

STRANRAER MARINA EXPANSION

Outline Skills, Supply Chain and Employment Plan



Appendix 24.2
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REPORT

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1 EXECUTIVE SUMMARY

1.1 Purpose

- 1.1.1 This Outline Skills, Supply Chain, and Employment Plan (OSSCEP) have been prepared to accompany the Application for an Environmental Impact Assessment for the Stranraer Marina Expansion (Proposed Development). Its purpose is to maximise and proactively expand the development's economic benefits for the local community.
- 1.1.2 The OSSCEP sets out the likely economic benefits of the Development and the context and characteristics of the local community and economy in which it is located. It then identifies potential opportunities for activities relating to Skills, Supply Chain and Employment (SSCE), which The Applicant¹ (Dumfries and Galloway Council (DGC)) could take forward post-consent. These activities will help local individuals and businesses access the SSCE benefits associated with the Development. The OSSCEP identifies means for publicising SSCE opportunities and for working jointly with key partners going forward. It also provides a framework for future delivery.

1.2 Opportunities

- 1.2.1 Seven potential opportunities or work areas across skills, employment, and supply chain have been identified that the Applicant could take forward directly or indirectly through its subcontractor(s).

Skills Opportunities

Opportunity 1 – Apprenticeships

- 1.2.2 The Applicant will create a programme to promote apprenticeships during the various phases of the Development. The Applicant has already engaged with some key stakeholders in this area, and the OSSCEP has identified other relevant local partners. The Applicant will liaise with the relevant local authorities to agree on a minimum number of apprenticeships to hire during construction.

Opportunity 2 – Other Workforce Training

- 1.2.3 The Applicant will support the training of employees and workers on The Development. This will include identifying gaps in the skills required to deliver the Development and supporting employees in gaining the relevant vocational qualifications to fill these gaps. The Applicant will seek to work with specialist training providers who will assist in training their workforce. The Applicant will liaise with the relevant local authorities to build upon this workforce training plan.

¹ Although Dumfries & Galloway is the main Applicant, Balfour Beatty is the pre-construction contractor. Therefore the phrase “The Applicant” can refer directly to D&G or any of their sub-contractors.

Opportunity 3 – STEM Education and Careers

- 1.2.4 The Applicant will investigate the potential for a programme of activities which promote science, technology, engineering, and mathematics (STEM) education and careers. This will be targeted at primary school pupils, secondary school pupils, college students and/or other young people in the area. This education will include school visits (on-site and at schools), online workshops and media, e.g. video or infographic content that can be distributed to the aforementioned groups through the Applicant's network of education and career partners.

Employment Opportunities

Opportunity 4 – Local Recruitment

- 1.2.5 The Applicant will investigate measures to promote local people's take-up of jobs generated by the Development. The starting point will be engagement with Local Authorities and Job Centre Plus to tap into existing local employment support networks. The Applicant will liaise with the relevant local authorities to set a percentage target for local hiring.

Opportunity 5 – Maximising Diversity of the Workforce

- 1.2.6 The Applicant will introduce initiatives to maximise the diversity of the workforce. These measures will relate to a variety of disadvantaged groups with a focus (although not exhaustive) those Not in Employment, Education or Training (NEETs) which often include a range of young people and military veterans with a variety of disadvantages, therefore, this approach can maximise impact.

Supply Chain Opportunities

Opportunity 6 - Business Networking and Support

- 1.2.7 The Applicant will work with local partners to communicate opportunities for purchasing products and services arising from the Development to local businesses. This will include building on existing relationships and identifying other potential partnerships.

Opportunity 7 – Procurement Strategy

- 1.2.8 The Applicant will create a procurement strategy for the Development with the purpose to maximise opportunities to local businesses. The Applicant will liaise with the relevant local authorities and particularly the Dumfries & Galloway Chamber of Commerce to inform their procurement strategy and source local suppliers.

1.3 Delivery

- 1.3.1 Potential delivery arrangements for the OSSCEP have been set out. These include an organisational framework with suggested roles and responsibilities, identification of key partners, and a timeline for developing a full SSCE plan and its implementation post-consent.

1.4 Monitoring

- 1.4.1 It is important that the Applicant's SSCE activities are effectively monitored and measured. Potential methods for performance monitoring are set out, including some illustrative outputs and outcomes which would indicate if the objectives and aims of the OSSCEP are being achieved.

2 INTRODUCTION

- 2.1.1 The Stranraer Marina Expansion Proposed Development will generate substantial economic benefits including new jobs and expenditure. The Applicant aims to maximise and proactively expand these benefits for the local community.
- 2.1.2 This Outline Skills, Supply Chain and Employment Plan (OSSCEP) is an important early step in achieving this goal. It sets out the likely economic benefits of the Development pertaining to employment and supply chain and the context and characteristics of the local community and economy in which it is located. It describes the initial work undertaken by the Applicant to identify the potential workers, skills, equipment, and services required to deliver the Development and engage with relevant stakeholders. The OSSCEP goes on to identify potential opportunities for activities relating to Skills, Supply Chain and Employment (SSCE), which the Applicant could take forward post-consent. These activities will help local individuals and businesses access the SSCE benefits associated with the Development. The OSSCEP identifies means for publicising SSCE opportunities and for working jointly with key partners going forward. It also provides a framework for future delivery.
- 2.1.3 This document is an outline plan that will develop into a detailed Skills, Supply Chain and Employment (SSCE) plan, which will be secured through a requirement included in the DCO for the Development. The SSCE plan will be subject to approval by Dumfries and Galloway Council.

2.2 The Development

- 2.2.1 The Development is a harbour regeneration project located in Dumfries and Galloway in southwest Scotland and lies at the south of Loch Ryan. The site is situated to the north of the town centre. The site is adjacent to Market Street, with access into the marina from the junction of Market Street and Agnew Crescent.
- 2.2.2 The Applicant intends to gain Planning Permission from the Local Planning Authority (LPA) under the Town and Country Planning (Scotland) Act 1997 and a Marine Licences from the Marine Directorate – Licensing Operations Team (MD-LOT)² under the Marine (Scotland) Act 2010.
- 2.2.3 The proposed development at Stranraer Marina includes extensive upgrades and expansion to accommodate more and larger vessels, both on land and marine-based. Key elements include a revised marina layout with up to 185 new berths, increased dredging, upgraded fuel berth, new workshops, floating harbour facilities, energy-efficient retrofitting of the reception building, new quay wall, Coastguard and research building, redeveloped public slipway, enhanced lighting, new car parking and community space, and upgrades to existing car parks. These improvements aim to boost

² Marine Directorate - Licensing Operations Team (MD-LOT) is the regulator responsible for determining marine licence applications on behalf of the Scottish Ministers in the Scottish inshore region (between 0 and 12 nautical miles (nm)) under the [Marine \(Scotland\) Act 2010](#), and in the Scottish offshore region (between 12 and 200 nm) under the [Marine and Coastal Access Act 2009](#).

employment and skills in the area, supporting local economic growth and enhancing the marina's functionality and user experience.

2.2.4 The main economic activity will be located in Stranraer, which is under the planning authority of Dumfries and Galloway Council.

2.2.5 A description of the physical characteristics and land-use requirements of the Proposed Development can be found in Chapter 2: Project Description ES.

2.2.6 The indicative timescales for the construction and operation of the Development that have been assumed for the purposes of the Environmental Impact Assessment are as follows:

- a) It is currently anticipated that (subject to the necessary consents being granted). **Construction work will commence, at the earliest, in Q2 2027** and will run for 24 months.
- b) It is currently anticipated that the earliest the Development will **commence commercial operation will be from Q4 2029**. Depending on the final construction programme and commencement of construction, the operation may overlap with the construction.

2.3 Structure of this Document

2.3.1 The remainder of this document is structured as follows:

- **Section 3** summarises the scale and nature of likely employment effects of the Development, which the OSSCEP aims to maximise.
- **Section 4** summarises the aims of local planning policy and economic development strategy with regard to jobs, skills, and economic development.
- **Section 5** presents a profile of the local population, workforce, and economy in order to understand how an SSCE plan can best meet local needs and maximise the economic benefits of the Development for the local community.
- **Section 6** presents a long list of potential development opportunities related to SSCE. Within each opportunity or area of work, a number of activities are described that could be developed in more detail and pursued post-consent.
- **Section 7** proposes a broad approach to developing and delivering the OSSCEP post-consent, including a potential organisational structure and partnerships. An indicative timeline for SSCE plan development and implementation has also been set out.
- **Section 8** describes elements of a potential monitoring framework, including potential evaluation target outputs and outcomes.

3 SUMMARY OF EMPLOYMENT

3.1 Introduction

3.1.1 This section summarises the scale of employment and GVA benefits that may arise from the delivery of the Development. It also summarises the type of jobs, skills, equipment, and materials required for the delivery of the Development.

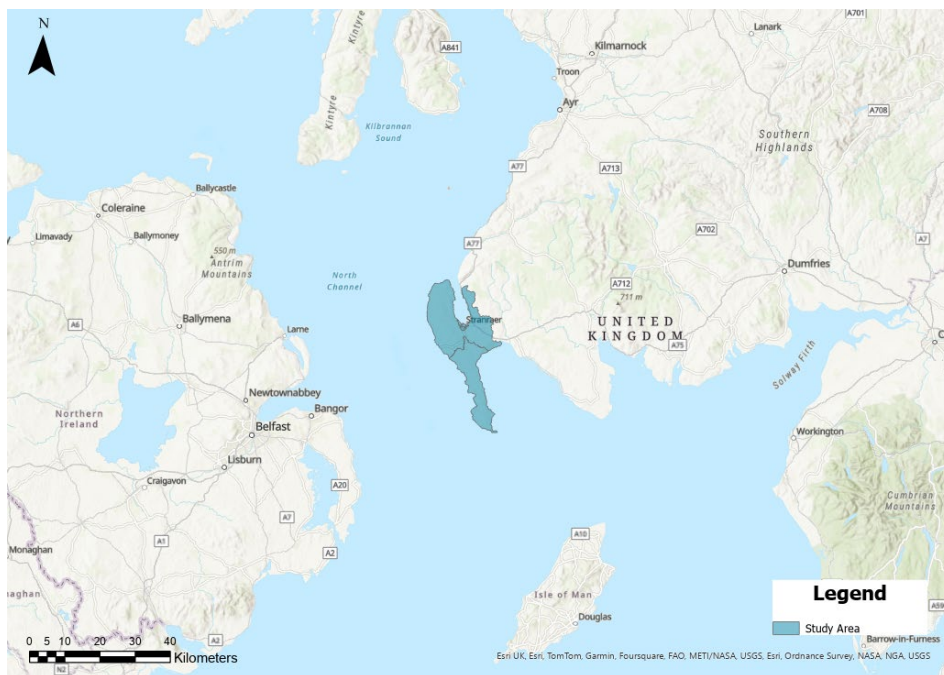
3.2 Summary of Employment

3.2.1 The employment benefits associated with the construction and operation of the Development are summarised. Full details are available in the Socioeconomics Chapter (24) of the Environmental Statement.

3.2.1.1 Study Area

3.2.2 The methodology for deciding the study area is further explained in Chapter 24: Socio-Economics and Tourism Chapter.

Figure 1: Stranraer Socio-Economic Study Area



3.2.3 The Study Area is based on the Scottish Intermediate Zones of Rhins North, Rhins South, Stranraer East, Stranraer South and Stranraer West, as used as a geographical indicator within the Census, as they are all within 5km of Stranraer town centre.

3.2.1.2 Construction Summary (no earlier than spring 2027)

Employment

- 3.2.5 Construction is estimated to last for 24 months and create a net construction job creation for the Study Area during the construction phase of █████ person year jobs or █████ FTE.
- 3.2.6 The methodology for calculating construction employment is explained in detail in Chapter 24: Socio-Economics and Tourism Chapter.

3.2.1.3 Operation and Maintenance Summary (no earlier than Q4 2029)

- 3.2.7 During the operational and maintenance phase, there is expected to be █████ net direct FTE local jobs created.

3.2.1.4 Total Job Summary

- 3.2.8 Table 4 summarises the gross total direct FTE jobs created both inside and outside the Study Area.

Table 1: Total Gross Direct FTE Jobs

Job Type	FTE Jobs	Duration (Years)
Construction	████	2
Operation	████	N/A
Total Net Direct FTE Employment	████	

3.3 Summary of Jobs and Skills Requirements

3.3.1 The Applicant has identified the potential types of jobs and skills likely to be required during the construction and operation phases of the Development. This information is summarised in Table 2.

Table 2: Summary of Jobs and Skills Requirements

Phase	Job Name	Job Description	Skills
Construction	Civil Workers	Preparation of the Sites. Work includes: Perform various tasks related to the construction of marina facilities, including building, dredging, and installing infrastructure.	Use of machinery, such as dump trucks, diggers and compactors.
	Labourers	Labour will perform manual tasks, maintain site safety, and support skilled tradespeople.	<ul style="list-style-type: none"> Physical stamina and strength Basic construction skills and knowledge Ability to follow instructions and work as part of a team Awareness of safety protocols
	Construction Project Manager	Oversee the entire construction process, ensuring projects are completed on time and within budget.	<ul style="list-style-type: none"> Strong project management skills Knowledge of construction regulations and safety standards Excellent communication and leadership abilities
	Marine Engineer	Design and supervise the construction of marine structures, including berths, breakwaters, and dredging operations.	<ul style="list-style-type: none"> Proficiency in marine engineering principles Experience with CAD software Knowledge of dredging and breakwater construction Strong analytical and problem-solving skills
	Dredging Supervisor	Manage dredging operations to achieve the required depths for the marina.	<ul style="list-style-type: none"> Experience in dredging operations and equipment Knowledge of environmental

			<p>regulations and safety standards</p> <ul style="list-style-type: none"> • Strong project management and organizational skills • Ability to work in a team and manage contractors
	Environmental Engineer	Ensure compliance with environmental regulations during construction, including managing dredge material and breakwater construction.	<ul style="list-style-type: none"> • Knowledge of environmental engineering principles • Experience with environmental impact assessments • Strong analytical and problem-solving skills • Ability to develop and implement sustainability initiatives
	Cleaners	Cleans for office, clothes and equipment	<ul style="list-style-type: none"> • Cleaning and maintenance skills
	Traffic Management and Parking Operative	Using Traffic Management and Parking Plan to ensure the flow of traffic safely	<ul style="list-style-type: none"> • Traffic Risk Management
	Inspection: site and drone survey	Using drones to inspect the site aerially	<ul style="list-style-type: none"> • Drone operation and surveying equipment use
	Local electrician, light and heat pump Installer	Ensuring light is fitted into the site	<ul style="list-style-type: none"> • Electrical
	Security Guards	Protecting the site during the construction process.	<ul style="list-style-type: none"> • Protect the security of the site during construction.
	Security, fire detection, Surveillance and First Aid	Setting up the security system and first aid plans.	<ul style="list-style-type: none"> • Installation of CCTV system and equipment. • First Aid
	Landscape Installation Workers	Installation of all landscaping, such as planting.	<ul style="list-style-type: none"> • Installation of the landscaping works area.
Operations	Marina Manager	Oversee the daily operations of the marina, including berth allocation, customer service, and maintenance coordination.	<ul style="list-style-type: none"> • Strong leadership and management skills • Excellent communication and customer service abilities • Knowledge of marina operations and regulations • Problem-solving and decision-making skills
	Harbourmaster	Manage the safe and efficient operation of the harbour, including overseeing the movement of vessels and ensuring compliance with maritime regulations.	<ul style="list-style-type: none"> • In-depth knowledge of maritime laws and regulations • Strong leadership and organizational skills • Excellent communication and coordination abilities • Experience in emergency response and safety protocols

	General Operations and Maintenance Personnel	General operation personnel, including but not limited to harbour cleaners	Varied
	Workshop Manager	Manage the ancillary workshops, including leasing to contractors and ensuring the provision of marine-related services.	<ul style="list-style-type: none"> • Strong management and organizational skills • Knowledge of marine servicing and repair • Excellent communication and customer service abilities • Ability to manage budgets and resources effectively
	Facilities Manager	Manage the maintenance and upgrades of marina facilities, including the Harbourmaster building, refuse and recycling facilities, and operational lighting.	<ul style="list-style-type: none"> • Strong facilities management skills • Knowledge of building maintenance and repair • Excellent organizational and problem-solving abilities • Ability to manage budgets and resources
	Community Engagement Coordinator	Facilitate community involvement in the development of the reclaimed land area, including organizing events and initiatives.	<ul style="list-style-type: none"> • Strong communication and interpersonal skills • Experience in community engagement and event planning • Ability to work with diverse groups and stakeholders • Creative thinking and problem-solving abilities
	CCTV and Security	To monitor the security of the site.	Security

3.3.2 Although not a ranking of specialism or GVA, out of the 20 jobs listed above, 5 (25%) relate directly to marine industry employment.

3.4 Summary of Construction Equipment Requirements

3.4.1 The Applicant has identified the potential types of equipment and materials likely to be required during the construction of the Development. This information is summarised in Table 3.

Table 3: Summary of Equipment and Material Requirements

Construction and Marine Equipment	Building and Infrastructure Materials	Support and Temporary Structures	Landscaping and Environmental Protection Materials
Tractors	Concrete and cement	Generators	Soil and topsoil
Excavators	Steel and rebar	Water pumps	Plants and trees
Bulldozers	Timber and plywood	Air compressors	Paving stones and tiles
Cranes	Bricks and blocks	Scaffolding	Fencing and barriers
Piles, Pile drivers & Pile rig	Asphalt for roadways and parking areas	Safety equipment (helmets, vests, harnesses)	Benches and outdoor furniture
Dredgers	Aggregates (sand, gravel)	Site offices	Silt curtains
Concrete mixers	Waterproofing materials	Storage containers	Oil spill containment booms
Compactors	Pipes and plumbing fixtures	Temporary fencing	Erosion control blankets
Backhoes	Electrical wiring and components	Portable toilets	Dust control systems
Floating pontoons	Lighting fixtures (low-level and operational lighting)		
Mooring systems	Fuel storage tanks and pumps		
Breakwater construction materials (rock armour, geotextiles)	Linkspans and gangways		
Superyacht berthing systems			

3.4.2 Balfour Beatty is the pre-construction contractor and aims to create the best value for its customers by choosing the optimum combination of whole-life costs and benefits. The company intends to purchase only what is necessary, where it is necessary, emphasizing sustainability and considering pre-qualified local suppliers in every purchasing decision. This approach will create the best value for the business, its customers, and the communities it serves. Sustainable Procurement at Balfour Beatty considers the environmental, social, and economic impact of products and services throughout their entire lifecycle, including design, material selection, manufacture, transportation, construction, usage, and disposal. To achieve this ambition, Balfour Beatty recognizes the need to work collaboratively with its supply chain.

LOCAL COMMUNITY PROFILE

3.5 Overview

- 4.1.1 This chapter identifies the characteristics of the local population, workforce, and economy that are relevant to developing an OSSCE plan that effectively meets local needs and maximises the benefits of the development.
- 4.1.2 This Local Community Profile uses the study area defined in the Environmental Impact Assessment as mentioned above in 3.2.1.1.

3.6 Population

- 4.2.1 The evidence in this section is primarily based on Office for National Statistics (ONS) Census 2021 data, NOMIS (official labour market statistics) datasets, and housing market data from the Land Registry online, which provides data for Lower Super Output Areas (LSOAs) and Middle Super Output Areas (MSOAs) and allows for an analysis of the characteristics of the study area. While this data is not recent, it provides the most robust evidence base for local-level data as it is the most recent data source to provide the required level of geographic breakdown.
- 4.2.2 National Records of Scotland (NRS) data taken from the 2011 Scotland Census estimated that the total population of the study area (based on postcode areas - 'DG9 0', 'DG9 7', 'DG9 8' and 'DG9 9') equated to 16,349 which would equate to 10.8% of the population of Dumfries and Galloway (151,324 as per the 2011 Census). Scotland Census data for 2022 is expected to be published later in 2024. Therefore, more recent mid-year population estimates produced by the NRS are also analysed. This data is not available by postcode area. We have therefore collected data for the two Scottish data zones that make up the study area / Scottish Intermediate Zones of Rhins North, Rhins South, Stranraer East, Stranraer South and Stranraer West.
- 4.2.3 Looking at the NRS mid-year population estimates for the data zones, between 2011 and 2021 we can see that the population is estimated to have fallen from 15,996 to 15,393, a decrease equivalent to 3.8% over the intervening period. However, population estimates for the Dumfries and Galloway show a projected decrease in population between 2011-2021 of 3.4%, somewhat in line with the study area. The national population was estimated to increase by 3.4%.
- 4.2.4 As well as understanding the total resident numbers it is also useful to analyse the age profile of the population. Looking at the mid-year projections we can see that, in 2021, the study area had a low proportion (56.9%) of working age population (16-64), when compared to Dumfries and Galloway (57.6%) and Scotland (65.0%). The study area experienced a drop in the number of working age residents between the 2011 and 2021 mid-year population estimates, from 61.1% to 56.9%. A declining working-age population is also observed both regionally and nationally, falling from 61.4% to 57.6% in Dumfries and Galloway and from 65.6% to 65.0% in Scotland.

4.2.5 Both the study area and Dumfries and Galloway had a median age of 49 in 2021. This was significantly higher than the national average of 42.

3.7 Employment

4.2.6 Looking at 2022 economic activity data, the study area has a lower economic activity (52.8%) compared to the local authority (55.2%) and the nation (59.2%). The study area also has a higher rate of unemployment (2%) compared to the local authority (1.5%) and the nation (0.8%).

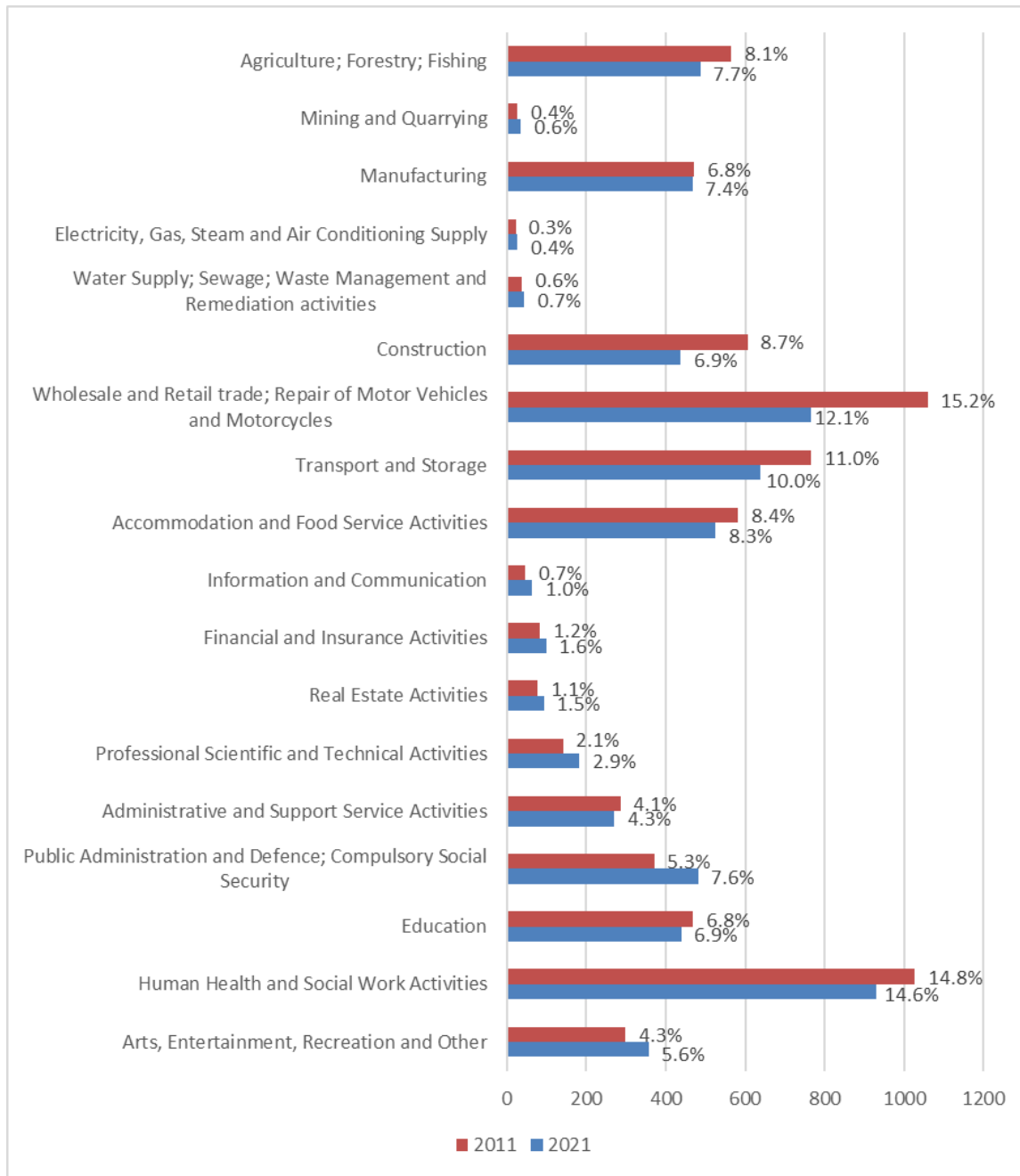
Table 4: 2022 Scottish Census Employment Data

Area	Economically Active	Employee		Self-Employed	Unemployed	Economically Inactive
		Part-time	Full-time			
	-			-	-	-
Study Area	6389	1625	3414	1118	237	5719
	52.8%	13.4%	28.2%	9.2%	2.0%	47.2%
Dumfries & Galloway	66849	15651	36890	12438	1867	54349
	55.2%	12.9%	30.4%	10.3%	1.5%	44.8%
Scotland	2587707	523664	1640777	337533	34769	1780416
	59.2%	12.0%	37.6%	7.7%	0.8%	40.8%

4.2.7 RPS have compared the 2022 Census results for those over the age of 16 to the 2011 census data for those between the ages of 16-74.

4.2.8 The share of / total employment in the ‘agriculture, forestry and fishing’ and ‘construction’ industries fell between 2011 and 2022.

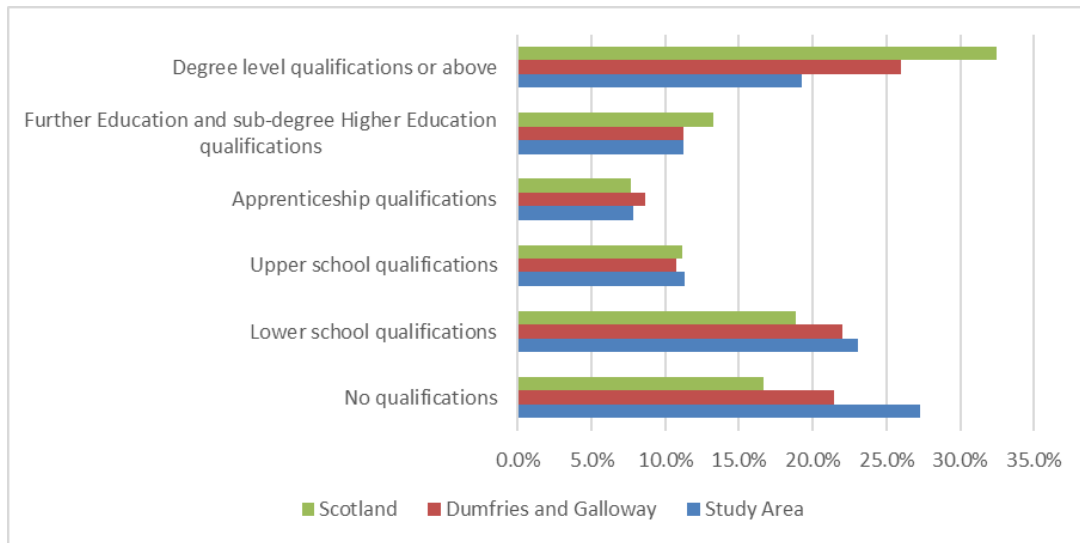
Figure 2: Stranraer Change in Employment Types between 2011 and 2022



3.8 Education

4.3.1 The 2022 Scottish Census gathered data on the highest level of qualification attained by all people over the age of 16. Figure 1 illustrates shows that 19.2% of individuals in the study area had degree level qualifications or above, below the regional (26.0%) and national (32.5%) averages. There was also a higher proportion of individuals with no qualifications in the study area (27.3%) than in Dumfries and Galloway (21.4%) and Scotland (16.7%).

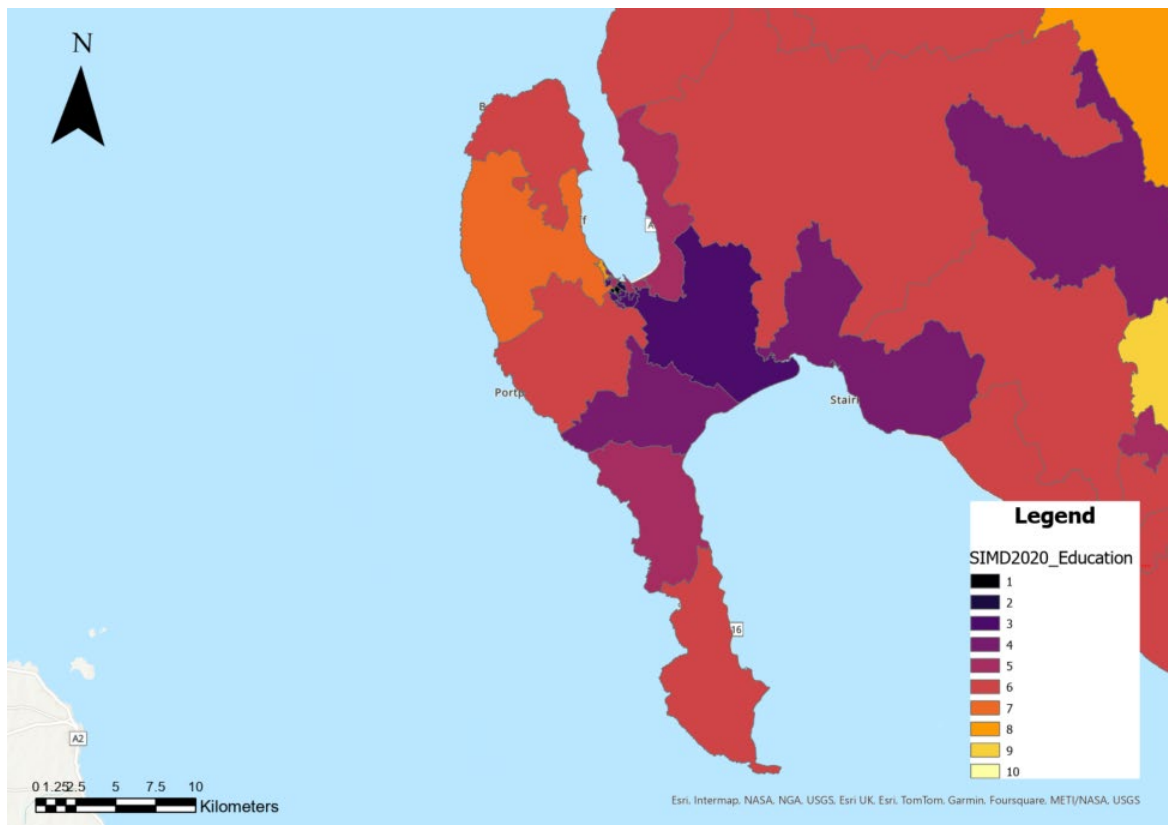
Figure 3: Proportion of 16 to 64 Year Old Education Population by Qualifications



4.3.2 There are six schools in Stranraer town itself, five of which are primary schools. They include Sheuchan Primary School, Park Primary School, St. Joseph’s RC Primary School, Belmont Primary School and Rephad Primary School. Stranraer Academy is a secondary school taking in pupils from several other feeder primary schools across the wider study area.

4.3.3 As part of the SIMD, there is a domain measuring educational deprivation, which is measured based on factors such as pupil attendance, attainment of school leavers, number of adults with no qualifications, number of 17–21-year-olds entering university and more. The educational deprivation domain is represented in Figure 3 below. Two of the 21 data zones in the study area are within the top 10% most deprived in Scotland (Stranraer West – 05 and Stranraer West – 06). However, 5 of the 21 data zones are within the top 50% least deprived. Stranraer West – 01 is the highest performing data zone, falling within the eighth decile.

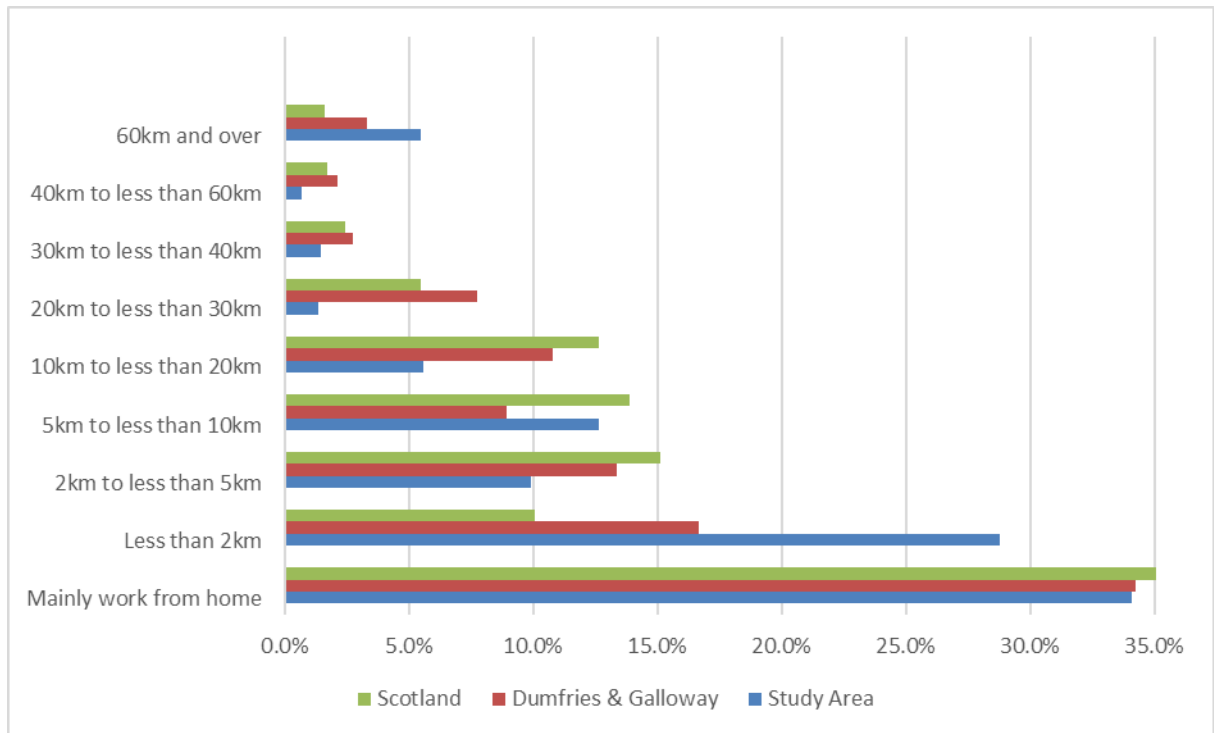
Figure 4: Scottish Index of Multiple Deprivation (Education) - 2020



3.9 Commuting Distances

4.4.1 Figure 4 shows 2022 Census data provides an insight into the commuting patterns of those residing in the study area. We have excluded those who have no fixed place of work or work outside of the UK from the below findings. Residents working mainly at or from home accounted for 34.1% of the those in employment in the study area, in line with the wider region (34.2%), but slightly higher than nationally (31.6%).

Figure 5: Distance Travelled to Work (2022)



4.4.2 Individuals commuting less than 2km represented the largest proportion of those in employment, aside from individuals working from home (28.8%). This is higher than the regional (16.7%), and national average (8.6%). Workers who commute 10km to less than 20km to work accounted for 5.6% of all those in employment. A modest proportion of individuals who commuted over 60km to their place of work, equating to 5.5% of the total. This is higher than the regional (3.3%) and national (1.4%) averages.

3.10 Workforce

- 4.5.1 Table 5 presents a detailed breakdown of employment by broad industry group in the study area during 2023.
- 4.5.2 Although there are only 50 people employed in Construction in the study area, the proportion is slightly higher (4.8%) than the Dumfries & Galloway level (4.2%), yet lower than the Scottish proportion (5.1%). A total number of 2,500 construction workers are within Dumfries and Galloway - this is a large pool to draw upon for the Proposed Development’s construction works.
- 4.5.3 The Study Area has a significantly high proportion (46.2%) of those in *Accommodation & food services*, which is much larger than the local authority (10%) and national (8.7%) level. this is a testament to the visitor economy of Stranraer.
- 4.5.4 The Study Area also has a significantly high proportion (40%) of employees working in *Health*; this is due to the NHS Galloway Community Hospital, located in Stranraer. This is above the local authority (18.3%) and Scottish level (16%).
- 4.5.5 The Study Area also has a proportion of those in *Manufacturing* (17%), which is over twice as much in Dumfries & Galloway (8.3%) and Scotland (6.9%). There may be an opportunity for manufacturing workers from the Study Area to help with the manufacturing of equipment/materials needed for the Proposed Development construction phase.

Table 5: Relevant Employees by Industry (ONS 2023)

Employment by Industry	Study Area (No)	Study Area (%)	Dumfries & Galloway (No)	Dumfries & Galloway (%)	Scotland (No)	Scotland (%)
Agriculture, forestry & fishing (A)	50	4.8	5,000	8.3	51,000	2.0
Mining, quarrying & utilities (B,D and E)	45	2.2	1,000	1.7	65,000	2.5
Manufacturing (C)	310	17.0	5,000	8.3	176,000	6.9
Construction (F)	50	4.8	2,500	4.2	130,000	5.1
Motor trades (Part G)	85	5.8	1,000	1.7	41,000	1.6
Wholesale (Part G)	125	6.2	2,250	3.8	73,000	2.8
Retail (Part G)	55	8.8	6,000	10.0	223,000	8.7
Transport & storage (inc postal) (H)	100	5.0	3,000	5.0	116,000	4.5
Accommodation & food services (I)	325	46.2	6,000	10.0	223,000	8.7
Information & communication (J)	0	0.0	500	0.8	81,000	3.2
Financial & insurance (K)	0	0.0	400	0.7	84,000	3.3
Property (L)	125	6.2	900	1.5	36,000	1.4
Professional, scientific & technical (M)	185	10.8	2,500	4.2	184,000	7.2
Business administration & support services (N)	135	8.2	3,000	5.0	177,000	6.9
Public administration & defence (O)	150	7.5	2,500	4.2	164,000	6.4
Education (P)	85	9.5	5,000	8.3	216,000	8.4
Health (Q)	500	40.0	11,000	18.3	409,000	16.0

REPORT

Arts, entertainment, recreation & other services (R,S,T and U)	30	3.8	2,250	3.8	113,000	4.4
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4 ECONOMIC POLICY & STRATEGIC REVIEW

4.1 Introduction

- 5.1.1 It is important to understand the economic development aims and aspirations of local stakeholders, as these set the context for, and are also key drivers of, the OSSCEP.
- 5.1.2 For this reason, a review has been undertaken of the planning policy and economic development strategies of the administrative bodies local to the Development. Documents which are relevant for the Development’s OSSCEP are listed below, followed by the key relevant policies and messages from these documents.

4.1.1.1 National Policy

Rigour and responsiveness in skills (2013)

- 5.1.3 Although over a decade old, The Government’s skills strategy ‘Rigour and Responsiveness in Skills’ (2013) is the most recent comprehensive report that outlines the UK government’s ambitions to upskill its population. It discusses several key themes that are relevant to Employment and Skills Training. The Applicant have included commitments which respond directly to the chapters below:

Table 6: Summary of Relevant Rigour and responsiveness in skills Policy and Consideration in OSSCEP

Summary of Relevant Rigour and Responsiveness in Skills requirements	How and where considered in the OSSCEP
The Applicant commit to offering apprenticeships to those “those at the start of a new job role or occupation, and to support people to train for jobs at a higher skilled level”.	RPS have considered apprenticeship opportunities within Section 5.2 (Opportunities) of this report.
The Applicant commit to offering apprenticeships to those who <i>“have a grounding in core skills, which enable them to progress further. English and maths [GCSE grade C/4] are essential in this respect”</i> . The Applicant will make clear as part of their recruitment process that eligible applicants must have a GCSE grade 4 in English and Maths.	RPS have considered apprenticeship opportunities within Section 5.2 (Opportunities) of this report.
The Applicant commit to using Occupational Qualifications (OQs) for those aged 16 to 19 that evidence “end to end employer involvement” and we will be “central to their design and development”.	The Applicant has outlined a range of Occupational Qualifications that they will launch through their EG Academy. These can be seen in section 5.2.
The Applicant commit to using Qualifications and Credit Framework (QCF) for adults, particularly for the “hardest-to-reach learners such as offenders with little previous attainment, the ability to offer learning in accessible, bite-sized units can be an effective way of kindling their interest in acquiring skills” this also extends to “unemployed adults”.	The Applicant has a desire to engage with hard-to-reach groups and its commitments to do so are outlined in section 5.2.

National Policy Statement for Ports – 2012

5.1.4 Under Transport National Policies, there is a National Policy Statement for Ports (adopted 2012).

Table 7: Summary of Relevant NPS Policy and Consideration in OSSCEP

Summary of Relevant NPS Policy requirement	How and where considered in the OSSCEP
When considering the potential socio-economic impacts of a project, assessments should consider “the creation of jobs and training opportunities;” (para 5.14.3)	RPS have considered employment effects in detail in their Socio-economics ES chapter and re-iterated in section 3.2 of this report.
In regards to meeting the Government’s requirements on sustainable development new port infrastructure should “contribute to local employment” and “enhance access to ports and the jobs, services and social networks they create, including for the most disadvantaged.” (para 3.3.3)	RPS have considered in section 3.3 the summary jobs created and the skills needed that can be developed as part of these jobs development opportunities.
When considering the Economic Impacts “Ports can contribute to the enhancement of people’s skills” (para 4.3.3)	The entirety of this document is an Employment and Skills Plan.

NPPF (National Planning Policy Framework – 2024)

5.1.5 The NPPF makes no relevant reference to skill development, training, employment, or jobs provision.

NPPG (National Planning Practice Guidance – Natural Environment- 2023)

5.1.6 The NPPG gives practical guidance on a number of planning specific issues for local policy makers and applicants. RPS have reviewed the most relevant NPPG, which is on “Natural Environment”, as it contains detail on ‘Blue Infrastructure’ however there are no relevant reference to skill development, training, employment, or jobs provision.

Scotland’s National Marine Plan (2014)

5.1.7 The National Marine Plan (NMP, 2014) is Scotland’s national policy framework that covers inshore and offshore waters as part of Scotland’s devolved functions. Stranraer and Cairnryan are mentioned as “major commercial ports” (Map 11) as well as “Sites and Ports and Harbours identified as National Developments” (Map 10).

Table 8: Summary of Relevant Scotland National Marine Plan (NMP) Policy and Consideration in OSSCEP

Summary of Relevant NMP Policy requirement	How and where considered in the OSSCEP
<p>The Scotland National Marine Plan discusses ‘Achieving a sustainable economy’. It goes on to state that “Sustainable development and use of the marine environment can provide multiple economic benefits at a community and national level, including economic growth, skills development, employment...” (para 4.7).</p>	<p>RPS have considered GVA contributions from both direct and indirect jobs which would include multiplier effects from business supply chains in as seen in Table 2.</p> <p>RPS have considered in section 3.3 the summary jobs created and the skills needed that can be developed as part of these jobs development opportunities.</p>

Scotland’s National Strategy for Economic Transformation (2022)

5.1.8 Scotland's Economic Strategy Outline the plans to create sustainable economic development across a number of sectors.

Table 9: Summary of Relevant Scotland National Marine Plan (NMP) Policy and Consideration in OSSCEP

Summary of Relevant NSET Policy requirement	How and where considered in the OSSCEP
<p>One of the themes of is ‘Skilled Workforce’ it goes on to state “To ensure that people have the skills they need at every stage of life to have rewarding careers and meet the demands of an ever-changing economy and society and that employers invest in the skilled employees they need to grow their businesses.”</p>	<p>RPS have considered in section 3.3 the summary jobs created and the skills needed that can be developed as part of these jobs development opportunities.</p> <p>The entirety of this document is an Employment and Skills Plan.</p>

The Scotland (Tourism) Outlook 2030 (2020)

5.1.9 The Scotland (Tourism) Outlook 2030, published in 2020, has been developed through a partnership between the Scottish Tourism Alliance, Scottish Government, VisitScotland, Scottish Enterprise, Highlands and Islands Enterprise and Skills Development Scotland.

Table 10: Summary of Relevant The Scotland (Tourism) Outlook 2030 (2020) and Consideration in OSSCEP

Summary of Relevant The Scotland Tourism Outlook Policy requirement	How and where considered in the OSSCEP
<p>One of the key priority areas is ‘Our passionate people’ it goes on to explain that Scotland’s tourism sector faces workforce challenges due to demographic shifts and migration regulations, worsening skills shortages. Major changes are needed to attract new talent and entrepreneurs, with training aligned to demand. By embracing Fair Work practices, promoting career development, and championing diversity, the tourism sector can become more competitive, innovative, and reflective of modern Scotland, ensuring long-term success.</p>	<p>RPS have considered in section 3.3 the summary jobs created and the skills needed that can be developed as part of these jobs development opportunities.</p> <p>The entirety of this document is an Employment and Skills Plan.</p>

Construction Industry Training Board – National Plan: Scotland (2024)

5.1.10 The CITB National Plan: Scotland (2024-2025) published in 2024, outlines how the Scottish construction sector can improve in recruitment, training and development.

Table 11: Summary of Relevant The Scotland (Tourism) Outlook 2030 (2020) and Consideration in OSSCEP

Summary of Relevant The CITB National Plan: Scotland Policy requirement	How and where considered in the OSSCEP
<p>The Policy has three pillars: 1) 'Inform and Enable Diverse and Skilled people into construction'; 2) 'Develop a training and skills system to meet current and future needs' and 3) 'Support the Industry to train and develop its workforce'.</p>	<p>The entirety of this document is an Employment and Skills Plan.</p>
<p>Pillar 1 'Inform and Enable Diverse and Skilled people into construction' encourages companies to recruit diverse talent by promoting Fairness, Inclusion, and Respect (FIR) practices, supporting apprenticeships, and providing mentoring and training. They should collaborate with local colleges, offer training for ex-offenders, military service leavers, and NEETs, and expand support for SMEs through free training on productivity and FIR.</p>	<p>Opportunity 5 under the Employment section discusses 'Maximising Diversity of the Workforce'.</p>
<p>Pillar 2 'Develop a training and skills system to meet current and future needs' encourages companies to develop new Competence Frameworks, collaborate with Skills Development Scotland to review apprenticeships, and align with the Scottish Government's skills system reform. They should create and test alternative entry pathways, combining structured training and assessment programmes with apprenticeships to attract diverse new entrants. Additionally, companies should support the Scottish Construction Accord's Transformation Action Plan to foster a thriving and high-performing construction sector.</p>	<p>Opportunity 2 under the Employment section discusses 'Apprenticeships' and Opportunity 3 discusses 'Other Workforce Training'.</p>
<p>Pillar 3 'Support the Industry to train and develop its workforce' by encouraging companies to expand local Employer Networks, launch Sector Skills Plans, and build a network of training providers to meet skills needs. They should enhance funding for the Specialist Applied Programme (SAP) to improve training accessibility, address tutor and assessor shortages, and develop a Training Needs Analysis (TNA) service for small businesses to make informed training decisions.</p>	<p>The entirety of this document is an Employment and Skills Plan.</p>

4.1.1.2 Regional Policy

South of Scotland Regional Economic Strategy (2021)

5.1.11 The South of Scotland Regional Economic Strategy seeks ways to improve economic prosperity throughout Southern Scotland.

Table 12: Summary of Relevant South of Scotland Regional Economic Strategy

Summary of Relevant South of Scotland Regional Economic Strategy Policy requirement	How and where considered in the OSSCEP
<p>Out of six core themes, ‘skills and ambitious people’ is most relevant. It goes on to state “We will build on existing efforts to develop our people and attract new talent to the region to support the success of sectors important to our economy, create and fill the jobs of the future and ensure everyone has the skills, learning and adaptability to thrive throughout their lives.”</p> <p>It also goes on to state the importance of “Prioritising further development of connectivity and collaboration between providers and employers will ensure that skills gaps and shortages are addressed to support curriculum changes, whilst also increasing awareness and access to higher education, apprenticeships and work-based learning. This needs to recognise the contribution of education institutions and the Third Sector.”</p>	<p>The Applicant has explored ways that they can recruit inclusively through education institution partnerships (both universities and FE colleges) and by offering different roles such as internship and apprenticeship levels.</p> <p>RPS have considered in section 3.3 the summary jobs created and the skills needed that can be developed as part of these jobs development opportunities.</p> <p>The entirety of this document is an Employment and Skills Plan.</p>
<p>Another core theme is ‘Green & Sustainable Economy’. The policy goes on to discuss the priority of “Supporting Community Wealth Building and Growing Regional Supply Chains”. It goes on to state “We will better connect local firms within key sectors, commercial centres and rural areas, to build awareness of local services, increase the commitment to developing regional supply chains and to identify opportunities to reduce and reuse waste via growing the circular economy within the region.”</p>	<p>Section 5.4 goes on to speak about how local supply chain opportunities can be development.</p>

A Responsible Tourism Strategy for the South of Scotland (2024)

5.1.12 A Responsible Tourism Strategy for the South of Scotland (2024 to 2034) is the latest southern Scottish regional tourism strategy.

Table 13: Summary of Relevant South of Scotland Regional Economic Strategy

Summary of Relevant South of Scotland Tourism Strategy Policy requirement	How and where considered in the OSSCEP
<p>As part of the four Growth Ambitions, the Responsible Tourism Strategy seeks to “Support business to succeed” which includes “Workforce development”.</p>	<p>The Applicant has explored ways that they can recruit inclusively through education institution partnerships (both universities and FE colleges) and by offering different roles such as internship and apprenticeship levels.</p>
<p>It also goes on to state that external businesses can support the South of Scotland's visitor economy by adopting Fair Work practices to ensure fair treatment of staff, collaborating with local colleges to provide industry-linked practical training, and promoting careers in tourism and hospitality to build respect and recognition. Additionally, they can help address the shortage of trained chefs by offering training and development opportunities, and contribute to establishing the region as a year-round destination with consistent employment opportunities.</p>	<p>RPS have considered in section 3.3 the summary jobs created and the skills needed that can be developed as part of these jobs development opportunities.</p> <p>The entirety of this document is an Employment and Skills Plan.</p>

4.1.1.3 Local Policy

5.1.13 This section focuses on the 5 local authorities that make up the Travel to Work Study Area, as mentioned in 3.2.1.1.

Local Development Plan 2 (2019)

5.1.14 The Dumfries and Galloway Local Development Plan sets out the strategic policy objectives for the sustainable development of regions across Dumfries and Galloway. There are no specific policies pertaining to employment, skills and training.

A Place for Stranraer (2023)

5.1.15 The community organisation Creating Stranraer led the development of a community-led plan for Stranraer. The Plan includes 5 Strands and 4 Geographical Quarters in Stranraer.

Table 14: Summary of Relevant A Place for Stranraer Recover Policy and Consideration in OSSCEP

Summary of Relevant Place Plan for Stranraer Policy requirement	How and where considered in the OSSCEP
Strand 2 (Work and Opportunity) is split into 3 sub strands (Transport, Enterprise and Employment). In relation to Strand 2.2 'Enterprise' the plan seeks to rebrand trades by working with colleges/academy to grow this sector, as well as creating "support systems for self-employed tradespeople"	N/A
Strand 2.2 'Employment' speaks of the need to develop a volunteer hub so people can grow their skills, and organisations can easily share opportunities online. It speaks of developing skills within the marine and hospitality sector. As well as creating opportunities for businesses to bid for. It speaks of an interconnected ecosystem of businesses engaging with schools and colleges to inspire the next generation of school leavers as well as "explore skills gaps eg engineering."	<p>The Applicant has outlined their vocational jobs and training provision in more detail in section 5. It covers apprenticeship, traineeships and even work placements to ensure a steady pipeline across generations of future marine employees.</p> <p>Section 5.4 goes on to speak about how local supply chain opportunities can be development.</p>

5 OPPORTUNITIES

- 6.1.1 This section sets out potential activities which the Applicant could pursue as part of a programme of work relating to SSCE.
- 6.1.2 The opportunities described here reflect the likely impacts of the Development and respond to the local context, as set out in previous chapters. They are an illustrative long-list, and will be modified, refined and agreed through development of a full SSCE plan, which will be secured via a Requirement included in the DCO for the Development. The SSCE plan will be subject to approval by the relevant planning authorities.

5.2 Skills

- 6.2.1 As set out in Table 5, a variety of skills and disciplines are required for the successful delivery of the Development. Interventions relating to relevant skills training and education could benefit local people while also promoting the supply of an appropriately skilled workforce to deliver the project.
- 6.2.2 The Applicant has already identified a number of stakeholders for potential skills and educational collaboration and has made initial contact with some. This programme of engagement will be continued and expanded post-DCO consent in order to identify priority interventions relating to skills and training for inclusion in the full SSCE plan. A list of potential stakeholders is presented in Table 15.
- 6.2.3 Balfour Beatty has not actively engaged in any local community stakeholder or supply chain consultations. When delivering a project of this size and scale, Balfour Beatty's team of local social impact and community specialists would look to engage with key statutory and local stakeholders delivering employment and skills training through contract feasibility.
- 6.2.4 Through a regionally focused, place-based approach, Balfour Beatty will create bespoke Social Impact Action Plans that include input from clients, local stakeholders, and the communities in which they will be operating. By working in this way, Balfour Beatty can ensure the needs of local people are met and deliver meaningful outcomes that improve the lives of local people and benefit the community years after project completion, supporting the vision of Scotland's Wellbeing Economy.
- 6.2.5 Across the business, supporting community wealth-building initiatives to deliver inclusive economic growth aligns with the Scottish Government National Performance Framework and delivers on Balfour Beatty's values of leaving long-term positive legacies, which is central to how they operate. Balfour Beatty believes a project's success is defined beyond practical delivery, and they invest in their projects' local communities to create long-lasting and locally-focused benefits.

Table 15: Potential Stakeholders for Skills Collaboration

Stakeholder	Stakeholder Type	Contacted to Date?
Skills Development Scotland	Facilitator	To be contacted prior to DCO submission
Energy Skills Partnership	Facilitator	To be contacted prior to DCO submission
Business Gateway	Facilitator	To be contacted prior to DCO submission
Dumfries & Galloway Council	Facilitator	Yes
Dumfries & Galloway College	Training Institution	To be contacted prior to DCO submission
Scotlands Rural College	Training Institution	To be contacted prior to DCO submission
Equate Scotland	Training Institution	Yes
ConStructEd Scotland	Training Institution	Yes
University of the Highlands and Islands (UHI)	Training Institution	To be contacted prior to DCO submission
Dumfries & Galloway’s Local Employability & Skills Partnership	Economic Development Agencies	To be contacted prior to DCO submission
Highland and Islands Enterprise (HIE)	Economic Development Agencies	To be contacted prior to DCO submission
South of Scotland Enterprise (SoSE)	Economic Development Agencies	To be contacted prior to DCO submission
Stranraer Development Trust	Community and Third Sector Organizations	To be contacted prior to DCO submission
Third Sector Dumfries and Galloway (Third Sector DG)	Community and Third Sector Organizations	To be contacted prior to DCO submission
Wigtownshire Wellbeing	Community and Third Sector Organizations	To be contacted prior to DCO submission
Balfour Beatty	Business	Yes
Oyster Company	Business	To be contacted prior to DCO submission
Primary Schools	Training Institution	To be contacted prior to DCO submission
Secondary Schools	Training Institution	To be contacted prior to DCO submission

Opportunity 1: Apprenticeships

- 6.2.6 Apprenticeships can help fulfil labour and skills requirements for employers in a cost-effective way, while also providing paid employment, training, and potential pathways into employment for apprentices, who are often young people, which helps to sustain the pipeline of future talent.
- 6.2.7 Apprenticeships can be delivered directly through the Applicant or indirectly through a “flexi-job apprenticeship agency”.
- 6.2.8 The South of Scotland Regional Economic Partnership aims to promote the growth of apprenticeships by supporting the engagement of all interested parties through information and guidance. Although not an exhaustive list, Apprenticeship providers in the area include:
- A. Dumfries & Galloway College (Apprenticeships)
 - B. Stranraer Academy (Apprenticeships)
 - C. University of the Highlands and Islands (Degree Apprenticeships)
 - D. Scotland's Rural College - Dumfries Campus (Apprenticeships)
- 6.2.9 Balfour Beatty collaborates with supply chain partners to create new apprenticeships, detailed in Community Benefits Commitment Sheets to ensure buy-in before subcontract awarding. Job opportunities are distributed through local training provider networks.
- 6.2.10 Balfour Beatty is a founding member of the 5% Club and a top apprenticeship employer, Balfour Beatty is committed to apprenticeships, offering varied opportunities through traditional and blended approaches, including Skills Development Scotland.
- 6.2.11 Recognising the importance of ‘Earn and Learn’ programmes in addressing skill gaps, Balfour Beatty will commit to delivering a host of varied opportunities to suit individuals and meet the needs of the project.
- 6.2.12 The Applicant will build upon their partnerships to help expand the pool of potential apprentices needed during the various phases of the Development.

Opportunity 2: Other Workforce Training

- 6.2.13 As well as targeting new opportunities for apprentices utilising traditional modern apprenticeships (MA) routes, Balfour Beatty will look for opportunities to deliver a blended approach which encompasses Skills Development Scotland (SDS) funded SVQs delivered under the SDS MA framework that will allow learners of all ages to complete work-based assessment to gain qualifications. The Applicant will also consider other interventions to support the training of employees and workers on the Development.
- 6.2.14 The intent would be to support the achievement of vocational qualifications (e.g., BTEC, City and Guilds, SVQ, HNC) at various levels relevant to the delivery of Development.

- 6.2.15 Engagement with potential Tier 1 contractors³ and local training providers (for example, via a Skills Forum organised and operated by the Applicant) could highlight gaps in the skills required to deliver the Development, and therefore identify specific courses which could be particularly relevant.
- 6.2.16 Balfour Beatty enhances and develops the skills of their current workforce to boost productivity, safety, and overall work quality, while promoting long-term employment and career growth. This process enriches the local labour market by increasing local expertise and nurturing a sustainable, skilled workforce, aligning with Balfour Beatty's core commitments to deliver inclusive economic growth. To achieve this effectively, Balfour Beatty implements a structured, strategic approach that focuses on the specific needs of the workforce, project requirements, and local industry standards.
- 6.2.17 Workforce training is tailored to everyone to fulfil their potential, utilizing a mix of formal and informal training methods, leveraging both hands-on experience and structured learning opportunities to engage workers in continuous professional development.
- 6.2.18 Available to all employees, the Balfour Beatty Academy contains over 50 courses across digital, H&S, capability and effectiveness, technical, and wellbeing.
- 6.2.19 In 2023, Balfour Beatty delivered 664 distinct training courses for over 30,700 employees, as well as facilitating the completion of approximately 36,000 e-learning courses.

Opportunity 3: STEM Education and Careers

- 6.2.20 There is currently poor take-up of STEM subjects within schools and colleges and the UK's workforce of engineers is aging⁴. This implies a potential shortage of the technical and professional skills required to deliver the Development and other large infrastructure projects in the future.
- 6.2.21 The Place Plan for Stranraer emphasises importance of creating opportunities in areas that fill the "skill gap" such as engineering skills.
- 6.2.22 The Applicant will investigate the potential for a programme of activities which promote STEM education and careers. This could be targeted at primary school pupils, secondary school pupils, college students and / or other young people in the area.
- 6.2.23 Launched in 2024, The Balfour Beatty Academy will provide various STEM-focused CPD accredited courses to address skills shortages. These web-based video courses will be accessible to partnered schools and their students. Balfour Beatty have assembled an extensive collection of videos covering sustainability, energy, technology, surveying, and more. These resources offer learners of all ages the

³ Tier 1 contractors are the highest classification that represents the largest building contractor companies who typically have an annual turnover of £500+; Tier 2 contractors typically have £100m to £499 annual turnover and Tier 3 contractors typically have £10m to £99m in annual turnover

⁴ The UK Government's Industrial Strategy (2017) stressed the need to address skills shortages in STEM subjects and disciplines.

chance to deepen their understanding of key concepts, stay informed about industry trends, and see how theoretical knowledge is applied in real-world projects.

- 6.2.24 The videos are free to access which encourages a wider variety of educational establishments to sign up. As part of the Academy, Balfour Beatty may offer internships and create funded partnerships to expand STEM education and career opportunities.
- 6.2.25 Given the Development's timescale and phases, some of these target individuals could ultimately become part of the Development's workforce. However, the key aim should be to inform and inspire young people about STEM careers more generally.
- 6.2.26 Initiatives could include project staff volunteering to run interactive workshops or give talks. The first step would be engagement with local schools and relevant facilitators (e.g. the Local Authorities) to establish the need and design appropriate initiatives.
- 6.2.27 Site visits during the construction period could be an effective way to educate and inspire students, The Applicant will also consider establishing a 'project hub' or some kind of facility at the project site(s) to provide space and resources to deliver STEM initiatives. Inspiration could be taken from Plymouth Sound National Marine Park which has a mixture of educational and volunteering opportunities to promote marine engagement. They also offer site visits, STEM webinars that bring industry professionals directly in classrooms and engage with teachers.
- 6.2.28 The Applicant will develop a programme of activities in collaboration with local schools which promotes STEM education and careers, in the context of the marine economy. School visits with small-group talks and presentations, workshops on construction skills, operating skills and marine industry related skills. Once the Development is built, site visits with demonstrations of key engineering parts of the site, information boards, could help to promote STEM education. Marine science walks, blue nature walks and environmental issues walks can be used to inspire pupils to work in all sectors of the blue economy. The Applicant will consider setting up visitor and education programming for educational visits and technical exhibitions. The Applicant will participate in Careers Fairs and Jobs Fairs.
- 6.2.29 The Applicant has already had discussions with Dumfries & Galloway College regarding potential collaboration on skills development programmes and will continue to work with Equate Scotland through which they support female engineers through mentoring and developing relationships with the aim to support female students to progress into summer internships and industry placements in construction and STEM roles.

5.3 Employment

6.3.1 The expected employment benefits of The Development are shown in Section 2.2. This section will discuss opportunities to maximise these employment benefits for local people and disadvantaged groups.

Opportunity 4: Local Recruitment

6.3.2 The Applicant will investigate measures to promote the take-up of jobs generated by The Development of local people.

6.3.3 The starting point will be engagement with Local Authorities and Job Centre Plus, in order to tap into existing local employment support networks. The local Job Centre Plus offices are identified in Table 18 below. It is worth noting that the Dumfries Job centre is over 70 miles away from Stranraer (1.5 hour car journey or 2.5 hour public transport), therefore local recruitment efforts should be focussed in the Stranraer Job centre.

6.3.4 The Applicant commits to engaging with job centres to promote their job opportunities.

6.3.5 There may be community and voluntary sector groups specialising in local recruitment, and placing job adverts with local private sector recruitment companies will also support this initiative.

Table 16: Details of Local Job Brokerage Agencies

Organisation	Address	Contact Details
<i>Stranraer Jobcentre</i>	10-12 St John St, Stranraer DG9 7EL	0800 169 0190
<i>Dumfries Jobcentre</i>	67 - 75 Irish St, Dumfries DG1 2PQ	0800 169 0190

6.3.6 It may be useful to locate relevant recruitment personnel and resources on-site once construction starts.

6.3.7 For example, the Applicant will explore opportunities in relation to hiring a Skills and Employment manager at the site responsible for local outreach, and vacancies could be displayed at the site.

Volunteering

- 6.3.8 Although not paid work, volunteering ‘adds £4.6 billion to the UK economy each year’ or c.£4,500 per volunteer. Furthermore, volunteering is an established pipeline for unemployed people into work and over two-thirds (68%) of unemployed people would be interested in supported volunteering opportunities to prepare them for finding work (Pro Bono Economics, 2024)⁵.
- 6.3.9 Figure 5 shows that in 2024 in Scotland, Balfour Beatty facilitated 1,289 hours of employer supported volunteering. Balfour Beatty will build upon this by partnering with third-sector organisations to create new volunteering opportunities associated with the Proposed Development.

Opportunity 5: Maximising Diversity of the Workforce

- 6.3.10 The Applicant could introduce initiatives to maximise the diversity of the workforce. Groups which could be the target of this measure could include:
- workers of a certain gender, ethnicity or age (e.g. 16-24 year olds or older workers);
 - disadvantaged or under-represented groups, women, for example, long-term unemployed, ex-offenders, military veterans or disabled people.
- 6.3.11 Scottish NEET (percentage of 16 to 19-year-olds Not in Employment, Education or Training), statistics are produced by the Scottish Government are published as part of their Annual Participation Measure report. In 2023 the national NEET level was 3.7%, in 2024 it was also 3.7%.
- 6.3.12 Looking more locally within Dumfries and Galloway, 2023 the NEET level was 4%, in 2024 it was 3.8%.
- 6.3.13 As Dumfries and Galloway, has slightly more NEETs compared to the Scottish level there is an opportunity for the Applicant to help reduce the local authority NEET rate. The construction phase is most likely where this group can be targeted, and more detailed programmes can be created.
- 6.3.14 The most relevant target groups for this measure would be identified through consultation and research post-consent. Measures could include:
- ensuring that jobs are communicated to target groups, including identifying and working with specialist job brokerage agencies; and
 - working with job support and training providers who operate programmes aimed at getting people into work (for example, young people who are Not in Education, Employment or Training may require pre-employment, basic skills training and work placements).
- 6.3.15 Any measures adopted will comply with employment law. It will be important to report on the demographic profile of applicants for new jobs and the workforce. This would likely involve regular

⁵ Pro Bono Economics, Dr Jansev Jemal, *A pro bono bonus: The impact of volunteering on wages and productivity* (March 2024)

reporting, for example on age, ethnicity, gender, and disability, with data to be collected through a voluntary survey.

- 6.3.16 Balfour Beatty recognize the importance of diversity and inclusion, as it allows them to draw on a wide range of perspectives and ideas to deliver solutions for their customers and partners. It also offers an important way of tackling skills gaps. Balfour Beatty launched their Diversity & Inclusion Strategy in 2018 which set out new ambitions for increasing diversity. Since then, Balfour Beatty have implemented employee-led Affinity Networks, tailored learning and development opportunities, reverse mentoring for the Executive Committee to guide us in taking a proactive role in promoting diversity, both internally and externally; and partnering with expert external organisations that promote diversity and inclusion.
- 6.3.17 As set out in their Value Everyone Diversity and Inclusion Strategy 2024, our Strategic Goals are to increase:
- Female employees by 50% on 2021 baseline by 2030.
 - Minority Ethnic employees by 60% on 2021 baseline by 2030.
 - Black employees by 60% on 2021 baseline
- 6.3.18 Balfour Beatty has previously worked with Barnardo's and Action for Children to provide access to placements for care-experienced young people on sites across Scotland. This is another way of increasing work place diversity that the Applicant may use for the Proposed Development.
- 6.3.19 Balfour Beatty has previously worked with migrant groups and run a 'Ukrainian Construction Academy' Project, which saw 100 days of work placements leading to 9 job offers for Ukrainian refugees. These are the types of diversity initiatives that Balfour Beatty will look to build upon for the Proposed Development.
- 6.3.20 Furthermore, Figure 5 is an infographic showing the social impact had within Scotland by Balfour Beatty. Balfour Beatty had a variety of programs for NEETs, school and University students, graduates, apprentices which ranged from work placements, educational events, site visits etc.
- 6.3.21 The Applicant has committed to building upon their social impact programmes which can act as a pathway to diverse workforce hiring.

Figure 6: Balfour Beatty Scotland Social Impact Infographic (2024)



5.4 Supply Chain

- 6.4.1 The Applicant will take measures to maximise benefits to local businesses from spending on goods and services during each phase of the Development.
- 6.4.2 The Applicant will engage with the Chamber of Commerce. The Applicant will use these facilitators to make connections with local suppliers. The Applicant commits to using ethical procurement practices in relation to their supply chain.
- 6.4.3 The Applicant has a supplier registration form on their website which has already received respondents.

Opportunity 6: Business networking and support

- 6.4.4 The Applicant will work with local partners to communicate opportunities for purchasing and contracts arising from The Development to local businesses.
- 6.4.5 This will include building on existing relationships with: D&G LEP; Dumfries and Galloway Chamber of Commerce; Local services - printing, accommodation, storage and logistic companies; Local business owners; Stranraer Football Club (potential Sponsorship); Stranraer Development Trust; Community Allotments, as well as identifying other potential partners including Local Authorities.
- 6.4.6 To strengthen ties with the business community, the Applicant plans to hold networking events where local suppliers can connect with our procurement and operations teams. These events will help businesses explore potential partnerships, learn about sustainable practices, and understand how they can contribute to and benefit from the project.
- 6.4.7 Balfour Beatty has recently become the first tier one contractor to join the corporate membership of the Supplier Development Programme (SDP). The SDP is a local government initiative that collaborates with all thirty-two local authorities in Scotland. It aims to raise awareness of contract

opportunities arising from public sector expenditure and offers free tender training services to Scottish SMEs, third sector organizations, and social enterprises.

6.4.8 Working together with SDP, Balfour Beatty will continue to:

- Support and improve access to sub-contract contract opportunities for SMEs, Supported Businesses, Social Enterprises, Co-Operatives, and the Third Sector as part of awarded contracts.
- Contribute to Community Wealth Building and circular economy objectives locally

Opportunity 7: Procurement Strategy

6.4.9 The procurement strategy for The Development will also reflect the aim of maximising benefits to local businesses, balanced against ensuring competitive delivery of the Development.

6.4.10 As well as early engagement with potential contractors via supplier information days, contracting opportunities will be publicised so as to maximise local reach (for example, using social media and industry publications).

6.4.11 Balfour Beatty offers small and medium enterprises (SMEs), social enterprises, and local businesses the opportunity to participate in the supply chain. Balfour Beatty also works with suppliers who actively manage diversity and inclusion within their workforce.

6.4.12 Balfour Beatty uses 'Construction Line' as its prequalification procurement tool, which all supply chain members must complete. Subcontractors are expected to achieve Gold Membership level, with exemptions for charities, trusts, colleges, schools, and universities. Social enterprises can use the service for free. Balfour Beatty supported the development of the Social Value Radar tool, launched in Q4 2021.

6.4.13 To further its commitment, Balfour Beatty will proactively collaborate with the Supplier Development Programme (SDP) to raise awareness of upcoming supply chain opportunities. SDP will promote these opportunities to their database of over 20,000 Scottish SMEs and social enterprises, as well as through their local authority network of procurement and economic development officers and other support organizations. Through its corporate membership, SDP will promote Balfour Beatty's opportunities via their website, social media, and marketing channels. Balfour Beatty will also participate in various supplier engagement events, webinars, and Meet the Buyer events hosted by SDP to ensure connection with the local supply base.

6.4.14 Balfour Beatty has recently committed to the Social Enterprise Scotland 'Buy Social Pledge' to integrate social and supported enterprises into the supply chain. Balfour Beatty recognizes the vital role third sector organizations play in supporting local communities and stimulating local economic growth. Balfour Beatty already collaborates with several social and supported enterprises, such as Giraffe Café, Scotland's Bravest Manufacturing Company, and Edible Estates.

6.4.15 To further enhance its network, Balfour Beatty will engage with BASE Scotland to explore opportunities for supported business networks within the supply chain, building upon existing relationships with supported businesses.

6.4.16 The Applicant will work with Dumfries and Galloway Chamber of Commerce to provide a list of local companies who can contribute to the supply chain of the Stranraer Marina Expansion.

The Applicant Responsible Supply Chain

6.4.17 The Applicant is committed to doing business responsibly and respecting the community and the environment in all of our operations. Ethical business practices are fundamental to the way Balfour Beatty operates, and they apply the same high standards they have for themselves to all suppliers that they work with.

6.4.18 All subcontract tender activities are conducted through our chosen eProcurement portal, Jaggaer, in alignment with our Subcontract and Consultant Administration Procedure (CML-PR-0012). This portal enhances visibility across our supply chain by effectively managing risk, improving compliance, supporting collaborative relationships, and enabling continuous improvement.

6.4.19 In line with our Procurement Schedule established during the tender period, our procurement and project teams collaboratively develop the required ITT (Invitation to Tender) documentation. This documentation comprises three sections: qualifications to prove competency in alignment with project requirements; a technical envelope for project-specific delivery elements, including design and scope gap analysis; and a commercial envelope for all pricing elements.

6.4.20 To ensure a responsible supply chain, all subcontractors must hold and maintain Constructionline Gold accreditation prior to the execution of a subcontract and throughout the duration of their works on site, in accordance with our Supply Chain Pre-qualification Procedure (PRCPR-0002) and CDM (Construction Design and Management Regulations 2005) requirements. Suppliers, designers, consultants, and manufacturers must hold Constructionline Associate level accreditation prior to the placement of orders. The Constructionline question set is aligned with the Common Assessment Standard and supplemented with additional Balfour Beatty questions to ensure required certifications, qualifications, and accreditations for elements such as quality, safety, environmental, and sustainability are in place and adhere to all UK and European labour legislation.

6.4.21 Additionally, we conduct thorough internal investigations into financial health through our Finance function, as well as reviews of available supply chain resources and project-specific competence through our Demonstration of Competency Process (HSF-SF-0018a).

6 DELIVERY

7.1.1 This section describes how the SSCE plan could be delivered, including potential roles, responsibilities, and timelines.

6.2 Organisational Framework

7.2.1 Figure 6 shows a potential organisational framework for developing and delivering the SSCE work programme post-DCO consent.

7.2.2 The programme would be driven forward by a SSCE Function Lead, overseen and governed by a steering group which would include senior members of Element Green's management team.

7.2.3 The SSCE work programme would then break down into a number of activities or workstreams (some or all of which could align with the opportunities described in Section 5). Each activity would have a named lead (which could be the SSCE Function Lead), and internal partners (from within the Element Green Limited's project team) to support delivery. External partners and stakeholders (for example, Local Authorities, education and training providers, job brokerage agencies, Chambers of Commerce) could be engaged as appropriate, as their detailed local knowledge and experience will be critical to success. Additional resources such as professional support, capital funding or physical facilities may be relevant.

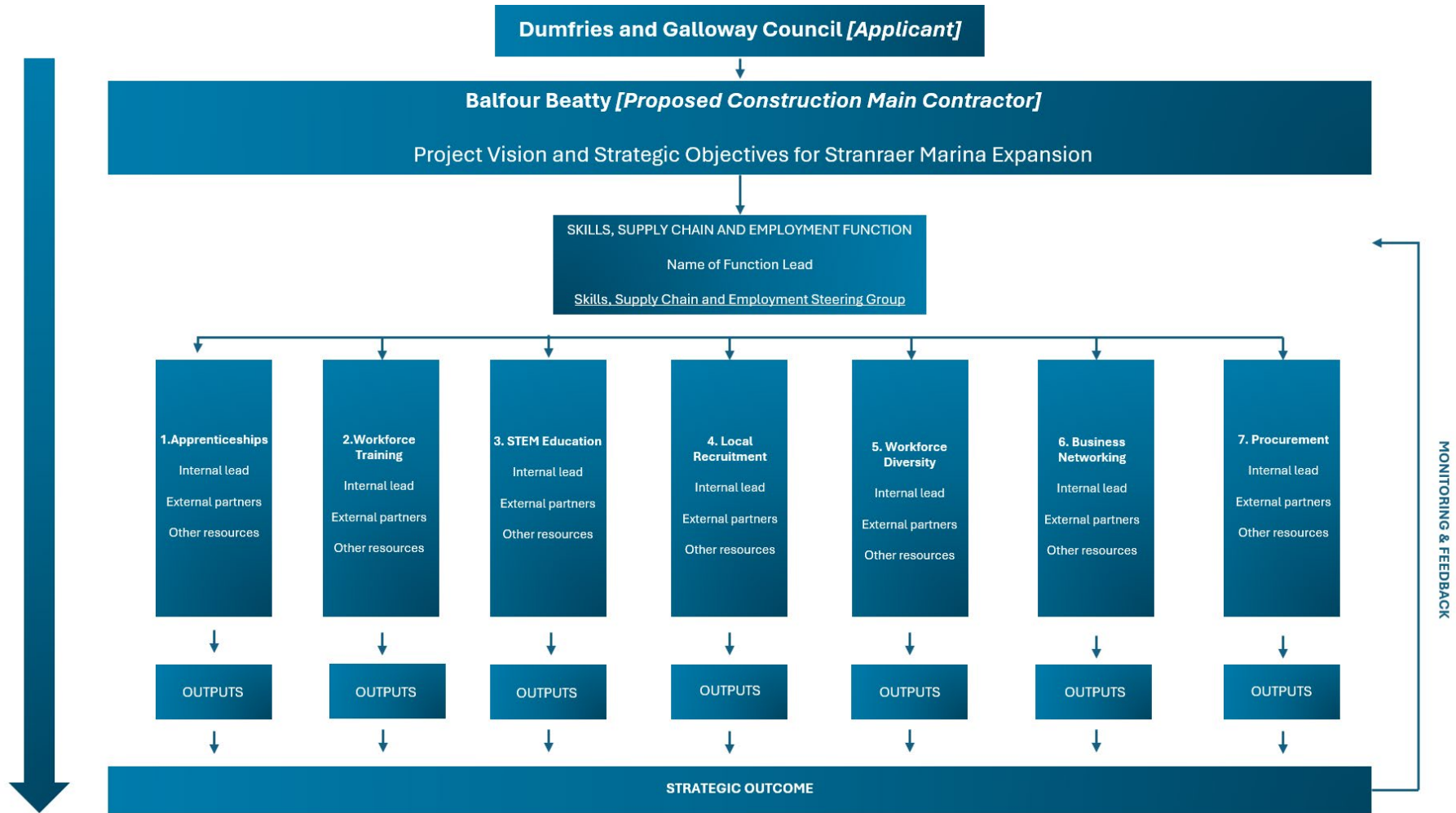
7.2.4 If successful, each activity will result in achievement of the outputs and, ultimately, the outcomes identified within the SSCE plan. A monitoring system will measure outputs and outcomes, and reporting will be undertaken. Lessons learned will be fed back in order to shape and improve SSCE work programme over time.

6.3 Internal Joint Working

7.3.1 Development and delivery of the SSCE work programme will require joint working between various parts of the Balfour Beatty project team, as well as the direct Applicant (Dumfries and Galloway). Important internal partners will include the commercial team, the community engagement team, HR/personnel, and project/programme management.

7.3.2 There could be value in incorporating the SSCE work programme into a wider community benefits or social value programme. This would allow all the benefits of the Development to be managed and measured in a coherent, effective and consistent way. Other benefits of the Development are described in the Planning Statement, PEIR and relate to access, biodiversity, heritage, soils and water quality.

Figure 7: Indicative Organisational Framework for Delivery



6.4 Engagement with External Stakeholders

7.4.1 Working with external stakeholders will be fundamental to the success of the SSCE programme.

7.4.2 The Applicant has already made contact with a number of them and will build upon this.

7.4.3 In addition, there may be potential to further engage with local residents and community groups on issues relating to SSCE, building on the consultation undertaken and during scheme development and preparation of the Planning and Marine application.

6.5 Timelines

7.5.1 Table 17 sets out an indicative timeline for developing and delivering the SSCE plan.

Table 17: Timelines for Developing and Delivering the SSCE Plan

KEY MILESTONE	ACTIONS
Q2 2025 - After Marine & Planning Licence application submission	<ul style="list-style-type: none"> Continue to engage with local stakeholders to strengthen links and to identify preferred SSCE workstreams, using OSSCEP as a basis for discussion. Begin local education engagement
Q1 2026 - Assuming consents granted	<ul style="list-style-type: none"> Develop OSSCEP into a full SSCE plan, confirming objectives and activities to be pursued. Discharge requirement in the DCO for the SSCE plan to be approved by the relevant planning authorities. Include SSCE requirements in the ITT for contractors, if/as relevant. Early SSCE activities in progress, e.g. networking and market information events to publicise opportunities to local businesses.
Q2 2027 - Earliest start point for construction	<ul style="list-style-type: none"> Continue delivery of early SSCE activities, e.g. recruitment of apprentices and establishment of training and schools programme. Work with contractor(s) to plan how any SSEC requirements in contracts will be delivered and monitored during the construction period. Once construction has started, the SSCE activities and outputs should be fully in delivery.

7.5.2 It is suggested that once the full SSCE plan is finalised, the document is reviewed every six months, so it can be refined and adjusted as the Development moves towards its construction and operational phase.

7 MONITORING AND FEEDBACK

7.1 Monitoring

- 8.1.1 It is important that the objectives and activities of the SSCE plan are effectively monitored, measured and reported. This enables an understanding of whether the plan is achieving its goals and contributing to the over-arching vision and provides feedback accordingly.
- 8.1.2 A monitoring and reporting plan will be developed as part of the full SSCE plan.
- 8.1.3 Effective performance monitoring will be achieved by following the methods below:
- A. Developing specific, measurable, attainable, realistic, and timely (SMART) performance indicators;
 - B. Aiming for quality over quantity of performance indicators;
 - C. Ensuring performance monitoring mechanisms are consistent with the stated objectives of the OSSCEP;
 - D. Ensuring performance indicators are flexible and updateable; and
 - E. Scoping out the practicality of how data will be collected before defining measurable targets
- 8.1.4 Table 18 sets out some illustrative outputs or indicators which could be relevant to the Development's SSCE plan. Outputs are the tangible results of pursuing the specific opportunities of the Development.
- 8.1.5 Table 18 also sets out illustrative outcomes, which are the longer-term results of implementing the SSCE plan. They include changes to the local community, environment and workforce that the activities and initiatives aim to achieve.
- 8.1.6 Outcomes are generally measured and documented through evaluations undertaken at various intervals during the life of the Development.
- 8.1.7 The evaluation should be tailored to the agreed outcomes and outputs and could be conducted either internally or externally. The key questions the evaluation should seek to ask include the following:
- *What has been achieved?*
 - *Have the specific outcomes been realised? What would have happened anyway?*
 - *Was it value for money?*
 - *What lessons can be taken into other projects?*
 - *How will the lessons be communicated to the wider public (as the SSCE plan is a positive story)?*

7.2 Potential Outputs and Outcomes

Table 18: Potential Measurable Outputs and Outcomes of the SSCE

Theme	Opportunity	Potential Outputs	Potential Outcomes
Skills	Opportunity 1: Apprenticeships	<ul style="list-style-type: none"> Number of apprenticeships funded / taken-up 	<ul style="list-style-type: none"> Reduction in proportion of population with no qualifications
	Opportunity 2: Other Training	<ul style="list-style-type: none"> Number of relevant vocational qualifications achieved 	<ul style="list-style-type: none"> Reduction in proportion of population with no qualifications
	Opportunity 3: STEM Education and Careers	<ul style="list-style-type: none"> Number of schools engaged Number of events delivered Number of pupils participating in events Increased awareness of STEM careers Number of people completing CPD 	<ul style="list-style-type: none"> GCSE attainment in participating schools Take up of STEM subjects in FE
Employment	Opportunity 4: Local Recruitment	<ul style="list-style-type: none"> Proportion of workforce employed from the local area 	<ul style="list-style-type: none"> Increase employment levels in local area
	Opportunity 5: Maximising Diversity of the Workforce	<ul style="list-style-type: none"> Proportion of workforce employed from target groups Number of employees who are happy with working environment/culture 	<ul style="list-style-type: none"> Increase employment levels for target groups
Supply Chain	Opportunity 6: Business Networking and Support	<ul style="list-style-type: none"> Number of supplier events delivered 	<ul style="list-style-type: none"> Increase in turnover of local businesses
	Opportunity 7: Procurement Strategy	<ul style="list-style-type: none"> Number/value of contracts secured by local businesses 	<ul style="list-style-type: none"> Increase in turnover of local businesses

