wind Round 4 leasing process. The Project windfarm site comprises an area of up to around 87km<sup>2</sup> and is located approximately 30km off the Lancashire coast.

### 1.2 Developing Demand-Led Skills Initiatives

This Outline Skills and Employment Plan has been drafted based on a demand-led approach to skills initiatives. By aligning with the Project skills requirements, it seeks to maximise opportunities for local economic development.

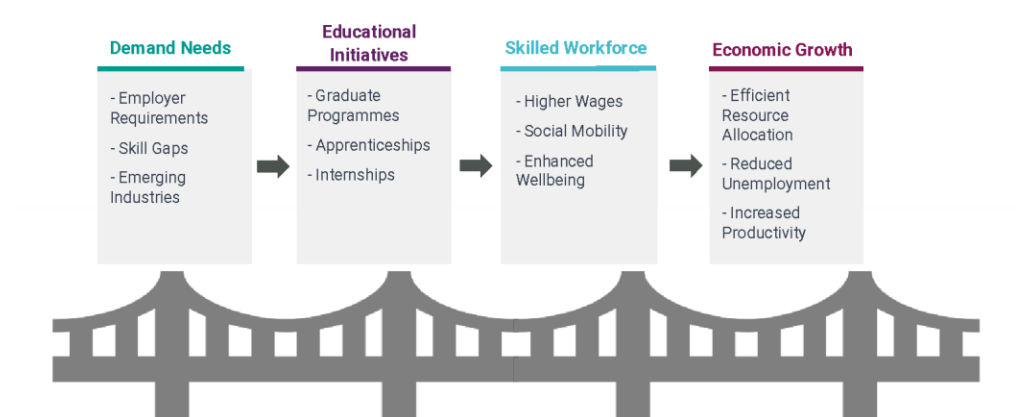
At the core of a demand-led skills strategy lies a profound commitment to aligning training programmes with the ever-evolving needs of employers and the dynamic landscape of the labour market. This approach operates on the fundamental premise that skills development reaches maximum efficacy when crafted to cater to the precise requirements of employers, ensuring the delivery of skills that are actively sought after within local labour markets.

Crucially, the success of demand-driven skills initiatives hinges on robust collaboration among governmental bodies, employers, and educational/training providers. This collaborative effort serves as the linchpin to guarantee that training programmes remain in synchrony with the needs of employers and the broader labour market. Flexibility in training programmes, tailored to adapt swiftly to changing labour market conditions and employer needs, is also pivotal for success. Educational institutions, particularly colleges, are well-placed to excel in this regard, given their close-knit relationships with local employers.

Demand-led strategies focus on outcomes, an approach retained within Chapter 2 of this Outline Skills and Employment Plan. An outcome-oriented approach ensures that investments in skills development yield quantifiable benefits for both individuals and the labour market as a whole.

The successful implementation of this approach needs persistent collaboration among government bodies, employers, and training providers, underscored by a commitment to perpetual evaluation and refinement.

**Figure 1-1 Demand-led Skills Initiatives**



## 1.3 Labour Market Context

While there is still a degree of uncertainty on the ports supporting the construction and operational and maintenance phases of the Project, this Outline Skills and Employment Plan focuses on key areas for workforce development. These areas were identified after analysing the Project's generation element, as outlined in the Environmental Statement. This Outline Skills and Employment Plan is designed to address the skills and employment needs of these areas and provide a targeted and effective approach to development of local skills for the Project.

However, the Project recognises that labour market conditions and specific stakeholders vary if a different geography was chosen as hosting construction and operation and maintenance activities. Yet, the approach and principles set out in this strategy will still apply and be able to inform future actions on employment and skills initiatives regardless of the reference geography.

For the purposes of this Outline Skills and Employment Plan, a Skills and Employment Area (SEA) has been defined as including the following local authorities:

- Liverpool
- Halton
- Sefton
- Wirral
- Copeland
- South Lakeland
- Barrow-in-Furness
- Blackpool
- Fylde
- Lancaster

- West Lancashire
- Wyre
- Cheshire West and Chester
- Denbighshire
- Flintshire

**Figure 1-2 Skill and Employment Areas**



The SEA encompasses various communities, demographics, and economic activities that will be impacted by the windfarm's development and the associated skills and employment initiatives.

There are several key points relevant to skills, labour market, and employment issues that relate to the development of the Project. The main takeaways include:

- a potential shortage of working-age population;
- slower population growth;
- differences in economic activity; and
- variations in education levels.

The Project will consider these factors when designing initiatives for recruiting and training the workforce, which is the purpose of this document.

It is acknowledged that there will be variation in the demographics and levels of deprivation between areas within the labour market. This includes that all areas are likely to have pockets of higher deprivation and sub-populations who could disproportionately benefit from employment and training initiative.

### **1.3.1 Demographics and Population Projections**

The SEA has a relatively large population (2.6 million people), but the share of the working-age population (16-64) is slightly lower compared to the UK average (62% vs. 63%). The working age population captures the potential labour pool available for offshore windfarm projects.



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The SEA has a larger share of its population aged 65 or over compared to the UK average (21% vs. 19%). This might have **implications for the availability of skilled workers in the coming years**, as older populations tend to have different skill sets and employment patterns.

Population growth in the SEA is expected to be slower than the UK average, indicating potential challenges in meeting the labour demands of a growing offshore windfarm sector.

### 1.3.2 Industrial Activity

The manufacturing and construction sectors, which are relevant to offshore windfarm projects, have a relatively higher share of employment in the SEA compared to the UK as a whole. **This suggests that there is an existing base of workers with skills and experience required for offshore windfarm development.**

### 1.3.3 Economic Activity

The SEA has a lower rate of economic activity (76%) compared to the UK (78%), which may pose challenges in terms of finding suitable candidates for job openings in the offshore windfarm sector.

The unemployment rate in the SEA (3%) is slightly lower than the UK rate (4%), indicating **a competitive labour market** for employers in the region.

The median annual gross income in the SEA is lower than the UK average. The relative affordability of living in the SEA compared to the UK average means that offshore windfarm developers need to be mindful of local wage expectations and competition from other sectors. To attract and retain the types of skilled workers required, **developers would look to offer competitive wages**, despite seemingly lower median gross incomes.

The slower rate of job creation in the SEA compared to the UK suggests that economic activity in the area is less dynamic, potentially affecting the availability of skilled workers.

### 1.3.4 Education Levels and Skills

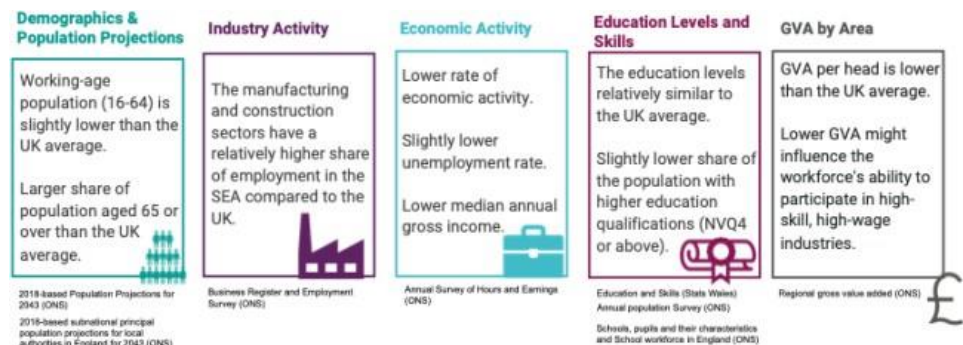
The education levels in the SEA are relatively similar to the UK average, but there is a slightly lower share of the population with higher education qualifications (NVQ4 or above).

### 1.3.5 Gross Value Added (GVA) by Area

The GVA per head of population in the SEA is lower than the UK average, indicating differences in economic prosperity. Lower GVA might reflect the sectoral composition of the SEA and indicate the local workforce's ability to participate in high-skill, high-wage industries like offshore windfarms.



**Figure 1-1 Local Economic Baseline - Summary**



## 1.4 Strategic Context

The development of the Project will interact with existing priorities with regards to economic development and the climate across the SEA. A list of the strategies informing the local strategic context is provided below.

**Table 1-1 The Project Strategic Alignment**

Authority Name	Strategy	How it Interacts with the Project
North Sea Transition Deal	North Sea Transition Deal Integrated People and Skills Strategy. Defining Workforce Skills Action Plan Aligning Offshore Energy Standards Action Plan	The Project understands the need for skills development and training programmes tailored to the offshore wind industry. Therefore, it offers workforce development and upskilling opportunities for transitioning into the sector.
Liverpool City Council	Council Plan 2023-27 Liverpool City Region Local Skills report	This strategy aligns with the Council's core priorities: 1) fostering a strong and equitable economy for all; and 2) promoting high-quality, inclusive education, skills, and employment. It also aids in meeting employment demands in crucial sectors such as green jobs; and construction.
Sefton Council	Social Value in Development - Employment and Skills (2023) Workforce Plan (2022-2026)	The strategy complements Sefton's social value development by contributing with 1) employment and training opportunities; and 2) education contributions, both targeted actions of Sefton Council



Authority Name	Strategy	How it Interacts with the Project
Wirral Council	Wirral Economic Strategy (2021 – 2026)	This strategy supports Wirral working principles of 1) inclusive economy; 2) prioritising sustainability; and 3) openness and collaboration
Westmorland and Furness Council	Council plan delivery framework	The Project's strategy will contribute with Westmorland and Furness' commitments in Learning and Growth
Cumbria Local Enterprise Partnership	Skills Development strategy	This strategy reinforces development of skills and fosters the retention of advanced proficiencies in Cumbria, actions aligning with the region's strategic objectives.
Halton Borough Council	Halton Delivery and Allocations - Local Plan	This strategy will support Halton in addressing economic challenges in the sectors of <i>Employment, Learning &amp; Skills</i> and <i>Deprivation</i> , as outlined in its Local Plan.
Lancashire Council	Lancashire Skills and Employment - Strategic Framework (2024 - 2029)	The Project's strategy outlines key actions designed to assist Lancashire Council in addressing key priorities in the areas of 1) future workforce and inclusive; 2) workforce; and 3) fostering a skilled and productive workforce.
Denbighshire Council	Working Denbighshire Strategy 2022 to 2027: Working our way out of poverty	This strategy will enhance Denbighshire's initiatives in 1) labour market entry; and 2) work experience and up-skilling

#### 1.4.1 Energy Transition Requirements and Local Economic Strategies

The North Sea Transition Deal Integrated People and Skills Strategy<sup>1</sup> is a broad strategy developed by energy skills organisation OPITO on behalf of Offshore Energies UK, of which Flotation Energy Limited is a member. The focus of this document goes beyond the North Sea and considers overall requirements for offshore activity, including offshore wind. Its aim is to prepare and empower a

<sup>1</sup> OPITO (2022), North Sea Transition Deal: Integrated People and Skills Strategy.

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diverse, agile, and adaptable workforce, nurturing the skills needed in oil and gas, offshore wind, carbon capture and storage, and hydrogen. Key findings include:

- the success of an integrated energy industry in the future depends on a skilled, agile, and adaptable workforce; and
- activities from a just and managed energy transition could benefit workforce, industry, governments, and communities.

The strategy is designed to ensure that as we progress towards a Just Transition and a net-zero economy, the offshore windfarm sector is prepared to capitalise on present and future opportunities.

There are a range of estimates on the scale of the employment opportunity from offshore wind. Most recently, the Offshore Wind Skills Intelligence Report<sup>2</sup> forecasts a significant expansion in workforce requirements by 2030 to meet the goal of 50GW, estimating the need for 104,401 jobs. This projection underscores the escalating scale of the UK's offshore windfarm project pipeline as the number of people working in UK offshore wind at the start of 2023 stands at 32,257.

The report highlights that despite observed growth in the offshore windfarm workforce, the anticipated employment demand by 2030 is increasing more rapidly than the current workforce expansion. This acceleration is attributed to the expansion of the planning pipeline and escalated government targets, escalating from 30GW in 2019 and 40GW in 2021, to the current 50GW target in 2022. The challenge of meeting these targets is intensifying, whilst the timeframe to achieve them narrows.

The shift towards delivering offshore windfarms at scale is poised to considerably boost the demand for skilled workforce shortly. This surge encompasses a broader spectrum of job opportunities, spanning direct and indirect employment sectors, necessitates an enhanced focus on technical and vocational skills training, and calls for the mobilisation of workers from various sectors. Moreover, there is a critical need to engage and inspire young individuals to pursue careers delivering cleaner, greener energy.

Sectoral aspirations and plans to support the energy transition do not sit in a strategic vacuum. Economic development, energy security, the climate crisis and skills development also shape the priorities of local government. Within this context, the local authorities within the SEA have a range of skills and development strategies and plans. These display a concerted effort towards a shared objective: fostering a highly skilled workforce in their regions that is poised to bridge the existing and future employment demands. A full list of these strategies is provided in Section 8.

These strategies include a range of initiatives:

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<sup>2</sup> OWIC - Offshore Wind Skills Intelligence Report 2023



- **Focused Employment and Skills Plans** – To offer targeted recruitment, wide-ranging training, work experience opportunities, bolstering the local supply chain, and disseminating job vacancy announcements.
- **Partnerships** – Establishing collaborations with skill and employment providers.
- **Skill Programme Relevance** – Ensuring programmes that resonate with enterprise requirements.
- **Securing Essential Funds** – Securing funding opportunities to support learning, skills and employability programmes.
- **Service Designs for Enhanced Employability** – Tailoring services to augment employability potential for both the youth and adults.
- **Championing Internships and Apprenticeships** – Advocating for an increase in supported internships and apprenticeships to cater to local demands.
- **Strategic Vacancy Fulfilment** – Amplifying local job promotion, instituting pre-employment training, and endorsing work trials.
- **Facilitating School-to-Work Transitions** – Offering support to smoothen the transition for individuals progressing from educational institutions to the workforce.

#### 1.4.2 What is the strategic opportunity?

##### Skills and Training

Engage with local authorities and their employment and skill department in Upskilling & Reskilling by helping in the design of trainings and skill programmes that will help to close the demand gap for the Net Zero transition.

##### Partnerships and Collaborations

Almost all strategies highlight the key role of stakeholder collaboration in driving skill development and employment. Universities and industry players have the opportunity to collaborate to develop curriculum and training programmes that are directly aligned with the needs of the offshore wind sector.

##### Sectoral Synergy

Skills nurtured in oil and gas can be transferred to offshore wind, carbon capture, and hydrogen sectors, offering labour mobility through sectorial partnership.

##### Future Workforce Planning

Employers can support local policy makers with their skill and development plan process.

#### 1.4.3 How can this strategy help to make this happen?

- **Direct Contribution** – Generate specialised employment opportunities.
- **Training Initiatives** – Collaborate with local training providers to develop bespoke courses for offshore wind-related roles.



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- **Stakeholder Partnerships** – Establish partnerships with academic institutions, ensuring curricula align with the specific needs of the offshore windfarm sector.
  - **Community Benefit Funds** – Allocate community funds to local skills and development initiatives, particularly in areas of higher deprivation.
  - **Skill Gap Analysis** – Conduct regular analyses of the skill needs of the offshore windfarm sector, feeding this data back to local educational and training institutions.
  - **Engagement Programmes** – Launch school engagement programmes, offering site visits, workshops, job fairs, and guest lectures to students, familiarising them with the offshore windfarm industry.



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## 2.

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# Outcomes

This section outlines the set of outcomes informing the Project's Outline Skills and Employment Plan

Each objective directly addresses the socio-economic challenges highlighted in the previous section. In this way, the outcomes highlight the plans potential positive impacts on the economy, local community, and the Project's commercial business.

### 2.1 Fuelling Local Economic Growth

The plan would look to maximise economic benefits by nurturing a highly skilled workforce capable of driving innovation and productivity in the offshore windfarm sector. Through partnerships with local businesses and suppliers, it aims to stimulate economic activity and job creation within the SEA. Collaborating with local businesses can directly address challenges related to employment by fostering job creation and retaining talent within the region, mitigating potential labour shortages and unemployment.

### 2.2 Promoting Inclusivity and Community Resilience

The plan aims to foster a diverse and inclusive workforce that not only brings fresh perspectives but also addresses socio-economic and public health challenges. By offering opportunities to underrepresented and vulnerable groups and supporting local communities through education and training initiatives, the plan strives to enhance social cohesion and resilience.

The plan will consider how (subject to standards and security checks) access to training and employment opportunities can be targeted to vulnerable groups to reduce local inequalities. For example, supporting young adults not in education, employment or training to access apprenticeship or job interviews.

As the SEA faces an aging population, the plan's focus on skills development and training aligns with the need to equip the workforce with new capabilities to adapt to changing economic landscapes. It recognises that adapting to demographic shifts is crucial for both community well-being and economic sustainability.

The creation of high-value jobs with competitive salaries contributes to narrowing income disparities and health inequalities within the region, ensuring that the benefits from the Project reach a broad spectrum of the population and leverage the greatest benefit for local communities.



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## 2.3 Boosting Operational Efficiency

The plan's primary goal is to enhance the commercial viability of the Project. It achieves this by investing in workforce development, which not only improves operational efficiency but also promotes sustainability of the business for the long term.

In response to the ever-changing landscape of industries and employment, the plan places a strong emphasis on cultivating a culture of adaptability among the local workforce. This means instilling the ability to learn and evolve with the changing demands within the industry. By doing so, the plan ensures that the workforce remains relevant and capable of driving operational efficiency and innovation, thereby securing the long-term sustainability of the Project.



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## 3.

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# Principles

This section outlines the foundational principles underpinning the Project's Outline Skills and Employment Plan

### 3.1 Inclusivity

At the heart of this plan lies the principle of inclusivity. We are committed to creating an environment where everyone, regardless of their background or circumstance, has the opportunity to participate and thrive in the offshore wind sector. Our initiatives aim to break down barriers and provide equal access to training, employment, and career progression. By fostering inclusivity, we empower individuals and strengthen the fabric of our local communities, ensuring that the benefits of the Project are shared equitably among all.

### 3.2 Diversity

We recognise the immense value that diverse perspectives, skills, and experiences bring to our workforce. Our plan actively promotes diversity by encouraging the recruitment and advancement of individuals from various backgrounds, cultures, and demographics. By embracing diversity, we drive innovation, creativity, and resilience within the team, reinforcing our position as a leader in the offshore windfarm industry and contributing to the vitality of the region.

### 3.3 Sustainability

Sustainability is at the core of our plan, both in terms of environmental stewardship and economic longevity. We are committed to responsible practices that protect the planet and preserve it for future generations. Our workforce development initiatives emphasise skills that support the transition to a low-carbon economy, ensuring that our region remains environmentally sustainable. Moreover, our commitment to sustainability extends to our engagement with local businesses, fostering economic resilience that stands the test of time.

### 3.4 Collaboration

Collaboration is the cornerstone of our approach. We recognise that no single entity can address the complex challenges and opportunities of the offshore windfarm sector alone. Our plan actively seeks partnerships with local businesses, educational institutions, community organisations, and other stakeholders. Through collaboration, we leverage collective expertise and resources to achieve our shared





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goals. By working together, we not only enhance the impact of our initiatives but also create a thriving ecosystem that supports innovation, growth, and prosperity.

### 3.5 Local Engagement

Local Engagement is fundamental to our plan. We are committed to actively involving the local community in every phase of the Project. We will seek their input, address concerns, and create opportunities for local residents to participate meaningfully. Our goal is to foster a sense of ownership, pride, and partnership that extends beyond the Project's lifespan.

### 3.6 Safety and Wellbeing

Safety and wellbeing are our paramount concerns. We pledge to provide a safe and healthy working environment for all employees and contractors involved in the Project. We will implement rigorous safety measures and protocols and ensure the availability of comprehensive wellbeing and mental health support systems.

### 3.7 Regulatory Compliance

Regulatory Compliance is our responsibility. We will uphold the highest standards of regulatory compliance, adhering to all relevant employment laws, regulations, and industry standards. Our operations will meet or exceed required environmental and safety standards, ensuring transparency and accountability.

### 3.8 Community Benefits

Community Benefits are central to our plan. We are determined to deliver tangible advantages to the local community, including job creation, skills development, infrastructure improvements, and strategic community investments. We aim to create a lasting positive impact and contribute to the wellbeing of the areas we serve.



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## 4.

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# Stakeholders

## Who?

Stakeholders play a pivotal role in shaping the workforce. From local authorities to educational institutions to businesses, each brings unique perspectives and contributions to the table. In essence, a successful skills and employment plan for the Project is a collaborative effort involving multiple stakeholders.

### 4.1 Educational Institutions

Educational institutions include local schools, colleges, and universities. They are key stakeholders in providing the necessary educational foundations and research opportunities to develop a skilled workforce for the offshore windfarm industry. These are key stakeholders as they provide the necessary training and skills development for potential employees.

#### 4.1.1 Colleges

Colleges play a pivotal role in shaping the future of the offshore renewables sector. They are the backbone of technical and vocational education and training (TVET), which is instrumental in transitioning to offshore renewable energy. By offering specialised courses and programmes, colleges equip students with the necessary skills to work in this rapidly growing industry.

The role of colleges extends beyond just education. They are key players in workforce development, helping to cultivate a skilled workforce that can support the expansion of the offshore windfarm sector. This is particularly crucial given the increasing demand for skilled workers in this field. Colleges also provide a pathway for workers from other industries, such as oil and gas, to transition into offshore windfarm roles. They identify skills gaps and provide training to bridge these gaps, thereby facilitating career transitions.

The impact of colleges is further amplified through their partnerships with industry. These collaborations ensure that their programmes align with the needs of employers in the offshore windfarm sector, making their graduates highly employable. Finally, many colleges offer apprenticeships and work experience opportunities in partnership with employers in the sector. This not only provides students with valuable hands-on experience but also helps them apply their learning in a practical context.

Colleges are vital catalysts that equip individuals with the skills they need to thrive in the offshore windfarm sector. Their contribution is indispensable for supporting the growth of this important industry. To support engagement with colleges in the SEA, a mapping exercise was carried out with details provided in Table 4-1.

**Table 4-1 Stakeholder Mapping - Colleges**

College	Contact Details
<b>Liverpool</b>	
The City of Liverpool College	<a href="mailto:enquiry@liv-coll.ac.uk">enquiry@liv-coll.ac.uk</a>
Liverpool Institute for Performing Arts	<a href="mailto:reception@lipa.ac.uk">reception@lipa.ac.uk</a>
Hugh Baird College	<a href="mailto:enquiries@hughbaird.ac.uk">enquiries@hughbaird.ac.uk</a>
SAE Creative Media Institute	<a href="mailto:ukenquiries@sae.edu">ukenquiries@sae.edu</a>
Knowsley Community College	<a href="mailto:info@knowsleycollege.ac.uk">info@knowsleycollege.ac.uk</a>
<b>Halton</b>	
St Helens College	<a href="https://www.sthelens.ac.uk/course-enquiry">https://www.sthelens.ac.uk/course-enquiry</a>
Riverside College	<a href="mailto:enterprise@riversidecollege.ac.uk">enterprise@riversidecollege.ac.uk</a>
<b>Sefton</b>	
Sefton Sixth Form College	<a href="mailto:enquiries@hughbaird.ac.uk">enquiries@hughbaird.ac.uk</a>
Greenbank College	<a href="https://www.greenbankcollege.org.uk/contact-us">https://www.greenbankcollege.org.uk/contact-us</a>
King George V (KGV) College	<a href="mailto:enquiries@kgv.ac.uk">enquiries@kgv.ac.uk</a>
<b>Wirral</b>	
Wirral Metropolitan College Lonsdale College	<a href="https://www.wmc.ac.uk/contact-us">https://www.wmc.ac.uk/contact-us</a>
Birkenhead Sixth Form College	<a href="mailto:email@bsfc.ac.uk">email@bsfc.ac.uk</a>
<b>South Lakeland</b>	
Kendal College	<a href="mailto:hello@kendal.ac.uk">hello@kendal.ac.uk</a>
<b>Barrow-in-Furness</b>	
Furness College Barrow Sixth Form	<a href="mailto:businesssupport@furness.ac.uk">businesssupport@furness.ac.uk</a>
<b>Blackpool</b>	
Blackpool and The Fylde College	<a href="mailto:info@blackpool.ac.uk">info@blackpool.ac.uk</a> <a href="mailto:gatewaycampus@blackpool.ac.uk">gatewaycampus@blackpool.ac.uk</a> <a href="mailto:seasiderscourses@blackpool.ac.uk">seasiderscourses@blackpool.ac.uk</a> <a href="mailto:energy@blackpool.ac.uk">energy@blackpool.ac.uk</a> <a href="mailto:business@blackpool.ac.uk">business@blackpool.ac.uk</a>
<b>Lancaster</b>	
Lancaster And Morecambe College	<a href="mailto:hello@lmc.ac.uk">hello@lmc.ac.uk</a>
<b>West Lancashire</b>	
West Lancashire College	<a href="https://www.westlancs.ac.uk/employer/s/">https://www.westlancs.ac.uk/employer/s/</a>



	<a href="mailto:enquiries@westlancs.ac.uk">enquiries@westlancs.ac.uk</a>
<b>Wyre</b>	
Myerscough College	<a href="mailto:[REDACTED]@myerscough.ac.uk">[REDACTED]@myerscough.ac.uk</a> <a href="mailto:employerenquiries@myerscough.ac.uk">employerenquiries@myerscough.ac.uk</a> <a href="mailto:mheaton@myerscough.ac.uk">mheaton@myerscough.ac.uk</a>
<b>Cheshire West and Chester</b>	
Cheshire College South & West	<a href="mailto:[REDACTED]@ccsw.ac.uk">[REDACTED]@ccsw.ac.uk</a> <a href="mailto:[REDACTED]@ccsw.ac.uk">[REDACTED]@ccsw.ac.uk</a> <a href="mailto:[REDACTED]@ccsw.ac.uk">[REDACTED]@ccsw.ac.uk</a>
Coleg Cambria	<a href="mailto:employers@cambria.ac.uk">employers@cambria.ac.uk</a>
Macclesfield College	<a href="mailto:info@macclesfield.ac.uk">info@macclesfield.ac.uk</a>
Reaseheath College	<a href="https://reaseheathbusinesshub.com/">https://reaseheathbusinesshub.com/</a>
Sir John Deane's Sixth Form College	<a href="https://www.sjd.ac.uk/contact-us/">https://www.sjd.ac.uk/contact-us/</a>
Warrington & Vale Royal College	<a href="https://wvr.ac.uk/employers">https://wvr.ac.uk/employers</a>
<b>Denbighshire</b>	
Myddelton College	<a href="mailto:office@myddeltoncollege.com">office@myddeltoncollege.com</a>
<b>Flintshire</b>	
Coleg Cambria	<a href="mailto:enterprise@glyndwr.ac.uk">enterprise@glyndwr.ac.uk</a>

Please note, this list was compiled based on the information accessible online as of the original date this strategy was drafted.

#### 4.1.2 Universities

Universities are not just institutions of higher learning but also hubs of innovation and collaboration. They are instrumental in driving research, fostering partnerships, promoting education and training, and facilitating the transition to cleaner energy sources in the offshore renewables sector.

Universities are global institutions and although institutions in the SEA are key stakeholders, there are important academic institutions in the UK and beyond that can make important contributions to this strategy. While some of the geographical areas included in the SEA may not have universities directly within them, they may be served by institutions nearby, and the Project will be served by education and training delivered by universities across the UK.

For example, at universities like Plymouth, expertise and unique facilities place them at the cutting edge of research in this field. They lead offshore renewable energy research through initiatives like the Supergen ORE Hub, a £9 million investment that connects academia, industry, policy and public stakeholders. This hub unites the common or aligned research challenges and synergies in offshore wind and marine energy, advancing the offshore windfarm energy sector.

In addition to research and development, universities play a significant role in workforce development. They ensure targets set out by government and industry are



achieved and upskilling and reskilling of the workforce is delivered to meet the demands of a changing energy landscape.

Note that many of the colleges listed above may offer degree-level courses in partnership with local universities. Universities active within the SEA are listed in Table 4-2.

**Table 4-2 Stakeholder Mapping - Universities**

University	Contact Details
<b>Liverpool</b>	
The University of Liverpool	<a href="mailto:irro@liverpool.ac.uk">irro@liverpool.ac.uk</a>
Liverpool John Moores University	<a href="mailto:ris@ljmu.ac.uk">ris@ljmu.ac.uk</a>
Liverpool Hope University	<a href="mailto:gateway@hope.ac.uk">gateway@hope.ac.uk</a>
<b>Lancaster</b>	
Lancaster University	<a href="mailto:connect-business@lancaster.ac.uk">connect-business@lancaster.ac.uk</a>
University of Cumbria - Lancaster	<a href="mailto:ibil@cumbria.ac.uk">ibil@cumbria.ac.uk</a>
<b>Lancashire</b>	
University of Cumbria	<a href="mailto:enquirycentre@cumbria.ac.uk">enquirycentre@cumbria.ac.uk</a>
University of Central Lancashire	<a href="https://onlinestudy.uclan.ac.uk/contact-us">https://onlinestudy.uclan.ac.uk/contact-us</a>
Edge Hill University	01695 575171
University of Bolton	<a href="mailto:businessenquiries@bolton.ac.uk">businessenquiries@bolton.ac.uk</a>
<b>Cheshire West and Chester</b>	
University of Chester	<a href="mailto:enquiries@chester.ac.uk">enquiries@chester.ac.uk</a>
<b>Flintshire</b>	
Glyndwr University Wrexham	<a href="mailto:reception@wrexham.ac.uk">reception@wrexham.ac.uk</a>

Please note, this list was compiled based on the information accessible online as of the original date this strategy was drafted.

#### 4.1.3 Schools

Schools are instrumental in shaping the future workforce of the offshore renewables sector by fostering interest and providing foundational knowledge in this field. Engagement with schools is important for skills and employment plans, because sourcing a local workforce is fundamental to the success of the development. There is a large number of schools across the whole SEA.



**Table 4-3 Stakeholder Mapping - Schools**

Geographical Area	Number of Secondary Schools
Liverpool	55
Halton	15
Sefton	29
Wirral	26
Copeland	6
South Lakeland	20
Barrow-in-Furness	8
Blackpool	14
Fylde	9
Lancaster	16
West Lancashire	15
Wyre	13
Cheshire West and Chester	41
Denbighshire	7
Flintshire	11

Please note this list is not exhaustive and is compiled based on the information accessible online as of the original date this report was prepared. Source: <https://snobe.co.uk/>; <https://leveltheplayingfield.wales/>; <https://www.flintshire.gov.uk/>

## 4.2 Training Providers

Training providers offer specialised courses and programmes to equip individuals with the skills and knowledge required for offshore windfarm related jobs. They are crucial for workforce development and upskilling.

The list in Table 4-4 offers details on training providers in the UK offering accredited courses in sectors such as construction, energy, and environmental management.

**Table 4-4 Stakeholder Mapping – Training Providers**

Provider	Website link
Quinns Training Services	<a href="https://www.quinnstrainingervices.co.uk/">https://www.quinnstrainingervices.co.uk/</a>
C&C Training Ltd	<a href="https://www.cctraining.uk.com/">https://www.cctraining.uk.com/</a>
Construction Industry Training Providers Ltd	<a href="http://www.constructiontrainingproviders.co.uk">http://www.constructiontrainingproviders.co.uk</a>
Hine Training Ltd	<a href="https://www.hinetraining.com/">https://www.hinetraining.com/</a>



UK Health & Safety Environmental Training	<a href="https://www.ukhsetraining.co.uk/">https://www.ukhsetraining.co.uk/</a>
Area North Training & Safety Services Limited	<a href="https://areanorth.co.uk/">https://areanorth.co.uk/</a>
Education Careers	<a href="http://educareers.org.uk/">http://educareers.org.uk/</a>
F-TEC - Forklift Training Engineering Centre	<a href="https://www.f-tec.org.uk/">https://www.f-tec.org.uk/</a>
A1 Safety Consultants	<a href="https://www.a1safetyconsultants.co.uk/">https://www.a1safetyconsultants.co.uk/</a>
ACT Associates	<a href="https://www.actassociates.co.uk/">https://www.actassociates.co.uk/</a>
Adapt UK Training Services Ltd	<a href="https://adapt-training.co.uk/">https://adapt-training.co.uk/</a>
Activate Trade Training Ltd	<a href="https://www.activate-training.co.uk">https://www.activate-training.co.uk</a>
Evolution Safety Solutions Ltd	<a href="https://evolutionsafetysolutions.co.uk/">https://evolutionsafetysolutions.co.uk/</a>
Woodward Safety Health and Environment Ltd	<a href="https://www.woodward-group.co.uk">https://www.woodward-group.co.uk</a>
SHEC Global Limited	<a href="https://shec.co.uk/">https://shec.co.uk/</a>

This list may not be comprehensive and is compiled based on the information accessible online as of the original date this strategy was drafted. Source: <https://www.uktrainingcoursesearch.co.uk/find-courses>

## 4.3 Businesses

Businesses are not just employers but also key players in shaping the skills landscape of the renewable energy sector. They help to ensure that the workforce is adequately prepared and skilled to meet the demands of this growing industry. Businesses in the renewables sector are crucial for this Outline Skills and Employment Plan for several reasons:

**Job Creation:** The renewable energy sector is rapidly growing and is expected to create a significant number of jobs. Global employment in the sector is predicted to increase from 58 million in 2017 to 100 million in 2050<sup>3</sup>. Businesses in this sector will be key employers, providing a wide range of job opportunities.

**Skills Development:** Businesses can provide on-the-job training and development opportunities, helping employees to acquire the specific skills needed in the renewable energy sector. This is particularly important given the technical nature of many roles in this industry.

**Transitioning Workers:** Many businesses are also involved in transitioning workers from traditional energy sectors (like oil and gas) to renewable energy. Around seven

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<sup>3</sup> Renewable energy job growth: investing in skills is key to energy..... <https://www.energymonitor.ai/just-transition/investment-in-skills-is-key-to-realising-the-clean-energy-transition/>.



in ten jobs in oil and gas have at least partial overlap with skills in low-carbon industries<sup>4</sup>.

**Partnerships:** Businesses frequently collaborate with educational institutions, government bodies, and various organisations to enhance curricular development, facilitate job mobility across and within energy sectors, expand apprenticeship offerings, and coordinate local efforts. Particularly, colleges are often actively engaged with businesses, employing diverse strategies to alleviate employment barriers in local regions. Consequently, forging collaborations with colleges in the local area would also lay the groundwork for establishing connections with prospective business partners.

Where appropriate, key partnerships would be established with businesses operating within the supply chain of the Project. Key contract areas with potential for UK activity include:

- Supply and Installation of Foundations;
- Supply and Installation of Offshore Substation Platform(s);
- Supply and installation of Wind Turbine Generators (WTGs);
- Supply and Installation of Inter-array Cables, and potential Platform Link Cables; and
- Operations and Maintenance (O&M) Base Construction and Management.

Organising supply chain events such as 'Meet the Buyer' events, and fostering collaborations with educational institutions and local authorities, will help identify potential supply chain businesses. These, in turn, support the delivery of this Outline Skills and Employment Plan.

## 4.4 Local Authorities

Local authorities are key players in shaping skills and employment plans for an offshore windfarm. They help to ensure that the workforce is adequately prepared and skilled to meet employers' demands.

Local authorities will play a crucial role in the development and implementation of this Outline Skills and Employment Plan. They work in collaboration with the government, existing institutions, universities, and industry programmes to develop curricula, increase job mobility across and between energy sectors, increase apprenticeship opportunities, and coordinate local efforts to prepare for the introduction of T-level qualifications.

Local authorities are often involved in working with stakeholders on skills and employment to maximise the work opportunities associated with the construction, operation, and maintenance of offshore windfarm projects. They also play a role in

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<sup>4</sup> Developing Talent Strategies for the Energy Transition. <https://www.bain.com/insights/developing-talent-strategies-for-energy-transition-enr-report-2022/>.





promoting innovation, investment, and economic growth in the offshore windfarm sector.

Furthermore, local authorities can encourage, enable, and enhance a local, highly skilled workforce and diverse, inclusive talent pipeline to meet the business needs of the offshore windfarm sector.

**Table 4-5 Stakeholder Mapping – Local Authorities**

Local Authority	Contact Details	Departments or Services
Liverpool City Council	<a href="https://liverpoolinwork.co.uk/contact-us/">https://liverpoolinwork.co.uk/contact-us/</a>	Offers services for employers
Liverpool City Region Combined Authority	<a href="https://www.liverpoolcityregion-ca.gov.uk/contact">https://www.liverpoolcityregion-ca.gov.uk/contact</a>	Offers full range of services to residents and employers
Halton Borough Council	<a href="https://www3.halton.gov.uk/Pages/business/businesssupport/Employer-Support.aspx">https://www3.halton.gov.uk/Pages/business/businesssupport/Employer-Support.aspx</a> <a href="mailto:ILMS@halton.gov.uk">ILMS@halton.gov.uk</a>	Offers employer and employee support
Sefton Council	<a href="https://forms.sefton.gov.uk/contactform/">https://forms.sefton.gov.uk/contactform/</a>	Part of Liverpool City Region Combined Authority
Copeland Borough Council	<a href="mailto:info@copeland.gov.uk">info@copeland.gov.uk</a> (link sends e-mail)	Offers business support
Blackpool Council	<a href="mailto:customer.first@blackpool.gov.uk">customer.first@blackpool.gov.uk</a>	Offers business support
Lancaster City Council	<a href="https://www.lancastercountywib.com/contact/">https://www.lancastercountywib.com/contact/</a>	Has a workforce development board
West Lancashire Borough Council	<a href="mailto:lets.talk@westlancs.gov.uk">lets.talk@westlancs.gov.uk</a>	Offers business support
Wyre Borough Council	<a href="mailto:regeneration@wyre.gov.uk">regeneration@wyre.gov.uk</a>	Offers business support
Cheshire West and Chester Council	<a href="mailto:skillsandemployment@cheshirewestandchester.gov.uk">skillsandemployment@cheshirewestandchester.gov.uk</a>	Offers business support
Flintshire County Council	<a href="https://www.flintshire.gov.uk/en/Business/Advice-and-guidance/Home.aspx">https://www.flintshire.gov.uk/en/Business/Advice-and-guidance/Home.aspx</a>	Offers business support and advice

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## 4.5 Other Organisations

Among the various organisations that actively promote employment, inclusion, upskilling, and reskilling, there are also Community-led Employment Initiatives, Non-Governmental Organisations (NGOs), and Recruitment Agencies. A sample of organisations active in the SEA<sup>5</sup> includes:

- The Brain Charity;
- WHP Pioneer;
- The Growth Company Employment;
- Equilibrium North West CIC;
- National Careers Service;
- Tomorrow's Women;
- Career Connect Wirral;
- Skills for Life - UK Government;
- Recruitment Fair - Wirral Mind;
- The Thrive Careers Hub;
- Weapons Down Gloves Up;
- National Development Team for Inclusion (NDTi);  
Evenbreak; and
- Liverpool Jobs Fair - The Jobs Fair.

Industry bodies and associations also provide a forum for joint action across the renewable energy sector and offshore wind, including on skills development. Relevant organisations include:

- Offshore Energies UK (OEUK) which organises several forums, including Employment and Skills, Diversity & Inclusion, and Industry Armed Forces;
- the Offshore Wind Industry Council, a senior forum for ministerial and industry engagement to secure, enable and accelerate the future deployment of offshore wind in the UK; and
- RenewableUK, the industry body for renewable energy across the UK.

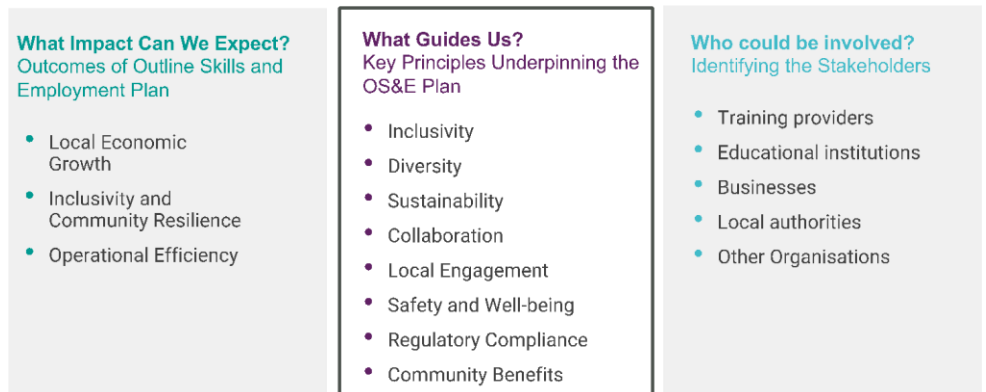
The outcomes, principles and relevant stakeholders identified in this Outline Skills and Employment Plan are set out in Figure 4.1.

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<sup>5</sup> This list is for reference only and is compiled based on the information accessible online as of the original date this strategy was drafted.



**Figure 4-1 Outcomes, Principles & Stakeholder**





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## 5.

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# Catalysing Change

## Supporting skills, employment, and workforce sustainability.

In the journey toward realising the Project's potential, The Applicant is committed to fostering a sustainable, inclusive, and prosperous future for the Skills and Employment Area. To this end, a series of initiatives have been outlined in this chapter that would be considered for implementation during development, construction, and/ or operation and maintenance of the Project. In doing so, this section describes potential actions the Project would consider.

Examples of activities involving different levels of resources are provided. The comprehensiveness of the plan accounts for the fact that what the Project envisages to do at present may be different from future capacity and capabilities. It also acknowledges that which actions are suitable would be dependent on Project phase (development, construction, operations and maintenance).

These initiatives are expected to form the basis of future work on developing skills and supporting employment in the SEA. To transform this set of potential initiatives into an actual plan, a series of actions are required:

- determining resources available to support skills and employment initiatives, including staff time and financial resources;
- identifying areas for intervention and actions that would be feasible, given the level of resources available;
- scoping which of the actions identified would deliver the highest returns;
- short-listing priority actions; and
- engaging with stakeholders to find areas of collaboration and/or identify how the Project could support existing initiatives.

Depending on the initiatives' scope and resources required, their implementation would be best delivered at project level, company level or industry level.

### 5.1 Project Level Initiatives

Project level initiatives include those that can be delivered by the Project. At this level, three areas of activity are considered: employability, recruitment, and education.

It is important to note that during the development and construction phases, it is anticipated most initiatives will be implemented indirectly, primarily through the procurement process and development of the supply chain. This is because, in these phases, contractors carry out the bulk of project work.

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Using procurement as a lever to deliver skills and employment initiatives will involve having a dedicated section in tender documents asking suppliers how they will contribute towards creating skills and employment in the SEA, as appropriate. This section could then be integrated into the scoring and evaluation system of tenders and given appropriate weighting. This will encourage suppliers to pay attention and develop skills and employment initiatives.

However, in situations where direct intervention is feasible, such as on project management activities, we will undertake these actions directly. The operational and maintenance phase of the Project presents more opportunities for direct intervention in these areas, offering a broader scope for implementing our initiatives.

#### **5.1.1 Employability**

We recognise that the development of the Project offers significant opportunities for individuals within our SEA. We are dedicated to enhancing the employability of our local workforce, ensuring that they are equipped with the necessary skills and knowledge to thrive in the growing offshore windfarm sector. We recognise investment in employability can empower individuals, create pathways to meaningful employment, and strengthen the socio-economic fabric of our communities.

#### **Preliminary Activities**

- Conduct an Employment and Skills Analysis to identify the specific skills required and the job opportunities available within the organisation.
- Map out the existing skill sets within the local community and identify transferable skills relevant to the offshore windfarm sector.
- Develop and implement an engagement strategy with potential partners, considering ways of aligning ideas and objectives.

#### **Easily Achievable Activities**

- Offer introductory online webinars about the offshore windfarm industry and its role in the net-zero transition.
- Conduct or participate in outreach events in the local community to promote employability skills.
- Making use of procurement for goods and services associated with the Project to support employability initiatives.

#### **More Structured Programmes**

- Offer work experience placements for young adults (14-16 years, 17-19 years and 19 years +) based on one placement being one week.
- Work with community leaders to identify and remove barriers to employment for underrepresented groups within the local population.



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### 5.1.2 Recruitment

Recruitment is the cornerstone of building the skilled and diverse workforce that will drive the success of the Project. We believe that our SEA holds immense talent, and we will tap into this potential. We will adopt inclusive and equitable recruitment practices to ensure that opportunities within the windfarm are accessible to everyone including tailoring access for local vulnerable groups. By fostering a culture of fairness and equal opportunity, we would create a workforce that reflects the rich diversity of our communities.

#### Preliminary Activities

- Develop and implement a local recruitment strategy and plan by Project phase, that aims to prioritise local hires and opportunities to benefit vulnerable groups.
- Develop a recruitment communication strategy aimed at increasing awareness about career opportunities within the offshore windfarm energy sector.

#### Easily Achievable Activities

- Partner with local job centres and employment agencies to align job profiles with the skill sets and aspirations of the Project.
- Participate in and host local job fairs and networking events to engage directly with potential candidates.
- Making use of procurement for goods and services associated with the Project to support recruitment initiatives.

#### More Structured Programmes

- Initiate a 'Train-to-Hire' programme where participants receive specific training for jobs at the windfarm, with a guaranteed interview upon completion.
- Utilise data analytics to understand recruitment trends and adapt strategies to align with changing demographics and skill requirements.

### 5.1.3 Education

Education is the key to empowering individuals and communities, and it plays a pivotal role in this plan. We recognise that a well-educated and skilled workforce is essential for the long-term success of the Project and the broader offshore windfarm sector. We will seek to partner with local educational institutions and training providers to offer relevant and high-quality educational programmes. These programmes will equip individuals with the knowledge and skills needed to excel in the offshore windfarm industry, creating a brighter future for our SEA.

#### Preliminary Activities

- Formulate an engagement strategy to partner with educational stakeholders, focusing on curriculum relevance and skill alignment with the windfarm sector.



- Map out critical skill requirements and educational gaps to address through collaboration with local schools, colleges, and universities. Mapping will also include services that could be supported for disadvantaged adults facing skills and/or literacy/numeracy barriers to employment opportunities.

#### **Easily Achievable Activities**

- Initiate pre-employment training modules that cover foundational knowledge and skills specific to the offshore windfarm energy industry.
- Establish educational outreach programmes in local schools to promote STEM education.
- Organise STEM workshops and seminars for students.
- Making use of procurement for goods and services associated with the Project to support educational initiatives.

## **5.2 Corporate Level Initiatives**

Corporate level initiatives include all those interventions that, because of their scale or resource requirements, are best delivered by the Applicant. These fall into four main areas: recruitment, education, internships, and graduate programmes.

Our corporate level initiatives would support the Project and the Applicant, as appropriate. It is expected that the greatest opportunities for direct intervention and establishing pathways to employment will arise during the design development and operational phases.

### **5.2.1 Recruitment**

The activities outlined in Section 5.1.2 will be evaluated and implemented at the corporate level, both indirectly through our procurement processes and directly through hiring roles within the organisations.

### **5.2.2 Education**

The activities outlined in Section 5.1.2 will be implemented at the corporate level. Additionally, these three initiatives will be considered:

- Sponsor scholarships and grants for local students pursuing relevant degrees.
- Fund educational resources and materials for schools.
- Set up a collaborative research and education centre dedicated to innovation in renewable energy.

### **5.2.3 Internships**

Internships offer valuable insights and experiences to students and recent graduates and have the potential to foster talent from within our SEA. They can provide students and graduates with practical exposure to the offshore windfarm industry and create pathways to employment.



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### Preliminary Activities

- Design an internship programme and identify key roles within the company where interns can contribute meaningfully and gain substantial experience.

### Easily Achievable Activities

- Forge partnerships with local colleges and universities to establish internship opportunities.
- Provide mentorship and guidance to interns to enhance their skills and knowledge.

### More Structured Programmes

- Explore transitioning high-performing interns into full-time roles, ensuring a pathway for talent retention.
- Introduce incentives for interns who demonstrate outstanding performance, such as recognition awards, scholarships, or opportunities to work on high-profile projects.

#### 5.2.4 Graduate Programmes

Graduate programmes are a way of investing in talent development and leadership for the future. We recognise that graduates bring fresh perspectives and innovative ideas. We will explore ways in which to deliver graduate programmes, offering structured training and career development opportunities to recent graduates, and allowing them to grow into skilled professionals and future leaders in the offshore windfarm sector creating a talent pool that drives innovation and sustains our industry for years to come.

### Preliminary Activities

- Conduct career workshops and presentations at universities to attract potential candidates and increase awareness of opportunities within the offshore windfarm sector.

### Easily Achievable Activities

- Implement an 'Early Career Support' initiative, providing resources and guidance to recent graduates as they transition into professional roles.
- Organise 'Insight Days' where interested graduates can interact with professionals from the offshore windfarm sector, gaining a first-hand understanding of the industry.

### More Structured Programmes

- Invest in graduate mentorship programmes.





- Introduce a 'Innovation Challenge', encouraging participants to propose and develop solutions for real-world problems in the offshore windfarm sector.
- Formulate a 'Career Progression Pathway' within the company, clearly outlining potential career trajectories.

#### **5.2.5 Engagement Strategy**

At a corporate level, we remain committed to foster inclusivity and breaking barriers to participation in the offshore windfarm sector. We will keep encouraging and supporting under-represented groups to consider a STEM career and foster an inclusive and diverse workforce within our organisation.

### **5.3 Sector Level Initiatives**

We recognise not all skills and employment challenges can be addressed by the Project or the Applicant acting on their own. For this reason, through our engagement strategy, we will work towards sectoral initiatives on internships, apprenticeships, workforce transition.

Industry-level engagement will be essential to address any issues across all phases, including skill shortages that may affect the construction and deployment of the Project.

#### **5.3.1 Internships**

As dedicated members of the industry, we will continue contributing to the sector by designing tailored internship opportunities that align with the evolving needs of the offshore windfarm sector. The following activities will be central to our initiative:

- Forge strategic partnerships with universities and technical colleges to establish internship programmes. Our aspiration is to foster programmes aligned with industry requirements, ensuring that interns are equipped with the skills necessary for success in the offshore windfarm sector.
- Actively collaborate with industry experts to identify skills gaps. Information that will input the design of internships programmes to directly address the sector's skills constraints, facilitating the development of a highly-skilled, industry-ready workforce.



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### 5.3.2 Apprenticeships

Apprenticeships form the bridge between education and practical experience. We are dedicated to nurturing new talent, offering hands-on learning experiences, and ensuring a sustainable pipeline of skilled workers. To achieve this, we will work closely with local businesses, educational institutions, and apprenticeship programmes to provide opportunities for individuals to kickstart their careers in the offshore windfarm sector. This will support the creation of a skilled and dedicated workforce.

#### Preliminary Activities

- Identify and select academic institutions to partner with for the development of apprenticeship programmes.

#### More Structured Programmes

- Contribute to the development of Apprenticeship Programmes for the offshore windfarm sector.
- Engage in sectoral initiatives to address skill shortages in the offshore windfarm sector.
- Offer competitive wages and benefits to apprentices to attract and retain talent.
- Work with partners to fund apprentices' training and development.

### 5.3.3 Workforce Transition

Workforce transition is an important element to our strategy, supporting individuals through changing career landscapes. We acknowledge that the transition to the offshore windfarm sector would require reskilling or upskilling for some. Supporting workforce transition includes offering resources, guidance, and training opportunities to those seeking to transition into roles within the windfarm, ensuring no one is left behind in this journey towards a sustainable and prosperous future.

#### More Structured Programmes

- Collaborate with organisations within the sector to establish transition programmes specifically tailored for workers impacted by the energy sector shift, ensuring they understand the pathways available.
- Collaborate with government agencies and community organisations to support workforce transition initiatives.
- Work with community organisations to identify barriers to employment transition and develop targeted solutions.
- Partner with official training providers to develop reskilling and upskilling programmes.
- Sponsor scholarships and grants for reskilling and upskilling programmes.



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#### 5.3.4 Engagement Strategy

As an active member of the offshore energy sector, we are engaged with several key industry bodies and associations to contribute and stay informed on critical issues related to skills and employment. Our current affiliations include:

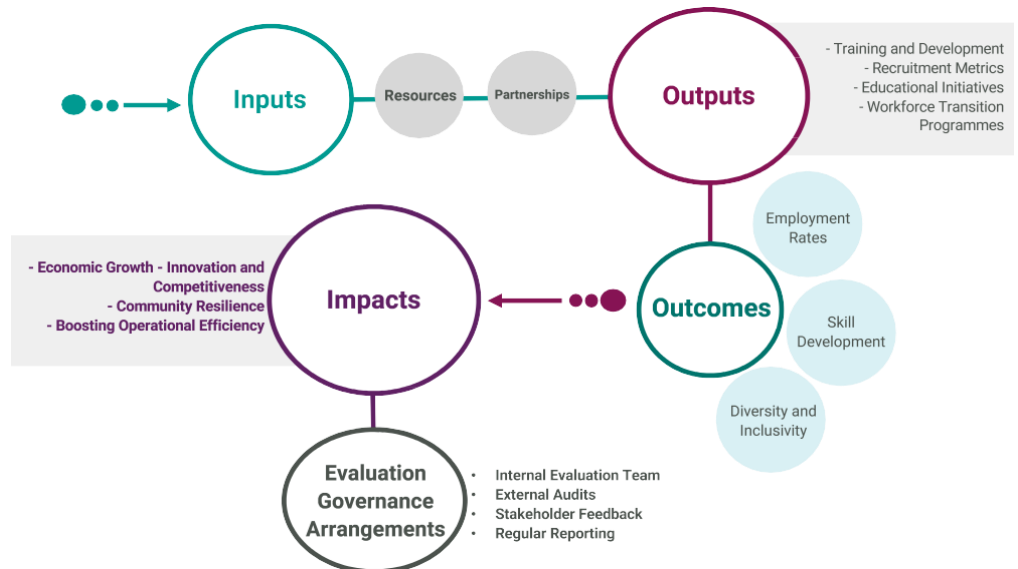
- Offshore Energies UK (OEUK): we participate in discussions and forums that focus on employment, skills, diversity, and inclusion.
- The Offshore Wind Industry Council: we are implementing their Pathways to Growth modules and collaborating with them through webinars.
- RenewableUK: we engage in webinars and discussions related to skill development programmes and exploring new research within the sector.

We will continue engaging with industry bodies to develop skill and employment initiatives for our SEA.

## 6.

# Monitoring and Evaluation

The monitoring and evaluation framework will enable the Project to monitor, assess, and continuously improve this strategy's effectiveness in achieving its goals and creating a positive impact in the SEA and the offshore windfarm sector.



To comprehensively monitor and evaluate the Plan, the framework includes the gathering and reporting of both qualitative and quantitative information. There are a range of techniques, including consultations, workshops, surveys or focus groups, that could be used to gather the qualitative evidence required for monitoring and evaluation.

Evaluation of the effectiveness of the Plan will consider the additionality of any activity associated with it (i.e., the extent to which the Plan is directly responsible for it). There may be activities that the Applicant is able to support because of a portfolio of projects, rather than the Project on its own. In a similar context, it is expected impacts would be apportioned depending on the contribution of each project. While there will be a range of factors affecting socio-economic indicators within the SEA, monitoring changes in similar indicators will provide context to understand what may have happened without the Project.

As set out below, monitoring and evaluation are likely to require different skills and expertise. The Applicant is best placed to monitor and collect data associated with the inputs and outputs from the Skills and Employment Plan. The assessment of outcomes and impacts could either be carried out internally or by a specialist consultant.

The remainder of this section provides details on the Inputs, Outputs, Outcomes, Impacts, and Evaluation Governance Arrangements underpinning monitoring and evaluation.

### 1. Inputs:

- **Resources:** Assess the financial, human, and infrastructure resources allocated to implement the plan.
- **Partnerships:** Monitor the engagement and collaboration with key stakeholders, including developers, educational institutions, government agencies, and local authorities.



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## 2. Outputs:

- **Training and Development:** Measure the number of individuals participating in training programmes, courses, and skill-building initiatives.
- **Recruitment Metrics:** Track recruitment efforts, including the number of new hires, diversity statistics, and the use of apprenticeships and internships.
- **Educational Initiatives:** Evaluate the success of educational programmes and partnerships in promoting relevant skills.
- **Workforce Transition Programmes:** Monitor the effectiveness of programmes aimed at transitioning workers from traditional industries to the offshore windfarm sector.

## 3. Outcomes:

- **Employment Rates:** Assess the employment rates among target demographics and evaluate any changes in unemployment rates within the SEA.
- **Skill Development:** Measure the enhancement of skills within the local workforce and their applicability to the offshore wind sector.



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- **Diversity and Inclusivity:** Evaluate improvements in diversity, inclusion, and representation of underrepresented and vulnerable groups.
  - **Economic Impact:** Analyse the economic impact of the strategy, including job creation, local business engagement, and economic diversification.

#### 4. Impacts:

- **Economic Growth - Innovation and Competitiveness:** Analyse how the strategy has contributed to innovation, competitiveness, and productivity.
- **Community Resilience:** Measure the improvement in community resilience, as reflected in increased access to high-value jobs and educational opportunities. Assess the strategy's impact on reducing socio-economic disparities and promoting social equity.
- **Boosting Operational Efficiency:** Assess improvements to the commercial viability of the Project.

#### 5. Evaluation Governance Arrangements:

- **Internal Evaluation Team:** Designate an internal team responsible for continuous data collection, analysis, and reporting.
- **External Audits:** Conduct periodic external audits and evaluations to provide an unbiased assessment of the strategy's progress.
- **Stakeholder Feedback:** Solicit feedback from stakeholders, including developers, educational institutions, and government agencies, to inform ongoing improvements.
- **Regular Reporting:** Establish regular reporting intervals (e.g., quarterly, or annually) to communicate progress, challenges, and opportunities.



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# 7.

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## Appendix

### 7.1 List of LEA strategies

- North Sea Transition Deal Integrated People and Skills Strategy.  
<https://www.nof.co.uk/news/2022/may/north-sea-transition-deal-integrated-people-and-skills-strategy/>.
- North Sea Transition Deal | Integrated People and Skills Strategy.  
<https://offshoreenergypeopleandskills.co.uk/>.
- Aligning Offshore Energy Standards Action Plan - North Sea Transition Deal.  
<https://www.offshoreenergypeopleandskills.co.uk/public/img/docs/Aligning-Offshore-Energy-Standards-Action-Plan-FINAL.pdf>.
- North Sea Transition Deal People & Skills Strategy.  
<https://www.offshoreenergypeopleandskills.co.uk/public/img/docs/NSTD-Workforce-Briefing-FINAL.pdf>
- Liverpool city Council plan. Pillar 2: High quality and inclusive education, skills and employment.  
<https://liverpool.gov.uk/council/vision-aims-and-values/council-plan/pillar-2-high-quality-and-inclusive-education-skills-and-employment/>
- Liverpool City Region skills action plan.
- <https://api.liverpoolcityregion-ca.gov.uk/wp-content/uploads/2023/09/LCR-Local-Skills-Report-2022-23.pdf>
- Sefton Local Plan  
<https://www.sefton.gov.uk/media/6220/draft-social-value-employment-and-skills-spd.pdf>
- Wirral Economic Strategy 2021 – 2026  
<https://www.wirralintelligenceservice.org/media/3577/final-wirral-economic-development-strategy-dec-2021.pdf>
- Westmorland and Furness Council plan delivery framework 2023-2028  
<https://www.westmorlandandfurness.gov.uk/your-council/council-plan-delivery-framework>
- Cumbria Local Enterprise Partnership - Skills Development  
<https://www.thecumbrialep.co.uk/skills/>
- Halton Delivery and Allocations (Local Plan)  
<https://www3.halton.gov.uk/Documents/planning/planning%20policy/newdalp/DALP%20Adopted.pdf>
- Lancashire Skills and Employment Strategic Framework 2024 -2029  
<https://council.lancashire.gov.uk/documents/s219411/V2%2028990%20LancsSkillsEmploymentStratFramewk.pdf>
- Working Denbighshire Strategy 2022 to 2027: Working our way out of poverty  
<https://www.denbighshire.gov.uk/en/your-council/strategies-plans-and-policies/strategies/tackling-poverty-through-employment.aspx>

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