



MORGAN AND MORECAMBE OFFSHORE WIND FARMS: TRANSMISSION ASSETS

Outline Employment and Skills Plan



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Prepared by:

RPS

Prepared for:

**Morgan Offshore Wind Limited,
Morecambe Offshore Windfarm Ltd**

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Glossary

Term	Meaning
Applicants	Morgan Offshore Wind Limited (Morgan OWL) and Morecambe Offshore Windfarm Ltd (Morecambe OWL).
Development Consent Order	An order made under the Planning Act 2008, as amended, granting development consent.
Environmental Statement	The document presenting the results of the Environmental Impact Assessment process.
Generation Assets	The generation assets associated with the Morgan Offshore Wind Project and the Morecambe Offshore Windfarm include the offshore wind turbines, inter-array cables, offshore substation platforms and platform link (interconnector) cables to connect offshore substations.
Mean High Water Springs	The height of mean high water during spring tides in a year.
Morecambe OWL	Morecambe Offshore Windfarm Limited is a joint venture between Zero-E Offshore Wind S.L.U. (Spain) (a Cobra group company) (Cobra) and Flotation Energy Ltd.
Morgan and Morecambe Offshore Wind Farms: Transmission Assets	<p>The offshore and onshore infrastructure connecting the Morgan Offshore Wind Project and the Morecambe Offshore Windfarm to the national grid. This includes the offshore export cables, landfall site, onshore export cables, onshore substations, 400 kV grid connection cables and associated grid connection infrastructure such as circuit breaker compounds.</p> <p>Also referred to in this report as the Transmission Assets, for ease of reading.</p>
Morgan Offshore Wind Project: Generation Assets	The offshore generation assets and associated activities for the Morgan Offshore Wind Project.
Morgan OWL	Morgan Offshore Wind Limited is a joint venture between bp Alternative Energy investments Ltd. and Energie Baden-Württemberg AG (EnBW).
Offshore Wind Sector Deal	A long-term strategy that aims to make the offshore wind industry an integral and leading part of the UK's shift to clean growth.
Outline Employment and Skills Plan	A plan identifying opportunities for the employment and skills development of local people in relation to the Morgan and Morecambe Offshore Wind Farms: Transmission Assets.

Acronyms

Acronym	Meaning
DCO	Development Consent Order
DESNZ	Department for Energy Security & Net Zero
EnBW	Energie Baden-Württemberg AG
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
LEP	Local Enterprise Partnership
LSIP	Local Skills Improvement Plan
NEET	Not in Education, Employment or Training
NPS	National Policy Statement
NVQ	National Vocational Qualifications
OEA	Offshore Energy Alliance for North Wales and North West England
OESP	Outline Employment and Skills Plan
ONS	Office for National Statistics
OWIC	Offshore Wind Industry Council
STEM	Science, Technology, Engineering, and Mathematics

Units

Unit	Description
%	Percentage
GW	Gigawatts
km	Kilometres
kV	Kilovolt
MW	Megawatt

1 Outline Employment and Skills Plan

1.1 Background

1.1.1 Introduction

1.1.1.1 This document forms the Outline Employment and Skills Plan (OESP) prepared for the Morgan and Morecambe Offshore Wind Farms: Transmission Assets (referred to hereafter as the 'Transmission Assets').

1.1.2 Project Overview

1.1.2.1 Morgan Offshore Wind Limited (Morgan OWL), a joint venture between bp Alternative Energy Investments Ltd. (bp) and Energie Baden-Württemberg AG (EnBW), is developing the Morgan Offshore Wind Project. The Morgan Offshore Wind Project is a proposed wind farm in the east Irish Sea.

1.1.2.2 Morecambe Offshore Windfarm Limited (Morecambe OWL), a joint venture between Zero-E Offshore Wind S.L.U. (Spain) (a Cobra group company) (Cobra) and Flotation Energy Ltd., is developing the Morecambe Offshore Windfarm, also located in the east Irish Sea.

1.1.2.3 The purpose of the Transmission Assets is to connect the Morgan Offshore Wind Project: Generation Assets and Morecambe Offshore Windfarm: Generation Assets (referred to collectively as the 'Generation Assets') to the National Grid.

1.1.2.4 Morgan OWL and Morecambe OWL (the Applicants) are jointly seeking a single consent for their electrically separate transmission assets comprising aligned offshore export cable corridors to landfall and aligned onshore export cable corridors to separate onshore substation(s), and onward connection to the National Grid at Penwortham, Lancashire.

1.1.2.5 The key components of the Transmission Assets include offshore elements, landfall and onshore elements. Details of the activities and infrastructure associated with the Transmission Assets are set out in Volume 1, Chapter 3: Project Description of the Environmental Statement (ES) (document reference F1.3).

1.1.2.6 This OESP has been developed in relation to all of the Transmission Assets. The Transmission Assets relevant to this plan are:

- Offshore elements:
 - offshore export cables: these cables will link the Generation Assets to the landfall site.
- Landfall:
 - landfall site: this is where the offshore export cables are jointed to the onshore export cables. This term applies to the entire landfall area between Mean Low Water Springs (MLWS) and including the transition joint bays.

- Onshore elements:
 - onshore export cables: these cables will link the landfall site and the proposed onshore substations;
 - onshore substations: the proposed substations containing the components for transforming the power supplied via the onshore export cables up to 400 kV; and
 - 400 kV grid connection cables: these 400 kV cables will connect the proposed onshore substations to the existing National Grid Penwortham substation. Circuit breaker infrastructure may also be required within the 400 kV grid connection cable corridor.

1.1.2.7 Further details of the activities and infrastructure associated with the Transmission Assets are set out in Volume 1, Chapter 3: Project Description of the Environmental Statement (ES) (document reference F1.3).

1.1.3 Purpose of the Outline Employment and Skills Plan

1.1.3.1 This OESP sets out the Applicants' outline approaches to supporting employment and skills development in the offshore wind sector, which will be further developed following the granting of the DCO.

1.1.3.2 This OESP has been drafted based on Volume 4, Chapter 2 Socio-economics of the ES and Volume 4, Annex 2.1: Socio-economics technical report (document references F4.2 and F4.21).

1.1.4 Structure of this document

1.1.4.1 This document is set out as follows.

- **Section 1.1** presents an introduction to the OESP.
- **Section 1.2** presents an outline of the implementation approach to develop detailed Employment and Skills Plan(s).
- **Section 1.3** presents an outline of the scope of the OESP.
- **Section 1.4** presents a summary of the employment and skills context.
- **Section 1.5** presents a summary of the relevant policy context.
- **Section 1.6** presents a summary of stakeholder engagement.
- **Section 1.7** presents the outline principles of the OESP.
- **Section 1.8** presents the outline initiatives of the OES.
- **Section 1.9** presents the outline implementation and monitoring arrangements.

1.2 Implementation

1.2.1.1 Following the granting of consent for the Transmission Assets, detailed Employment and Skills Plans will be prepared on behalf of Morgan OWL and/or Morecambe OWL, prior to commencement of the relevant stage of works and will follow the principles established in this OESP. The detailed

Employment and Skills Plans will be consulted upon with Lancashire County Council and other relevant stakeholders. The Applicants and all appointed contractors will be responsible for the implementation of the detailed Employment and Skills Plans.

- 1.2.1.2 The Applicants have committed to implementation of detailed Employment and Skills Plans via the following commitment, CoT 57 (Volume 1, Annex 5.3: Commitments register of the ES (document reference F1.5.3) and is secured by inclusion of Requirement 19 of the draft Development Consent Order (DCO) (document reference C1) Schedules 2A and 2B.
- 1.2.1.3 The Transmission Assets may adopt a staged approach to the approval of DCO requirements. This will enable requirements to be approved in part or in whole, prior to the commencement of the relevant stage of works in accordance with whether staged approach is to be taken to the delivery of the each of the offshore wind farms.

1.3 Scope

1.3.1 Overview

- 1.3.1.1 This OESP provides a framework and the principles for the detailed Employment and Skills Plans and is informed by national and regional policy, employment and skills context, and previous existing stakeholder engagement and consultation for the Transmission Assets.
- 1.3.1.2 The detailed Employment and Skills Plans will be developed through consultation with relevant stakeholders informed by a community¹ needs analysis, which could include focus groups and survey analysis. This will inform the Applicants' proposed approach to working with local stakeholders to establish positive and meaningful principles, which will support local communities to gain access to skills training and employment opportunities (either directly through the Transmission Assets or in the wider supply chain, where relevant).
- 1.3.1.3 The detailed Employment and Skills Plans will set principles to develop the employment and skills pathways and opportunities into and within the offshore wind sector, which includes construction, operation and maintenance and decommissioning. There will be focus on not just encouraging more people to enter the sector, but on providing people with the skills needed for a potential career in the sector.
- 1.3.1.4 The OESP aligns with national and regional UK policy strategies in regard to employment and skills opportunity development and the priority areas set out by the Offshore Wind Sector Deal (UK Government, 2019).
- 1.3.1.5 The Applicants are committed to working with key consultees and local stakeholders to develop the initiatives set out in this OESP for the subsequent detailed Employment and Skills Plans.

¹ The 'Community' includes residents and businesses in the identified administrative areas that will be impacted by the Transmission Assets (see **paragraph 1.3.2.1**).

1.3.1.6 **Appendix A** and **Appendix B** presents case studies summarising examples of previous actions and initiatives bp and Flotation Energy respectively have instigated or are currently developing (including in conjunction with partners) to boost education, skills, and employment in the offshore wind sector, or other related large infrastructure investments.

1.3.2 Geographic scope

1.3.2.1 The Transmission Assets is situated in North West England, with the offshore elements located in the east Irish Sea and the onshore elements located within the administrative areas of Fylde Council, Blackpool Council, South Ribble Borough Council, Preston City Council (and Lancashire County Council at the County level).

1.3.2.2 The Transmission Assets involves some offshore activity as mentioned in **section 1.1.2**. The final selection of ports, potential manufacturing, and fabrication facilities and delivery models required for the Transmission Assets have not yet been determined. The final selection of ports will be based on their potential capabilities, capacity and availability, as well as ongoing engineering and procurement considerations. However, it is likely that more than one port will be used to support elements of the construction, operation and maintenance and decommissioning phases of the Transmission Assets. The potential geographic reach of labour market engagement is therefore uncertain, and therefore at this time the Applicants have considered national and regional UK policy. More detail on the identification of potential ports facilities can be found in Appendix A of Volume 4, Annex 1.1: Socio-economics technical impact report of the ES (document reference F4.2.1).

1.3.2.3 The Offshore Energy Alliance (OEA) aims to help deliver on the ambitions of the Offshore Wind Sector Deal (UK Government, 2019). The OEA is a collective of North West England and North Wales public and private partners working under one umbrella, to promote and support the involvement and expansion of the offshore wind and renewable energy sectors within the cluster. The OEA supports the development of a future skilled workforce, future infrastructure needs, and sustainable, low carbon energy across the cluster, ensuring that benefits and opportunities are available to local people and businesses. The Applicants will continue to engage the OEA during preparation of the detailed Employment and Skills Plan(s).

1.4 Employment and skills context

1.4.1 National context

1.4.1.1 The Offshore Wind Industry Council (OWIC) provides an estimate of direct and indirect employment in the sector in which they estimate a total of 32,257 people are currently employed in the UK offshore wind workforce (17,394 of these are direct jobs and 14,863 are indirect) (OWIC, 2023).

1.4.1.2 OWIC note that, within the workforce, 2.6% are currently apprentices and 0.9% are graduates and trainees. 20.6% of the sector workforce are women, and 7% have an ethnic minority background (OWIC, 2023). This proportion of

apprentices in the offshore wind sector workforce exceeds the Offshore Wind Sector Deal target set by OWIC, of 2.5%.

- 1.4.1.3 OWIC forecast that by 2030, over 100,000 people will be employed in the sector in the UK, and approaches to recruitment and retention for the sector are key in supporting the future pipelines of offshore wind work (OWIC, 2023).
- 1.4.1.4 The Offshore Wind Skills Intelligence Report (OWIC, 2023) notes that to meet the British Energy Security Strategy’s target of delivering 50 GW of offshore wind power by 2030, there is a need to attract and retain around 10,000 people every year to deliver the current pipeline².
- 1.4.1.5 Attracting and growing the offshore wind workforce is identified as a key challenge for the offshore wind sector, hence emphasis is placed on developing the next generation of talent, through supporting apprenticeships and skills and science, technology, engineering, and mathematics (STEM) training opportunities. Alongside this, with 60% of roles in the sector requiring STEM skills, the sector is exposed to reductions in the number of young people pursuing STEM area education in the future (OWIC,2023).
- 1.4.1.6 Several skills gaps and shortages are highlighted in the OWIC Intelligence report (OWIC, 2023), and include:
- high level electrical skills;
 - digital skills, such as data analysts and engineers who understand data analysis; and
 - marine and port-oriented skills.
- 1.4.1.7 Longer-term skill shortages that are anticipated include:
- electrical and technical engineering skills (particularly for substations and cables);
 - project management, especially for significant sized projects and projects with multiple contractors;
 - high level digital specialisms, e.g., data analytics, robotics, digital engineering;
 - on and offshore logistics, and
 - construction resource for floating wind projects (which includes people in fabrication and welding).
- 1.4.1.8 Offshore Renewable Energy (ORE) Catapult also notes that the offshore wind industry calls upon a mix of skills, which will continue to provide opportunities for future innovation in areas such as vessels and logistics, subsea cables and transmission, foundations, turbines, robotics, and data analytics (ORE Catapult, 2018).
- 1.4.1.9 National and regional ambitions for the offshore wind sector are discussed in **section 1.5**.

² This also assumes every project in the current pipeline is successful.

1.4.2 Regional context

1.4.2.1 The Transmission Assets has the potential to result in increased economic activity focused around the offshore wind sector for North West England.

1.4.2.2 The OWIC skills report (2023) provides a regional breakdown of the industry survey results, which shows extrapolated results from the survey results to the whole sector. The OWIC indicate 2,750 jobs based in North West England (10.5% of the UK total).

Population

1.4.2.3 In North West England, the population in 2021 was approximately 7.4 million (ONS, 2023a). Between 2015 and 2021, this increased by approximately 247,000 at an annual average rate of +0.6%

1.4.2.4 In 2021, 4.6 million residents were aged between 16 and 64 years in North West England (62.5% of the total population in North West England). The size of this age group increased between 2015 and 2021 by an annual average rate of +0.4% (ONS, 2023a).

Employment

1.4.2.5 Employment data has been gathered using the Annual Population Survey and the Business Register and Employment Survey, where data on employment³, economic activity⁴, economic inactivity⁵, and unemployment⁶ is presented.

1.4.2.6 In 2022, the economic activity rate in North West England was 77%, which increased by an annual average rate of 0.3% between 2015 and 2022, which is similar to the UK rates (ONS, 2023b). Out of those who were economically inactive in 2022 (23%), the share of those who wanted a job was 18%, which is the same share as on a UK level (ONS, 2023b). This indicates that there are individuals who are economically inactive that want a job and so providing access to employment and skills training could be beneficial to support their re-engagement in the labour market.

1.4.2.7 The number of unemployed individuals in North West England in 2022 was 146,000 (4.1% of the total workforce in the region) (ONS, 2023b). Between 2015 and 2022 the number of unemployed individuals decreased by an annual average rate of -3.4% (ONS, 2023b).

³ Employment includes the number of working owners (not paid via Pay as You Earn) to the number of full and part time employees. It is a measure of persons, not full-time equivalents.

⁴ Economically active individuals are in employment (an employee or self-employed), as well as those actively looking for work between the ages of 16 and 64.

⁵ Economically inactive individuals are not in employment and who have not been seeking work within the last four weeks and/or are unable to start work within the next two weeks between the ages of 16 and 64.

⁶ Unemployment is defined as individuals without a job who are able to start work in the two weeks following their participation in the Annual Population Survey, and who had either looked for worked in the four weeks prior to survey or were waiting to start a job they had already obtained. The unemployment rate is therefore the share of economically active individuals who are unemployed.

1.4.2.8 Business Register and Employment Survey data showed in 2022, all industries employment in North West England was approximately 3.6 million (ONS, 2023c). Between 2015 and 2022, the number of employed persons in North West England increased by 310,000 (an annual average growth of +1.3%) (ONS, 2023c).

Qualifications

1.4.2.9 In 2021, 87.2% of individuals aged between 16 and 64 in North West England had qualifications of NVQ1⁷ or higher; 77.2% had NVQ2⁸ or higher, 58.2% had NVQ3⁹ or higher, and 38.6% had NVQ4¹⁰. 7.5% of 16- to 64-year-olds had no qualifications in North West England in 2021 (ONS, 2023b). Compared to UK averages (87.4% NVQ1 or higher; 78.1% NVQ2 or higher; 61.4% NVQ3 or higher; 43.5% NVQ4 (ONS, 2023b) North West England shows a lower proportion of residents attaining NVQs, indicating that communities in this region could benefit from having more opportunities to develop skills and gain qualifications in order to catch-up to UK averages.

1.5 Policy context

1.5.1 Overview

- 1.5.1.1 This OESP and subsequent detailed Employment and Skills Plan(s) has been, and will be, informed by the relevant national and regional UK policies and priorities.
- 1.5.1.2 In regard to North West England, relevant policy and ambitions from local councils and regional partnerships informs this OESP alongside priorities set out by the OEA and will inform the subsequent detailed Employment and Skills Plan(s).
- 1.5.1.3 A current key focus within policy contexts is maximising the economic benefits for people and local communities from the offshore wind and renewable energy sector, as the UK transitions to a low carbon economy.
- 1.5.1.4 Transmission Assets presents an opportunity to contribute to achieving various national and regional policy ambitions, where the Applicants recognise, they can take an active role in supporting employment and skills development.

⁷ Fewer than 5 General Certificate of Secondary Education (GCSEs) at grades A-C, foundation General NVQ (GNVQ) (either Part 1 Foundation GNVQ – broadly equivalent to 2 GCSE subjects grade D-G – or Foundation GNVQ - broadly equivalent to 4 GCSE subjects grade D-G), NVQ 1, intermediate 1 national qualification (Scotland) or equivalent.

⁸ 5 or more GCSEs at grades A-C, intermediate GNVQ (either Part 1 Intermediate GNVQ – broadly equivalent to 2 GCSE subjects grade A*-C – or Intermediate GNVQ - broadly equivalent to 4 GCSE subjects grade A*-C), NVQ 2, intermediate 2 national qualification (Scotland) or equivalent.

⁹ 2 or more A levels, advanced GNVQ (subjects with vocational elements and are broadly equivalent to 2 A levels), NVQ 3, 2 or more higher or advanced higher national qualifications (Scotland) or equivalent.

¹⁰ Higher National Diploma, Degree and Higher Degree level qualifications or equivalent.

- 1.5.1.5 Case studies of previous employment and skills type interventions and engagement by bp and Flotation Energy can be found in **Appendix A** and **Appendix B** respectively.
- 1.5.1.6 Policies that have been considered in producing this OESP can be found in **Appendix C**. Policies included in this OESP will continue to be reviewed in the subsequent detailed employment and skills plan(s).
- 1.5.1.7 **Sections 1.5.2** and **1.5.3** highlight the relevant extracts from these key policy documents, contexts and outlines where this OESP considers them.

1.5.2 National policy context

- 1.5.2.1 The UK Government recognises the economic, social, and environmental opportunities created by the transition to a cleaner, renewable energy system. In addition, the UK Government seeks to grow the supply of skilled workers and strengthen the supply chains, which support and service the development of clean energy infrastructures.
- 1.5.2.2 The Offshore Wind Sector Deal sets out the ambitions to grow and diversify the offshore wind workforce, supporting training and employment opportunities for individuals new to the sector or already working within the sector. It also aims to support sector collaboration amongst government, universities, industry programmes etc., to deepen the skills base.
- 1.5.2.3 **Table 1.1** summarises relevant national policy considerations and details how the Applicants have considered them.

Table 1.1: Summary of relevant national policy considerations and how these have been considered within this OESP

Policy	Key considerations ¹¹	How and where considered in the OESP
Overarching National Policy Statement (NPS) for Energy (EN-1) (Department for Energy Security & Net Zero (DESNZ), 2023)	The Secretary of State may wish to include a requirement that specifies the approval by the local authority of an employment and skills plan detailing arrangements to promote local employment and skills development opportunities, including apprenticeships, education, engagement with local schools and colleges and training programmes to be enacted (Paragraph 5.13.12).	Section 1.7 which outlines principles to promoting local employment and skills development opportunities (refer to CoT57, paragraph 1.2.1.2).
British Energy Security Strategy (UK Government, 2022)	The strategy notes the transition to a cleaner, renewable energy system will help to deliver new high-skilled employment opportunities, with offshore wind anticipated to support jobs of all skill levels. (Page 17)	Employability and recruitment principle in paragraph 1.7.1.11 .

¹¹ Paragraph numbers for policy considerations provided where available.

Policy	Key considerations ¹¹	How and where considered in the OESP
<p>Industrial Strategy: Offshore Wind Sector Deal (UK Government, 2019)</p>	<p>The Offshore Wind Sector Deal sets out ambitions to support training and the development of skills needed for the industry (Page 20).</p> <p>It also sets the aim to increase diversity within the workforce, aiming to support and employ more women and people from ethnic minority backgrounds (Page 25).</p> <p>The deal outlines the importance of sector collaboration to deepen the skills base, e.g., through developing curricula, encouraging apprenticeships and T level qualifications (Page 6).</p>	<p>Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5.</p> <p>Apprenticeships, work experience and graduate programmes principle in paragraph 1.7.1.6.</p> <p>Employability and recruitment principle in paragraph 1.7.1.11.</p> <p>Diversity and equal opportunities principle in paragraph 1.7.1.12.</p>
<p>Net Zero Strategy: Build Back Greener (UK Government, 2021)</p>	<p>The strategy aims to help individuals get the training they need to access employment opportunities either at the start of their career or through retraining or upskilling if already in the workforce (Section 4iii).</p> <p>The strategy sets the ambition to grow key post-16 training programmes (such as apprenticeships, skills bootcamps, and T levels) and develop training in STEM and other key related subjects (Section 4iii).</p>	<p>Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5.</p> <p>Apprenticeships, work experience and graduate programmes principle in paragraph 1.7.1.6.</p> <p>Transition principle in paragraphs 1.7.1.8 and 1.7.1.9.</p>
<p>North Sea Transition Deal (Department for Business, Energy & Industrial Strategy, 2021)</p>	<p>The Deal focuses on the need for skills development and training programmes tailored to the offshore wind industry (Page 8).</p> <p>The Deal sets ambitions to offer workforce development and upskilling opportunities for transitioning into the sector, and investing in relevant sector supply chains (Page 11).</p>	<p>Employability and recruitment principle in paragraph 1.7.1.11.</p> <p>Transition principle in paragraphs 1.7.1.8 and 1.7.1.9.</p>

1.5.3 Regional policy context

1.5.3.1 Employment and skills related matters in North West England are reflected in the Local Enterprise Partnership (LEP) strategies and Local Skills Improvement Plans (LSIPs), outlined in **Appendix C**. Broadly, LEPs in North West England aim to reduce economic inactivity rates and encourage a higher proportion of young people into apprenticeships aligned with local key sectors, including the clean energy sector. LSIPs, drawing on the views of

employers, set out priorities in relation to developing identified skills needs and in post-16 education.

1.5.3.2 **Table 1.2** shows relevant regional policy considerations and details how the Applicants considers them.

Table 1.2: Summary of relevant regional policy considerations and how these have been considered within this OESP

Policy	Key considerations ¹²	How and where considered in the OESP
Local Skills Action Plan 2022/23 (Liverpool City Region, 2021)	The plan aims to reduce high levels of unemployment and economic inactivity, particularly for women, those from an ethnic minority background, those with a disability, and older people (Page 3).	Diversity and equal opportunities principle in paragraph 1.7.1.12 . Employability and recruitment principle in paragraph 1.7.1.11 .
Local Skills Improvement Plan (Liverpool City Region, 2023)	The LSIP sets out priorities to ensure delivery and opportunity for training and progression pathways, including net zero upskilling and low carbon energy apprenticeships (Page 15, 17). The LSIP also aims to strengthen employability, through employer and college and training provider collaboration to establish training offers, especially for young people (Page 26). The LSIP also aims to increase diversity, including promoting career pathways to young women and ethnic groups in manufacturing (Page 17, 26).	Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5 . Apprenticeships, work experience and graduate programmes principle in paragraph 1.7.1.6 . Employability and recruitment principle in paragraph 1.7.1.11 . Diversity and equal opportunities principle in paragraph 1.7.1.12 .
Cumbria Apprenticeship Strategy (Cumbria LEP, 2023).	The strategy aims to develop more high-quality apprenticeships in skill areas to meet the current and future needs of the economy (Page 4).	Apprenticeships, work experience and graduate programmes principle in paragraph 1.7.1.6 .

¹² Paragraph numbers provided for policy considerations where available.

Policy	Key considerations ¹²	How and where considered in the OESP
<p>LSIP (Cumbria Chamber of Commerce, 2023)</p>	<p>The LSIP identifies actions to improve the skills and employability in the region. Actions relating to the low carbon and energy sectors include:</p> <ul style="list-style-type: none"> • focusing on developing core engineering skills, which can then be adapted to each clean energy technology as required; and • participate and work with schools to inspire young people, teachers, parents and peers to seek careers in clean energy. This could include offering apprenticeship programmes and internships. <p>(Section 3.1.11, page 32).</p>	<p>Employability and recruitment principle in paragraph 1.7.1.11.</p>
<p>Lancashire Skills and Employment Strategic Framework 2021 refresh. (Lancashire LEP, 2021)</p>	<p>The framework aims to support the future workforce in improving employability and boosting social mobility, particularly for those who are Not in Education, Employment or Training (NEET) (Page 11, 13).</p>	<p>Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5.</p> <p>Apprenticeships, work experience and graduate programmes principle in paragraph 1.7.1.6.</p> <p>Employability and recruitment principle in paragraph 1.7.1.11.</p>
<p>Lancashire LSIP (North & Western Lancashire Chamber of Commerce and East Lancashire Chamber of Commerce, 2022)</p>	<p>The LSIP aims to boost employability and skills of unemployed and economically inactive residents (Section 4.2.2, Page 12).</p> <p>It also aims to provide better links for employers into the school systems, working with existing delivery partners for industries struggling to recruit (Paragraph 10.1.3, Page 128).</p>	<p>Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5.</p> <p>Employability and recruitment principle in paragraph 1.7.1.11.</p>
<p>Cheshire and Warrington Skills Report 2022. (Cheshire and Warrington LEP, 2022)</p>	<p>The report sets out priorities which include improving job opportunities and tackling skills gaps to support key sectors, particularly in digital and STEM skills (4.2, Page 19, 20).</p>	<p>Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5.</p> <p>Employability and recruitment principle in paragraph 1.7.1.11.</p>

Policy	Key considerations ¹²	How and where considered in the OESP
Cheshire and Warrington LSIP (South Cheshire Chamber of Commerce & Industry, 2023)	<p>The LSIP aims to, in relation to low carbon and green skills, embed skills needed for the low carbon sector into existing training as standard, noting, in particular, in the construction sector there is a need for greater integration of construction and green/renewable technology courses and training to be made available (Section 4.13, Page 17).</p> <p>The LSIP provides more general aims to work with providers to ensure opportunities and information for employers is easily accessible, develop employability by raising the skills across various partners (e.g. educational institutions, independent training providers, local authorities), engage with young people to better understand career opportunities, and develop the capacity of educational professionals to meet skills demands (Pages 18 - 21).</p>	<p>Education and careers engagement principle in paragraphs 1.7.1.3 and 1.7.1.5.</p> <p>Employability and recruitment principle in paragraph 1.7.1.11.</p> <p>Workforce development and advanced skills principle in paragraph 1.7.1.16.</p>

1.6 Consultation and stakeholder engagement

1.6.1 Previous consultation and engagement

1.6.1.1 Statutory and non-statutory consultations undertaken for the Transmission Assets have highlighted several topics related to employment and skills. These topics are outlined in **Table 1.3**, alongside the potential response and how they are considered within this OESP.

Table 1.3: Summary of key employment and skills related topics raised during consultations undertaken for the Transmission Assets

Date	Consultee and type of response	Topics raised	Response and how considered in this OESP
January 2023	Barrow Port Cumbria LEP Liverpool City Region Combined Authority (Online consultation)	Consider building apprenticeship programmes and using skills and training facilities already in place.	Considered through outline principle related to Apprenticeships, work experience and graduate programmes in section 1.8.
November 2023	Treales, Roseacre & Wharles Parish Council (Section 42 statutory consultation)	Documentation has so far failed to demonstrate how the South Fylde residents, individuals, communities and enterprises will each have a net benefit from this programme.	Considered in this OESP and through outline principles in section 1.8.

Date	Consultee and type of response	Topics raised	Response and how considered in this OESP
November 2023	Blackpool, Fylde & Wyre Trade Union Council (Section 42 statutory consultation)	Concerned with issues such as pay levels, conditions of work and health and safety. Blackpool, Fylde & Wyre Trade Union Council expect any jobs to be well paid, to be safe, the conditions of service to be excellent, training to be provided (especially for those moving across from fossil fuel work – transition justice), and the workers to be fully consulted via their trade unions, which will be recognised.	Considered through outline principles related to employability and recruitment and transition in section 1.8.
November 2023	Blackpool and The Fylde College (Section 42 statutory consultation)	Consider opportunities for local businesses to get involved in the project in terms of labour/construction/administration etc., and would there be a requirement for skilling those employees - potential to work with the College around training and provision of any apprentices.	Considered through outline principles related to education and careers engagement, employability and recruitment, apprenticeships, work experience and graduate programmes in section 1.8.
November 2023	Blackpool and The Fylde College (Section 42 statutory consultation)	Consider opportunities for local (business) groups to be involved through Social Value - e.g. Schools, Colleges, Community Groups etc. Similarly in terms of local labour force etc., and training.	Considered through outline principles related to education and careers engagement, employability and recruitment, and workforce development and advanced skills in section 1.8.

1.6.2 Future consultation and engagement

- 1.6.2.1 To develop the detailed Employment and Skills Plan(s), including its principles and initiatives, further engagement will be undertaken with key stakeholders from education, training, and skills sectors. Stakeholders are likely to include local councils, key educational providers, skills partnerships, and other developments in the pipeline.
- 1.6.2.2 A community needs analysis study will also be undertaken, which will involve engagement with local focus groups to inform the wider approach and outline initiatives.

1.7 Outline principles

- 1.7.1.1 Several outline principles to support employment and skills needs in North West England have been made by the Applicants. These have been identified based on themes and matters identified in regional and national policy. The

principles range from engagement with all stages of the education system to approaches to recruitment and ongoing workforce training and development.

- 1.7.1.2 The principles are set out below, and outline initiatives to help meet these principles are provided in **Table 1.4**.

Education and careers engagement

- 1.7.1.3 This principle relates to encouraging and inspiring future generations into STEM and to pursue opportunities in the offshore wind sector. Education and careers engagement focusses on students at the primary and secondary stages of education.

- 1.7.1.4 As organisations, the Applicants have limited direct input to this stage of the education system, however, with evidence suggesting that students begin to develop ideas around their future career in primary school (Archer et al., 2020), there are potential long-term benefits to engagement with students at the early stages of the education system. Greater engagement can be undertaken with students at secondary school, particularly around raising awareness of future career paths in the renewable energy sector, including apprenticeships in STEM, work experience, and the offshore wind sector post-secondary education.

- 1.7.1.5 Supporting early engagement in STEM aligns with the Offshore Wind Skills Intelligence Report (OWIC, 2023) which identifies encouragement into STEM as an approach to growing the future offshore wind workforce (as set out in **section 1.4**). Skills for Jobs: Lifelong Learning for Opportunity and Growth (Department for Education, 2021) also identifies the need for greater employer engagement throughout the skills system in England, putting employers at the heart of skills delivery through the deployment of Local Skills Improvement Plans.

Apprenticeships, work experience and graduate programmes

- 1.7.1.6 This principle, to support the provision of apprenticeships, work experience and graduate programmes, is aimed towards students at higher and further education stages. There is potential for direct engagement with apprentices and graduates to support skills development and access to employment opportunities in the offshore wind sector, as part of a wider approach supporting younger age groups and delivering legacy benefits.

- 1.7.1.7 Outline initiatives to support the provision of apprenticeships, work experience and graduate programmes help contribute to ambitions of the Skills for Jobs Lifelong Learning for Opportunity and Growth (Department for Education, 2021). These initiatives will also help close longer term skills gaps in the sector, as outlined in **paragraph 1.4.1.7**.

Transition

- 1.7.1.8 In addition to supporting medium to long term skills development in the future workforce, this principle recognises that there are opportunities around assisting the transition of current workers into the offshore wind industry from other sectors which are in decline. For example, workers in fossil fuel based

sectors, including coal and heavy industries such as steel and other forms of power generation such as Nuclear Restoration Services (formerly known as Magnox nuclear), could bring skills that can be adapted to working in the offshore wind sector. An example of a nuclear power station in North West England that will most likely be decommissioned in the next five years includes Heysham 1. Promoting the transition for these workers could help address short term skills shortages in the sector (outlined in **paragraph 1.4.1.6**), as well as support the wider transition to net zero.

1.7.1.9 There are also potential opportunities to retrain ex-armed forces or other offshore workers with the relevant skills required for the offshore wind sector.

1.7.1.10 Supporting worker transition from declining industries, including underemployed persons, into the offshore wind sector contributes to the wider net zero transition and aligns with ambitions set out in the Offshore Wind Sector Deal.

Employability and recruitment

1.7.1.11 This principle aims to maximise opportunities for local communities to access employment, either through direct employment at Transmission Assets or indirectly through the supply chain. Specifically, this principle is targeted at ensuring those from areas of higher economic inactivity or with lower skill levels or those who are NEET can access employment opportunities. This principle relies on effective linkages between employment opportunities in the offshore wind industry and potential candidates in North West England.

Diversity and equal opportunities

1.7.1.12 This principle supports the recruitment of a diverse workforce, ensuring equal opportunities for those from backgrounds which are underrepresented in the STEM and offshore wind sector. It is noted that in addition to practices implemented at the recruitment stage, engagement needs to occur in the early stages of education to encourage individuals from underrepresented backgrounds into the sector in the future.

1.7.1.13 The Applicants initiatives to diversity, equity and inclusion will be mainstreamed throughout initiatives on workforce and supplier development.

1.7.1.14 The Offshore Wind Sector Deal set a commitment that at least a third of the offshore wind sector workforce will be female and 9% will be people from black, Asian or minority ethnicity backgrounds by 2030. The Applicants are fully committed to supporting the ambition and will support these aims through integrating existing working practices and standards to recruitment processes for direct employment at the Transmission Assets. The Applicants also recognise that engagement with supply chain partners could help improve diversity and equal opportunities in the wider Transmission Assets workforce.

1.7.1.15 There are also opportunities to drive specific investments focusing on community value creation which could indirectly benefit the workforce and supply chain efforts by increasing communities' ability to participate in such programmes.

Workforce development and advanced skills

- 1.7.1.16 This principle supports the ongoing provision of high-quality learning and skills development for Transmission Assets workers and, more broadly, knowledge development and sharing in the wider offshore wind sector.
- 1.7.1.17 Ongoing skills development and investment in research for the wider offshore wind sector could help stimulate a knowledge cluster around North West England and foster high quality employment opportunities for workers in the long term. Collaboration of this kind would help contribute to goals outlined in the Offshore Wind Sector Deal, and improve networks between suppliers, academic institutions, and industry programmes.

1.8 Outline initiatives

- 1.8.1.1 **Table 1.4** sets out outline initiatives that aim to work to support employment and skills development in alignment with the outline principles. The most appropriate outline initiatives will be taken forward and developed by each of the Applicant(s) through discussion with stakeholders and then subsequently set out in the detailed Employment and Skills Plan(s).

Table 1.4: Outline initiatives

Principle	Morgan OWL outline initiatives	Morecambe OWL outline initiatives
Education and careers Engagement	<ul style="list-style-type: none"> • Commission and support an ENTHUSE¹³ partnership in North West England in coordination with other bp and EnBW joint venture projects. • Support employee volunteering in local schools, both virtually and in-person, to help engage primary school pupils with STEM subjects, in accordance with community needs. • Encourage greater utilisation of wind energy teaching resources across schools in North West England. This could include resources from Energising Futures (including offshore wind challenge) and other UK-based organisations (refer to Appendix A.1). 	<ul style="list-style-type: none"> • Formulate an engagement strategy to partner with educational stakeholders, focusing on curriculum relevance and skill alignment with the wind farm sector. • Establish educational outreach programmes in local schools to promote STEM education. • Organise STEM workshops and seminars for students.
Apprenticeships, work experience and graduate programmes	<ul style="list-style-type: none"> • Encourage supply chain partners to provide apprenticeships through engineering, procurement, construction, and commissioning local content requirements the 	<ul style="list-style-type: none"> • Offer work experience placements for young adults. • Apprenticeships will be supported to a sector level by contributing with the

¹³ ENTHUSE partnerships improve young people's attainment and engagement in STEM subjects and develop awareness and understanding of STEM careers. They bring together six to ten schools and colleges to support collaboration to address joint aims and ultimately benefit young people.

Principle	Morgan OWL outline initiatives	Morecambe OWL outline initiatives
	<p>Construction Phase of the Transmission Assets.</p> <ul style="list-style-type: none"> • Develop an operation and maintenance focussed technician apprenticeship pathway to employment, either through direct partnership with a local further education college(s) or through integration into an existing industry wide technician training programme. • Provide young people direct exposure to potential opportunities in the energy industry through quality work placements and experiences with partners such as Career Ready (refer to Appendix A.3.2). • Funding and participation of higher level degree apprenticeship programmes for employment in offshore wind construction and operation and maintenance phases in North West England via supply chain partners. 	<p>development of programs and funding trainings.</p>
Transition	<ul style="list-style-type: none"> • Support the transition of underemployed workers in declining regional industries to the offshore wind sector. • Support for facilitating the movement of ex-armed forces workers into the offshore wind sector. 	<ul style="list-style-type: none"> • Collaborate with organisations within the sector to establish transition programmes specifically tailored for workers impacted by the energy sector's shift, ensuring they understand the pathways available. • Collaborate with government agencies and community organisations to support workforce transition initiatives. • Partner with official training providers to develop reskilling and upskilling programs. • Sponsor scholarships and grants for reskilling and upskilling programs.
Employability and recruitment	<ul style="list-style-type: none"> • Conduct offshore wind skills gap studies to raise awareness of sector skills demand and influence local training provision. This could involve partnering with other industry leaders to inform demand led training programmes and establish seed funding for new skills initiatives. There are opportunities for this programme to be part tailored to supporting the transition of workers into the offshore wind sector. • Engagement with relevant stakeholder Department for Work and Pensions/Job Centre Plus) to understand local employment 	<ul style="list-style-type: none"> • 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 wind sector. • Develop and implement an engagement strategy with potential partners, considering ways of aligning ideas and principles. • Develop a recruitment communication strategy aimed at increasing awareness

Principle	Morgan OWL outline initiatives	Morecambe OWL outline initiatives
	<p>support/training needs to improve employability prospects, engage with people who are NEET, and plan activities accordingly, e.g., careers events.</p> <ul style="list-style-type: none"> Engagement with further education colleges to raise awareness of employment opportunities throughout the supply chain (engagement required from supply chain partners) to students undertaking construction and operation and maintenance related courses. 	<p>about career opportunities within the offshore wind energy sector.</p> <ul style="list-style-type: none"> Formulate an engagement strategy to partner with educational stakeholders, focusing on curriculum relevance and skill alignment with the wind farm sector.
Diversity and equal opportunities	<ul style="list-style-type: none"> Integration of bp's and EnBW's promotion of diversity and equal opportunities into the recruitment process of direct employment at Transmission Assets. This could include the extension of targeted, cross discipline learning offers of leadership skills and future skills to employees. Engagement with supply chain partners to improve the diversity of the wider Transmission Assets workforce, in terms of age, disability, ethnicity, gender and social mobility. 	<ul style="list-style-type: none"> Work with community leaders to identify and remove barriers to employment for underrepresented groups within the local population.
Workforce development and advanced skills	<ul style="list-style-type: none"> Upskilling operation and maintenance phase workers to facilitate the achievement of various recognised qualifications. Promote opportunities for operation and maintenance phase of the Transmission Assets employees to be involved in education and skills-focused volunteering activities in the local area, particularly relating to the promotion of careers in STEM and the Offshore Wind Sector. Invest in a flagship upskilling/reskilling initiative (refer to paragraph 1.7.1.9), to provide on-the-job project experience and formal learning, supporting graduates and experienced professionals transition to renewables. Participate in long-term research programmes with UK universities via Offshore Wind Evidence (The Crown Estate, 2022) and Change Programme, Offshore Wind Strategic Monitoring and Research Forum and 	<ul style="list-style-type: none"> Conduct or participate in outreach events in the local community to promote employability skills. Set up a collaborative research and education centre dedicated to innovation in renewable energy.

Principle	Morgan OWL outline initiatives	Morecambe OWL outline initiatives
	Offshore Renewable Energy Catapult with a particular aim of investing in knowledge, research and innovation to drive local research.	

1.9 Implementation and monitoring

1.9.1.1 This OESP sets out outline principles, initiatives related to employment and skills development required to support the construction and operation and maintenance of the Transmission Assets. As further stakeholder engagement is undertaken and outline initiatives are confirmed, the Applicants will each continue to develop an approach to implement and monitor these final agreed initiatives, in consultation with the relevant stakeholders. The subsequent separate detailed Employment and Skills Plan(s) will detail these approaches, including timeframes where appropriate.

1.9.1.2 Potential regional partners to help deliver outline initiatives and subsequent detailed initiatives could include:

- North West England local authorities;
- regional partnerships;
- local education charities;
- further and higher education providers;
- training providers;
- sector and skills partnerships; and
- employment/recruitment organisations.

1.9.1.3 It will be important to undertake an evaluation of the initiatives to understand whether the principles are being met. Evaluation of initiatives will provide an indication of the scale of economic benefits and social value being delivered by the Transmission Assets. As initiatives are finalised and key stakeholders identified, an evaluation plan will be outlined in the detailed Employment and Skills Plan(s).

1.10 References

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Appendix A: bp Case Studies

A.1 bp STEM engagement and Energising Futures

Over the past 50 years, bp has demonstrated a commitment to communities in the UK, particularly through supporting STEM subjects to develop talent in local communities.

bp's Energising Futures is their flagship education platform providing free, high-quality, curriculum-linked resources for UK teachers. Resources include essential science lesson materials, real-world challenges and careers videos and infographics. Green Skills Unlocked is a complementary CPD course for UK teachers that utilises Energising Futures resources to help teachers feel confident in developing their students' green skills. The platform has helped to engage teachers from across the whole of the UK, in turning reaching students in primary and secondary schools to engage with STEM.

The platform also launches the Ultimate STEM Challenge each year, which is designed to help young people develop their creativity, problem-solving skills and employability by tackling real-world challenges. The Challenge allows young people the opportunity to explore future career pathways in STEM (e.g., as scientists or engineers) and encourages them to continue studying STEM subjects throughout their education.

In partnership with STEM Learning, bp funds two Enthuse Partnerships in Teesside and Aberdeen. Enthuse Partnerships are collaborative initiatives that aim to enhance STEM education by providing professional development opportunities, resources, and support for teachers, enabling them to inspire and engage students in these critical fields.

bp also support STEM engagement on a global level through the AFS Global STEM Changemakers Initiative which supports young people in gaining key global competencies through a curriculum designed and facilitated by AFS Intercultural. The initiative comprises four bp-funded programmes including: a 16-week Academies programme for 15 to 17-year-olds with a study abroad component, a 12-week virtual Accelerators programme for 15 to 17-year-old girls from around the world, a 4-week Innovators UK-based programme, and a 6-week virtual programme for young teachers starting their careers.

A.2 Teesside, England engagement

bp recognises the opportunity in Teesside to become a world-class low carbon hydrogen hub, as it has the appropriate natural resources, concentrated demand, hydrogen storage and pipelines, and ample access to carbon capture, utilisation and storage.

bp's H2Teesside and HyGreen projects, as well as the proposed Net Zero Teesside Power project are expected to support local and economic supply chain development. This will also help the local community as local skills providers can play a key role in offering training and retraining.

bp are collaborating with several partners including Tees Valley Combined Authority, Teesside University, and Redcar and Cleveland College to help inspire young people to benefit from the near-term job opportunities created by these anticipated projects. This includes a scholarship programme for post-16 students to help equip young people into developing the skills they will need for a career within the low carbon industry.

The bp ENTHUSE Teesside partnership helps students and schools taking part to access to STEM enrichment opportunities, along with continual professional development training in delivering STEM subjects from the Science Learning Partnership and Computing Hub.

A.3 bp additional examples of engagement

A.3.1 Education and careers engagement

Examples of early-stage education engagement by bp includes We Volunteer, a global volunteering programme engaging employees in supporting STEM initiatives and careers education programmes in schools, including mentoring through STEM Learning, Inspiring the Future, and other non-profit partners. Wider research into understanding how young people from all backgrounds engage with science has also been undertaken.

A.3.2 Apprenticeships and work experience

A previous programme supported by bp/EnBW was X-Academy¹⁴, a world first transition skills initiative designed to provide its cohort of Xccelerators with the knowledge, skills and experience required to enable them to thrive in a career in the energy transition, by providing them with 6-month secondments on the Morven project. bp currently offer work experiences in the UK via multiple partner organisations including Career Ready, Upskill Me, The Forage, U-Explore, and the Social Mobility Foundation. The programmes include a range of options with both in-person and virtual experiences over varying durations from 1-day insights (unpaid) up to 4-weeks (paid).

A.3.3 Employability and recruitment

bp has experience recruiting within North Wales through its involvement in the 350 MW Môn Solar Farm on Anglesey and has demonstrated a commitment to communities in the UK over the past 50 years through supporting STEM subjects to develop talent in local communities. Previous activities of bp/EnBW which have supported recruitment of local candidates include, sharing vacancy information with local authority councils to help employability, and training providers invest in training individuals who could be potential candidates.

¹⁴ Due to lack of funding, the X-Academy programme has closed.

bp is actively engaged in the Government's Green Jobs Delivery Group¹⁵, contributing valuable insights and expertise to various Task and Finish Groups, including 'Power and Networks' related to offshore wind.

A.3.4 Transition

bp has supported the movement and transition of ex-armed forces such as through the bp trading and shipping business.

bp aims to support just transitions through making the provisions of ongoing support to transitioning workers through assisting the development of skills for the future energy system.

A.3.5 Workforce development and advanced skills

Previous initiatives made in relation to another joint venture of bp and EnBW, the proposed Morven Offshore Wind Farm¹⁶, included participation in long term research programs with UK universities via ORE Catapult, 2018 (the UK's primary technology innovation and research centre for offshore renewable energy). This could involve harnessing local stakeholder engagement and supply chain managers to connect providers in the region to wider research programs through a knowledge sharing hub around offshore wind.

¹⁵The Green Jobs Delivery Group acts as a central forum for continued action on green jobs and skills, working collaboratively across multiple institutions and stakeholders.

¹⁶ The Morven Offshore Wind Farm is a proposed wind farm project 60 km off the coast of Aberdeen, Scotland, with a potential generating capacity of 2.9 GW.

Appendix B: Flotation Energy Ltd Examples of Engagement

B.1 Flotation Energy STEM engagement and Energising Futures

Flotation Energy recognises the challenges in delivering our business given the future skills gap. With the significant expansion of the Company and the need to attract, engage, develop and retain, we have developed a People and Culture Strategy. Creating a culture that celebrates uniqueness is fundamental to how we differentiate ourselves. We support an environment of true flexible working ensuring employees have autonomy and can play to their strengths. This individual approach has meant that we have been able to attract talent from across the globe ensuring a focus on excellent technical capability.

Our aim is to foster a diverse and inclusive workforce that not only brings fresh perspectives but also addresses socio-economic challenges. Our mission is to break down barriers and provide equal access to training, employment, and career progression. By offering opportunities to underrepresented and vulnerable groups and supporting local communities through education and training initiatives, we strive to enhance social cohesion and resilience.

Our workforce development initiatives emphasise skills that support the transition to a low-carbon economy. Moreover, our commitment to sustainability extends to our engagement with local businesses, fostering economic resilience that stands the test of time.

We recognise that no single entity can address the complex challenges and opportunities of the offshore windfarm sector alone. We actively seek partnerships with educational institutions, community organisations, and supply chain partners. Through collaboration, we leverage collective expertise and resources to achieve our shared goals. We are determined to deliver tangible benefits, including job creation, skills development, and strategic community investments. We aim to create a lasting positive impact and contribute to the wellbeing of the areas we serve.

B.2 Education and career development

- **STEM engagement** – Flotation Energy have appointed several STEM Ambassadors, with support from the wider business, to aid the delivery of key STEM initiatives and career education programmes in schools and higher

education institutions, inspiring the future generation pipeline of young professionals across the UK.

- **Developing the Young Workforce and Young Persons Guarantee Programme and Partner** - Flotation Energy have signed up to the Developing the Young Workforce programme and are a pledge partner for the Young Person's Guarantee. Working in partnership with education providers, these initiatives support and prepares young people for the world of work by delivering a wealth of opportunities to develop the skills they need to succeed with involvement in career events, class talks, workplace visits and employability support.
- **Graduates and Apprenticeship opportunities** – Flotation Energy have a Graduate and Apprenticeship Programme. We have successfully developed Graduates in engineering and supply chain, who have been promoted into Junior positions within the business. In addition to this, we have employed a full-time modern apprentice, with plans to create further opportunities for graduates and apprentices to join the business with a robust framework to support them.
- **Internships, Work Experience and Sponsorships** - We have supported several young people with internships and work experience some with neurodiverse challenges. This has been a positive experience for the parties involved with plans to provide future internships and work experience opportunities. In addition to this, Flotation Energy is pleased to be sponsoring a student from Herriott Watt University, studying Chemistry. The student will be supported further by taking part in a summer internship at Flotation Energy.

B.3 Collaboration and partnership

- Flotation Energy are committed to inspiring the next generation to the opportunities of working within the renewable energy sector. We have taken positive steps, holding early conversations about the base format to enthuse and upskill within the local area. This has consisted with links developed with local education providers, such as UCLAN (University of Central Lancashire) Lancaster University, Edge Hill University, Blackpool & Fylde College & University Campus, FCAT Fylde Coast Academies Trust, Baines High School & Sixth Form, Montgomery High School, and Blackpool Sixth. Through this collaboration, our aim is to provide a connective industry / educational lesson plan aimed at differing academic levels to support with upskilling and opportunities to showcase renewables as part of the future curriculum.
- Discussions with Fylde Coast Responsible Business Partnership and Compass Curriculum are also underway, exploring how both parties can collaborate to implement a more structured support with those skills and identify future opportunities as we move forward.

- Flotation Energy have signed up to the Armed Forces Covenant and have been presented with a Bronze Level Certification Award under the Ministry of Defence's Employer Recognition Scheme. The award demonstrates our commitment to supporting the Armed Forces Community in the UK and how through transferable valuable skills and experiences, new and rewarding careers can be established in the renewable energy sector. We are also part of the OEUK Armed Forces Forum and are involved with Renewables UK/ Offshore Wind Industry Council (OWIC) who promote support for the Armed Forces through "Mission Possible"
- We are representatives on the OEUK Skills and Employment Forum and participate in regular meetings discussing with other industry representatives how we can best support the skills gap/transition. We have provided resource to OEUK to support the development of a Foundation Apprenticeship which will be applicable across the Energy Industry.
- We are part of the Investment in Talent Group as part of Renewables UK/ OWIC which helps us to increase our influence to support the wider skills requirements across our industry.

B.4 Diversity and inclusion

- Flotation Energy recognises the importance of being an Equality, Diversity & Inclusive (ED&I) employer. Working in collaboration with OEUK (Offshore Energies UK), we've made a meaningful pledge to support efforts towards ED&I.
- Flotation Energy has also created its own Cultural Network called FUSION. FUSION forms part of the company's Equality, Diversity & Inclusion strategy, and includes representation throughout our company to deliver ongoing commitment to ED&I through our working practices. This Network will support the identification of our ED&I objectives and how these are delivered.

Appendix C: Policy context

C.1 UK

Policy	Description
Overarching National Policy Statement (NPS) for Energy (EN-1) (DESNZ, 2023)	The Secretary of State may wish to include a requirement that specifies the approval by the local authority of an employment and skills plan detailing arrangements to promote local employment and skills development opportunities, including apprenticeships, education, engagement with local schools and colleges and training programmes to be enacted. (Paragraph 5.13.12)
British Energy Security Strategy (UK Government, 2022)	<p>The British Energy Security Strategy sets out the plan to achieve net zero carbon emissions from energy generation. The strategy notes the transition to a cleaner, renewable energy system will help to deliver new high-skilled employment opportunities in the country. (page 17)</p> <p>The Strategy identifies offshore wind as an important source of renewable energy and notes the industry is anticipated to support 90,000 jobs, of all skill levels, in Britain by 2030. (page 17)</p>
Industrial Strategy: Offshore Wind Sector Deal (UK Government, 2019)	<p>The Offshore Wind Sector Deal establishes the shared ambitions and commitments of the offshore wind sector and the UK Government to support the continued growth of the offshore wind sector.</p> <p>It sets out ambitions to support training and the development of skills needed for the industry, helping to grow the offshore wind workforce and facilitate job mobility. The deal also sets the aim to increase diversity within the workforce, aiming to support and employ more women and people from ethnic minority backgrounds into the sector. (Page 20, 25)</p> <p>In support of the offshore wind industry the deal also sets out the importance of sector collaboration with government, existing institutions, universities, and industry programmes to develop curricula and deepen the skills base. Building early-stage skills, through apprenticeships and T level qualifications will help address identified skills gaps in particular sectors such as construction, engineering and manufacturing. (Page 6)</p>

<p>Net Zero Strategy: Build Back Greener (UK Government, 2021)</p>	<p>This strategy aims to creating economic opportunity for communities across the UK as well as working to generate 40 GW (since updated to 50 GW via the UK Government’s offshore wind net zero investment roadmap) of offshore wind by 2030. (Section 3i)</p> <p>The strategy aims to grow the supply of skilled workers and further strengthen the UK supply chain to service the demands of energy infrastructure. It aims to help individuals get the training they need to access employment opportunities either at the start of their career or in terms of retraining or upskilling if already in the workforce. (Section 3i: Paragraph 33, Section 4iii)</p> <p>In order to meet the needs of employers in the green economy, the strategy sets the ambition to grow key post-16 training programmes (such as apprenticeships, skills bootcamps, and T levels) and develop training in STEM and other key related subjects. (Section 4iii)</p>
<p>North Sea Transition Deal (Department for Business, Energy & Industrial Strategy, 2021)</p>	<p>The Deal focuses on the need for skills development and training programmes tailored to the offshore wind industry (Page 8).</p> <p>The Deal sets ambitions to offer workforce development and upskilling opportunities for transitioning into the sector, and investing in relevant sector supply chains (Page 11)</p> <p>The Deal sets out a number of commitments in relation to people and skills to support the energy transition which includes:</p> <ul style="list-style-type: none"> • Supporting the Energy Skill Alliance to prepare to meet the future demands of energy related industries • Creating an integrated people and skills plan, aligned with other energy sector plans, ‘with strong commitment and support from the government, academia, trade unions and other relevant stakeholders, the plan will assess the industry’s future skills, training and standards requirements, and how industry will support and enable the transition of the workforce’ • Ensuring workforce skills are transferrable across the sector. <p>(Page 20)</p>

C.2 North West England

Policy	Description
Local Skills Action Plan 2022/23 (Liverpool City Region, 2021).	Key matters surrounding employment and skills in the Liverpool City Region include high levels of unemployment and economic inactivity, particularly for women, those from an ethnic minority background, those with a disability, and older people (Liverpool City Region, 2021). (Page 3)
Local Skills Improvement Plan (LSIP) (Liverpool City Region, 2023)	<p>The LSIP sets out the skills employers in the Liverpool City Region need the most in the workplace and sets out priorities for post-16 Level 3 and higher skills provisions.</p> <p>The LSIP highlights target areas for skills development and notes there are emerging employment and skills opportunities in the low carbon sector, which includes offshore wind. (Page 9)</p> <p>Priorities set out in other sectors relating to low carbon energy include:</p> <p>Construction: aim for colleges delivering construction training to be equipped and capable of making to the offer for net zero upskilling (Page 15)</p> <p>Manufacturing: colleges and schools to promote career pathways to young women and ethnic groups. Establishing low carbon energy programmes and apprenticeships related to manufacturing. (Page 16, 17)</p> <p>The LSIP also sets out a number of interim recommendations which include: (Page 26)</p> <p>Improving employability skills through employer and college and training provider collaboration and increasing delivery of work readiness, employability, and behaviour elements in all courses for young people in particular</p> <p>Employers to collaborate, extend work placement opportunities, and provide support/supervision to strengthen employability.</p> <p>Establishing training and progression pathways as a basis for communication with employers, and also aim to increase diversity of employment.</p>
Cumbria Apprenticeship Strategy (Cumbria LEP, 2023).	<p>The Cumbria LEP Apprenticeship Strategy highlights the importance of ensuring all apprenticeships take into account changing skills needs in regard to the green economy, and that there may be capacity issues linked to training equipment and kit in the area.</p> <p>The strategy aims to develop more high-quality apprenticeships in skill areas to meet the current and future needs of the economy. (Page 4)</p>

Policy	Description
LSIP (Cumbria Chamber of Commerce, 2023)	<p>The LSIP sets out the key sectoral strengths in Cumbria and identifies actions to improve the skills and employability within them. Actions relating to the low carbon and energy sectors include:</p> <ul style="list-style-type: none"> • Focusing on developing core engineering skills, which can then be adapted to each clean energy technology as required • Participate and work with schools to inspire young people, teachers, parents and peers to seek careers in clean energy. This could include offering apprenticeship programmes and internships • Establishing relationships between Cumbria providers and key players in the clean energy industry to create greater employer engagement whereby programmes can be co-designed and innovations are shared. <p>(Section 3.1.11, page 32)</p>
Lancashire Skills and Employment Strategic Framework 2021 refresh. (Lancashire LEP, 2021)	<p>The Lancashire LEP identifies that key issues in the area include low than average attainment levels and increased young people who are NEET in disadvantaged areas. Lancashire also has lower levels of Level 4+ attainment and lower than average weekly wages. A theme around supporting the future workforce aims to improve employability and boost social mobility, particularly for those who are NEET. (Page 11, 13)</p>
LSIP (North & Western Lancashire Chamber of Commerce and East Lancashire Chamber of Commerce, 2022)	<p>The LSIP aims to propose solutions to identified skills shortages in the County of Lancashire, which includes developing employment and skills in the low carbon and energy sector. Key actions include:</p> <ul style="list-style-type: none"> • Boosting employability and skills of unemployed and economically inactive residents (Section 4.2.2, Page 12) • Providing better links for employers into the school systems, working with existing delivery partners for industries struggling to recruit (Paragraph 10.1.3, Page 128)
Cheshire and Warrington Skills Report 2022. (Cheshire and Warrington LEP, 2022)	<p>The Cheshire and Warrington LEP sets out that economic development and replacement demand will accelerate demand for L3+ skills (particularly digital and STEM). The annual volume of adult L3 achievements will not deliver the volume of people required for L3+ roles by 2027. Because the population is old and getting older, the number of L3+ people leaving the workforce will exceed the number of L3 19-year-olds joining it.</p> <p>The report sets out priorities which include improving job opportunities and tackling skills gaps to support key sectors, particularly in digital and STEM skills. (Paragraph 04.2, Page 19, 20)</p>

Policy	Description
<p>LSIP (South Cheshire Chamber of Commerce & Industry, 2023)</p>	<p>The LSIP aims to ensure the current and future workforce in the region have the necessary skills and access to local opportunities, as well being able to upskill or reskill to meet changes within industry.</p> <p>The LSIP aims to, in relation to low carbon and green skills embed skills needed for the low carbon sector into existing training as standard, noting, in particular, in the construction sector there is a need for greater integration of construction and green/renewable technology courses and training to be made available. (Section 4.13, Page 17)</p> <p>The LSIP provides more general aims to work with providers to ensure opportunities and information for employers is easily accessible, develop employability by raising the skills across various partners (e.g., educational institutions, independent training providers, local authorities), engage with young people to better understand career opportunities, and develop the capacity of educational professionals to meet skills demands. (Pages 18 - 21)</p>