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Marches Local Skills Improvement Plan (LSIP)

Progress Report

June 2024

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Marches LSIP
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

This progress report has been prepared in accordance with Local Skills Improvement Plans: Stage 2 Guidance (dated November 2023) and is intended to review progress against the local skills improvement plan published in August 2023. This report was produced in June 2024 but publication was delayed due to the pre-election period.

TERMINOLOGY KEY

2021 Census	National Population Census for England & Wales	LA	Local Authority
BID	Business Improvement District	LSIF	Local Skills Improvement Fund
C&Eco	Careers & Enterprise Company	LSIP	Local Skills Improvement Plan
DfE	Department for Education (UK Government)	Marches	Herefordshire, Shropshire, Telford & Wrekin
DWP	Department for Works & Pensions	MEP	Marches Education Partnership
ERB	Employer Representative Body (Shropshire Chamber)	MLSIP	Marches Local Skills Improvement Plan
FE	Further Education	MSPN	Marches Skills Provider Network
HCA	Hereford College of Arts	NMITE	New Model Institute for Technology and Engineering
HE	Higher Education	NOMIS	Part of the Office for National Statistics
HLNSC	Hereford, Ludlow and North Shropshire College	SAP	Skills Advisory Panel
HTQ	Higher Technical Qualifications	SCG	Shrewsbury Colleges Group
HWGTA	Hereford & Worcester Group Training Association	SLT	Senior Leadership Team
ITP	Independent Training Provider	T level	Technical Levels
ICS	Integrated Care System	UKSPF	UK Shared Prosperity Fund

Who is this publication for?

The purpose of this progress report is to set out the progress achieved against the LSIP priorities and what still needs to be achieved. In addition to provide updated facts and to encourage the continued positive collaboration between all those involved to ensure Marches LSIP priorities are met. The ERB for the Marches is Shropshire Chamber of Commerce.

The Marches LSIP is first and foremost to put **employers at the heart of the skills agenda**, meeting the objectives set out by the White Paper of 2021 - Skills for jobs: lifelong learning for opportunity and growth.

This report is aimed at all those involved in the skills arena:

- Employers to support their need for a future skills pipeline, upskilling and current training. To encourage continued and further engagement with training providers and other stakeholders to enhance understanding, collaboration and mutual long-term benefits.

- Post 16 Training providers (public and private) so that they can, where feasible, work to address skills shortages, and evolve training to suit the styles and content required.

- Stakeholders such as Local Authorities, Careers Services and Job Centres (DWP) to understand skills demand, progress made against the LSIP priorities and future actions planned, to support their economic development, project, and programme agendas.

- Business facing organisations and specialist sector bodies to enhance their local understanding of needs and actions so they can articulate this to their sector or members and plan activities accordingly.

Written in plain English to support the widest audience. Terminology used by different parties is shown to cause cross party communication issues, as clearly highlighted in the Marches LSIP 2023 Report.

The report will have different uses for each audience and in addition it will help support the understanding of the benefits of collaboration. This can take many forms, for example industry specialists from local businesses working with training providers to enhance the curriculum content. Employers supporting career advice activity to enhance the local employee pipelines for their sector. Training providers working to create additional or modified courses to meet need based on the Employer's Voice research. Working together to ensure a healthy Marches economy.

Stage 1 Report August 2023: https://www.shropshire-chamber.co.uk/policy-business-support/marches-local-skills-improvement-plan/marches-lsip-stage-1-report

Skills for Jobs White Paper: https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth

Summary of the LSIP

The objectives and aims of the Marches LSIP:

- To help to ensure employer's views and needs are continuing to be understood by decision makers such as training providers and local authorities, thus providing those decision makers with relevant facts to base further activities and curriculums on. Great progress has already been made through the LSIF funded courses and course styles being introduced during 2024 to meet local need, as well as courses provided through UKSPF funding. Success will continue to be measured by the number of course applicants and in time, the number of successful completions, followed by post course employer feedback on the course content, style of delivery and level of retained knowledge gained.

- To help support employers to navigate and appreciate the breadth of training, training styles and training providers available across the Marches. To also help employers to understand other tools or funding and innovative ways to find solutions to skills shortages. To help manage employer's expectations as to what training providers are funded for or able to provide. To breakdown communication and cultural barriers, real or not, to ensure all parties have clear understanding of each other's situation. Through the work of the ERB, the formation of the MEP and additional SAP's a wider employer audience has already been reached. Success will continue to be measured by increased employer understanding and increased training levels.

- To encourage careers provision to ensure local training and employment opportunities are fully and equally advertised to learners. To ensure career opportunities locally are promoted to all, including those going to university to strengthen the chances of return. To help more employers understand the benefit of early pipeline intervention within schools and post 16 training providers. The further success of these actions will be shown through increased employer engagement with the Careers Service, colleges and ITP's.

- Encouraging providers to further harness available technology and current equipment to help support employers, employees and hard to reach groups especially across the rurality of the Marches, further evidence will be shown by increased provider interaction with hard-to-reach groups and provider collaborations with other providers or charities to ensure the widest reach.

- To help employers see the benefits older workers can bring with experience, reliability, and availability. Results, though longer term, will be shown by a reduction in the over 50's economically inactive cohort within the Marches.

The Marches covers 5,957 sq.km, a wide geographical area, which includes Herefordshire, Shropshire, and Telford & Wrekin. Each sub area has its own challenges but also benefits. Though the LSIP looks at the entire Marches, the work has always considered the uniqueness and needs of each area. The population density of each area is very different, with the entirety of Herefordshire similar to that of the geographically small area that makes up Telford & Wrekin.

Geography of the Marches

Herefordshire's population growth is slower than the national average and that of its neighbours at 2% (2021 Census) in the period 2011-2021. A deep agricultural and cultural history gives Herefordshire unique positives over other areas. There is a high rate of self-employment within the county at 14.3% (2023 Nomis). Important sectors are manufacturing, defence and security, food and drink production, agriculture, and tourism.

Shropshire's population growth is below the national average at 5.7% (2021 Census) in the period 2011-2021. Most employment is focused in or around the Market Towns. Agriculture and associated activities are still one of the largest sectors by number of businesses, however when you look at employment then health is the largest. There is a high rate of self-employment within the county like Hereford at 14.3% (2023 Nomis) against the UK which stands at 9.3%.

Telford & Wrekin Telford is a fast-growing modern town; in the period 2011-2021 it grew by 11.4% (2021 Census) and benefits from a wide variety of employment opportunities, is the most ethnically diverse and densely populated, but has marginally higher unemployment than the other two sub-regions. Local workers have more options for work in the area or in the eastern conurbations, but this can also lead to competition from workers coming in from outside the area. Self-employment is below the national average at 7.3% (2023 Nomis) . Manufacturing density is still well above the UK towns average providing a wide range of employment at all levels.
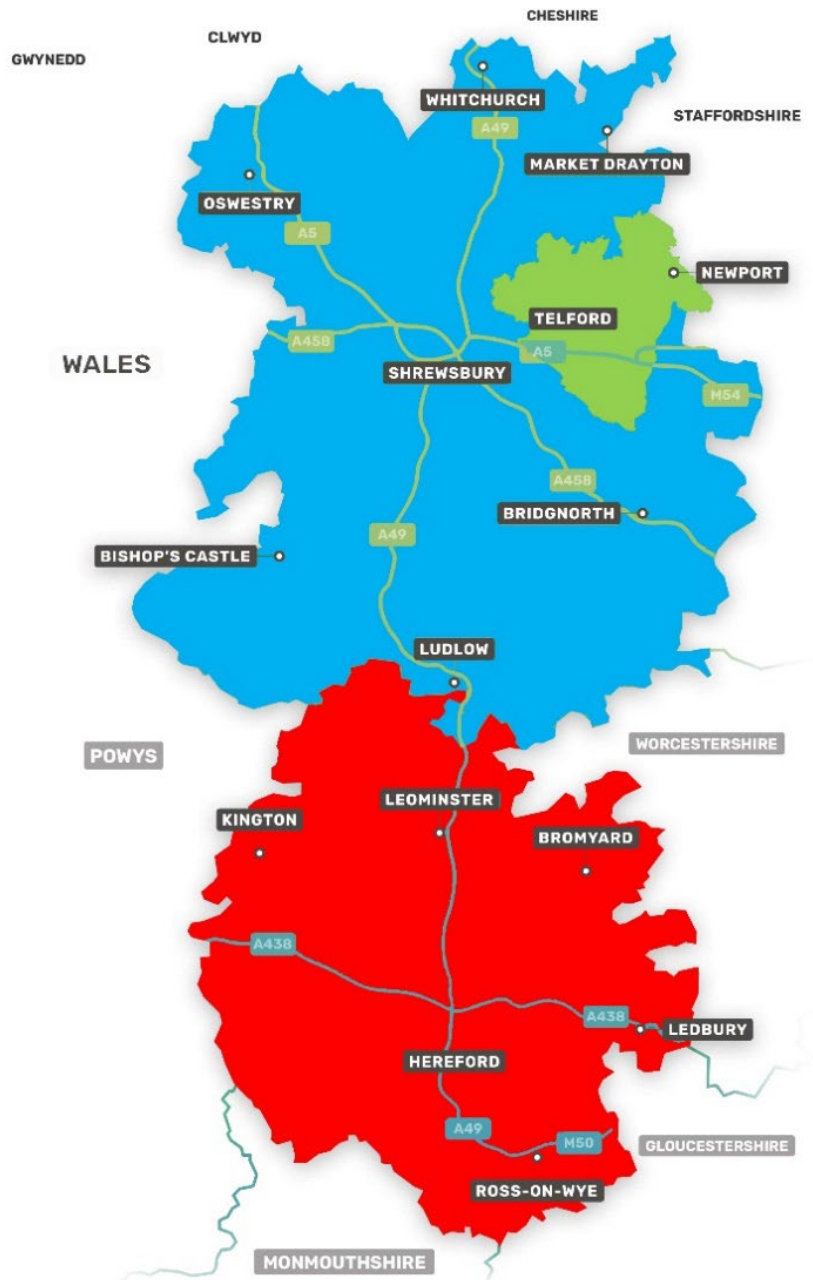
Strategic and economic context update

Though there have not been any dramatic changes to the Marches or its economy since the publication of the Marches LSIP report, there have been material changes which have removed assets from the local area. However, these are offset by reprofiling delivery and incoming financial investment, allowing for new projects to meet need and provide opportunities, as well as expanding training provision and facilities. Investments are many and complex. Here we highlight a small selection to give a flavour of the activity that is taking place. Activity that includes additional training types, courses, and new facilities to enhance skills and widen employment opportunities, as well as improving the local economy.

Hereford Enterprise Zone
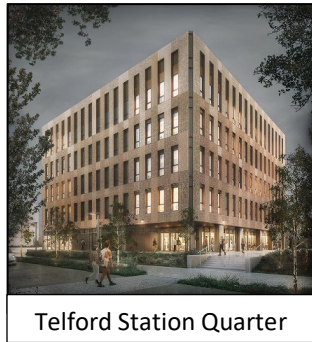
Telford Station Quarter
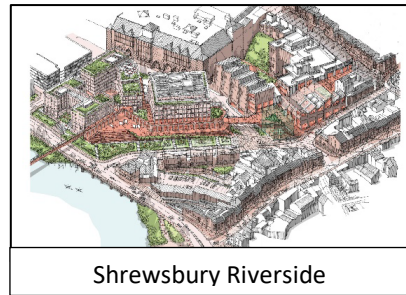
Shrewsbury Riverside

What has gone or is going:

Marches Local Enterprise Partnership (LEP) functions have now been transferred to the three local authorities across the Marches area. Marches LEP brought private and public sectors together to support economic growth. Funding came directly from Government and the LEP awarded those funds. Supporting a wide range and size of projects for varying audiences, including creating Growth Support Hubs in each sub area and managing the Careers Advice provision. As all services have transitioned there is no negative impact on the LSIP.

University Centre Shrewsbury (University of Chester) recently announced that the University will be withdrawing from the town. Courses covered Arts and Humanities, Business and Management, Education, Health and Social Care, Science, Social Sciences. The University has taken a range of measures to ensure current students can complete their studies and future medical placements will still take place in the Marches. Local colleges are also working to provide additional degree level courses and enhance the range of university collaborations taking place. Therefore, there has been minimal impact on the LSIP priorities.

Development, Improvements, and Investments:

Though investment comes through many channels, both public and private, several notable funds have enabled multiple projects to take place and continue to take place.

- UK Shared Prosperity Fund (UKSPF) is a government-allocated fund managed by local authorities in partnership with local stakeholders, as part of the Government's wider "levelling up" agenda.

- Rural England Prosperity Fund, which as the name suggests, supports projects in rural areas.

- Towns Fund – Telford providing funds for major infrastructure projects in the town.

- LSIF Local Skills Improvement Fund which is supporting the Marches Education Partnership to deliver a range of new courses to provide skills highlighted in the Marches LSIP report 2023.

Projects of note include many; below we share a few examples of investments that are working to ensure a healthy economy, more employment opportunities, and gives those training an opportunity to stay local.

- Herefordshire: Enterprise Zone Skylon Park ongoing project to grow the business community.

- Shropshire: The redevelopment and regeneration of the Riverside area of Shrewsbury.

- Telford & Wrekin: Station Quarter providing greater training offers and facilities for HE & FE.

A vital investment common to all council areas is co-working space creation, important with the high number of single person businesses, levels of self-employed and the rural nature of much of the area. Important for supporting new start-ups, cross pollination, and creativity, be they town or country based.

The visitor economy is particularly important to the economic wellbeing of the Marches and part of the role of the four BIDs (Business Improvement Districts) is to help support the visitor economy, which in turn requires skills, offers employment opportunities, and brings significant economic benefits. Training for those businesses involved, directly or indirectly in the sector, comes in many forms, from the BIDs, local FE colleges, private providers, peer mentoring and collaborations, offering businesses choice and an on-going staff pipeline. The businesses have spoken in these areas, as they have recently renewed their willingness to pay a levy to fund and therefore retain their local BIDs, as they see the value it brings.

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Priorities and actions (Roadmap)

Priority	Action / Activity / Milestone	Partners involved (detail the role and responsibilities of the ERB and relevant partners)	Timescales (start and likely end dates - original and any revisions)	Method of implementation and outcomes expected	Monitoring arrangements (how is progress monitored and at what intervals)	Progress Status
Employers Voice "Putting the Employers at the heart of the skills agenda." **(Relates to LSIP Report 2023 P18 – Emerging Skills Priorities & Actions)** Continuing to harness the voice of the employers Reporting findings to support the Colleges with their annual accountability statement preparation. Marches LSIP Stage 1 2022-2023 LSIP Stage 2 2024-2025	ERB carried out extensive employer interviews across the area to gain intelligence and understanding of recruitment, skills, and training needs. Forming the basis for the LSIP 2023 Report, the ERB also used the opportunity to encourage businesses to engage to support: . providers and others decision making. . enhance collaboration. . ensure the correct future skills pipeline. . understanding of the local training offer.	ERB team and external specialist. LSIP role / ERB Role . Marketing . Interviewing . Analysing . Reporting . Reviewing	Employer Voice Interviews and Activities Stage 1 interviews target 450 by March 2023 Stage 2 1st batch target 150 by March 2024 2nd batch target 50 by June 2024 Stage 2 3rd batch target 300 Sept 2024 to February 2025	To market the opportunity to participate to employers and raise awareness to all. To carry out the 1:1 interviews and activities with employers. To analyse the results. Along with other research report findings to support providers to make informed decisions for curriculum planning. To provide the reports and details to all stakeholders including employers to ensure widest understanding of need and detail.	Targets and coverage monitored weekly by the Project Manager and increased activity actioned if required to meet targets. Stage 1 target met - final number of interviews 463. Stage 2 1st batch target met – final number 154. Stage 2 2nd batch on target to reach 50 by 30/6/2024. Stage 2 3rd batch target set. Revised question set to be built during summer 2024. Interviews commence September 2024.	Complete Complete On track Not started

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Local Skills Improvement Fund (Relates to LSIP Report 2023 P19-22 Skills Priorities) **Providing skills training for some areas of shortage highlighted in the Marches LSIP Stage 1 Report.** LSIF Project 1 - **Developing Manufacturing and Engineering Skills** LSIF Project 2 - **Construction Green Skills including Retrofit and Renewable Technologies** **Details at: https://marches-education.co.uk**	The ERB's employer findings and the LSIP 2023 Report provided the basis for the application for LSIF funding for new facilities and courses. MEP, made up of 6 partners, a successful £2.5 million LSIF funding application to provide additional training and resources. ERB has been involved through the inception and delivery of the project to ensure alignment with the LSIP priorities. Two projects being delivered jointly are. 1. Manufacturing & Engineering 2. Construction Green Skills & Retrofit.	Marches Education Partnership Lead Telford College – Principal. For each project at each location, the sector, department or curriculum leads at HLNSC, SCG, Telford College, IN-Comm Training, HWGTA, SBC Training LSIP team monitoring LSIF progress throughout. With seats on the strategic board, both delivery groups and marketing group.	LSIF funding granted October 2023. Immediate planning commenced. Courses designed and equipment selected with the support of industry specialists and local employers. First courses go live in March 2024 and roll on to next academic year as premises and equipment become ready.	Project 1: Developing Manufacturing and Engineering Skills Project 2: Construction Green Skills including Retrofit and Renewable Technologies. To provide both full, part-time and short upskilling courses to meet industry need. Courses already being embraced by industry. Helping to upskill existing industry staff to ensure better retention in a tight labour market. Bring in new recruits and build a strong pipeline in sectors of great shortage.	The Marches Education Partnership has a dedicated team based at Telford College. Telford College is the lead for the LSIF projects. As well as lead for Project 1. HLNSC lead for Project 2. Bi-weekly meetings are held for the Operational Delivery Group to monitor performance against targets. (moving to monthly now courses starting). Bi-weekly meetings of the LSIF Marketing group to monitor progress and to ensure full and joint promotion of the project. Strategic Board meets monthly to monitor progress.	Project 1 6 providers On Time (all parties) Project 2 3 providers On Time (all parties) First course started March 2024.

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Health and Social Care (Relates to LSIP 2023 Report P23-24 Skills Priorities) **LSIP Stage 1 Report highlighted the difficulty in recruitment both for the public and private sector.** Health & Social care is a large sector and employer in the Marches. A sector that struggles to recruit and retain, especially at entry level and being a rural area in the main. Offering clearer career paths, new practical hands-on qualifications and state of the art learning facilities will help to ease this issue over time.	ERB worked with the NHS, the social care sector, social care advisory bodies and the ICS, to understand the needs of the sector, the difficulties faced. This data supported the work of the colleges and other providers. Example: New Health Care Support Worker Academy and Clinical Skills Centre at Telford College. 2 week pre deployment training for Health Care Support Workers to prepare them for the workplace and their journey to certification. 2 year T level course, using the new facilities and latest technology to prepare them for the ward environment.	Lead Telford College's Director of Health & Science. NHS (4 trusts) and ICS. Examples of some of the courses being offered to provide multiple and additional routes into health care. Telford College Health & Social Care Level 1 T level in Health Shrewsbury Colleges Group offers 1 T level foundation and 3 T level courses in Health. HLNSC offers Health Care bootcamps (free), access to Higher Education Diploma and Foundation Degree courses.	Courses already underway. Future cohorts being recruited. T level will prepare students to move into a skilled job or lead to further technical qualifications, higher apprenticeships, or a degree course.	New centre, equipment and using virtual and augmented reality equipment. Health Care Support Workers to complete 2 weeks mandatory training. Technology being used to provide real life scenarios in controlled settings. 2 bed maternity skills room and 4 bed hospital ward skills room created. Provide more trained staff into the sector. Provide new route in via T Levels and explore future expansion in collaboration with local Universities etc.	Progress monitored by the individual Colleges through their reporting mechanisms. Progress monitored by the Colleges, ICS, NHS. Also, by awarding bodies and funders.	On Time First cohort started courses as of September 2023.

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T Levels & HTQs (Relates to the 2023 LSIP Report Priorities - P19-25 Coloured Sections) **Though very new qualifications, they are being embraced by all main FE providers, giving students new training routes to employment, progression, or further study.** Stage 1 LSIP clearly identified the employers wish for recruits to have a more practical education, in readiness for work, progression or promotion. Clear from the Employers Voice and LSIP 2023 Report that many employers are unaware of T levels or HTQs and those who do, have some misconceptions.	ERB will continue to use employer research to calculate the understanding by employers of the new qualifications to allow providers to increase, as necessary, their marketing activities and future course subjects. Increasing the number of subjects available in both T level and HTQs (known mainly to employers as HNC/HND) Example: HTQ Courses cover a wide selection, from Computing to Construction Management.	Telford College HLNSC SCG Curriculum leads. Reporting to Colleges SLT on enrolment and progress. Promote the value to employers, current and potential students, and stakeholders. Promotion to employers through LSIP Employer Voice interviews. Encouraging, through the LSIP process, other stakeholders to help to promote the value.	Colleges started to offer in this academic year and one in the previous year. Now adding further courses for the academic year 2024-2025 to broaden the offer.	Colleges have already put in place the following, and continue to do so, as they expand their course range. Suitable staff Facilities Equipment Able to raise greater awareness by employers and having the benefit of first cohorts to herald the value and success of T levels & HTQs to other employers and stakeholders to raise engagement and enrolment.	Progress monitored by the individual Colleges through their reporting mechanisms. Also, by awarding bodies and funders. Evaluating employer feedback. Using Employer Skills Advisory Panels to bring on new courses and refine (where able) current courses.	Courses in place currently and new courses coming available 2024/2024 academic year.

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Work Ready Recruits & Upskilling of Soft Skills. (Relates to the LSIP 2023 Report – Quick Wins P27-29) This was something clearly highlighted through the Employer's Voice. Though a national issue, the Marches trainers and funders are making inroads into local solutions to provide the new and current workforce, hard to reach and career changers with enhanced skills to increase productivity and deal with emerging technologies.	The ERB research, analysis and interactions which culminated in the LSIP 2023 Report provided a strong evidence base for the Local Authorities when reviewing UKSPF applications for training provision funding. Multiple programmes have been rolled out across the Marches in response to the employers voicing their frustration with soft skills and work ready skills during the LSIP interviews and highlighted in the LSIP Stage 1 report. Mainstream qualification and teaching already contain behaviour elements, so these additional courses will compliment those behaviours already being taught.	FE colleges and Private Training Providers and HE provision. Local Authorities ERB to support and help promote the relevance of these courses to employers. There is a close correlation between the LSIP report, and the courses being offered. For example, Leadership and Management was rated as a skill needing improvement as the ability of current staff was not meeting need. New courses have recently become available across the Marches to meet this requirement.	Ongoing as multiple offerings. Projects started. Funding runs until March 2025 for many of the projects. Courses being run by a wide variety of providers, from colleges to Local Authority skills hubs, Chambers to Universities.	These courses are varied in location, provider, size, skills level, duration and funding. Purpose is to raise the skill levels of the current workforce, help others to retrain for different sectors and to help bring more of the hard-to-reach back into the work force.	The future Marches LSIP portal will have links to the relevant course providers, and this will be monitored and updated accordingly. The local authorities have a role to oversee results where funding was allocated to run the courses. With colleges etc. funding and awarding bodies will monitor progress, completion rates and results. Colleges etc will gather feedback from both employers and students to determine next steps, value of the course and its relation to the local skills needs. These will be checked at a minimum annually.	Many courses funded or fee paying are already taking place. The Marches LSIP portal will pick up as the LEP Marches Growth Hub portal declines. Initial Marches LSIP portal build expected to be completed by end of 2024.

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Careers Advice Careers & Enterprise Company (Relates to LSIP 2023 Report – Quick Wins P27) The LSIP 2023 Report research clearly showed that employers felt that certain sectors, especially careers with vocational training, were not being highlighted as much as non-vocational careers when advice was being given in schools.	The ERB has been working closely with the Local Authority leading on Careers for the Marches and with the C&Eco's team members to look for additional ways to enhance employer / student interactions to support the future pipeline. An area for improvement as shown in the LSIP 2023 Report. The Marches Careers Hub works to transform and support careers education across region by linking education with business, providing resources, and helping secondary schools and colleges achieve the Gatsby Benchmarks.	Careers & Enterprise Company (contracted through Shropshire Council on behalf of all Marches Councils). ERB highlighting to employers how they can support this work, become Enterprise Advisors, offer taster sessions etc. ERB help to dispel myths and misunderstandings around careers advice.	Ongoing. The funding for the Marches Careers Hub and team has been renewed for 2024/2025.	To raise awareness of career choices, becoming more aligned to local needs and employer's views. Noting the findings of the LSIP work to support their programme choices. State-funded schools and further education colleges in England are required to provide careers guidance to their pupils from ages 11-18. This duty has been steadily extended over recent years. Currently the Marches Careers teamwork with 65 different educational institutions across the area.	The Careers and Enterprise Company (C&Eco) in the Marches is monitored against KPIs set by their national body. Marches Careers team are also overseen by The Marches Careers Hub Steering Group and the local authorities also monitor progress.	2024 national emphasis shift to create programmes that highlight vocational routes and technical qualifications such as T levels, as these are more highly valued by employers. Also new ways for employers to engage, which are less time consuming, being rolled out. Current delivery has started.

What has been achieved so far?

Despite the LSIP Report having only been published in August 2023, there has been much progress made already, even though some outcomes will of course take several years to bear final results. The Marches three general FE/HE colleges have all embraced the needs highlighted within the 2023 Marches LSIP report, as have the private providers, stakeholders, and local authorities. Below is a small snapshot of the achievements and growth. All have plans for further developments ahead to cover even more of the needs raised by employers. Independent training providers have also increased their course offer, upgraded facilities, and worked with the Marches LSIP report. Careers advice programmes are working with a greater emphasis on vocational and technical routes for school leavers, something again that was highlighted by employers. Digital and base IT skills are also being heavily focused on, vital to keep the workforce productive. You can read further details on various projects, growth and improvements in the Annexes accompanying this report.

The Marches Local Skills Improvement Fund

One of the most powerful outcomes from the Marches LSIP to date are the LSIF projects. The Marches Education Partnership learnt that their application for LSIF funding was successful in October 2023. From this six partner training organisations have joined forces to deliver a suite of courses across the Marches, also providing new or upgraded facilities and equipment. These courses are directly in line with skills shortages and employer needs shown in the 2023 Employer's Voice report and the 2023 Marches LSIP Report.

The courses focus on two clear areas of need:

Manufacturing and Engineering employers needed staff to meet the multi skilled demands of modern technology including robotics. Courses allow current staff to upskill, courses designed with local employers in formats to suit. Many are short courses, to enable staff to become more multi skilled.

Green Construction agenda has seen a speedy rise in the demand within construction for staff trained in retrofit and renewables. The technology has outpaced the understanding of the career path and availability of training, causing a severe shortage of entrants into the sector. Again, upskilling those with construction skills or a trade is proving to be an important route to speeding up the pipeline.

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Marches LSIP
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Growth, progression, and success by our three main general FE/HE colleges

Hereford Ludlow North Shropshire College (HLNSC)

- Over £2m in capital and resources being invested in a state-of-the-art Low Carbon Technology Training Centre facility to support the national and regional sustainability agenda.

- Over £0.2m invested over the last 3 years and over £0.3m pending to increase the college's T Level offer for September 2024 entry in priority areas including Building Engineering, Early Years, Animal Management, Equine and Livestock, and Business.

- £506,000 invested to increase the college's HE offer with Higher Technical Qualifications in priority areas including Electrical Engineering, Mechanical Engineering, Modern Methods of Construction, Digital and Leadership & Management, to name but a few.

- Launching Higher-Level modular courses in LSIP priority areas including Engineering, Construction, Digital and Leadership & Management, to name but a few.

- Launched Skills Bootcamps in priority areas to upskill and/or reskill those in the workforce or wishing to enter employment, including: Health, Early Years and Leadership & Management.

- Over £200,000 invested in delivering numeracy skills programmes to local Shropshire residents as part of the UKSPF funded Multiply project.

- £151,000 invested in developing Level 3 and Higher-Level courses to support LSIP identified priority areas, including Retrofit, Principles of Alternative Energy and Fluid Mechanics to name but a few.

Shrewsbury Colleges Group (SCG)

- Invested 500k further enhancing our Renewables Energy provision.

- Built a Net Zero Skills Hub for Heating Engineers and Electricians to upskill in the latest environmental technologies.

- Invested 250k further enhancing our Electrical, Plumbing and Gas provision to further increase our technical skills training programmes.

- Introduced 7 new T Levels in September 2023, directly aligned to the LSIP priority areas of Engineering (Electrical Electronic / Mechanical), Construction (Design Surveying and Planning), Digital (Digital Production, Design and Development), Professional (Business Support), and Health (Nursing).

- Increased the college's Higher Skills portfolio with the introduction of Higher Technical Qualifications aligned to LSIP priority areas of Engineering (Electrical, Electronic and Mechanical), Construction (Modern Methods of Construction and Site Supervisory), Digital, Professional (Leadership & Management) and Health (Healthcare Professionals).

- Introduced Higher Level modular skills programmes in LSIP priority areas including Engineering, Construction, Digital, Health and Leadership & Management.

- Delivered Numeracy skills programmes to over 500 local Shropshire residents as part of the UKSPF funded Multiply project.

Telford College

- Telford College is an award-winning provider, rated the number one performing college in the West Midlands combined authority area for upskilling professional programmes, leading to employment.

- £1.8 million investment in the Wellington campus to transform it into a technical and vocational training centre of excellence, with a university presence.

- Telford College opened a new £430,000 cutting-edge Clinical Skills Centre, to train students for a wide range of careers in health and social care. 30% increase in students enrolling in health and social care. 200+ students benefit from hands on clinical training in the clinical skills lab with industry experienced lecturers. Over 800 HCSW trained through the academy since 2022. Over 60 NHS staff to achieve a L3 teaching qualification. 60 adults have attended a step into NHS programme.

- First educational provider to create a virtual augmented reality suite (VR) providing students with real-life learning environments. New Digital & Maths Skills Hub in Telford's town centre opening in September 2024 giving a 21% growth in student applications for Business, Digital and Professional Studies for the 2024/25 intake.

- Launched new bootcamp-style short programmes to reskill and upskill workers in the manufacturing, engineering, and construction sectors, with over 450 heating engineers successfully completing in 2023/24.

- £600,000 upgrade of advanced Manufacturing and Electrification Centre. Creation of a new Retrofit Skills Lab for renewable energy to upskill electricians in electrical sustainability.

- Sustainability remains a key operational factor for the College. For example, projected reductions in electricity and gas in 2023-2024 are 10% and 5% respectively. Upgrade of 99% of light fittings to LED - some 4,500 fittings.

Other Achievements

- Hereford Arts College (HCA) achieved OFSTED Outstanding for their FE provision. HCA Alumnus wins an Oscar, providing solid proof that neurodiversity is not a barrier to work or success.

- HCA in conjunction with the Hereford BID are hosting the 2024 International Festival of Artist Blacksmithing. Blacksmithing brings collaboration between HCA, HLNSC National School of Blacksmithing, NMITE and other educational institutions around the country and globe. Highlighting the career paths and opening additional learning opportunities to current students.

- NMITE's The new Future of Work Skills Hub is built around three core themes: innovation, entrepreneurship, and future skills development, helping to prepare local businesses and individuals for the future of work, whether that is upskilling, reskilling or developing entrepreneurial and innovative skills. NMITE's new centre will also play a leading role in the world of new technologies and converting the skills learnt to productive economic use.

- Working with employers to enhance training providers knowledge and understanding. All colleges and larger private training providers have created employer groups (skills advisory panels) to ensure that they have the best sector understanding and knowledge, helping ensure students get the best possible training for the sectors they will work in. These groups are growing and will continue to cover more sectors and sub sectors.

- A growing focus on encouraging older workers, who no longer feel able to work in their current role, to consider bringing their wealth of expertise and experience to teaching. Information events being held and publicised. Teaching, like all professions, has suffered from skills shortages.

- Local companies also offer a new way to train as some have opened training academies to ensure a good pipeline for the future. Various reasons behind these, Iconsys in Telford is training engineers for their own staffing needs. Aico of Oswestry is training electrical contractors from across the UK on fire safety equipment installation. Staff shortages have increased the ingenuity and investment being made by employers to manage the skills issue.

- The Station Quarter in Telford will bring FE and HE together in a centrally located venue. Telford College and Harper Adams University working together to help enhance much needed digital skills at all levels, to ensure a technically able modern workforce. Herefordshire Skills Board launched. Shropshire Council forming a Skills Delivery Group, chaired by Shropshire Chamber.

What still needs to be achieved?

Though much has been achieved since the Marches LSIP Report was published in August 2023, there is still room for further improvements, changes, and investments to continue to ensure that businesses across the Marches can recruit, retain, upskill, and become more productive. Collaboration and the breaking down of language and cultural barriers are of high importance to ensure resources are available, and also that best practice and innovative ideas are fully and clearly understood by differing audiences to ensure opportunities are not missed.

Marches LSIP Portal. This will be created to help give employers and their staff another route to finding the resources they need, helping to bridge gaps between employers and providers. The portal's aim is to include, but not limited to, simplifying terminology, manage expectations, shatter myths and publicise the wide variety of training, support and skills sets available across the Marches. This will work in conjunction with the three Local Authority Growth Hubs, to compliment not duplicate content and emphasis. The ERB is well placed to do this as employer facing and as a Chamber of Commerce, it is a natural first port of call for many in business when looking for support, advice, or training.

Another piece of work for the ERB Marches LSIP team, working closely with the other stakeholders, is to promote to employers the enhanced opportunities arising from the Marches LSIP report, new skills pipelines, reasons to engage with training providers, increase understanding of career changing and employing older staff. This work will be partly through the Marches LSIP Portal, but also through events offering promotional opportunities to the right audiences, working in conjunction with other stakeholders to avoid duplication and continued Employer Voice interviews will be another information and promotion vehicle.

To support stakeholders, where great change, such as devolution, takes place. Articulating career change possibilities, such as teaching, highlighting transferable skills examples or ensuring re skilling training is well publicised to help pre-empt difficulties such as local redundancies. Work to support stakeholders such as local authorities and DWP in those instances. Highlighting examples where an employer has found staff from an unexpected source or training provider.

The 2024 Employer's Voice report contained a detailed section on job vacancies across the Marches, to highlight two things, those skills still in greatest need, and to help educators to understand the terminology employers use with regards to a skill or role. This information will help training providers better understand continuing skills shortages, areas of decline and new opportunities.

From the analysis of 2024 recruitment data, and despite a slowdown in recruitment, many of the skills needs followed the same pattern as they did in 2023. This proves that the training provider choices were not only correct, but have longevity, as the process of filling the skills pipeline takes time. The focus will be on the local need and employment opportunities to prepare a workforce able to ensure a healthy Marches economy for now and the future.

Below is just a selection of top skills vacancies across the Marches. Clear how many are roles requiring vocational skills. The new training offers are very much reflecting that need. Continued Employer's Voice surveys, analysis of available government data and that provided by sectors specialists such as the CITB will continue to be needed to ensure the correct direction when training providers are planning curriculums, offering new courses or managing funding.

Selection of the key vacancies by volume across the Marches during the past 3 months. These are the most common terms used by employers and had the highest number of unique job vacancies.			
Multi-Skilled Maintenance Engineers	Gas Engineers	Production & Machine Operatives	Welders & Fabricators
Vehicle Technicians	Field Service Engineers	Warehouse Supervisors	Forklift Drivers
Electricians	Painters & Decorators	Carpenters	Bench Joiners
Labourers	Environmental Consultants	Surveyors	Site Managers
Health Care Assistants	Nurses	Social Workers	Residential Support Workers
Receptionists	Administrators	Accounts & Finance Assistants	Digital Marketing Assistants
Marketing Managers	Software Developers	Graphic Designers	Office Administrators

Annexes

The purpose of the annexes attached is to give the reader greater detail to support the facts and information in this report. To provide examples and insights into the very varied world of careers, training, and skills.

Additional Information on:

1. General FE/HE Colleges

2. Local Skills Improvement Fund(LSIF)

3. Specialist FE/HE Providers

4. Private Training Providers & Provider Groups

5. Innovative solutions to training – employers turned trainers

6. The Employer's Voice – putting employers at the heart of the skills agenda

7. Careers Advice and the Careers & Enterprise Company

Contact information:

Employer Representative Body (ERB) for the Marches Local Skills Improvement Plan (LSIP)

Shropshire Chamber of Commerce

Telford 01952 208200

Shrewsbury 01743 460486

Funded by UK Government

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Marches LSIP
Update Report June 2024

Funded by UK Government

ANNEX No. 1

Additional Information on

GENERAL FE/HE COLLEGES

Though the report highlighted the work of these large multi-sited institutions, it could not display the detail. Therefore, we have gathered further information on these institutions to aid the readers understanding of the breadth and wealth of courses offered. To also give better understanding of the facilities and the diverse range of individuals and companies they support with training. To also aid understanding of how this directly supports local businesses, local economy, and the local inhabitants. This information comes directly from each individual institution to ensure accuracy and the most up-to-date facts.

List of contents

Hereford Ludlow and North Shropshire College

Shrewsbury Colleges Group

Telford College

Useful Links

https://hlnsc.ac.uk/

https://www.scg.ac.uk/

https://www.telfordcollege.ac.uk/

ANNEX No. 1

HEREFORD LUDLOW & NORTH SHROPSHIRE COLLEGE

Herefordshire,
Ludlow & North
Shropshire College

Detail provided by the Institution.

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Herefordshire Ludlow & North Shropshire College's impact following The Marches Local Skills Improvement Plan

About us

Herefordshire Ludlow and North Shropshire College (HLNSC) is a leading provider of further education in the region. Offering a diverse range of courses and vocational training programmes, HLNSC caters to learners of all ages and backgrounds. Our products and services include academic qualifications, apprenticeships, professional development courses, and skills training tailored to meet the needs of both individuals and businesses.

Our students include school leavers seeking to further their education, adults looking to upskill or retrain for new career opportunities, and employers seeing workforce development solutions.

As a further education institution, we play a vital role in equipping individuals with the knowledge, skills, and qualifications necessary to succeed in today's rapidly evolving economy.

Further education includes a range of learning opportunities beyond secondary education, providing pathways to higher education, employment, and personal development.

At HLNSC we are dedicated in providing high quality further education that is accessible, relevant, and responsive to the needs of our learners and the communities we serve.

Over the next three years we aim to achieve several strategic objectives outlined in our 2021-2026 Strategic Plan. These objectives include enhancing student success and progression, strengthening partnerships with employers and communities, improving digital capabilities and infrastructure, and ensuring financial sustainability and resilience.

To achieve these objectives, we plan to implement a range of initiatives including expanding course offerings to meet the evolving needs of students and employers, enhancing support services to improve student outcomes, developing on local businesses and organisation to provide work-based learning opportunities, investing in digital technologies to enhance teaching, and learning experiences, and implementing robust financial management practices to ensure long-term viability.

We aim to continue our commitment to providing high quality further education opportunities that empower individuals to thrive in their personal and professional lives while contributing positively to the communities they serve.

Vision and mission

The College's vision is to support students, communities, and businesses to fully realise their potential by delivering high quality academic, technical, professional and community learning. We take pride in our legacy: successful students who are skilled, knowledgeable, enterprising, professional, and resilient.

The College's mission is: To realise potential and support success.

Regional analysis

HLNSC is one of 174 designated general further education colleges. There are also 57 sixth form and 26 specialist colleges in England.

Colleges in England educate and train 1.4 million adults, 149,000 of whom study university-level courses. Most Foundation Degree and HNC/D students are taught in colleges, and 314,000 apprentices are trained by colleges.

Colleges make a crucial contribution to economic development, but they also have a hugely positive impact on personal well-being and community cohesion, giving satisfaction and improving the life chances of millions of citizens.

Geography

HLNSC is in Herefordshire and Shropshire, situated at the western edge of the West Midlands region, in the heart of the Welsh Marches. The area is predominantly rural and of exceptional natural beauty: fertile unspoilt farmland, the Wye and Severn valleys, Malvern and Shropshire hills, and the Black Mountains.

Herefordshire and Shropshire are sparsely populated, some of the least populated areas of England. Of the 191,000 residents of Herefordshire, over half live in rural locations. The principal population centres are the cathedral city of Hereford (60,800), and the market towns of Leominster (12,000), Ross-on-Wye (11,200) and Ledbury (10,000). Shropshire (excluding Telford and Wrekin) has a much larger population of 317,000; 75,000 live in the county town of Shrewsbury and over half reside in rural areas. The largest market towns are Oswestry (17,000), Bridgnorth (12,000), Market Drayton (12,000) and Ludlow (10,000). Both counties have an older age demographic than average, partly because many young people leave the area to study at university and do not return. Most residents are of white ethnic origin; the only significant minority being white residents of non-British or Irish origin (3.9% in Herefordshire, 2.0% in Shropshire).

Economy

Herefordshire's economic output is low compared to the regional and national economy; wages are well below national average, but unemployment is also significantly lower than average. Of the county's 10,070 enterprises, the vast majority, 90%, are micro-enterprises employing nine or fewer people; 8.5% small (10 to 49 employees); 1.3% medium-sized (50 to 249 employees); and only 0.2% large (250+ employees). The industries that contribute the most to the local economy were manufacturing (19%), distribution, transport, and communication (17%), real estate activities (17%) and public administration, education, health, and other services (15%). These four sectors made up over two thirds of all economic output. A sector of particular interest in Herefordshire is agriculture, forestry, and fishing, which accounts for a much higher proportion of gross value added (GVA) than for England as a whole: 8% compared to only 1%. Of the 73,000 employees in the county, nearly half are work in manufacturing (11,500), health (12,000) and retail (9,000). Other key employment sectors, accounting for 23% of the total workforce, are accommodation and food services, business administration and support services and education.

Shropshire is remarkably like its southern neighbour: relatively low economic output, below average wages, and low unemployment rates. The County has 15,650 businesses, 90.4% of which are micro-enterprises, 8.2 % small, 1.2% medium-sized, and just 0.2% large. In terms of contribution to GVA, the county's principal sectors are public administration, education, health, and other services (21.8%), distribution, transport, accommodation, and food (20.3%), real estate (14.7%) and manufacturing (10.5%), accounting for over two-thirds of all economic output. There are 114,800 employees in Shropshire, over half of whom work in health (16,900), retail (11,900), manufacturing (11,500) and education (11,300). Other important sectors of the economy, employing a further 18% of the workforce, are construction, professional, scientific, and technical and arts, entertainment, and recreation.

Education

The college is a high performing further education college located at five distinctive campuses in Hereford, Holme Lacy, Ludlow, Oswestry and Walford. The Hereford and Oswestry campuses provide a wide range of academic, vocational, and university-level courses; Holme Lacy and Walford campuses are specialist land-based colleges and associated commercial farms; and Ludlow College is a sixth form college which focuses on its A level programmes. County Training, an apprenticeship training provider based primarily in Shropshire, is also part of the College. Adult and Community learning programmes and work-based study programmes for young people are provided in Hereford, Ludlow, Oswestry, Whitchurch, Telford and at the Gateway in Shrewsbury.

The College serves ca. 10,000 part-time learners, including 430 on university-level courses and 750 apprentices per annum. University-level programmes are delivered through the Hereford University Centre, a joint initiative with the University of Worcester.

Supporting the local economy

Local training accessibility

Access to services and transport are key issues for those living in rural areas, including the Marches.

- Prudent financial management ensures that we maintain a wide range of provision across several geographically dispersed centres.
- Timetables are constructed to minimise travel requirements.
- A broad range of apprenticeships are offered across the Marches.
- We provide comprehensive support for students with identified learning and/or physical needs, and this includes on-programme learning support.

The above enables students to access training to progress into local employment.

Curriculum aligned with employer needs

- College managers pay close attention to local skills planning, including the work of the LEP's Skills Advisory Panel, Local Skills Improvement Plan, and local authorities' economic forums to plan future curriculum developments.
- The College actively engages with employer representative groups. These include, Hereford and Worcestershire Chamber of Commerce, Shropshire Chamber of Commerce, Herefordshire Business Board, Shropshire Economic Forum, Herefordshire Skills Board, the Federation of Small Businesses, and the National Farmers Union.
- We determine curriculum intent with employer input, both directly and by using EMSI data to ensure the knowledge, skills, and behaviours we teach align with employer need.
- We deliver both hard and soft skills to ensure students can progress successfully towards employment.

- We encourage employers to directly influence the curriculum by developing opportunities for them to comment and discuss their needs with curriculum delivery teams.
- The College delivers apprenticeship provision that is responsive to the needs of individuals and their employers.

Partnerships to meet the needs of employers

- The College, along with the Shrewsbury Colleges Group and Telford College is a founder member of the Marches Education Partnership. This partnership promotes a collaborative approach to meeting employer needs. This recently resulted in the successful delivery of two substantial employer-focused projects funded through the DfE's Strategic Development Fund.
- Regular meetings ensure that we understand our educational role and helps us plan curriculum that is complementary.
- We enjoy a strong relationship with Herefordshire's new university, NMITE, to discuss potential areas of collaboration and mutual support.
- The College ensures that it remains aligned with other post-16 providers through membership of several regional provider partnership networks. These include SWAOC (Shropshire Wrekin Association of Colleges), MEP (Marches Education Partnership), Herefordshire and Worcestershire Principals Group, MSPN (Marches Skills Provider Network), and Landex (Land Based Colleges Aspiring to Excellence).
- Where appropriate, the College partners with other providers to deliver courses required by local employers and to support national needs.

Construction Sector Green Technologies Advisory Panel

HLNSC has recently launched the Construction Sector Green Technologies Advisory Panel, with the objective of engaging with relevant employers regarding green technologies that support The Marches Local Skills Improvement Fund's construction project.

The first Panel meet included a tour of the Low Carbon Technologies Training Centre, an overview of specialist courses and equipment investment opportunities, including Higher Education.

[Low Carbon Technology Training Centre News - HLNSC](#)

Working with stakeholders to improve the socioeconomic landscape

- We are members of local business boards, Chambers of Commerce and other representative groups ensures that the College remains closely linked to local businesses.
- The College is fully engaged with Herefordshire and Shropshire local authorities. Engagement with Herefordshire Sustainable Growth Strategy Board resulted in the College's involvement with the development of Herefordshire's 2050 Economic Plan and the UK Shared Prosperity Fund.
- Membership of Shropshire's Economic Forum facilitates discussions about how skills can positively contribute to their economic growth plans.

Contribution to skills needs

During their inspection in October 2022, Ofsted reviewed the College's contribution to local, regional and national skills needs and reported the following:

"Leaders and managers have worked well since the merger to ensure that learners and apprentices benefit from a broad and rich curriculum that closely reflects the skills needs of local, regional and national economies.

Leaders work well with a range of stakeholders. College leaders are well placed and have significant involvement with local enterprise partnerships and local authorities.

Leaders work diligently with local NHS trusts. They have co-designed programmes to support NHS staff to develop their English skills using a

mobile teaching facility. Leaders contribute positively to research across the region which helps inform local skills improvement plans.

Leaders have developed positive relationships with other providers of education and training in the areas in which they work. They link well with other local colleges to plan provision to ensure that it responds to the skills needs across the geographical areas where they work. Leaders have developed useful partnerships with a range of universities. They make sure the curriculum prepares learners well for moving into higher education.

Leaders work well with employers across the sector areas in which they offer provision. They understand clearly the changing skills needs in areas such as agriculture, energy, and care. For example, leaders have worked with the Microgeneration Certification Scheme to secure significant funding for, and to develop, the Herefordshire Low Carbon Technology Centre. This facility is in direct response to a significant identified skills need from local businesses linked to low carbon and renewable energy technologies.

Leaders have an effective understanding of the communities in which they work. They work proactively with a range of community groups. Leaders and teachers use this information to help plan the curriculum. In areas such as sports, learners, and the wider community benefit from these well-established links. Learners deliver coaching sessions to support disabled young people. This supports learners to develop their knowledge and skills and contributes positively to the wider communities the college serve.

Leaders have a clear curriculum vision which they successfully realise to provide a broad range of programmes across the large geographical area in which they work. This supports learners and apprentices to access local provision. Leaders are very knowledgeable about the needs and priorities of each of the college campuses. They provide programmes that contribute to the skills needs of the locality. In the north of the region, the curriculum in land-based studies responds directly to the focus on dairy farming. Whereas, in the south of the region, the land-based curriculum is focused much more closely on arable farming. Learners and apprentices

who study in these areas develop the knowledge, skills, and behaviours they need to work in this sector area.

Leaders and teachers use the information they gain from well-developed relationships with employers and stakeholders across the sector areas in which they work to plan the curriculum carefully. They ensure the curriculum that learners and apprentices' access is up to date and linked well to industry areas. Apprentices in electrical studies develop their knowledge and skills in the use of renewable technologies such as solar power, electric vehicle charging and ground and air source heat pumps."

(Source: Ofsted Inspection Report – October 2022)

Contribution to national, regional, and local skills priorities – accountability statement

Aim	Current Position	Target	Starts	Milestone	Priority		
					LSIP	LA / LEP	National
Develop the facilities and provision in to deliver programmes for low-carbon technologies	First phase of the Low Carbon Technology Training Centre developed and opened during 2022/23 academic year. (SDF Fund) Trained staff in place to deliver programmes in Low Carbon Installer and centre manager appointed. Initial programmes delivered in line with SDF specification.	Complete and fully equip phase 2 of the Low Carbon Technology Training Centre (LEP Energy Fund)	NA	Sept 2024	X	X	X
		Deliver first phase short course programme to industry	24 (FCR) 100 (AEB)	June 2024	X	X	X
		Develop and introduce the apprenticeship standard in Plumbing and Heating (Environmental Pathway)	12	Sept 2004	X	X	X
		Introduce additional modules for existing plumbing and electrotechnical students	131	July 2024	X	X	X
Increase the College's T-Level offer	Currently delivering one T-Level in Building Engineering Services (Electrical) at Herefordshire College (16 students).	Increase the number of students studying T-Level Building Engineering services	16	Sept 2023	X		X
		Introduce T-Level in Early Years Educator	36	Sept 2023			X
		Develop T-Level in Animal Management, Equine and Livestock	93	Sept 2024		X	X
		Develop T-Level in Business Administration	39	Sept 2024	X		X
Review the College's Technical Level 4&5 offer	The College currently delivers the HNC in Engineering (Herefordshire College)	Develop and approve HND/HTQ (L5) Engineering	NA	June 2024	X	X	X
		Develop and approve HTQ Modern Methods of Construction	NA	June 2024	X	X	X
		Develop and approve HTQ Health Care Assistant Practitioner	NA	June 2024	X		X
Develop work place provision in Health Care (Apprenticeships)	The College currently delivers apprenticeships in Health Care in Shropshire only	Deliver apprenticeships in Health Care (Levels 2 – 5 depending on demand) in Herefordshire	10	Dec 2023	X		X
Continue to work through the Marches Education Partnership to deliver programmes in response to LSIP identified priorities	The College has co-delivered two successful SDF pilot programmes in Health and Low Carbon Technologies.	In conjunction with the region's other post-16 providers, develop provision that responds to priorities highlighted by the LSIP (Yet to be approved and published).	TBC	July 2024	X	TBC	X

As per the college's accountability statement on page 11 regarding HLNSC's contribution to national, regional, and local skills priorities, an update on the contributions thus far is as follows:

Aim 1, Develop the facilities and provision in to deliver programmes for low carbon technologies

- *Complete and fully equip phase 2 of the Low Carbon Technology Training Centre (LEP Energy Fund) by September 2024*

On target to complete phase 2. Our new courses are designed to equip individuals with the skills and knowledge needed to install a wide range of green energy solutions.

- *Deliver first phase short course programme to industry by June 2024*

Ongoing, with 63 of the targeted 124 enrolments across programmes. Currently, the Centre is taking bookings for training in Solar Photovoltaic Systems, Air Source Heat Pump Systems, BPEC Water Regulations, and Domestic Hot Water Storage Systems courses, offering comprehensive theory and practical elements. These courses are designed to equip individuals with the skills and knowledge needed to install a wide range of green energy solutions and are recognised by MCS.

- *Develop and introduce the apprenticeship standard in Plumbing and Heating (Environmental Pathway) by September 2024*

Ongoing, with 18 of the targeted 12 on programme by September 2024. Expanding the curriculum, the college has included MCS accredited training courses for industry professionals, including the environmental pathway of the Plumbing and Heating apprenticeship which is currently running with eight on programme, and further intake of 10 targeted for 2024-25.

- *Introduce additional modules for existing plumbing and electrotechnical students by July 2024*

Ongoing, students have had access to and experienced the equipment and facilities but to date have not achieved formal qualifications. This is due to a delay in accreditation approvals and capital works underway. Students will have additional modules by July 2025.

Aim 2, Increase the College's T-Level offer

- *Increase the number of students studying T Level Building Engineering services, by September 2023*

HLNSC offers the Electrical Installation T-Level: Building Services Engineering, which is a two-year programme studied full time. Currently 19 students of the 16 targeted are on programme, 11 in Year 1 and eight in Year 2. Alongside workshop-based practical sessions and class-based theoretical delivery, linked to both electrical installation and the wider building service sector, learners undertake substantial work experience placements to help prepare for their career pathway. Electrical Installation T-Level: Building Services Engineering - HLNSC

HLNSC offers the Engineering T Level, which is a two-year programme studied full time. Due to number of applications this did not run for the current academic year. The college will run this course for academic year 2025/26. The programme has been developed in collaboration with employers and businesses for the content to meet the needs of industry and prepare learners for work. Learners complete common core content designed to provide a generalised understanding of engineering, progressing onto an occupational specialism, under the guidance of expert staff with extensive industrial experience in the engineering sector. Engineering T-Level - HLNSC

- *Introduce T Level in Early Years Educator by September 2023*

HLNSC offers the Education & Childcare T Level in Herefordshire and Shropshire. For academic year 2023-24 HLNSC had 26 starts, and currently, for academic year 2024-25, 47 applications. The target was to achieve 36 on programme, which is two years studied full time, and designed to give learners a comprehensive understanding of the sector (0-7 years) providing a balance between classroom learning and hands-on experiences. The course includes a core set of underpinning knowledge, concepts and skills tailored for the industry and occupation of choice. Education and Childcare T Level Yr 1 - HLNSC

In addition to the T Level, HLNSC also offers Skills Bootcamps in Early Years which prepares individuals for employment in nurseries and schools, typically within a teaching assistant role. The bootcamp includes

key topics around preparing to work in schools such as safeguarding, communicating with children, young people, and adults, and how to keep young people healthy, safe and well. Attendees are awarded with a college certificate and will benefit from guaranteed interviews with local employers.

- *Develop T Level in Animal Management, Equine and Livestock by September 2024*

On progress to complete by target. HLNSC is offering the two-year Animal Care and Management T Level across both Herefordshire and Shropshire for September 2024 entry. The course is designed to give learners the skills and knowledge they need to enter a career in the animal care sector, such as veterinary nursing, zookeeping or animal welfare.

HLNSC will offer the Equine and Livestock T Level, which is a pathway within the Agriculture, Environmental and Animal Care route. The course will be split into two main components: the core, which is assessed by external exams and an employer set project, and an occupational specialism, assessed by a synoptic assignment.

- *Develop T Level in Business Administration by September 2024*

On progress to complete by target. HLNSC will offer the Business and Administration T Level for September 2024 entry. The two-year programme will support the development of core knowledge and skills needed to enter a range of management and administration occupations and includes at least nine weeks working with an employer on an industry placement.

In addition to the T Level in Business, HLNSC also offers Skills Bootcamps in Leadership & management which aims to provide a range of key management skills to those working in industry, in a leadership and management role, or those looking to upskill. The course will build on participants leadership capabilities and develop leadership and management skills using knowledge gained and used in the workplace.

Participants will develop skills, confidence and competence using a variety of work-based leadership and management scenarios, and act as

a refresher for those dealing with day-to-day issues in a leadership/management role.

Delivered virtually over seven weeks, topics explored include workforce planning; managing and chairing meetings; handling compassionate and courageous conversations.

[Leadership & Management Bootcamp - HLNSC](#)

Aim 3, Review the College's Technical Level 4&5 offer.

- *Develop and approve HND/HTQ (L5) Engineering by June 2024*

HLNSC has approval to run and will teach the Level 4 and 5 HTQ in Engineering, with two pathways. In addition, the college will provide modular delivery options for AY2024/25.

Mechanical Engineering
This higher education programme is designed to improve career prospectus and broaden knowledge of those in the engineering industry, supporting those in mechanical manufacturing, production, project management and other related disciplines.
[Engineering Mechanical L4 HNC (HTQ) - HLNSC](#)

Electrical and Electronic Engineering
An academic and work-related course, this is designed to improve the career prospectus of those working in the engineering industry and wishing to broaden their skills set, supporting a career path in electrical and electronic engineering, engineering maintenance, production, project management and related disciplines.

HLNSC is contributing to the Local Skills Improvement Fund project that Telford College is leading on developing manufacturing and engineering skills to expediate the automation of the manufacturing sector, including food and drink production.

HLNSC's newly developed training centre will provide users access to a range of automation in manufacturing resources, including CNC Mill and CNC Lathes, rapid prototyping equipment, programmable logic controllers, programmable robot arms, extensive simulation software and

testing equipment to develop students understanding of component design development, testing and manufacture.

- *Develop and approve HTQ Modern Methods of Construction by June 2024*

HLNSC has approval to run and will teach the Level 4 Higher Technical Qualification (HTQ) in Modern Methods of Construction. In addition, the college will provide modular delivery options for AY2024/25.

Providing the skills, knowledge and understanding needed to achieve high performance in the construction environment and provide core skilled required for a range of careers in construction, specifically related to management and operations.

The awarding body has worked closely with CABE; CIAT; CIHT; IHE; ICE; iStructE and Royal Institution of Chartered Surveyors in develop the programme.

[HNC in Modern Methods of Construction (subject to validation) - HLNSC](#)

The Local Skills Improvement Fund construction project HLNSC lead on is to provide seven new or upgraded specialist training suites across the Marches. The specialist training centres are designed to help the construction sector multi-skill and upskill the existing workforce as well as brining new entrants into the workforce.

There are several areas where skills shortages are apparent: site supervision, Retrofit, Modern Methods of Construction (MMC) incorporating digital skills all of which demand new skills with the introduction of new technologies and materials.

HLNSC are converting a 185m2 space to provide a dedicated classroom, workshop, and plant room to support MMC, Retrofit, sustainable construction, digital applications for construction, and environmental technology and systems.

Extending on our current curriculum offer, HLNSC is including more current practices utilised within the construction industry, specifically the use of digital applications and software: a module in digital applications

for construction, building information modelling and principles of alternative energy, thus supporting the upskilling of staff wishing to embark on a supervisory career and those moving into retrofit.

Expanding our curriculum, HLNSC has included MCS and other accredited training courses for industry professionals, for example the L3 Retrofit Award.

- *Develop and approve HTQ Health Care Assistant Practitioner by June 2024*

HLNSC has paused its development and approval of the HTQ due to the Healthcare Practitioner standards currently under review, and the partner university developments with the Foundation Degree in Health & Social Care. A Higher-Level Health Care route will be in place by June 2025.

Aim 4, Develop workplace provision in Health Care (Apprenticeships)

- *Deliver apprenticeships in health Care (Levels 2 -5 depending on demand) in Herefordshire, by December 2023*

HLNSC works closely with NHS Foundation Trust and has partnered with them to provide courses to develop personal skills by learning, sharing, and advancing expertise. Courses will include the Principles of Team Leading and Chartered Management Institution Certificate in Principles of Management & Leadership, both aimed at upskilling staff in Health and Social Care organisations who may be clinical or non-clinical. This includes healthcare assistants, support workers, maternity support workers, rehab assistants, therapy assistants, receptionists, ward clerks, coordinators, and administrators.

HLNSC offers an established and successful skills bootcamp in Health, a programme preparing individuals to enter the healthcare sector. With a variety of practical and theory-based sessions, the fundamentals of becoming a healthcare worker, including the required standards for the Care Certificate are included, along with a guaranteed interview at the end of programme. This programme supports those wanting to enter employment, and has been successful due to partnership engagements,

such as the county's Department for Work & Pensions, Wye Valley Trust, and healthcare organisations.

[Health Bootcamp - Accelerated Learning - HLNSC](#)

HLNSC continues to develop its Health provisions, acknowledging the need to upskill and/or reskill as appropriate. This includes working with partners, such as the Integrated Care System covering The Marches, to provide provisions to support those in the workplace.

Aim 5, Continue to work through the Marches Education Partnership to deliver programmes in response to LSIP identified priorities

- *In conjunction with the region's other post-16 providers, develop provision that responds to priorities highlighted by the LSIP (Yet to be approved and published), by July 2024.*

HLNSC works collaboratively with the Marches Education Partnership to deliver programmes in response to The Marches Local Skills Improvement Plan and leads on one of the two projects currently underway. The college leads on the Local Skills Improvement Fund Construction project, working with Telford College and Shrewsbury College, and contributes to the Fund's Engineering project, led by Telford College, and supported by other training providers.

HLNSC's Marches Education Partnership Construction programmes running or due to run from September 2024 includes:

Building Information Modelling (Level 4)
Digital Application for Construction Information (Level 4)
Principles of Alternative Energy (Level 4)
Retrofit Award (Level 3)
Domestic Heating & Plumbing (Environmental) Apprenticeship (Level 3)
Environmental Technologies (Level 3)

In addition, the Construction project HLNSC are leading on also oversees the following Construction programmes by partners as follows:

Upskilling in Offsite Construction
NVQ in Insulation and Building Treatments
Construction Management Workshops
Supervising in Construction

HLNSC's Marches Education Partnership Engineering programmes due to run from September 2024 includes:
Electrical Machines (Level 4)
Fluid Mechanics (Level 4)
Production Engineering for Manufacture (Level 4)
Visit The Marches Education Partnership website here where the prospectus is available to download, in addition to finding course information online: [Home | Marches Education (marches-education.co.uk)](http://marches-education.co.uk)

Multiply

Funded by Shropshire's UKSPF, HLNSC provides free bespoke programmes for the workforce for employees to boost their numeracy skills, and businesses to upskill their workforce.

Interventions range from increasing confidence with numbers; money management; helping children with numeracy homework, to name a few.

Multiply can take place across Shropshire, and those who enrol must be aged 19+ and not already be working at Level 2 standard, or equivalent.

[FREE Multiply Maths Courses - Available Now! - HLNSC](http://hlnsc.ac.uk)

Distance learning

HLNSC provides a vast range of fully funded distance learning provision which enables employees to study in their own time, around working hours. The courses are designed to update knowledge and contribute to professional development in the workplace.

Start dates and times are flexible, with duration typically being 15 weeks. Those who enrol must be aged 19+ and live in either Shropshire or Herefordshire.

Complementing The Marches Local Skills Improvement Plan findings, our related distance learning provisions includes:

- Business Administration Principles
- Customer Service Principles
- Falls Prevention Awareness
- Lean Organisation Management Techniques
- Preparing to work in Adult Social Care
- Principles of Prevent and Control of Infection in Health Care Settings
- Self-hard and Suicide Awareness & Prevention
- Team Leading Principles
- Understanding Dignity and Safeguarding in Adult Health and Social Care
- Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace
- Understanding Nutrition and Health
- Working with Customers in Health and Social Care

[Distance Learning Courses - HLNSC](#)

END

For any questions or queries in relation to this report, please contact the Head of Projects and Business Development: j.edmunds@hlnsc.ac.uk or call 01432 365 313

Herefordshire, Ludlow & North Shropshire College

ANNEX No. 1

SHREWSBURY COLLEGES GROUP

SHREWSBURY
COLLEGES GROUP

Detail provided by the Institution.

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

CURRICULUM & SKILLS STRATEGY

Introduction

As part of the Skills & Post 16 Education Act 2022 and the new section 52B of Further and Higher Education Act, Shrewsbury Colleges Group have a duty to review its contribution to meeting skills needs – at a local level, but also at a regional and national level, with a view to ensuring individuals secure employment. This is at the core of Shrewsbury Colleges Group curriculum and skills provision planning.

Our intent is to offer the right skills for now and for the future through innovative, relevant, and responsive training and qualifications – right for the region of Shropshire, for jobs for our students and employers.

We are working with our local and regional partners to do just that and to improve our economy. In working with our key stakeholders and our employer partners, we aim to develop flexible, relevant programmes that, wherever possible, are bespoke to their needs and right for the workplace.

Our Vision

Quite simply, our vision outlines what we are aiming for in the future, in terms of our long-term goals:

▶ Shrewsbury Colleges Group, where every student makes outstanding progress.

Our Mission

Our mission describes why we are here, our purpose and what we do, which is to:

▶ Provide outstanding academic, technical, and vocational education and training for all 16-19 students and adults
▶ Be a local centre of excellence for higher education
▶ Be the college of choice.

Our Pillars

▶ Student Centred
▶ Integrity
▶ Professionalism
▶ Continuous Improvement
▶ Positive
▶ Inclusive

About Us

Shrewsbury Colleges Group (SCG) was formed in 2016 from the merger of the sixth form and general colleges in Shrewsbury. We are the largest sixth form college in the country with an annual turnover of £31M, having grown from £22M at point of merger. As a college, we employ 700 staff and are proud to be working with and supporting over 9,000 students offering a wide range of courses from Entry level to Degree level.

SCG is the only post-16 provider in the state sector within Shrewsbury, as well as serving 11-16 schools across Shropshire. It also attracts significant numbers of students from 11-18 schools and from schools outside of Shropshire. Our 16-18 student numbers have grown from 3200 at merger to over 3800. SCG is the largest A Level provider in Shropshire (1750 A Level students), offering up to 38 A Level courses developing academic knowledge, skills and behaviours in preparation for university and/or employment. In addition, the college provides an extensive portfolio of up to 78 vocational/technical full-time courses developing vocational and technical skills supporting next steps into higher education and/ or employment. The college is proud that c.800 students enter university each year. Students from the college perform exceptionally well at university, consistently out-performing other sixth form colleges, school sixth forms and independent schools in terms of % of students achieving 1st and 2:1 class degrees.

Adult provision consists of over 4000 students studying part-time and full-time further education qualifications, higher education, and community learning.

The college is very proud to be working with more than 600 employers from across the region. Apprenticeship numbers have grown from 770 to 920 in the last two years, focused mainly on the expansion and developing skills needs within Construction and Engineering.

In response to meeting skills needs the college has opened a new Automotive Centre, in partnership with regional and national employers, facilitating training in hybrid and electrical technology; opened two new brick workshops due to increased demand; expanded and refurbished existing electrical and plumbing facilities; opened a new renewable energy training centre; created an additional engineering workshop and an E-Sports suite. This capital investment has enabled the development of the colleges curriculum to continue to meet local and regional skills needs through partnership working.

The college was rated as **'Good'** with **'Outstanding'** features by Ofsted in the report of January 2022. A key strength of the college in the last two inspections is how the college meets skills needs. SCG is Matrix accredited for Information, Advice and Guidance and is certified as meeting all eight of the Gatsby Benchmarks for effective careers guidance.

Putting Employers at the Heart of Post 16 Skills

Key to the success of SCG has been the strong partnerships formed with businesses, educational establishments, civic and other partners. This report sets out our ambitions and provides greater clarity of direction.

A Commitment to Developing Skills for the Region

To do this we:

▶ Encourage our local and regional employer partners to engage with the Shropshire Chamber of Commerce, supporting SCG in shaping the technical skills provision so that it meets local labour market needs

▶ Continue to capitalise on the awarded Strategic Development/Local Skills Improvement Funding to reshape the college's provision addressing local priorities that have been agreed with local employers

▶ Continue to ensure the college has up-to-date and expert advice on the labour market and national skills gaps

▶ Continue to roll out T Levels to prepare students for entry into skilled employment or higher levels of technical study including apprenticeships

▶ Continue to roll out Higher Technical Qualifications (levels 4 and 5) aligned to local priorities

▶ Introduced degree level Modular programmes for individuals to gain higher-level skills that employers need

▶ Continue to grow apprenticeships, in response to local labour market skills and recruitment needs

▶ Continue to provide creative and flexible Adult Numeracy training to meet employer needs and support people to progress into employment or further study.

We will continue to work with employers to ensure they are at the heart of post-16 skills, driving technical and higher technical skills provision.
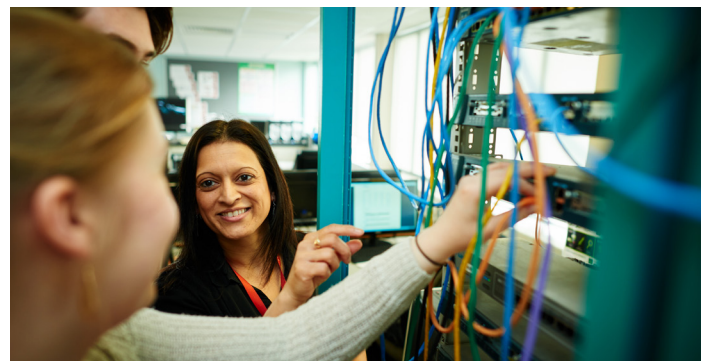
Meeting Local Skills Needs

Recognising employers are at the heart of the system, SCG have created several Employer Skills Advisory Panels (SAPs), totalling 37 active members from across the region who represent national and international organisations as well as local SME's. The aim of these panels is to give employers a central role working with SCG contributing to the Marches Local Skills Improvement Plan and shaping our technical skills provision so that it meets local labour market skills needs.

The following panels represent the LSIP priority sectors in:

▶ Digital

▶ Construction and Renewable Technologies

▶ Engineering and Manufacturing

▶ Health & Social Care

▶ Professional Services

Our SAP members contribute to producing high quality skills analysis which form a robust evidence base for SCG to identify skills and employment priorities in the short and longer-term. Our members have been influential in the introduction of new provision meeting skills needs (e.g. Renewables/Digital/ Modern Methods of Construction/Leadership & Management), the securing of industry placements developing technical skills, knowledge and behaviours, their contribution to successfully awarded bids (in excess of £1M) and their curriculum engagement as guest speakers, industry sponsors and more.

Investing in Local Skills Priorities

SCG has made a significant investment in local skills priorities; specifically, Health, Engineering and Construction (including Renewable Technologies) through its awarding of Government funding via the Strategic Development/Local Skills Improvement funds (SDF/LSIF).

The success of receiving these funds have facilitated change to the provision that have been endorsed by local employers. The investment of funds has enabled SCG to upgrade existing facilities and purchase specialist equipment to provide the very best of skills training supporting local priorities.

In collaboration with two local further education colleges and private training providers, SCG have been able to launch and deliver skills boosting training programmes across 3 sector specific projects to provide invaluable skills development opportunities. These being:

1.   Health (2021-22: SDF)

The work done by NHS and social care staff in the fight against Covid-19 had earned great praise – but also put services under tremendous strain. This, the first of the three projects, enabled SCG to launch a series of short programmes over a course of 18 months designed to help recruit, retain and retrain staff within and across the Health & Social Sector. Such programmes included:

▶ Introduction to Working in the Care Sector

▶ Introduction to Working in the Health Sector

▶ Infection Prevention and Control

▶ Safeguarding

▶ Developing Digital Skills

The funds enabled SCG to invest in the building of a purpose-built mock hospital ward using cutting-edge technology to help train local people using specialist health equipment and have been able to provide technology-led learning, including the use of virtual and augmented reality.

2.   Renewable Technologies (2022-23: LSIF)

The success of Project 1 funded by the Strategic Development Fund, placed SCG in a strong position to bid for further funds to support skills needs aligned to local priorities. The Strategic Development Fund awarded SCG £500K worth of funding for an exciting new project in low carbon, renewable technologies, resulting in a significant investment in building a Renewables Centre (Net Zero Skills Hub) to provide opportunities to upskill the existing workforce, educating and training the future workforce in Renewables. After analysing the skills needs and identifying skills gaps, SCG have designed and introduced several new qualifications and training programmes which now include:

▶ Introduction to Air Source Heat Pumps

▶ Installation & Maintenance of Air Source Heat Pumps

▶ Introduction to Domestic Electrical Vehicle Charging Equipment

▶ Domestic Electrical Vehicle Charging Equipment Installation

▶ Electricity Energy Storage Systems

▶ Solar Photovoltaic Installation

▶ Solar Domestic Hot Water Heating Systems

▶ Warm Water Underfloor Heating Installation

The colleges Net Zero Skills Hub continues to provide outstanding opportunities addressing local skills priorities in the supporting and developing of existing and next generation of plumbers and electricians.

3.   Construction & Engineering (2023-24: LSIF)

The Department for Education (DfE) have recognised the success and impact providers are contributing to in addressing local, regional, and national skills needs funded by the LSIF. SCG secured further funding from the DfE (via the LSIF) to further support the reshaping of its Engineering and Construction provision to address local skills priorities that have been agreed with local employers. A funding package of £700K has enabled SCG to further boost skills training in the manufacturing, engineering, and construction sectors.

The funding, from the Government's LSIF, covers two specific projects:

I.   To address staff and skills shortages in the manufacturing and engineering sectors, including food and drink production.

II.   To build a 'green skills' construction workforce, with a focus on promoting environmental technologies.

For each of the above projects, SCG have utilised the fund to invest in specialist equipment and facilities, with the revenue funding helping the college to respond to locally agreed priorities:

Project I: **Engineering (addressing the skills shortages in Automation and Modern Methods of Welding Manufacture)**
The capital investment has enabled the college to invest in the creation of 'Automation Suite' and extend its existing fabrication and welding workshop to create an 'Advanced Welding Zone'.
Skills development programmes addressing local skills needs include several short, accredited upskilling training programmes in Automation and Industrial Control. In addition, several short non-accredited upskilling training programmes are offered in Robotic Welding, Advanced Methods of Fabrication, Automation, Industrial Control, Programmable Logic Controller and Panel Building.

Project II: **Construction (addressing the skills shortages with Modern Methods of Construction, Construction Management and Retrofit)**
Skills development programmes addressing local skills needs, include short Construction Industry Training Board (CITB) approved management workshops, employer led bespoke training in modern methods of construction and accredited qualifications in insulation and building treatments.

Expert Advice on the Labour Market

In addition to employer engagement on local skills needs with our SAP members, SCG gains further insights into the evidence-based assessment of the skills needs of the local economy through the Marches Local Skills improvement Plan.

Working closely with the Chamber, SCG are committed in responding to the key changes needed in the local area to meet employer and local labour market needs.
Building on the existing evidence, SCG will continue to review its qualification and training portfolio, determine where the key skills mismatches are both now and in the future, and which courses and training returns the best value for young people and adults.

Apprenticeships that work for all Employers

Employer-led standards have helped SCG to transform its apprenticeship provision into a prestigious programme that better meets the needs of employers across the Shropshire and wider region. SCG have over 900 apprentices on the new, employer-led standards directly contributing to addressing the skills needs for the region.

Apprenticeship opportunities with SCG consists of:

► Accounting
► Construction
► Business
► Childcare and Education
► Electrical Installation
► Engineering
► Motor Vehicle
► Plumbing

SCG continues to increase its focus on priority sectors with existing and emerging skills needs, guided by the Shropshire LSIP skills priorities. SCG are already engaging with the construction, health, engineering, and digital sectors to better understand and tackle the specific barriers these sectors face in making full use of apprenticeships.

T Levels: a prestigious technical programme

In September 2023, students across the region started on the first ever T Levels delivered at SCG. SCG are proud of our programme, which is based on employer-led standards and offers a prestigious technical alternative to A Levels. T Levels at SCG are an option of choice for the many 16- to 19-year-olds who want to progress into skilled employment or onto higher levels of technical education.

From 2023, SCG introduced 6 T Levels covering 7 technical education routes which are aligned to local skills needs.

Our T Level portfolio for students consist of:

▶ **Construction Route:** Design, Surveying and Planning
▶ **Health Route:** Supporting Adult Nursing
▶ **Engineering Route:** Electrical / Electronic Engineering
▶ **Engineering Route:** Mechanical Engineering
▶ **Business and Administration Route:** Business Support
▶ **Digital Route:** Digital Production, Design and Development
▶ **Early Years Route:** Early Years Educator

Designed to prepare students for entry into skilled employment, in some cases through an apprenticeship, or for higher levels of technical study at college or university. Students spend most of the course in the classroom fitted with specialist training facilities, developing the knowledge, skills, and behaviours that employers need for their chosen occupation. They also spend at least 45 days on a meaningful industry placement, putting the skills they have developed into practice and gaining first-hand experience of industry. This combination of provision enables young people to leave SCG well prepared to be successful and productive in their chosen occupation – and provides employers with a pipeline of job-ready employees.

SCG want as many young people as possible to benefit from T Levels and labour market intelligence informs us that further demand for skills development is needed in priority sectors aligned to Health, Early Years and Professional. Therefore, the college has invested over £2M to create and provide the very best of facilities and specialist equipment to develop skills aligned to local needs. SCG's plans for the forthcoming academic year, 2024-25 include further expansion of the college's T Level provision to introduce further technical education routes:

▶ Health: Supporting Mental Health
▶ Health: Supporting Midwifery
▶ Early Years: Assisting Teaching
▶ Business and Administration: Management & Leadership

In addition, SCG will be introducing 5 new T Level Foundation programmes from Sept 2024 designed to develop the skills, knowledge, and behaviours to support progression onto a T Level. These new programmes will provide the platform to develop the technical skills in readiness for their T Level programme:

▶ Construction
▶ Early Years
▶ Health
▶ Engineering
▶ Digital

T-LEVELS
THE NEXT LEVEL QUALIFICATION

Developing Higher Levels Skills

Since the LSIP publication, SCG continues to respond and reform its higher technical education provision to meet the needs of the adult market, employer requirements with the aim of providing a popular and prestigious choice for developing higher level skills.

SCG have committed to implementing the new Higher Technical Qualifications (HTQs) that have been developed by employers and awarding bodies, to ensure that individuals get the right training, knowledge, and skills to succeed in the workplace. The securing of £600K (2023) through the Higher Skills Injection Fund has enabled SCG to invest and provide the very best of specialist equipment and training needs to further develop higher level skills opportunities.

The plan is a phased, multi-year roll-out of approved HTQs aligned to local skills needs, with different occupational routes coming on stream over a 3-year period.

September 2023

▶ Digital
▶ Construction

September 2024

▶ Health
▶ Business and Administration
▶ Engineering
▶ Computing

September 2025

▶ Education and Early Years
▶ Creative and Design

SCG curriculum reforms have ensured the quality of their higher technical qualification portfolio is giving employers and applicants confidence in their value. SCG will continue to review and expand its provision of higher technical education by responding to, and driving up, labour market demand in and across the Shropshire region.

SCG recognises that many individuals need to access courses in a more flexible way, to fit study around work, family, and personal commitments, and to retrain as both their circumstances and the economy change. In 2023, the DfE announced the launch of a £5 million initiative (Modular Accelerator Programme: MAP) to encourage universities and colleges to develop and offer individual modules of HTQs. SCG was one from only 24 colleges and universities selected to provide grant funded tuition fees (valued at £265K) for individuals to study HTQ modules in academic years 2023/24 and 2024/25.

SCG provide MAP funded higher level modules in the following occupational areas aligned to local skills needs in:

▶ Business and Administration
▶ Construction, design and build
▶ Digital
▶ Education and Early Years
▶ Engineering and Manufacturing
▶ Health
▶ Computing

Individuals engaging with the SCG higher level modular programme will reap the benefits of:

- Free tuition fees, with nothing for the individual to pay in academic years 2023/24 and 2024/25
- The opportunity to complete a higher-level module of a HTQ free of charge and without committing to the full course
- The opportunity to gain higher level skills to support a chosen career path or business
- Flexible delivery – shorter, more flexible higher-level courses to fit around work, childcare or caring responsibilities.

Enhanced Numeracy Skills

Multiply is a fully funded government scheme that offers maths courses to adults aged 19 and over. It is part of the government's £560M programme to help transform the lives of hundreds of thousands of adults by improving their numeracy skills.

Since the introduction of this programme (2022), SCG have been awarded three annual contracts valued at more than £500K to deliver bespoke adult numeracy programmes, designed to boost individuals' numeracy skills in work and daily life. In collaboration with a group of local training providers, SCG offer a comprehensive suite of numeracy programmes, meeting the needs of both the Shropshire community and local employers.

To date the project has been a huge success with the successful engagement of hundreds of adults in developing their numeracy skills, both individually and for the benefit of business.

Achievements to Date

- Over 3500 individuals have undertaken qualifications/training in the priority sectors of Construction, Engineering, Health, Digital and Professional
- Over 40 new qualifications and/or training programmes created in addition to addressing local skills shortages
- The implementation of Skills Advisory Panels (SAP) aligned to sector priorities
- 37 SAP members working in collaboration to understand and address key local skills needs together
- Over £1.5M invested in reshaping specialist provision to address local skills shortages that have been agreed with local employers.
- Supporting over 900 apprentices in developing knowledge, skills and behaviours addressing local skills needs
- Over 2M invested in T Levels developing the technical skills and knowledge aligned to local skills priorities
- Over £850K awarded to invest in Higher Technical Qualifications further developing higher level skills
- Supporting over 350 individuals in developing their higher-level skills
- Over 500 adults successfully engaged with Multiply further developing their Numeracy skills; enhancing their employment prospects, career earnings, well-being and opportunities to progress into higher levels of training.

Glossary of Terms

DfE   Department for Education
ERB   Employer Representative Body
HTQ   Higher Technical Qualifications
LSIF   Local Skills Improvement Funds
LSIP   Local Skills Improvement Plans
MAP   Modular Accelerator Programme
SAP   Skills Advisory Panel
SDF   Strategic Development Funds
SCG   Shrewsbury Colleges Group
UKSPF   UK Shared Prosperity Fund

Key References

▶ **Skills for Jobs: lifelong learning for opportunity and growth**

▶ **Marches local Skills improvement Plans**

▶ **Shrewsbury Colleges Group Strategic Plan 2022-2025**

▶ **Shropshire's Economic Growth Strategy 2022-2027**

ANNEX No. 1
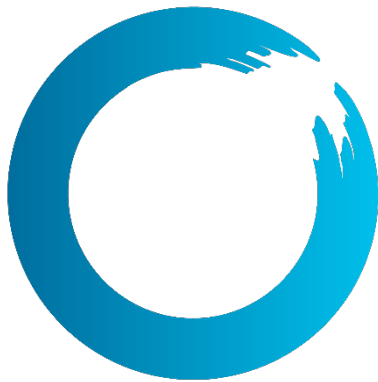
TELFORD COLLEGE

Detail provided by the Institution.

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

Telford College has a long history of working with the local stakeholders in developing the curriculum offer and addressing the local, regional and national skills priorities. It is strategically committed to being an integral and collaborative stakeholder within the local economy, holistically preparing students for employment. By working with employers, we collectively make a major contribution to meeting the skills need and economic success of the Marches Area and the West Midlands. In 2021-22, the College worked with more than 800 individual businesses across the Marches, contributed more than £226 million to the region's economy, generated a return of more than £25, from our A level, apprenticeship and higher education courses, for every £1 of Government investment.

The Marches LSIP report was the starting point for several ambitious opportunities for Telford College to provide stability and growth to local businesses by swiftly adapting the opportunities on offer to develop new programmes to reflect employer demand. The College has four key specialisms that align to the local and regional skills priorities: Engineering, Digital, Health & Science, and A Levels. Investment in these specialisms has been prioritised to ensure that high quality resources and clear curriculum pathways are in place to address skills shortages within these sectors. The specialist areas are also linked to high quality Universities or other academic institutions. Putting employers at the heart of the local skills system [Skills for Jobs White Paper] is evidenced through these **Employer Hubs** which have supported the identification of specific career paths and employment opportunities that make Telford College unique and purposeful for the local community. We are proving highly successful in creating a shared understanding between industry and education contributing to improved employer links, increased availability of industry placements and the identification of key knowledge, skills, and behaviours most relevant to each career pathway. Managers continue to draw on the intelligence from these meetings to further shape the curriculum offer.

The **Engineering Hub**, which includes large employers such as Avara Foods and Muller, is successfully supporting the design of an apprenticeship programme at level 2. The collaborative working has contributed to the development of the level 3 apprenticeship, adult courses, and study programmes, through the choice of optional units that more closely align with the local employment needs. Through the collaboration within the hub, employers raise any emerging problems that may be overcome through further education and training. This may enable apprentices to carry out elements of the standards with another company where this cannot be satisfied within

their current workplace. The hub is also proving successful in educating employers about the change in educational landscape and the new qualifications that students may have achieved when applying for role.

The £1.8 million investment in the Wellington campus to transform it into a technical and vocational training centre of excellence, with a University presence, has contributed to over 450 heating engineers successfully completing new bootcamp-style short programmes to reskill and upskill workers in the manufacturing, engineering and construction sectors in 2023/24. In addition, a £600,000 upgrade of advanced manufacturing and electrification centre, with the creation of a new Retrofit Skills Lab for renewable energy training; including solar and battery power technology and electric vehicle charging, resulted in securing £224,000 in WMCA funding for 2024/25 to upskill electricians in electrical sustainability.

The **Health Hub** engages with local and regional National Health Service (NHS) Trusts and the Shropshire, Telford and Wrekin Integrated Care System (STWICS) in considering the most effective collaborative working arrangements to facilitate increased recruitment to health and social care related employment and developing the existing work of the STWICS People Plan. Telford College opened a new cutting-edge Clinical Skills Centre, to train students for a wide range of careers in health and social care. The £430,000 facility was officially opened by Simon Whitehouse in 2023, chief executive of NHS Shropshire, Telford & Wrekin, who described it as 'absolutely fantastic'. We have already achieved a 30% increase in students enrolling on health and social care. We have had over 200 students benefit from hands on, clinical training in the clinical skills lab with industry experiences lecturers. The ICS are using the facilities to upskill their workforce which is helping with retention. We've had over 800 HCSW trained through the academy since 2022. We've trained over 60 NHS staff to achieve a L3 teaching qualification and over 60 adults have attended a step into NHS programme, with half achieving employment or further education in the sector.

The **Digital Hub** is responding to the local need for increased recruitment to digital roles across all business sectors within the Marches area. This activity is specifically linked to the Station Quarter Project, funded by the Towns Fund Board, to create a new Digital & Maths Skills Hub in Telford town centre. Collaborative work with key local employers, to design a new curriculum that is accessible from a Town Centre location will use innovative teaching and learning practices to raise student aspiration, whilst uplifting the current skill level of the local community. Concurrently, the Digital Hub has assisted in creating alignment and clarity of progression between the various digitally based programmes and facilitated further learning opportunities for adults and those with little experience in the sector. Telford College is the first educational provider to create a virtual augmented reality suite (VR), with £750,000 investment, to provide students with real-life learning environments to equip them for going into the workplace, resulting in a growth of 21% in student applications for Business, Digital and Professional Studies for the 2024/25 intake.

In response to the issues raised by employers in the Marches LSIP Stage 1 research and the colleges own research, with and feedback from employers, the college has introduced our **'EMERGE'** student development strategy to help counteract a situation employers feel is worsening. **EMERGE** was developed as a personal development programme for all students, unique to Telford College students, with over 70 employability and soft skills - including digital skills- to accelerate personal development which aligns with ambitious career goals. The **EMERGE** outcomes raise the career aspirations of students and improve their engagement. Students feel good and well-being increases as a result of the positive feedback they receive from the digital EMERGE platform. Students understand what skills they've got or have developed on programme, that they can apply when they leave college and that a business or organisation is looking for. The outcomes on each student's digital platform helps them to articulate their growth and personal development, and supports students' career aims and aspirations significantly.

Rated the number one performing college in the West Midlands Combined Authority area for upskilling

professional programmes, leading to employment, Telford College is an award-winning provider, with accolades in 2023/24 from the UK Learning Technologies Award, AoC Beacon Awards and FE First Awards, including having an international platform as keynote speaker at the Texas, SXSW EDU Conference in 2024 for the use of VR technology and augmented reality learning facilities.

Building on the recent achievements we set out several aims and target outcomes for the year ahead in an action plan, that reflects how we will continue to respond to national, regional and/or local priorities and skills needs. This includes transition to T Levels to align to the priorities identified in the latest ERB Stage 2 report, including Health, Early Years, Business Management and Manufacturing, and new HTQ provision in Digital, Business & Health would support employers in recruiting more L4+ qualified workforce.

Haybridge Rd, Wellington, Telford TF1 2NP
01952 642200

ANNEX No. 2

Additional Information on

LOCAL SKILLS IMPROVEMENT FUND (LSIF)

Though the report highlighted the work of Marches Education Partnership and the Local Skills Improvement Fund (LSIF), this prospectus and detail will support the reader to understand the full offer being presented. The Local Skills Improvement Fund (LSIF) was granted to a collective of six training institutions across the Marches area in October 2023, after they made a successful bid to Government. Funding to allow them to offer new facilities, courses and equipment in skills areas articulated by employers to have severe shortages. Shortages highlighted by Shropshire Chamber of Commerce's extensive research, carried out directly with a wide range of employers across the Marches area and the subsequent publication of Shropshire Chamber's Marches Local Skills Improvement Plan (LSIP) Report, which was signed off by the Secretary of State in August 2023.

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Marches Education Partnership Prospectus

Useful Links

https://marches-education.co.uk/

Press Release: April 2024

Marches Education Partnership website launched.

Today sees the launch of the Marches Education Partnership website https://marches-education.co.uk/. Education organisations across the Marches have secured a £2.5 million funding package to boost skills training in the manufacturing, engineering and construction sectors – with a particular focus on 'green' technologies.

It will see new training centres opened and new courses delivered across Telford & Wrekin, Shropshire and Herefordshire, under the Marches Education Partnership banner.

The project involves Herefordshire, Ludlow and North Shropshire College, Herefordshire and Worcestershire Group Training Association, In-Comm Training Services Ltd, SBC Training, Shrewsbury Colleges Group, and Telford College – supported by Telford & Wrekin Council and Shropshire Chamber of Commerce.

The funding from the Government's Local Skills Improvement Fund (LSIF) addresses specific skills needs identified in the latest Local Skills Improvement Plan (LSIP) compiled by Shropshire Chamber on behalf of the Department for Education.

It will see the launch of 14 new training centres and the creation of at least 30 new courses to meet what the partners describe as some of the region's 'most significant sectors', working closely with local employers.

The investment will address staff and skills shortages in the manufacturing and engineering sectors, including food and drink and construction, and build a 'green skills' construction workforce with a focus on environmental technologies.

The aim is to ensure that people seeking careers in growing sectors such as green energy, digital and construction – or looking to upskill for career development – can access improved skills training, helping them secure good jobs closer to home.

The projects are due to be delivered before the end of 2025. Around £1.2 million will be spent on new equipment and technology, with the remainder contributing towards curriculum development, staff development, promotion, and project management costs.

Education secretary Gillian Keegan said: "This investment is about boosting local industries, building people's skills and ultimately futureproofing our economy and the career prospects of the next generation."

End

ANNEX No. 2

MARCHES EDUCATION PARTNERSHIP
PROSPECTUS

Detail provided by the Institution.

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

Contents

Introduction

The Marches Education Partnership has secured £2.5 million to boost skills training in the manufacturing, engineering and construction sectors – with a particular focus on 'green' technologies.

It will see the launch of 14 new training centres and the creation of at least 30 new courses across Herefordshire, Shropshire and Telford & Wrekin.

The project will address staff and skills shortages in the manufacturing and engineering sectors, including food and drink and construction, and build a 'green skills' construction workforce with a focus on environmental technologies.

The aim is to ensure that people seeking careers in growing sectors such as green energy, digital and construction – or looking to upskill for career development – can access improved skills training, helping them secure good jobs closer to home.

Course List

Herefordshire and Worcestershire Group Training Association

Herefordshire and Worcestershire Group Training Association (HWGTA) is an employer led, not for profit training provider offering bespoke apprenticeships and training to local businesses and communities. HWGTA has over 50 years of experience in delivering excellent training across the two counties, consistently rating above the national average for learner success rates, holding "Outstanding" grading from Ofsted and maintaining successful, long-term relationships with local employers.

HWGTA is unique in its employer led approach; with local business leaders heading up the voluntary board of directors, the training model adapts and continuously improves to fit the needs of local businesses. HWGTA manage the recruitment of apprentices, matching them with local employers and qualifications relevant to their industry and job role. Training is delivered via blended learning methods and tailored to the needs of the Employer, coupled with a dedicated monitoring officer assigned to each learner to support them on their apprenticeship journey in the workplace. Engineering Apprentices spend their first year in the fully equipped training centres, learning an array of skills which they take into the workplace during the remainder of their apprenticeship.

HWGTA are excited to open a new Automation training facility in our Hereford centre and be able to offer the latest automation training both as part of our apprenticeship provision and as short courses as shown in this prospectus.

Contact Details

01432 274310

info@hwgta.org

hwgta.org

Introduction to PLC

Duration 3 Days

About the course

This course provides an introduction to Programmable Logic Controllers (PLC's) and how they are used in various manufacturing and automation environments. Working with the latest Siemens Logo and S7 equipment in our new Automation facility, delegates will get a hands-on experience of programming PLC's in various real-life scenario's.

The course will identify different types of PLC's and their structure and applications, understand how PLC's work, cover programming and controls, look at input/outputs and provide an introduction to fault finding

What you could do next

Engineers looking to further enhance their automation skills can undertake the Level 4 Advanced PLC course to increase your knowledge and skills, or the Level 3 Introduction to Robotics course to discover how PLC and Robotics can work together.

Key Points

HWGTA is foremost in providing bespoke training for workplace competence and qualifications across Herefordshire, Worcestershire and further afield, working in partnership with individual organisations to identify their training requirements both to develop existing employees and to recruit and train new personnel.

Advanced PLC

Duration 3 Days

About the course

This course will take delegates familiar with Programmable Logic Controllers (PLC's) and expand on their knowledge to prepare them to an advanced level. Working with the latest Siemens S7 equipment in our new Automation facility, delegates will get a hands-on experience of programming PLC's in various real-life scenario's.

This advanced course looks at designing HMI's, networking PLC's, creating automated sequence programs and improving fault finding capability. The course is designed to be a practical experience that allows delegates to link the learning to the workplace.

This course is an ideal progression for delegates that have completed the Introduction to PLC course, or previously completed an engineering apprenticeship.

What you could do next

Develop your knowledge further by undertaking a manufacturer specific PLC training course, or level 3 Introduction to Robotics course to discover how PLC and Robotics can work together.
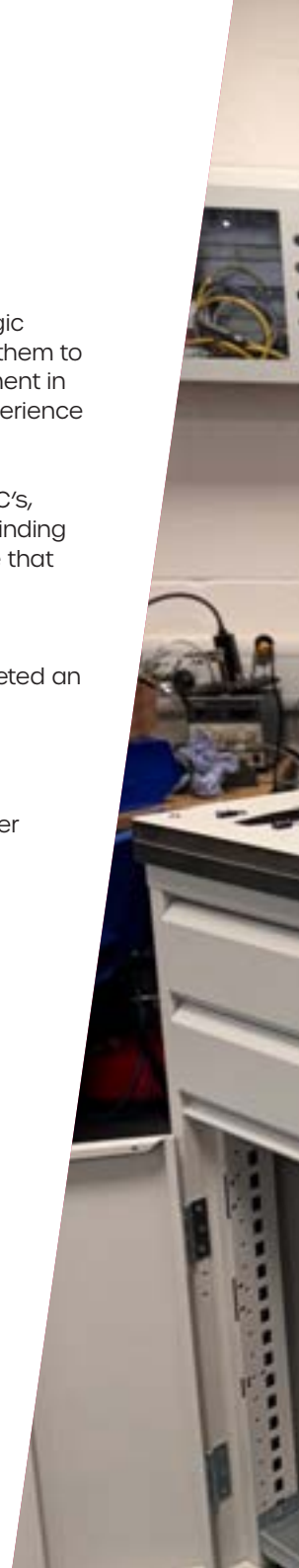
Key Points

HWGTA is foremost in providing bespoke training for workplace competence and qualifications across Herefordshire, Worcestershire and further afield, working in partnership with individual organisations to identify their training requirements both to develop existing employees and to recruit and train new personnel.

Introduction to Robotics

Duration 3 Days

About the course

This course will provide an introduction to the world of robotics and how they are used in various manufacturing environments. Using a combination of simulation and programming software and working with our Universal Robots Collaborative Robot delegates will get a hands-on experience.

Delegates will begin with an understanding of the safety principles and capabilities of robots, moving on to develop understanding of the software, hardware, setup and look at how robots link with other equipment such as conveyors through the use of inputs and outputs of measurement devices and controls.

The course requires a prior knowledge of electrical, pneumatics and PLC.

What you could do next

Engineers looking to further enhance their robotic skills can undertake a Programming of Robots or Industrial Robot course. Level 3 or 4 PLC courses will enhance the link between Robotics and automation in manufacturing.
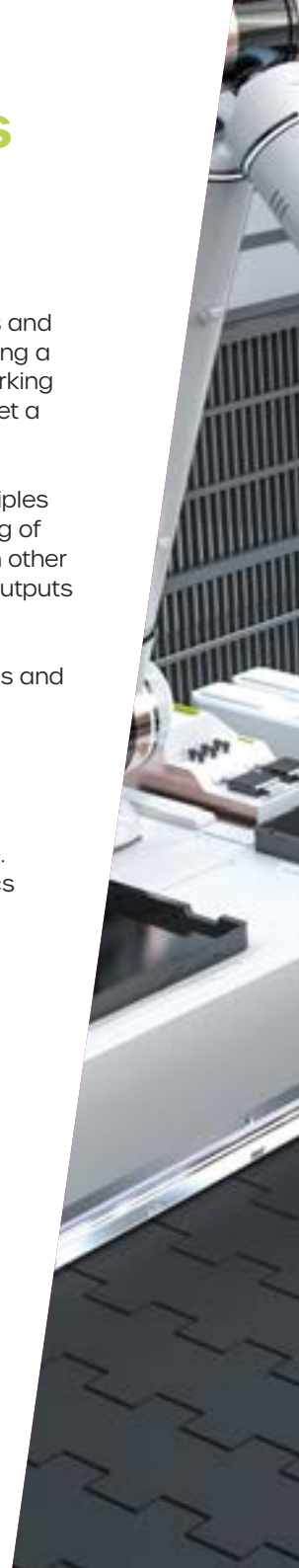
Key Points

HWGTA is foremost in providing bespoke training for workplace competence and qualifications across Herefordshire, Worcestershire and further afield, working in partnership with individual organisations to identify their training requirements both to develop existing employees and to recruit and train new personnel.

Herefordshire, Ludlow & North Shropshire College

Herefordshire, Ludlow and North Shropshire College group is made up of five colleges covering Herefordshire and Shropshire.

We work together to boost skills and improve knowledge right across the region, contributing to increased economic prosperity, innovation and inspiration.

From A Levels to apprenticeships, vocational courses to higher education – there's something for everyone.

Our five colleges boast excellent, modern facilities including specialist workshops, our new Low Carbon Technology Training Centre, professional training restaurants, salons, science labs, equestrian centres, domestic and exotic animals and more. There's been recent investment and renovation across all campuses.

You will be given the opportunity to excel and succeed in your learning by our well-qualified and highly professional tutors.

The vast majority of our students progress to higher level courses, including university studies, and then into employment.

The College is rated 'good' by Ofsted, with our students' attitudes and behaviours 'outstanding'.

Contact Details

0800 032 1986

enquiries@hlnsc.ac.uk

hlnsc.ac.uk

Building Information Modelling

About the course

Put simply, Building Information Modelling (BIM) looks to ensure that better information is created, shared and kept secure so that the design, construction, occupation and maintenance of our built assets can be more efficiently managed.

The aim of this unit is to give students the background knowledge and understanding of Building Information Modelling in the context of the construction industry. Students will be introduced to the drivers and benefits associated with BIM, as well as the terminology that surrounds it.

What you could do next

The knowledge and skills gained in this unit will allow students to understand the importance of BIM in the context of current roles and responsibilities in the construction industry. Students will also gain an understanding of how this may influence future choices in their professional careers.

Key Points

Our new BIM suite is the perfect location to learn more about the subject, whilst developing both practical and theoretical knowledge.

Digital Applications for Construction Information

About the course

Central to construction information is the production of construction drawings, most other forms of construction information will rely, to a greater or lesser degree, on reference to construction drawings. Therefore, the production of accurate and clearly defined construction drawings is a critical part of the overall construction information package. To achieve this, digital applications play a key role in the production of construction drawings. They provide a way to manage drawing information and make changes with greater efficiency and can be shared readily through a variety of digital communication systems.

What you could do next

On successful completion of this unit, students will be able to discuss the key the range of digital applications utilised within the construction industry, and present construction information packages, including drawing, schedules, and specifications for a given project.
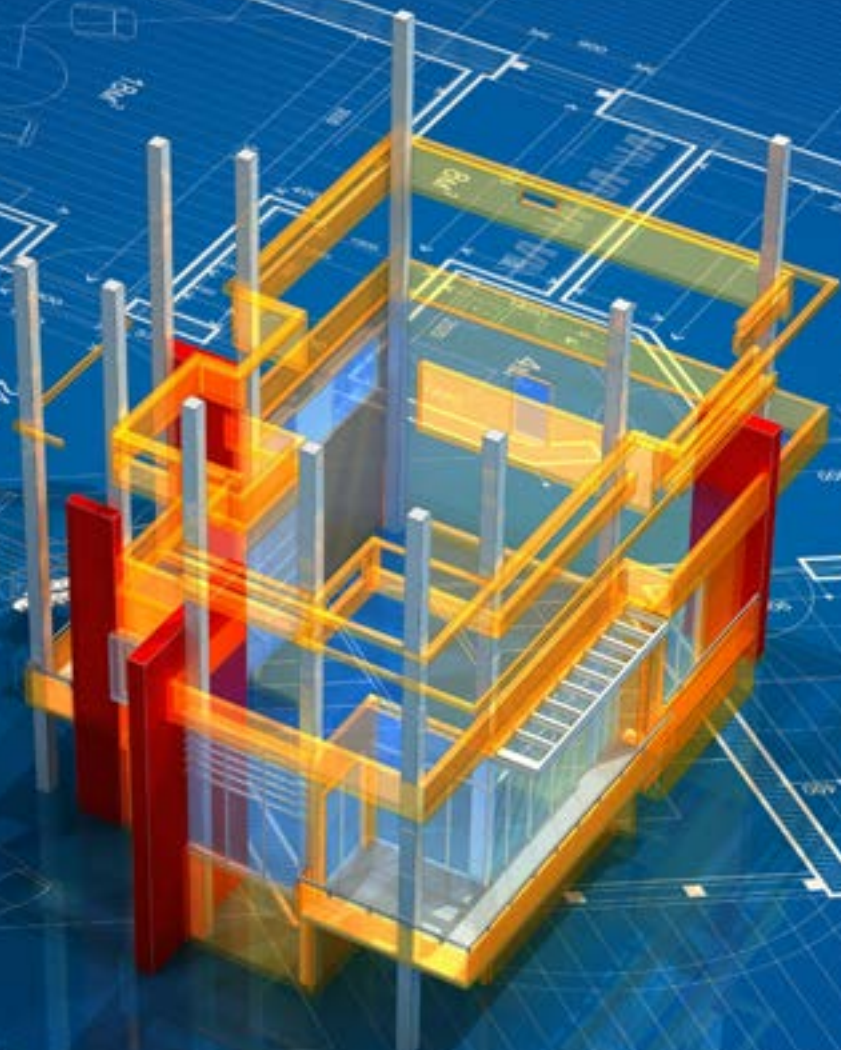
Key Points

Our specialist staff are knowledgeable, experienced and enthusiastic about upskilling those involved in the construction sector.

Principles of Alternative Energy

About the course

Governments around the world have recognised the importance of tackling energy consumption in the built environment and have instituted legislation to address these issues. New technologies that harness solar, wind and hydro energy are now established systems for generating power and heat. Along with other innovations, such as heat pumps and biofuel, these sustainable energy systems are often incorporated into the design of new construction projects.

The aim of this unit is to develop students' knowledge of current and future energy technologies and to be able to apply that knowledge to the analysis and assessment of their effectiveness.

What you could do next

On successful completion of this unit, students will be able to research and design alternative energy systems and assess new technologies available to the construction industry.

Key Points

Our Low Carbon Technology Training Centre makes HLNSC the ideal organisation to provide courses focussed on the reduction of carbon emissions.

Retrofit Award

About the course

Retrofit Advisors will play a key role as the UK reduces its carbon emissions by improving energy efficiency and retrofitting many of the country's 27 million homes.

Retrofit Advisors work in a range of organisations such as housing associations, local authorities, energy and utility companies and specialist retrofit companies. It is the responsibility of a retrofit advisor to give independent advice to homeowners or residents, with a view to help them understand retrofit and the impact it will have on their property.

What you could do next

Retrofit Advisors are often the first point of contact for residents and have 2 key responsibilities: they provide support and advice throughout and administrative process support through the retrofit project, whilst also liaising with coordinators, designers, and installers to ensure everything is going to plan.

Key Points

Our Low Carbon Technology Training Centre makes HLNSC the ideal organisation to provide courses focussed on the reduction of carbon emissions.

Domestic Heating & Plumbing (Environmental) Apprenticeship

About the course

Plumbing and Domestic Heating Technicians plan, select, install, service, commission and maintain all aspects of plumbing and heating systems.

Due to the nature of the industry, it is common for plumbing and domestic heating technicians to find themselves working both inside and outside of properties. Associated work also requires plumbing and heating technicians to be able to work independently or as a team and use their knowledge and skills to ensure that both the system and appliances are appropriately selected and correctly installed, often without any supervision, and done so in a safe, efficient and economical manner to minimise waste.

What you could do next

The environmental pathway within this course puts future plumbing and domestic heating technicians at the forefront of installing new and exciting environmental technologies like heat pumps, solar thermal systems, biomass boilers and water recycling systems.

Key Points

Our Low Carbon Technology Training Centre makes HLNSC the ideal organisation to provide courses focussed on the reduction of carbon emissions.

Environmental Technologies

About the course

This qualification is aimed at individuals who require, or wish to develop, a basic knowledge and understanding of fundamental working principles, potential to install, and regulatory requirements for micro-renewable and water conservation technologies.

What you could do next

With a specific focus on solar thermal systems, heat pumps, biomass, solar photovoltaic systems, and water conservation, this award is designed to prepare eligible learners to progress to the specialist knowledge and competence for the installation, commissioning, handover, inspection, service and maintenance of micro-renewable energy and water conservation technologies.

Key Points

Our Low Carbon Technology Training Centre makes HLNSC the ideal organisation to provide courses focussed on the reduction of carbon emissions.

Electrical Machines

About this course

Electrical machines can be found in manufacturing, transport, consumer appliances and hospitals. People will come across them every day in their home and at work. They convert energy in three ways: transformers which change the voltage level of an alternating current; motors which convert electrical energy to mechanical energy; and generators which convert mechanical energy to electrical energy. Transducers and actuators are also energy converters and can be found in a wide range of industrial and domestic applications.

This unit introduces you to the characteristics and operational parameters of a range of electromagnetic powered machines that are used in a variety of applications. Among the topics included in this unit are:

- Principles underlying the operation and construction of transformers

- Induction motors

- Synchronous machines

- Electromagnetic transducers

Actuators, and generators; and operating characteristics of electrical machines such as voltage, current, speed of operation, power rating, electromagnetic interference (EMI) and efficiency.

What you could do next

On successful completion of this unit, you will be able to identify the constructional features and applications of transformers; investigate the starting methods and applications of three-phase induction motors and synchronous machines; investigate the types of generator available in the industry and analyse the operating characteristics of electromagnetic transducers and actuators.

Key Points

Our state-of-the-art workshops and labs contain everything you need to gain an insight into modern engineering design, manufacture, automation, robotics, maintenance and electrical and electronic technologies. Our staff not only have the technical knowledge, but also have extensive experience within the engineering industries and a passion for sharing this with others.

Fluid Mechanics

About this course

Fluid mechanics is an important subject to engineers of many disciplines, not just those working directly with fluid systems. Mechanical engineers need to understand the principles of hydraulic devices and turbines (wind and water); aeronautical engineers use these concepts to understand flight, while civil engineers concentrate on water supply, sewerage and irrigation.

This unit introduces you to the fluid mechanics techniques used in mechanical engineering. The hydraulic devices and systems that incorporate the transmission of hydraulic pressure and forces exerted by a static fluid on immersed surfaces. Topics included in this unit are:

- Pressure and force

- Submerged surfaces

- Fluid flow theory

- Aerodynamics

- Hydraulic machinery

What you could do next

On successful completion of this unit, you will be able to work with the concept and measurement of viscosity in fluids, and the characteristics of Newtonian and non-Newtonian fluids; examine fluid flow phenomena, including energy conservation, estimation of head loss in pipes and viscous drag; and examine the operational characteristics of hydraulic machines, in particular the operating principles of various water turbines and pumps.

Key Points

Our state-of-the-art workshops and labs contain everything you need to gain an insight into modern engineering design, manufacture, automation, robotics, maintenance and electrical and electronic technologies. Our staff not only have the technical knowledge, but also have extensive experience within the engineering industries and a passion for sharing this with others.

Production Engineering for Manufacture

About this course

All the manufactured products we use in our daily lives, from processed food to clothing and cars, are the result of production engineering. Production engineers need to have a comprehensive knowledge and understanding of all the possible production technologies available, their advantages and disadvantages, the requirements of the production system operation and the interaction between the various components of the production system.

This unit introduces you to the production process for key material types; the various types of machinery used to manufacture products and the different ways of organising production systems to optimise the production process; consideration of how to measure the effectiveness of a production system within the overall context of the manufacturing system; and an examination of how production engineering contributes to ensuring safe and reliable operation of manufacturing.

What you could do next

On successful completion of this unit, you will be able to illustrate the role and purpose of production engineering and its relationship with the other elements of a manufacturing system. You will also be able to select the most appropriate production processes and associated facility arrangements for manufacturing products of different material types and design a production system incorporating a number of different production processes.
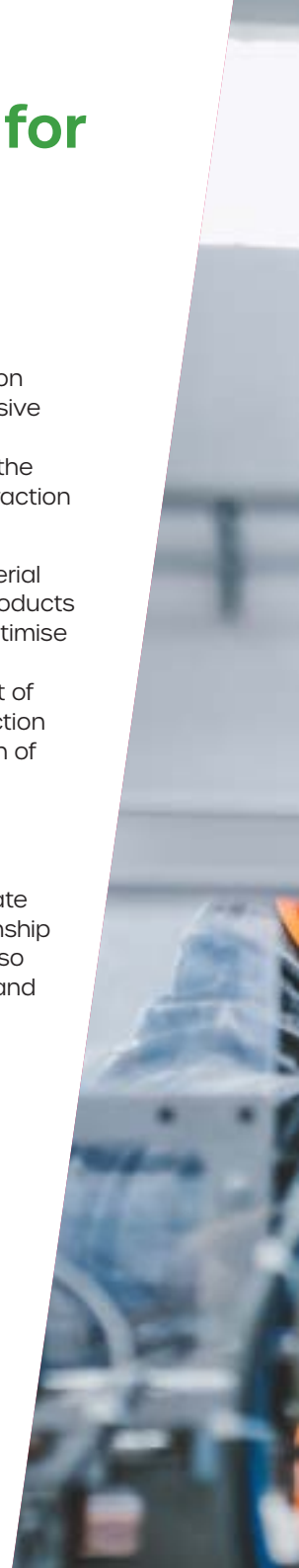
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IN-COMM
TRAINING SERVICES

In-Comm Training, which is rated 'outstanding' by Ofsted, is one of the UK's leading independent training providers, supporting over 1000 apprentices and 500 companies every year with apprenticeships, upskilling opportunities, and strategic consultancy.

Operating from two world class technical academies in Aldridge and Telford, the company has pioneered an employer-led approach to skills, engaging with firms to understand their requirements and then collaborating with them on shaping course delivery, launching new training facilities and futureproofing staff for years to come.

The strategic technical partnerships are one of its unique strengths, closely followed by a £7m investment drive that has given learners access to state-of-the-art technology in CNC machining, CADCAM, 3D printing, fluid power, robotics, welding, metrology and tooling capabilities through the recent partnership with Brandauer.

In-Comm Training's home in Telford - at the heart of the traditional industrial revolution - was created in direct response to what employers in the area required and massive demand has seen it reach near capacity with learners and apprentices.

Contact Details

01952 482290

sales@in-comm.co.uk

in-comm.co.uk

InCommTraining

Incomm_training

Introduction of a dedicated automation line – May 2024

There has been a massive rise in the number of advanced manufacturing companies locating and expanding in the Marches, looking to take advantage of new opportunities in automotive, aerospace, electrification, and renewables.

With the rise in interest has come a need to upskill or reskill workers to meet demand, especially around robot programming and automation and this is where In-Comm Training will make a real difference to The Marches Education Partnership.

Tapping into funding from the Government's Local Skills Improvement Fund (LSIF), In-Comm Training is working with Telford-based Bauromat to design a dedicated 7-axis robotic automation line at its M54 Technical Academy.

Installation is underway and will be completed by May 2024, providing learners with access to a Kuka robot and a single servo powered head and tailstock positioner, along with a Kyrus guarding enclosure.

The latest addition to the Telford facility will help existing engineers upskill or reskill in a new engineering discipline, providing companies with a more agile workforce and one that is more prepared for the move to more automation and digital transformation.

This will be focused on three Level 3 courses in Industrial Robot Technology, Principles of Robotics, Programming of Robotics and a Level 4 course in Industrial Robotics.

Engineers will learn how to interact with PLCs, perform essential maintenance and automate production lines, whilst also touching on competence elements of fluid power, hydraulics, and pneumatics.

Principles of Robots

Duration 3 days - non accredited

About the course

- Know the hazards, health and safety requirements associated with robotic systems safety

- Understand the different types of robots used within the workplace

- Understand the manual operating principles of robots

- Understand basic robot programming

This Level 3, short non-accredited three-day course aims to give learners an insight into the world of robotics.

Popular modules:

- Robotic systems safety

- Types of industrial robot

- Manual operation

- Basic robot programming

What you could do next

Level 3 or 4 accredited robotics course.

Key Points

This course is an introduction to what robots are and then a small amount of programming to know the basics.

Programming of Robots

Duration 4 days - non accredited

About the course

- Know the hazards, health and safety requirements associated with robotic systems safety

- Understand the different types of robots used within the workplace

- Understand the manual operating principles of robots

- Understand robot programming

This Level 3, short non-accredited four-day course allow learners to develop robotic programmes specific to engineering tasks.

Popular modules:

- Robotic systems safety

- Types of industrial robot

- Manual operation (jogging)

- Intermediate robot programming

- Coordinate systems

- Tool systems

What you could do next

Level 3 or 4 accredited robotics course.

Key Points

This course is an introduction to what robots are, setting up and the programming of robots.

Industrial Robot Technology

Duration 10 days - EAL accredited unit

About the course

- Know the hazards, health and safety and maintenance requirements associated with industrial robots and robot work cells

- Understand the operating, design and control principles of modern industrial robots and typical robot work cells

- Understand the operating principles of industrial robot sensors and end effectors

- Be able to produce a working programme for an industrial robot or robot work cells

This Level 3 ten-day course aims to develop learners' understanding of the operation and control of industrial robots, which will give them the knowledge and skills needed to work safely when producing programmes for robots or robot work cells.

Popular modules:

- Hazards and health, safety and maintenance requirements associated with industrial robots and robot work cells

- Operating, design and control principles of modern industrial robots and typical robot work cells

- Operating principles of industrial robot sensors and end effectors

What you could do next

Level 4 HNC robotics.

Key Points

A 10 day course covering programming and theory behind robots, mixing theoretical assessments and report writing with practical programme writing.

Industrial Robotics

Duration 10 days - HNC accredited course

About the course

- A greater understanding of the electrical, mechanical, hydraulic and pneumatic operation of common industrial robots

- Know how to select and programme an industrial robot for given requirements

- Be able to consider safety considerations

- Be able to assess the economic future of robot technologies in manufacturing

This Level 4, ten-day course encourages learners to investigate the range, operation and benefits of industrial robots within manufacturing applications.

Among the topics included are industrial robot selection and programming and safety protocols that anticipate future developments in industrial robot technology.

Pearson accredits this programme as part of their Level 4 suite of Higher National Unit qualifications.

Popular modules:

- Introduction to and a history of robotics

- Types of robots

- Robotic applications

- Benefits of automation

- Robotic foundations: axes, kinematics, co-ordinates, frames & arm configuration

- Safety & cell design; aspects, hardware and offline programming

- Operator supervision

- Interfacing with PLC and use of HMI

- I/O overview

- Home/Ref positioning

- Use of registers

- Pendant layout & safety

What you could do next

Developing your knowledge further with a full HNC course.

Key Points

A 10 day course covering programming and theory behind robots, mixing theoretical assessments and report writing with practical programme writing.

Shropshire's longest established private training provider, SBC Training has been delivering high quality vocational training programmes and apprenticeships across the county for 40 years. Thousands of individuals have been supported into permanent employment and in their journey towards the achievement of their career goals.

SBC Training is a provider of general engineering training and apprenticeships and is rated by employers as one of the top apprenticeship providers in Shropshire. Group sizes are kept to a level where individual's learning needs are fully supported and wherever possible programmes are customised to ensure that specific employer needs are met.

WHAT DO WE DO?

SBC Training is an experienced provider of training to a wide range of business sectors contained within The Marches area. A wide range of Apprenticeship standards and stand-alone courses are facilitated from our training centres in Shrewsbury and Oswestry.
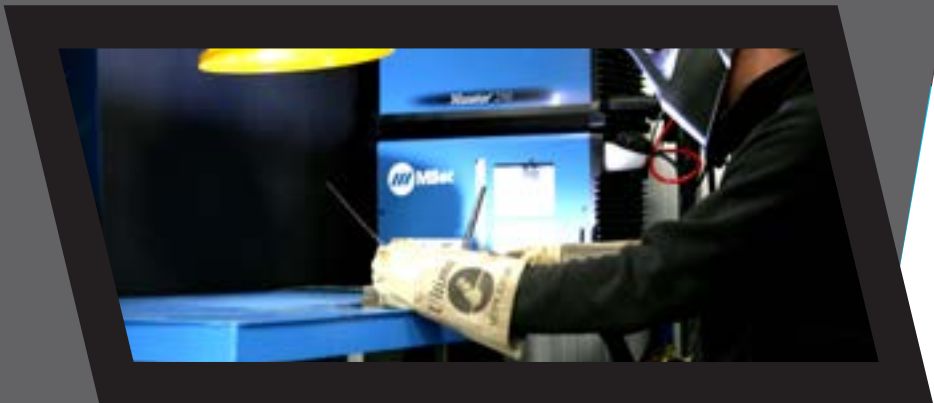
Contact Details

01743 454810

info@sbc-training.co.uk

sbc-training.co.uk

Robot Process and Functions

About the course

Are you interested in introducing automation into your welding production processes? If so, this course provides an ideal introduction into the use of robots in welding and fabrication environments that may help you to make decisions for organisational improvements.

• Understand industrial robot processes and functions

• Operate an industrial robot

Delivered over 3 x 3 hour sessions (day/evenings). This unit enables learners to understand industrial robot processes and functions and how to operate a robot.

What you could do next

A wide range of courses at Level 3 and above for those interested in developing their knowledge of robotics and automated processes.

Key Points

Learn in a small class setting and with a pragmatic approach to training delivery, we aim to help your business to grow.

SHREWSBURY
COLLEGES GROUP

Shrewsbury Colleges Group is Shropshire's largest provider of post-16 education. The college operates from three campuses, offering academic and vocational excellence, as well as Higher Education and Apprenticeship provision.

We have links and partnerships with over 600 local, regional, and national companies, providing opportunities for work experience, industry placements, apprenticeships, and employment. We continuously review our courses against local Labour Market Intelligence to ensure they meet the needs of the local economy with appropriate content for the current employment market.

WHAT DO WE DO?

We offer high-quality teaching along with tutorial support to guide you through the courses that we offer. With excellent facilities and resources, we provide an environment which supports your studies to get the outcome that you want.

At the core of our success is our commitment to you, as an individual. We want you to enjoy your time with us and achieve your potential.

Contact Details

01743 342602

employer@scg.ac.uk

scg.ac.uk/employers

Assembling, Wiring and Testing Electrical Panels/ Components Mounted in Enclosures

About the course

This aim of this 10 day, non-accredited course is to develop the understanding and skills needed to assemble, wire and test electrical panels/components mounted in enclosures.

What you could do next

There are various level 3 and level 4 options available to engineers wishing to further develop their skills and knowledge, including fully funded modules taken from the HNC (HTQ) in Electronic Systems including:

• Programming for Engineers

• Programmable Logic Controllers

Further opportunities are available by enrolling on additional modules or enrolling on the full higher level qualification.

Key Points

With dedicated training facilities, we are proud to partner with leading producers of electrical panels in both the UK and Europe.

Assembling and Testing Electronic Circuits

About the course

The aim of this 5 day, non-accredited course is to develop the understanding and skills needed to assemble and test electronic circuits. This course is flexible and with additional learning outcomes can be extended to 10 days.

What you could do next

There are various level 3 and level 4 options available to engineers wishing to further develop their skills and knowledge, including fully funded modules taken from the HNC in Electronic Systems including:

•   Programming for Engineers

•   Programmable Logic Controllers

Further opportunities are available by enrolling on additional modules or enrolling on the full higher level qualification.

Key Points

With industry specialists managing these programmes, you can be assured of the highest quality teaching in training suites equipped with modern equipment and tailored facilities.

Wiring and Testing Electrical Equipment and Circuit

About the course

The aim of this 10 day, non-accredited course is to develop the skills and knowledge needed to apply electrical wiring and testing procedures and techniques safely.

What you could do next

There are various level 3 and level 4 options available to engineers wishing to further develop their skills and knowledge, including fully funded modules taken from the HNC in Electronic Systems including:

- Programming for Engineers

- Programmable Logic Controllers

Further opportunities are available by enrolling on additional modules or enrolling on the full higher level qualification.

Key Points

With industry specialists managing these programmes, you can be assured of the highest quality teaching in training suites equipped with modern equipment and tailored facilities.

Advanced Welding Skills

About the course

This 30 week, accredited course is ideal for those wishing to take their welding skills to the next level. Welding processes available include Metal Inert Gas (MIG), Tungsten Inert Gas (TIG), or Manual Metal Arc. Learners will be required to produce high precision test pieces and be able to assess the quality of their welding via destructive testing techniques.

What you could do next

Level 4 Advanced Methodologies or for those who aspire to, or are already in a supervisory role, we offer fully funded modules in Leadership and Management with units taken from this HNC including:

• Organisational Behaviour Management

• Managing and Leading Change

Further opportunities are available by enrolling on additional modules or enrolling on the full higher level qualification.

Key Points

With a recently upgraded Advanced Fabrication and Welding Zone, the very latest technology is provided including training on lazer cutters, CNC press breaks and robotic welding.

Automation, Robotics and Programmable Logic Controllers (PLCs)

About the course

The aim of this unit, taken from the Pearson BTEC Higher Nationals Engineering Suite, is to investigate how Programmable Logic Controllers (PLCs) and industrial robots can be programmed to successfully implement automated engineering solutions.

Among the topics included are PLC system operational characteristics, different types of programming languages, types of robots and cell safety features.

On successful completion of this unit students will be able to program PLCs and robotic manipulators to achieve a set task, describe the types and uses of PLCs and robots available, write simple PLC programs, and program industrial robots with straightforward commands and safety factors.

What you could do next

Engineers wishing to further develop their skills and knowledge, may choose additional fully funded modules taken from the HNC in Electronic Systems or enrol to the full higher technical qualification.
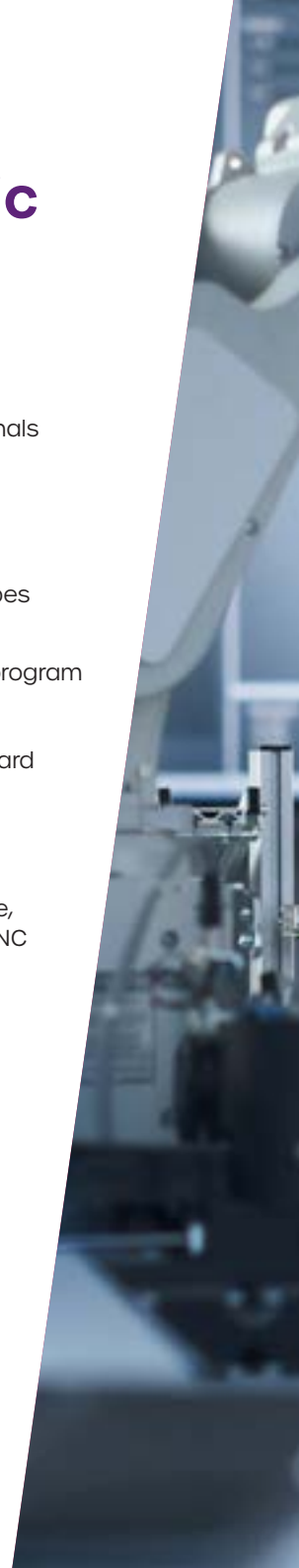
Key Points

Opportunities to train on FANUC, Robots and Cobots in our specialist training environment.

Electrical Systems and Fault Finding

About the course

The aim of this unit, taken from the Pearson BTEC Higher Nationals Engineering Suite, introduces students to the characteristics and operational parameters of a range of electrical system components that are used in a variety of applications; and how to fault find when they go wrong.

On successful completion of this unit students will be able to follow electrical system circuit diagrams, understand the operation of the various components that make up the system and select the most suitable fault-finding technique. Therefore, students will develop skills such as critical thinking, analysis, reasoning, interpretation, decisionmaking, information and communication technology literacy, innovation, creativity, collaboration, and adaptability.

What you could do next

Engineers wishing to further develop their skills and knowledge, may choose additional fully funded modules taken from the HNC in Electronic Systems or enrol to the full higher technical qualification.

Key Points

Offering a dedicated Higher Education centre, facilities are separate from the main college, providing an adult environment for higher level learning.

Monitoring and Fault Diagnosis of Engineering System

About the course

The aim of this unit, taken from the Pearson BTEC Higher Nationals Engineering Suite, provides an understanding of condition monitoring equipment and the skills required to carry out systematic fault finding on engineering systems. Designed to develop the system being investigated, along with a variety of fault diagnosis and test techniques. In addition, learning how to use diagnostic aids to solve problems on the system under investigation is also included.

What you could do next

Engineers wishing to further develop their skills and knowledge, may choose additional fully funded modules taken from the HNC in Electronic Systems or enrol to the full higher technical qualification.

Key Points

Offering a dedicated Higher Education centre, facilities are separate from the main college, providing an adult environment for higher level learning.

Upskilling in Offsite Construction

About the course

This bespoke course aims to address the skills needed to create a multiskilled workforce. Working with each individual organisation, we design a programme of trade training to suit your specific production requirements, delivering practical workshops at your site on a rotational basis.

What you could do next

Talk to us! We are here to listen to your business training needs and would be pleased to discuss further bespoke training to suit your processes, efficiencies and staff development.

For your managers, we offer fully funded modules in Construction Management and Modern Methods of Construction with units taken from these HNCs including:

- Legal and statutory requirements

- Site supervision and operations

- Principles of alternative energy

- Principles of offsite construction

Key Points

With relevant, industry experienced staff, we ensure the design of our training is aligned to meet the specific needs of your organisation.

NVQ in Insulation and Building Treatments

About the course

This NVQ course is aimed at experienced insulation workers, working in the construction industry, offering the opportunity for sole traders and employees to validate their skills and experience.

Offering both internal wall insulation and external wall insulation of domestic buildings and commercial properties, the College deliver this NVQ through the Onsite Assessment and Training (OSAT) route.

What you could do next

On completion of this NVQ, learners would be eligible to apply for the CSCS Gold Skilled Worker card.

For those who aspire to a supervisory role, we offer fully funded modules in Construction Management and Modern Methods of Construction with units taken from these HNCs including:

• Legal and statutory requirements

• Site supervision and operations

• Principles of alternative energy

• Principles of offsite construction

Key Points

Our NVQ assessors come from your industry so speak your language. Focussing on the practical skills and capturing knowledge in a variety of ways, this assessment programme is tailored around you and your role.

Construction Management Workshops

About the course

With 11 workshops to choose from, this rolling course, delivered at Shrewsbury College, offer topics that cover a variety of scenarios facing the new or aspiring manager.

Choose from:

One day workshops

- Developing yourself as a team leader
- Planning and monitoring work in construction
- Understanding, organising and delegating in construction
- Understanding the induction and onboarding of new staff in construction
- Understanding the recruitment and selection of new staff in construction
- Understanding training and coaching in construction

Two day workshops

- Achieving performance through people
- Delivery of site operations and logistics
- Handling difficult situations
- Leadership and management practice in construction
- Solving problems and making decision
- Understanding commercial awareness

What you could do next

Having attended some of these workshops, trainee managers and supervisors can continue to develop their skills and knowledge by signing up to our fully funded, more in-depth modules in Construction Management with units taken from the HNC:

- Legal and statutory requirements
- Site supervision and operations

Key Points

SCG are a CITB Approved Training Organisation (ATO) offering a range of approved courses, including these management workshops. For those employers who are eligible, attendance attracts CITB grants.

TELFORD COLLEGE

Telford College is working in partnership with employers to deliver the skills they need to adapt, grow, and thrive.

The unique and ambitious alliance between industry and education is raising aspirations and supporting employers to develop the quality of workforce they require, providing a pathway to higher quality and better paid careers.

An Ofsted rated 'Good' college, it is a key partner in the Marches Institute of Technology (IoT) which is committed to delivering world-class technical education and professional skills development.

Telford College is also playing a pivotal role in Local Skills Improvement Plan (LSIP) research, gaining a greater understanding of skills and training requirements across the region.

For adult programmes leading to employment, Telford College has been ranked the highest and top performing college in the West Midlands Combined Authority area, based on achievement and retention.

The college's vocational and technical centre of excellence in Wellington will be supported by a new Digital & Maths Skills Hub in Telford's Station Quarter from autumn 2024.

Contact Details

01952 642200

info@telfordcollege.ac.uk

telfordcollege.ac.uk

Key Dates and Information

A pathway to professional growth

Telford College is leading on the delivery of the 'Developing Manufacturing and Engineering Skills' element of the Marches Education Partnership.

The programmes have been tailored to address skills shortages in the manufacturing and engineering sectors and support greater automation - with a particular focus on fabrication, welding, and manufacturing engineering maintenance.

To help deliver the training, a £500,000 investment is being made in upgrading the already industry-standard engineering training facilities at the college's Wellington campus.

The facility already includes a Computer Aided Design (CAD) suite, plus welding bays, milling stations, robotics and computer numerical control machines. It is due to be completed by September 2024.

The new study programmes are a pathway to higher level professional skills development studies at Telford College, such as HND or HNC General Engineering, Engineering Manufacturing, and Engineering Maintenance.

Electronics for Maintenance Technicians

About the course

A maintenance technician is responsible for completing routine and emergency repairs to equipment, plant, machinery, and manufacturing systems.

These short courses are suitable for providing maintenance technicians with the skills and knowledge required to carry out basic fault diagnosis and repairs of printed circuit boards and other electronic components.

- An introduction to basic electronics

- Printed circuit board design and construction

- Fault diagnosis of electronics

- Printed circuit board repair

They can be booked as a block of four, or studied individually.

What you could do next

- More upskilling and reskilling short courses at the college's Retrofit Skills Lab

- Higher-level HNC General Engineering, Level 4 - for those working in an engineering related field looking to boost their career prospects and increase their skills.

Key Points

Our tutors have years of experience in their specialist fields – they don't just teach about it, they've been there and done it themselves.

Electrics for Maintenance Technicians

About the course

A maintenance technician is responsible for completing routine and emergency repairs to equipment, plant, machinery, and manufacturing systems.

These short courses are suitable for providing mechanical maintenance technicians with the skills and knowledge required to better understand electrical components and systems found in modern manufacturing and production machinery.

- Electrical safety for maintenance technicians

- Electrical devices for maintenance technicians

- Electrical fault diagnosis for maintenance technicians

- Electrical component replacement for maintenance technicians

They can be booked as a block of four, or studied individually.

What you could do next

- More upskilling and reskilling short courses at the college's Retrofit Skills Lab

- Higher-level HNC General Engineering, Level 4 - for those working in an engineering related field looking to boost their career prospects and increase their skills.
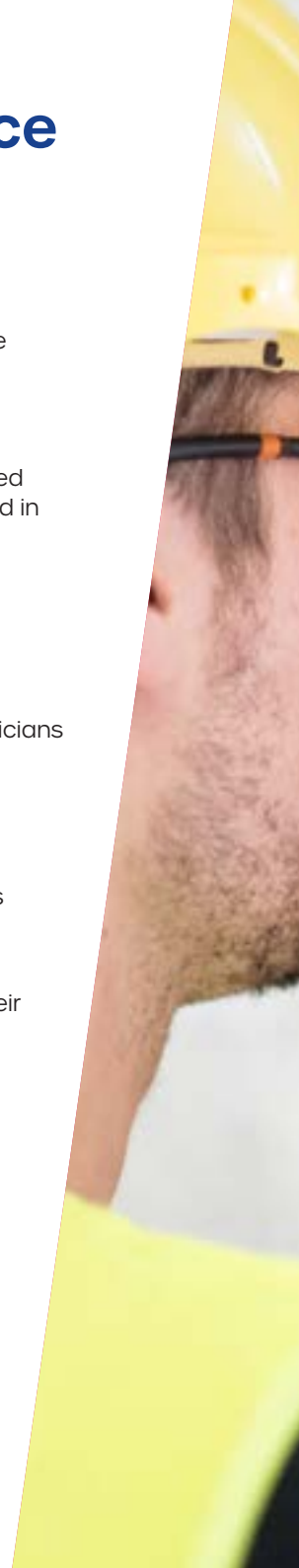
Key Points

You will learn your trade on the latest industry-standard equipment, in a realistic workplace-style environment.

Mechanics for Maintenance Technicians

About the course

A maintenance technician is responsible for completing routine and emergency repairs to equipment, plant, machinery, and manufacturing systems.

These short courses are suitable for providing electrical maintenance technicians with the skills and knowledge required to better understand mechanical/fluid power components and systems found in modern manufacturing and production machinery.

- Hydraulic/pneumatic safety

- Mechanical devices

- Hydraulic/pneumatic fault diagnosis

- Hydraulic/pneumatic component replacement

They can be booked as a block of four, or studied individually.

What you could do next

- More upskilling and reskilling short courses at the college's Retrofit Skills Lab

- Higher-level HNC General Engineering, Level 4 - for those working in an engineering related field looking to boost their career prospects and increase their skills.

Key Points

Our Haybridge campus is also home to a new Retrofit Skills Lab, which has been kitted out with the latest battery storage units, solar power systems and electric car charging points.

Automation for Maintenance Technicians

About the course

A maintenance technician is responsible for completing routine and emergency repairs to equipment, plant, machinery, and manufacturing systems.

These short courses are suitable for providing maintenance technicians with the skills and knowledge required to understand modern automation PLC programmes and the use of HMI's to aid in maintenance activities.

- An introduction to Programmable Logic Controllers (PLCs)

- Intermediate PLCs for maintenance technician

- Fault diagnosis of PLC systems

- Cyber security

They can be booked as a block of four, or studied individually.

What you could do next

- More upskilling and reskilling short courses at the college's Retrofit Skills Lab

- Higher-level HNC General Engineering, Level 4 - for those working in an engineering related field looking to boost their career prospects and increase their skills.

Key Points

Our study programmes have been created in partnership with local businesses, to ensure they deliver the skills which employers currently need.

Supervising in Construction

About the course

Construction supervisors are responsible for overseeing and co-ordinating a wide variety of tasks on a construction project, including budgeting, scheduling, quality, safety, and compliance.

They also need to communicate effectively with stakeholders, such as clients, contractors, engineers, architects, and workers.

These targeted short courses are designed to be completed typically in just one day.

- Confirming work activities and resources for construction supervisors

- How to develop and maintain good working relationships for construction supervisors

- Confirming occupational method of work for construction supervisors

- Implementing and maintaining health, safety and welfare practices for construction supervisors

- Co-ordinating and organising work operations for construction supervisors

- Monitoring progress of work against schedules for construction supervisors

They can be booked as a block of six, or studied individually.

What you could do next

- More upskilling and reskilling short courses at the college's Retrofit Skills Lab

Key Points

As the largest further education centre in Telford & Wrekin and Shropshire, we are recognised as a major training hub for local and regional employers.

Putting Employers at the Heart of the Skills Agenda

Marches Local Skills Improvement Plan (LSIP) is a long-term Department of Education (DfE) England wide project, to put employers at the heart of the post 16+ skills agenda, now and in the future. Businesses spoke, we listened, and change has already happened, but this was only the start.

Shropshire Chamber of Commerce is the Employer Representative Body (ERB) leading the Improvement Plan project for the Marches, covering Shropshire, Herefordshire and Telford & Wrekin. Stage 1 ran September 2022 to July 2023. Its objective was to gather, interpret and share employer feedback with training providers on skills, training, recruitment, and retention. Feedback from any business, large or small, based in full or part in the Marches, but with a degree of natural focus on some of our biggest employment sectors. In August 2023, the Marches LSIP report was approved by the Secretary of State and published by the DfE. A report based on the direct feedback from 463 employers over 3 months, other widespread research, and stakeholder engagement. This report highlights need, but also both long and short-term changes that could bring positive change. This report enabled the successful Marches Education Partnership's £2.5 million Local Skills Improvement Fund (LSIF) bid to Government, approved October 2023, to fund these new training facilities and courses shown in this prospectus.

Stage 2, August 2023 - March 2025+, is all about embedding the LSIP process while continuing to harness the power of the Employer Voice. That voice is galvanising the local skills system long term and ensuring ongoing collaboration between employers, training providers, and local stakeholders to support the delivery of the actionable priorities set out in the Stage 1 Report. This will help to achieve better alignment of the local skills system with employers' needs, now and in the future, and to ensure employers are always at the heart of the skills agenda, as required by the Skills for Jobs white paper of 2021. Assisted by Herefordshire & Worcestershire Chamber to assure full coverage.

Employers - We continue to require your voice to ensure that we understand changing needs, patterns are mapped, and through that, provide Government, both national and local, with ongoing reliable facts for decisions and funding to be based upon. Want to learn more, please contact us.

E: lsip@shropshire-chamber.co.uk

P: 01952 208225

W: www. shropshire-chamber.co.uk/policy-business-support

You Talked… We Listened… Action is Happening

If you employ in any of these sectors then we need your HELP

Engineering / Manufacturing including **Food & Drink Production**

Professional Services including **Law, Finance, Media & IT**

Construction including **Environmental Technologies**

Health & Social Care

Help us to understand your skills needs
Contact us TODAY

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

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ANNEX No. 3

Additional Information on

SPECIALIST FE/HE PROVIDERS

Though the report highlighted the work of these specialist institutions, it could not display the detail. Therefore, we have gathered further information on a small selection of these very varied institutions to aid the readers understanding of the breadth of institution type, new methods of delivery, range of courses and training offered. This varied selection are specialist, providing training in specific sectors, to specific cohorts or specific skills. To also give better understanding of the facilities and the diverse range of individuals they support with training and how this benefits the students, businesses, and the general economy.

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Hereford College of Arts

Derwen College

NMITE (New Model Institute for Technology and Engineering)

Harper Adams University

List of Useful Contacts

https://www.hca.ac.uk/

https://www.derwen.ac.uk/

https://nmite.ac.uk/

https://www.harper-adams.ac.uk/

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Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

ANNEX No. 3

HEREFORD COLLEGE OF ARTS

Detail provided by the Institution.

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Herefordshire
& Worcestershire
Chamber of Commerce

Hereford College of Arts

LSIP Annual Update Report May 2024

Introduction

Hereford College of Arts (HCA) is a specialist provider of arts education across FE and HE delivered between two Hereford campuses. The college is focused wholly on creative education that supports students to thrive in the modern world, both to their benefit and that of wider society. Our courses are shaped by, and developed to meet, both current and future needs of the creative industries, and key professional skills requirements across all key industry sectors, and for self-employment.

Many creative careers require graduate level skills, so an aim of HCA's FE provision is successful progression to HE, and then into employment. However, those seeking employment directly from FE into career paths both within creative sector occupations and across the wider economy are actively supported, as are those taking further training outside of HE.

Meeting Skills Priorities

National Skills Priorities identify creative industries as one of three key growth areas, alongside green jobs, and science and technology (including AI and quantum computing). Creative skills feature strongly in the Digital and Technology sector, one of the seven National priority sectors through, for example, digital content creation, web-based services, computer games, and graphic design.

Creative occupations are key economic and functional enablers for other sectors as well as being important in their own right – amounting to around 6% of GDP nationally. The digital skills, transferable skills (noted in our Strategic Plan as Essential Professional Skills), creativity, problem-solving, team-working, and communication, which are core to creative subjects, are cited as skills needs across all industry sectors. Together with digital skills, these are cited across industry sectors as skills needs, including in our local LSIP. For example, The founder of the Beefy Boys group of

restaurants, for example, is a performing arts alumnus from HCA and cites skills gained studying a creative qualification as key to ensuring an excellent customer experience and returning customer base.

In addition to the development of essential professional skills across student projects, we track the development of these skills at FE level, including the ability to meet deadlines, motivation, ability to follow instructions, willingness to ask for help, ability to work independently, etc. all of which are cited as important by employers in LSIP consultations.

To meet digital skills needs, in particular, we deliver programmes at both FE and HE level linked to computing, digital content and games design aligned to our newly constructed Digital Skills Centre. The development of all of these courses has been strongly informed by industry consultation, including with our Digital Advisory Group, which includes local and regional representatives from across key digital industry sectors. Advisory Groups are being developed to cover all of our curriculum areas during academic year 2024/25.

Industry-informed

In meeting local skills priorities, we use a range of mechanisms to gather information, but just as important is our day-to-day engagement with businesses, organisations, and creative practitioners. Many of our academic and technical staff members are 'dual professionals', combining their college role with a career in creative practice – including those with proportional roles and visiting or part-time lecturers, for example.

Students regularly work on 'Live Briefs', which are projects set, or framed, by external companies or organisations and provide an authentic context, realistic project constraints, and a focussed intended audience. Students develop skills in project planning, time management, communication and collaboration, together with enhancing their creative practice.

Allied to project work, students undertake industry visits, attend trade shows and events, and collaborate with students from other institutions – sometimes overseas. One FE student project, for example, involved working with ATF on innovative car wraps, where students were able to produce outcomes using several full-sized vehicles on campus. FE students also run pop-up shops in Hereford City centre which give direct experience of sales, and of marketing their work in a professional context.

Collaborative

In addition to our industry partners, we also develop links with key local and regional industry organisations such as the Wye Valley NHS Trust, Meadow Arts, and Herefordshire Wildlife Trust, all of whom collaborate with us on student projects. Active membership and dialogue with the Herefordshire Business Board and other business networks such as Hereford BID and the Herefordshire and Worcestershire Chamber of Commerce also informs our curriculum development.

At a national level HCA is an active member of GuildHE, which represents small and specialist HE providers including many in the creative sector, the UK Arts and Design Institutions Association

(UKADIA) which regularly engages with industry bodies on skills, and the Association of Colleges (AoC) which represents a broad spectrum of providers delivering both FE and HE.   Our FE validating body, the University of the Arts London (UAL) also works closely with industry in the development of its qualifications and shares industry insights.

Festivals and Events

HCA also plans, hosts and collaborates with some key professional and public-facing events and festivals. These events bring together professionals, alumni, potential future employers or collaborators and are a significant source of professional practice information, networking, and skills development.

- **Ferrous Festival of Artist Blacksmithing** – this includes numerous alumni and professional participants, including overseas professionals. There are workshops, masterclasses, talks and seminars as well as the exhibitions and demonstrations across the city centre, which enable students to meet professionals and to understand the practical routes to success alongside the challenges of building a successful career, meeting customer demands, costing, and pricing, project planning and delivery, promotion and marketing, etc. https://www.herefordcitylife.co.uk/Documents/Ferrous-A4-Digital-Programme.pdf

Oliver Cameron Swan Photography

- **CMYK Print and Illustration Festival** – taking place tomorrow at the College Road campus – brings together a selling show, demonstrations, exhibitions and workshops. Students are able to sell their work to the public alongside professionals, including alumni from HCA courses. The potential work-ready benefits are similar to the Ferrous festival, with multiple opportunities to gain professional knowledge and experience. https://www.hca.ac.uk/cmyk-a-festival-of-illustration-and-print

- **Hay Festival** – performing Arts students assist with the running of the festival as volunteers and two groups are performing in the festival programme– a play, and a musical performance. Again, multiple opportunities for gaining work-ready knowledge and experience. https://www.hayfestival.com/m-199-hay-festival-2024.aspx?skinid=2&localesetting=en-GB&categoryfilterid=0&sectionfilterid=0&genrefilterid=122

Digital Skills Centre

HCA's new Digital Skills Centre responds directly to LSIP-identified regional digital skills shortages and is part of the Stronger Hereford, Skills Foundry, together with collaborators NMITE and the City Council. As well as the Digital Skills Centre, the Stronger Hereford project includes a business incubator (NMITE), electric buses for the city, and enhanced skateboarding and football facilities, etc. The Digital Skills Centre has four main zones to cater for digital skills training across a range of platforms and disciplines - including the Courtyard Studio, a large multipurpose collaboration area; Studios A and B, which have high-end gaming PCs with dual screens; and Studio C which is a dedicated Mac suite.

Photo: The Courtyard Studio, part of HCA's new Digital Skills Centre

Hereford College of Arts
Folly Lane, Hereford, HR1 1LT
01432 273359

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DERWEN COLLEGE

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Derwen College

Developing work-ready skills for young people with SEND
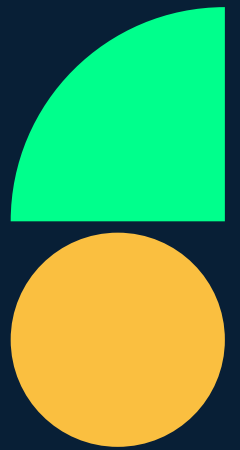
A place of possibility!

Derwen College

Derwen College is an award-winning independent specialist college for learners with special educational needs and disabilities (SEND). The college's main campus is situated in Gobowen, near Oswestry and its two satellites are in Walford and Telford.

The majority of learners are on a vocational Study Programme with the core aim of progressing into paid work after college, and as such, employer engagement is central to our curriculum offer and to the long-term success of our young people.

How does Derwen College deliver skills for work to young people with SEND?

Vocational programmes are delivered within Derwen Marketplace, the commercial area of the college, open to the public seven days a week. Outlets within the popular Marketplace include the Walled Garden Cafe, The Orangery Restaurant, Garden Centre and gift shop and The Vintage Advantage charity shop. Nearby at Gobowen train station, the college operates the Station Cafe. In 2022 Derwen College was awarded the Queen's Award for Enterprise for the creative way in which it uses its public-facing areas for learning and skills development.

According to their interests, abilities and aspirations students choose from the following vocational pathways:

> Hospitality and Food
> Retail and Enterprise
> Horticulture
> Performing Arts

Each pathway is subject to annual review to ensure the curriculum is current and relevant to the needs of the students, the local and national employment market, and meets industry standards. The curriculum offer, employability programme and work experience placements are then adapted accordingly to ensure that the college is preparing its students for the world of work and giving them the best chance of successful future employment.

The college uses a three-step model to deliver vocational skills training to its learners:

Step 1:

Core skills development delivered on-site by specialist teaching staff

Step 2:

On-site work experience within Derwen College Marketplace to provide experience of real work within a familiar setting and to build confidence

Step 3:

Progression to external work experience with one of the college's many employer partners, supported by its team of Job Coaches for as long as necessary

Careers Education, Information, Advice and Guidance (CEIAG)

Derwen College's Matrix Standard accredited CEIAG programme is overseen by qualified Careers Leaders and delivered through a whole-college approach. CEIAG begins during the learner's admission

Derwen College
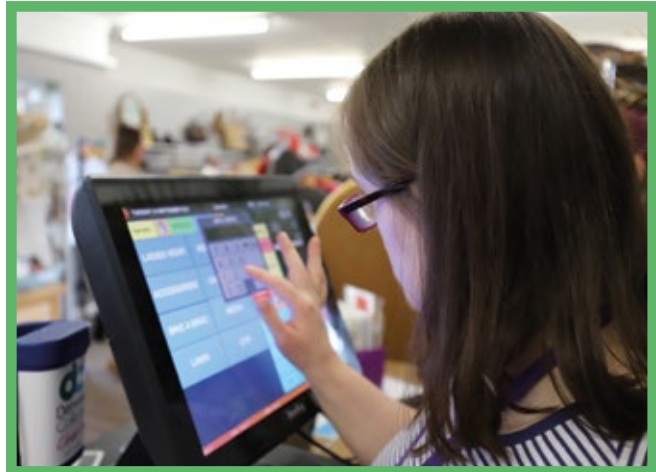
process to identify career aspirations and continues throughout the programme into transition and beyond college.

Every student undertakes the following employability modules to ensure they are work-ready at the end of their time at college:

> Exploring the world of work
> Work skills and ethics
> CV writing
> Job searches
> Interview skills

Industry Champions

The college's innovative Industry Champion scheme links each of the vocational pathways with industry professionals working in local and national businesses in relevant sectors.

This group of volunteers is vital to the ongoing success of the vocational pathways ensuring that the college's curriculum offer and training methods remain current and meet industry standards.

Industry Champions share their knowledge and experience in a range of ways including:

> Advising on updates to industry standards
> Running workshops on topics linked to their area of expertise
> Giving talks to students about their sector and answering questions
> Conducting mock-interviews with students to help them to prepare for the real thing
> Judging skills competitions and providing feedback to candidates

External Work Experience

Hospitality and Food

Derwen College currently works with 11 employer partners in this sector ranging from cafes, restaurants, holiday lodges, pubs, food outlets and hotels.

The college has a ground-breaking relationship with the Whitbread group through their Premier Inn brand and is proud to host a fully operational, mini Premier Inn, Hotel 751. It is open to visitors to the college, including families.

Students undertake training in the safe environment of Hotel 751 before progressing on to work experience in local Premier Inns and, ultimately, into paid work with the hotel chain.

This unique model has led to 25 Derwen College graduates moving into sustained, paid employment with Premier Inn since the start of the project.

Derwen College

Whitbread has expanded this work and recently launched Whitbread Thrive programme – https://www.whitbread.co.uk/sustainability/opportunity/thrive-programme/

Retail and Enterprise

Derwen College currently works with five employer partners in the retail sector including small supermarkets, charity shops and local markets.

Following skills development in our on-site retail outlets students attend a work placement at a local Co-op once a week. They develop their skills further and gain confidence in a busy, real-life environment. Tasks undertaken include stacking shelves, identifying stock, date checking and stock rotation. After college students go on to work in retail settings because of the training and work experience they have received.

Horticulture

Four employer partners support the work of the Horticulture pathway. Students access placements within parks, grounds, a cemetery and a garden centre.

Through a partnership with the Oswestry Town Council, Derwen College students work at a cemetery and town park undertaking grounds tasks and supporting the upkeep of the local community. Students attend each site every other week, where they weed public areas, keep the gravestones and crematorium tributes neat and tidy, clear broken branches as well as any other seasonal jobs that need completing. This partnership also allows the college to have a community pitch on the weekly market where students sell the range of Derwen Marketplace products. Horticulture students go on to gain employment in garden centres and outdoor settings.

Performing Arts

Performing Arts students access work experience with seven employer partners. Employers include a local community theatre, dance schools, early years education settings and an elderly care home.

One of the college's Performing Arts employer partners is Identity School of Dance, Shrewsbury. Students attend weekly sessions and support with events and show performances. They build on the core skills they have learnt in college such as coordination, teamwork, movement, warm-

ups and warm-downs and transfer these skills by leading activities with the younger dance school members. After college Performing Arts students go on to paid and voluntary employment in the industry and related professions.

Telford Satellite

The Telford satellite opened in 2020 in response to a direct request from Telford and Wrekin Local Authority to address shortages in training opportunities in this area for young people with SEND. Since then Derwen College has engaged 12 employer partners and offers learners a wide range of options such as housekeeping, cafés, charity shops, markets, offices, museums, zoos and libraries.

A Telford student was able to identify and secure a work experience placement with his local library at Donnington independently. Following preparation work at college he now works at the library once a week where he does a variety of administration tasks such as putting books in alphabetical order and signing books/DVDs in and out.
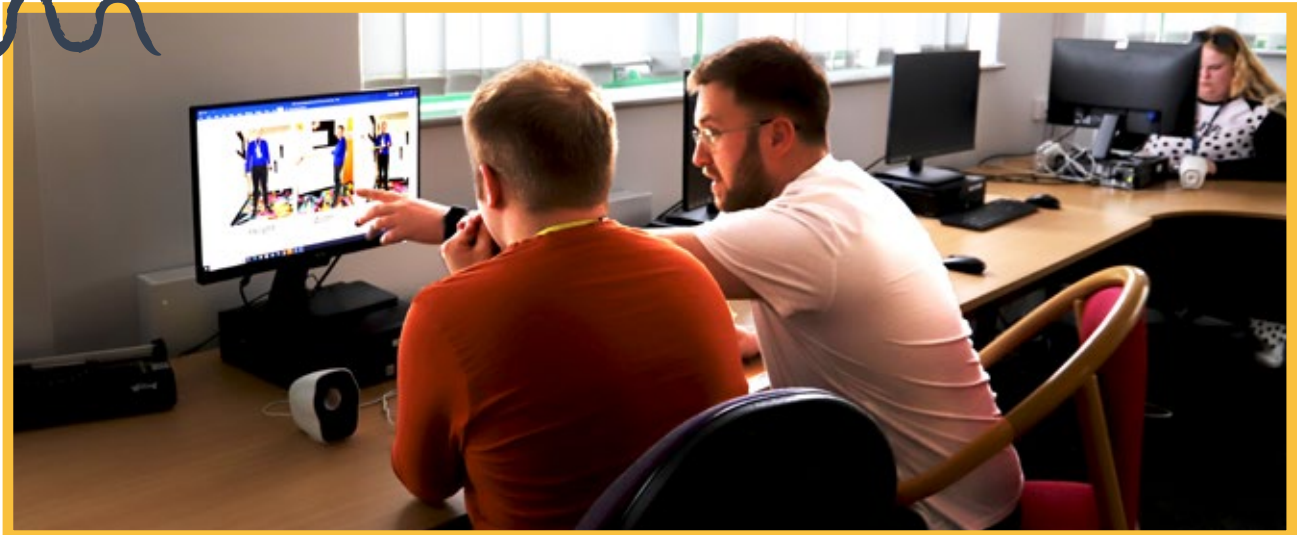
Walford Satellite

From the college's smallest satellite at Walford, near Baschurch, students access work experience with five employer partners, including at a gym and a leisure centre and undertaking grounds work at various locations.

The college works with Emstrey Crematorium in Shrewsbury to provide grounds work experience for students attending the Walford satellite. One student has received an offer of a Supported Internship at the crematorium as a result of this placement. He said '*I work at the crematorium, I do lots of jobs like leaf blowing, strimming, making memorial sites, hedge cutting and path maintenance. Last week I even added new fish to the pond. I really enjoy working there with all the staff. It is my dream job*'.

Derwen College

Supported Internships

The college's Supported Internship provision is currently supported by 21 employer partners. All placements are based on interns' aspirations and they undertake 70% of their week in the workplace. The college collaborates with new employers every year and Derwen College interns currently work in offices, shops, public grounds, cafés, charity shops, fast food establishments, a print shop and a pub.

The college has recently linked up with Superfinish Car Centre in Telford to meet the aspirations of learners keen to work with vehicles. Students are involved with MOT preparation, car valeting and detailing and using power tools including jet wash and polishers.

Work placements as part of a Supported Internship programme are intended to lead to an employment outcome at the end of the internship and the college has many examples of success.

Working with employers

Finding the right employer partners is key to the success of Derwen College's programmes. To attract specific employer-types, the college has led media campaigns to find placements at a garden centre, a florist, and a car dealership, to support its students with a goal to work in these areas. These campaigns have also raised awareness of the potential and skills of young people with SEND, and the value they bring to the workplace.

Derwen College works hard to ensure that these highly-regarded relationships work for both the employers and the learners on placement. Employers are well-supported, with a range of measures and arrangements in place to prepare them for their role as a placement provider. Each employer will have a close relationship with the Work Experience Manager and the allocated Job Coach.

Those who have worked with the college as an employer partner report that it is a highly rewarding experience. Supporting a young person with SEND in the workplace has many benefits not only for the student but also for the employer and their workforce. Below are some of the comments made:

"Students are very willing to work at a given task and do so cheerfully. They work safely and sensibly with consideration for other members of the team. Students are valued members of our gardening team."

Grounds manager

"It's rewarding being able to pass on my knowledge to young people with disabilities and I find that Interns are good listeners and take on board the help and advice given."

Local businessman

"The programme was explained to me very well at the start – it has been a pleasure to have the student with me once a week and I hope to keep him involved in the business."

Retail manager

"I understand how isolation and not being involved in the community can affect you, so hopefully this work will enable the young person to go on and have a happy and successful career in whatever job they choose."

Local business owner

"Brings a new sense of joy into the workplace, stops me being stuck in my ways in business culture. The students bring a positive and energetic vibe that uplifted the atmosphere."

Dance studio owner

"The students have a brilliant rapport with our staff and it's a pleasure chatting with them. They work really hard so we can rely on them. Derwen staff support students so well and encourage independence."

Kitchen manager

The college is proud to have supported many students with SEND to achieve the careers that they aspired to but didn't necessarily think possible and the college's employment outcomes are strong.

Figures for 2022–23 leavers show that **63%** of Derwen College graduates have gone on to, or are in the process of, starting paid or voluntary employment or further training after college. This compares highly favourably to the national picture where less than 5% of adults with a learning disability in England are in paid work (NHS Digital research). Employer engagement is central to this success.

What's happening in 2024–25?

Premier Inn, Telford

The successful Premier Inn model has been extended to the college's Telford Satellite. The programme has been adapted to the single-building campus, with use of a training facility in a local Premier Inn.

Students develop their core skills at college first. They then put them into practice in a dedicated training room at a Telford Premier Inn before progressing onto customer-facing work experience in Premier Inns across Telford. Three members of staff have successfully completed intensive Premier Inn training to enable them to support students, following the correct industry standards.

Ludlow

Derwen College is opening a satellite in Ludlow in September 2024 with a focus on development of work skills. This Work and Independence Pathway is for young people with SEND looking to move on from school and begin the next stage of their lives within a college setting.

Derwen College

Keeley's story

Derwen College
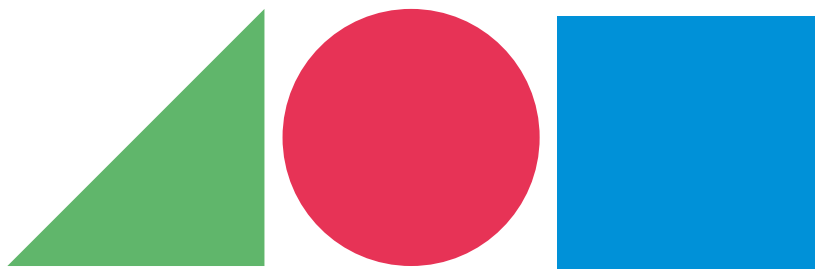
Student Keeley, from Shrewsbury, has transformed from a nervous teenager to an ambitious and independent young woman who is driving herself to work placements, ready for future employment.

Keeley started as a day student on the Horticulture pathway at Derwen's Walford campus when she was 17 years old. She admits she was an anxious teenager, who took a while to settle in.

"To start with, I used to hide, keep to myself and not talk to anyone!" she says.

Keeley, from Shrewsbury, is diagnosed with autism, moderate learning difficulties and OCD which posed huge anxieties for Keeley to interact with peers and complete daily tasks towards her qualifications and wellbeing sessions.

As she found her feet, and got to know staff and students on the small campus, her confidence grew. The team and Keeley have worked hard to build trust and develop strategies to enhance her confidence and ability to stand up for what she wants.

Keeley has grown from strength to strength in her learning, work and self-confidence.

She worked for the College's Leaf It To Us gardening enterprise, taking part in horticulture projects for the town council, local churchyard, schools and private gardens. She successfully achieved her City & Guilds Level 1 Certificate in Practical Horticulture and many impressive goals and outcomes.

As her confidence grew, her determination to support others led to a position as a Student Union rep for Derwen at Walford. She even represented the College at Natspec Parliament, attended by students from colleges across the UK.

Keeley also achieved her Bronze and Silver Duke of Edinburgh's Awards.
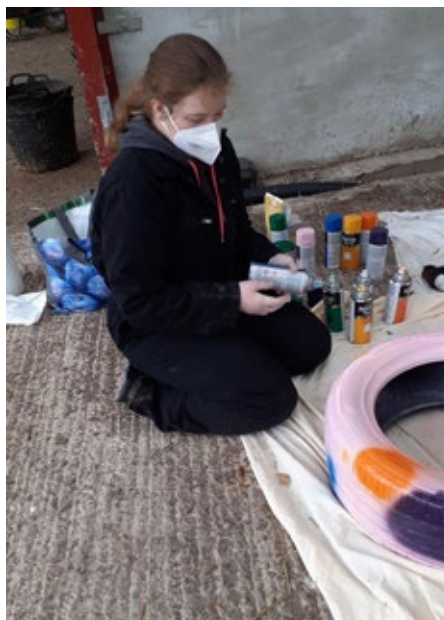
> **"I like going to work placements as part of my internship. If you're ready to try to work and get the skills, then it can help you get a career"**

Keeley next step has been to progressed to a Supported Internship, to prepare her for work and further independence. She has relevant external work placements in horticulture environments and also attends Derwen College's main site – as well as the Walford campus – to learn skills for life.

With fellow intern, Oliver, she works on enterprise 'KO Creations' using creativity and work skills to make wreaths and sell cards and gifts.

"We have been working together organising, advertising, budgeting costs, time managing and working as a team to produce items to sell on our stall. These skills help us work towards our internship targets."

She also has an external placement at social enterprise, Agri-Cation on a Tuesday, which involves horticulture, craft projects and supporting of educational groups. She attends with her job coach Gemma.

"We have been working on creating a sensory garden, and have been upcycling and painting old tyres and planters. I've helped with the calves there, doing jobs like changing their bedding and hay," she says.

"I like going to work placements as part of my internship. If you're ready to try to work and get the skills, then it can help you get a career."

As part of her internship, Keeley is learning more independent living skills such using a washing machine, cleaning up, and has enjoyed learning to cook.

"We cook meals such as pasta, fish cakes and soup. However, I really like

> **"We have been working together organising, advertising, budgeting costs, time managing and working as a team to produce items to sell on our stall."**

Derwen College

"Keeley has grown from strength to strength in all means of the curriculum and self-confidence."

to bake, especially chocolate chip cookies and Victoria sponge."

She participates in Employability Skills, Independence & Wellbeing sessions and functional skills at Derwen College's larger main site, where she has overcome anxieties to fit in with new people.

"I have lunch with College day students, and have made two new friends," she says.

As part of employability she has honed her CV, written a personal statement, and been contacting and visited employers to seek work placements.

Eventually, she would like to combine her love of plants, and her creativity, to work as florist. She has been contacting Shropshire florists and hopes to start a weekly place-ment soon.

Keeley has many achievements to be proud, but is particularly pleased to have successfully passed her driving test, which allows her to drive herself to work placements.

"It gives me the independence I need to come to College, work placements, or go to the gym on my own. I love my car and my freedom!" she says.

Walford campus Coordinator Liam

Keeley's job coach says ...

"I have been working with Keeley since September 2021, and have seen her grow in confidence over this time as she experiences the world of work through her Supported Internship.

"As her job coach I have been supporting her around reducing her anxiety in different work situation and to build on her confidence and her own decision making skills which is an area she struggles with.

"Although I am by her side when she attends her work placements at Agri-cation CIC, her confidence over the last few months of attending has now grown to the point that I can gradually withdraw support. I now meet her at the farm rather than driving her, and will be leaving her to work alongside the supervisor while I watch on. By Easter, I should be at the point of just a check-in meeting during her working day.

"Progression for Keeley is the start of a new placement at a florist in Telford in March, and increasing her independent working hours at Agri-cation. She is an incredible young lady who has flourished on the Supported Internship programme and will progress into employment with ease."

Gemma – a proud Job Coach

says: "Keeley has grown from strength to strength in all means of the curriculum and self-confidence. She was voted Student of the Year 2020-21, and we're all incredibly proud to see her progress continue into her Supported Internship. Keeley has a bright future ahead of her."

Keeley's employer, Cheryl Reeves, from Agri-cation says:
"Keeley is such a wonderful engaging individual who fits into any role given to her at Agri-cation CIC. Her approach to challenges is very constructive, and she is keen to ask questions to make sure she understands the task at hand so that she can apply her knowledge and skills to get a desirableoutcome. I am impressed with Keeley's creative abilities and each week she uses this talent to create beautiful recycled items to help develop our sensory garden. She is a joy to work with and I would recommend that people engage in this programme to create opportunity not only for the student but the employer themselves."

JT's story

A Telford teenager has a bright future working in retail thanks to the skills and self-confidence he's learnt at Derwen College.

Jamie (known as JT), from Telford, is a former student, who has progressed to a supported internship, at Derwen College Telford. He is looking forward to an independent future with employment in the Retail industry, and ascribes his skills, confidence and improved focus to his time at the specialist college.

He started at the further education college's Telford campus, on Stafford Park, after attending a mainstream secondary school. He says he knew straight away that Derwen was for him.

"I visited and it caught my attention immediately," he says.

Jamie, who is autistic, is a kind and caring young man who found that the smaller specialist environment at Derwen Telford helped to grow his skills and his confidence.

JT, who enjoys Maths and IT, was on the college's Business Support pathway, and was able to hone his skills to enjoy work experience in a retail environment.

JT, now aged 19, showed an aptitude for working in customer-facing environments. He demonstrated good money handling skills at college and at work experience placements at Derwen College print shop, charity shop, garden centre and on a Derwen stall at Much Wenlock Market. He also enjoys a weekly external placement at Jolly Good Eggs Farm shop, in Telford.

At College he learnt tasks such as visual merchandising, stock checks, pricing, stock rotation, serving customers on the till.

He achieved his BTEC Level 1 Introductory in Vocational Studies

As part of his internship, JT has weekly work placements at Jolly Good Eggs (left) and Co-op (right).

Qualification, and also enjoyed employability and Independence sessions, and attended external work placements. He was even voted Telford college's student rep, representing his peers at Student Union Board meetings.

"I was supported to get the skills and work experience to compile a really good CV. Being at College helped me to make friends and spend time in different work environments," he says.

JT is now on a one-year internship, and says that his time at College has been a big help in getting him where he is now.

"My confidence has grown a lot. I managed to get work at my local Co-op on my own initiative. I went in and talked to the manager, who agreed to let me have a weekly work placement," says JT

College has also taught him to become a lot more independent, which he says his mum is particularly pleased about.

"I've learnt to wash up, hoover, clean up and take care of myself," he says.

These are skills that he hopes to take into living independently from his family.

"I'd like to live in my own house, with a partner or friends, and a pet, probably a cat!" he says.

Now that he has progressed to an internship, JT spends less time in College and more in the workplace. He has weekly external placements at Jolly Good Eggs farm shop and delivery, in Dawley, Premier Inn in Telford and his local Co-op.

He has worked at Jolly Good Eggs since he was a student and feels part of the staff team there.

"I work on the till, restock shelves, make everyone hot drinks, and I like helping customers. I attend with a job coach, but I feel I know what I'm doing independently, though I like to have that back up for if I need a little push.

"Since going to Derwen, I have become a lot more independent and confident, partly because I've matured but also because of staff support."

JT would like to progress to a job in Retail, following in the family tradition. His mum and sister both work in retail and customer service too.

"I'm very independent. As long as I'm shown how to do something a few times, I can then do it without help. I am also calm and kind," he says.

"I would definitely recommend Derwen as a place which allows you to be yourself and to achieve your ambitions without being judged by others."

Jamie's mum Helen, said:

"Mainstream school was difficult for Jamie. He was a tiny fish is a big pond who struggled to stay afloat. His needs were never fully met and he just stopped growing as a person. That all changed when he was given the opportunity to attend Derwen. It was like a switch was flicked and he just woke up. It has been wonderful seeing him grow in confidence and to explore who he is in a safe environment. When he was chosen as student representative, we were thrilled. This was the first time he'd been accepted by his peers. Things have just gone from strength to strength from then on. We are forever grateful for the support Jamie has received at Derwen."

A life less
ordinary

ANNEX No. 3

NMITE

Detail provided by the Institution.

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Powering skills innovation in Herefordshire

Driving development for the county's future: advanced skills, enhanced opportunities, and economic growth

www.nmite.ac.uk

NMITE is supporting the delivery of Herefordshire's economic strategy, which sets out a collective vision for our region to be a vibrant, healthy, zero-carbon, and inclusive place to live, work, study, and visit at all stages of life.

80+

Over 80 industry partners are shaping our students' skills

A new model of education designed for students, employers and the community

New Model Institute for Technology and Engineering (NMITE) is a breakthrough in UK university education. With no precursor organisation or parent institution, NMITE has independently built a unique employer-led educational experience from the ground up.

Our vision is to be a leader of change. We produce work-ready, world-conscious engineers and technologists who are creative, responsible global citizens focused on the social, cultural, economic, and environmental issues we face in the 21st century.

Our degree and CPD programmes facilitate applied, challenge-led, industry-linked learning that replicates modern industry. They're shaped by employers who provide real-world challenges for our students, empowering them to develop both technical and transferable skills as they prepare for or progress their careers.

Alongside this, our new Skills Hub will open next year – to bolstering local economic growth through the advancement of digital and future skills among Herefordshire businesses. Backed by the government, the centre will provide comprehensive training and tools for emerging technologies that are critical for modern enterprise operations and innovation to bolster local economic growth.

NMITE is fast becoming a nationally significant higher education provider, delivering transformational regional skills impact as a driver of Herefordshire's economic development plans.

We hope you enjoy discovering more about our impact throughout this brochure and that our projects inspire you to join our exciting mission.

James Newby
President and
Chief Executive

> **NMITE is Herefordshire's greatest opportunity in terms of levelling up our local economy, re-purposing our towns and cities and enabling social mobility within our communities.**
>
> Paul Walker, CEO, Herefordshire Council

| The rationale behind our approach

In collaboration with employers and the government, we're producing skilled and savvy graduates equipped to meet the needs of the engineering and built environment sectors.

An engineering skills crisis

As a nation, we're on the brink of an engineering skills crisis. This threatens development of key sectors such as aerospace, defence and maritime, whilst causing significant delays of major infrastructure projects across civil engineering, construction, energy, water and telecommunications.

According to strategy consultancy Stonehaven, a shortfall of one million engineers is expected by 2030 as industry struggles to attract young talent – mainly due to negative industry perceptions among younger generations. The situation is grave, with some 54% of engineering employers reporting a technical skills gap in the labour market (IET Skills Survey 2023).

Yet Stonehaven's 2023 research reveals that demand for engineering expertise is on the rise, with 184 major engineering projects announced in the UK since 2020. These projects have a total value of £542 billion and are expected to create an astounding 1.2 million jobs.

Demand for 'green' construction skills

The Construction Industry Training Board estimates that over a quarter of a million new workers will be needed in the construction industry by 2027 to meet demand. Alongside this, government and industry sustainability goals, such as the 2050 net zero target, have significant implications for the sector. Simultaneously, the industry is looking towards more sustainable building materials, methods, and technologies, such as biogenic offsite manufactured construction systems with an emphasis on timber.

A new training approach

A new approach to education and training is clearly needed and, at NMITE, we're delivering exactly that. We're helping to shape the national skills agenda. We're meeting the urgent need to educate passionate, curious, resilient, and agile engineers, built environment and technology professionals, ready to tackle our biggest world problems through a collaborative and interdisciplinary approach.

Our undergraduate degrees:

- BEng (Hons) Integrated Engineering (3 years) – a bachelor degree, shaping students for the future world of work.

- MEng (Hons) Integrated Engineering (3 years, accelerated) – preparing students to qualify for Chartered Engineer status.

- BSc (Hons) Sustainable Built Environment (3 years) – developing students as modern construction professionals.

www.nmite.ac.uk/undergraduate-degrees

1.2m

An extra 1.2 million jobs to fill by 2030

> "NMITE offers a unique learning environment. Their pragmatic and novel approach to teaching is aimed at equipping their students with the broad range of skills that they will need to succeed in a rapidly evolving workplace.
>
> Dr David Panni CEng FIMechEI, Chief Engineer - Structures and Simulation, JCB Group Engineering

> *As a company we will look to NMITE first for graduate-level engineering talent, because they really do offer a different and better approach to engineering education.*
>
> Franz Huelle, Head of Technical, Building Solutions for UK and The Nordics, REHAU UK

| Delivering on our promises

Our aims for the future set the foundations for the initiatives outlined throughout this brochure.

Academic quality and distinctiveness
We're providing employer-led learning experiences that are both challenging and rewarding – fostering skills and knowledge, life lessons and engineering academic excellence across the county and beyond.

Partnering for impact
We're a beacon of regional innovation and collaboration – where industry joins forces with academia to create industry-linked, challenge-led curricula – benefitting both students and industry.

Inclusive cohorts and successful students
Our student bursaries and scholarships, many funded by our partners, unlock doors to futures that might otherwise remain closed for individuals across the county and further afield.

Skills for the future of work
We're equipping Herefordshire's workforce with advanced skills that help address chronic skills shortages, preparing graduates to meet labour needs and upskilling and reskilling professionals through CPD.

Future-gazing: The next five years
In the next five years, our educational model will be ready to replicate in other communities needing the skills and jobs-based regeneration that only higher education providers can provide.

University city
Herefordshire's first university

600
Students studying degrees and CPD

£500k
To support under-represented groups

100s
Supporting local jobs

Skills Hub
Driving innovation and enterprise

£ Millions
Generating economic value

£37m+

invested in
campus facilities

Constructing Excellence
Awards 2023
Social Value

| Investing in our city

We're playing a key role in urban revitalisation, investing in infrastructure and amenities that improve the physical environment of Hereford. Our campuses are also critical in shaping future skills for the county, hosting university-level and professional CPD training programmes that help to create new local businesses, jobs and even industries.

Skylon Campus: A new 'living lab'

Our new Skylon Campus has been recognised for sustainability with a Construction Excellence 'Social Value' award. Technologies and materials used align perfectly to the requirements of Timber Development UK's Skills Action Plan. Plus the building is fitted with sensors to monitor performance – data is shared with industry to inform and improve best practice in building design.

Blackfriars Campus: Refurbishing unused spaces

We're determined to reuse unused buildings across the county, which is why we transformed Blackfriars Campus into the retrofit facility it is today. Steeped in history, the building is a former boys' school, which opened in 1912. A modular building was later added that had originally formed the base for the London 2012 Olympic Delivery Authority's offices at the Olympic Park.

www.nmite.ac.uk/campuses

£1m
from the
European Social
Fund to develop
future skills

£4m
from trusts and
foundations to
create a Centre for
Advanced Timber
Technology

£6m
from a Hereford
developer to
refurbish old
buildings into student
accommodation

£8m
from the Levelling
Up and Stronger
Towns fund
including a
Future Skills Hub

£3m
from donors and
founders to bring
our vision to reality

£15m
from government
to build new
learning spaces

| Our partners

Many of the professional challenges our graduates will face over the course of their careers will require innovative, global solutions delivered at local level. This means working closely with our partners to introduce a new model of engineering education that opens up the profession to new and different kinds of thinkers and practitioners with the potential to achieve great things.

Gaining fresh perspectives

Border Oak Design and Construction is an NMITE Challenge sponsor. NMITE Challenge sponsors provide real-world business challenges for our students as part of learning modules. The challenge? Identify solutions to enable house-building in the county to continue, whilst eliminating the amount of phospherous pollution this process creates in the River Wye. Struggling to find a solution, the team decided to tap into our budding student engineers to glean fresh perspectives.

BORDER OAK

Diversifying the sector

Schaeffler, leading global supplier of motion and mobility solutions to the automotive and industrial sectors, has partnered with us on an extensive programme of activities. This includes working directly with engineering students to provide expert tutorials and encouraging greater diversity in the engineering sector by sponsoring a female NMITE student for the duration of her degree course, including providing a work placement.

SCHAEFFLER

"
For the first time since possibly my primary school, I'm excited to come in every day and learn. NMITE has exceeded my expectations. With the way my course places a heavy emphasis on industry, I feel confident that I'll be more than work-ready when I graduate.

Natasha, MEng Integrated Engineering student

"
An NMITE graduate will bring that high level of understanding and engineering ability with hands-on knowledge, which means they're just going to hit the ground running and that is what the engineering sector needs.

Peter Jelf, Vision and Controls Specialist, Visicon

Scan here to watch Peter talking about working with NMITE

Preparing graduate talent

Visicon, machine vision and automation specialists, is sharing its expertise as part of our Engineering Control Systems module, while gaining innovative solutions from students to help unlock data to achieve better outcomes. By providing the next generation of engineers with hands-on projects, Visicon is helping to produce the future graduate talent that it and the wider industry needs.

£2m+

Investment from the government's Towns Fund

| The Skills Hub

The Skills Hub is our newest groundbreaking initiative aimed at bolstering local economic growth through the advancement of digital, leadership and enterprise skills among Herefordshire businesses. Backed by £2m funding from the government's Towns Fund, the Stronger Hereford programme, The Skills Hub will provide comprehensive training and tools for emerging technologies that are critical for modern enterprise operations and innovation.

As part of this project, due to launch in 2025, we'll collaborate with leading technology companies and educational institutions to provide expert knowledge and resources; provide customisable training modules to meet the diverse needs of local businesses across various sectors; and offer ongoing support and access to state-of-the-art facilities and tools necessary for practical learning and application.

Fulfilling ambitious objectives

> **Upskill local workforce**
> Equip local businesses with the right skills to adopt and integrate advanced technologies into their operations.

> **Drive innovation**
> Foster a culture of innovation that encourages local businesses to develop unique solutions and products.

> **Economic growth**
> Enhance the economic landscape, pulling Hereford out of its economic cold spot, by improving productivity, efficiency, and competitiveness.

Creating digital proficiency

The Skills Hub will offer training and development programmes in several key digital and technological disciplines, including artificial intelligence (AI), 3D scanning and digital twins, mechatronics and robotics, virtual reality (VR), augmented reality (AR), and extended reality (XR), automated motion, sensing the environment, and the lifecycle of data.

Transforming Herefordshire enterprise

Transforming the local business landscape by making cutting-edge technologies accessible, The Skills Hub will not only increase the technological proficiency of the workforce but also enhance the overall economic health of the region through innovation and improved business activities.

www.nmite.ac.uk/skills-hub

"By helping entrepreneurs, small and micro businesses get to grips with modern technologies, we'll be supporting young businesses to thrive and fueling new jobs in the local area. The Skills Hub will introduce new engines of economic growth across the county.

Professor Gary C Wood PhD NTF SFHEA, Academic Director

> "The course enables you to gain a wide variety of skills and knowledge regarding management within your organisation and widens your network professionally. Also you develop progressive ideas to enable your organisation to move forward within their respective industry.

Springboard participant

| Springboard Early Career Success Programme

At NMITE we recognise the positive impact and valuable contribution that new talent can bring to a business. We also understand how to nurture that talent, and support individuals' professional growth. Our vision is to see businesses thrive through developing their early careers workforce into their future leaders.

Our Springboard Early Career Success Programme has been designed to align with our innovative employer-led model of learning, providing an immersive opportunity for participants to build the skills, confidence and networks they need to make an outstanding contribution and to build a successful career.

Created to develop leadership roles within Herefordshire businesses, SMEs and third sector organisations, Springboard provides career success workshops, packed with valuable insights and a range of tools to apply in the workplace. Participants learn to take control of their own development, reflecting regularly with their line managers to put their new skills into practice.

www.nmite.ac.uk/springboard

Enhance the impact of early career talent
The programme develops the skills of early career talent, helping businesses attract and retain graduate talent, by providing a means to invest in their skills and support their transition into the workplace.

| Sustainably-built environments

Our mission is to ensure that Herefordshire and the UK has the renewable natural resource, internationally recognised expertise, and technical capabilities necessary to be at the forefront of a new approach to delivering a sustainable and resilient built environment.

NMITE Centre for Advanced Timber Technology (CATT)

Our Centre for Advanced Timber Technology (CATT) is transforming the construction sector through world-class education, research and industry collaboration. Situated at our Construction Excellence 'Social Value' award-winning Skylon Campus, CATT is playing a crucial role in positioning Herefordshire and the UK as a leader in sustainable construction – aligning with the climate emergency and UN Sustainable Development Goals.

www.nmite.ac.uk/CATT

BSc Sustainable Built Environment degree

The year 2025 will see our first cohort on this new degree, which aims to develop built environment professionals who can set the standard, behave ethically, and offer leadership – driving innovation, championing diversity and delivering quality – essential professional characteristics recognised by the Chartered Institute of Building (2023). The degree will be one of a small number of built environment degrees in the UK.

www.nmite.ac.uk/SBE

Timber Technology Engineering and Design CPD

Our new portfolio of Timber Technology, Engineering and Design (Timber TED) short courses – delivered in partnership with Timber Development UK (TDUK) and Edinburgh Napier University, and endorsed by the Chartered Institute of Building (CIOB) and the Chartered Institute of Architectural Technologists (CIAT) – provide professionals with comprehensive and flexible training to upskill and reskill for modern methods of timber construction. Part of our Accelerate to Zero Green Skills Award bundles, courses are ideal for professionals wanting to develop best practice skills in a range of areas.

www.nmite.ac.uk/timber-ted

Timber in Construction Innovation

We're leading two important Forestry Commission England research projects, in partnership with Edinburgh Napier University, University of Edinburgh, dRMM Architects, Ecosystems Technologies and Built Environment Smarter Transformation (BE-ST). The first is a three-year £300k project, designed to boost the use of English hardwood forest products across the built environment. The second is a two-year £200k project, designed to demonstrate the commercial viability of the UK's first homegrown woodfibre insulation manufacturing facility.

235
learners upskilled through the CATT

CIAT — CERTIFIED CPD PROVIDER

Forestry Commission England

TIMBER DEVELOPMENT UK

CIOB — THE CHARTERED INSTITUTE OF BUILDING

Edinburgh Napier UNIVERSITY

Constructing Excellence Awards 2023 — Social Value

> "By combining our industry expertise with NMITE's innovative curriculum, we can empower the next generation of engineers to excel in practical skills and meet the evolving demands of the construction industry.
>
> Paul Raby, Group HR Director, Balfour Beatty

Join our skills revolution

Make a difference – to a new engineer, to engineering education, to our world and to your business. From multinational corporations to charities and SMEs, our partners come in all shapes and sizes.

Partner with us

Talent Pipeline
Shape curricula to better align with industry needs, ensuring a pipeline of talent suited to your requirements.

Expertise
Access expertise, facilities, and resources for research and development projects, leading to innovation and competitive advantage.

Resources
Leverage our resources for testing, prototyping, and other activities that may be costly or impractical to undertake independently.

Brand enhancement
Enhance your reputation as a socially responsible and community-oriented organisation while making a difference to lives.

Networking
Make the most of networking opportunities with academics, students, and other industry partners – grow collaborations, partnerships, and potential business opportunities.

www.nmite.ac.uk/partner

Giving
Your philanthropy will allow us to do more. And as an NMITE donor, you'll benefit from branding opportunities, website links and media publicity.

www.nmite.ac.uk/giving

NMITE CPD
Develop the skills you need to meet your most pressing business challenges, with our practical qualifications and short courses. Each course has been designed to ensure participants' skills match the needs of our modern world. Be taught by savvy industry professionals, using cutting-edge technologies – to grow your business and enhance their career.

www.nmite.ac.uk/nmite-cpd

A pledge for our county

NMITE's origins are deeply embedded in the city of Hereford and the broader county. Whether it's the value of working with local businesses, graduates entering the workforce or simply the vibrant contribution that students bring to the community, we're playing a strong role in making Herefordshire a great place to live, learn and work.

General enquiries:

Tel: +44 (0) 1432 371111

Email: information@nmite.ac.uk

New Model Institute for Technology and Engineering (NMITE)
Blackfriars Campus
Blackfriars Street
Hereford
HR4 9HS, UK

ANNEX No. 3

Harper Adams University

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

At Harper Adams we're changing the world.

Advancing knowledge, inspiring learners and equipping people to find creative, sustainable solutions to the economic and environmental challenges facing our planet – now and in the future. Real change is possible through a united vision and shared agenda.

Harper Adams is the University for food production and technology, animal health and wellbeing, and their contribution to sustainable, living environments for our planet's inhabitants.

This is supported by our departments, curricula, and research specialisms in: Science, Technology, Agriculture, Business, Economics, Food, Land Management, Environment, Engineering, Entomology, Plant Science, Animal Wellbeing, Veterinary Science, Zoology, Farming, Sustainability, Enterprise, Digital, Data Science, Policy.

An investment of more than £20million has created an attractive rural campus that celebrates our heritage and status as best modern university with all the teaching, research, leisure, and conference facilities you need on your doorstep.

Contemporary laboratories, a student hub, farm innovations, and specialist centres for engineering, veterinary services, entomology and food are amongst the latest additions.

UNDERGRADUATES   POSTGRADUATES   SHORT COURSES

Powered by Harper Adams

Based within central Telford, Shropshire, Station Quarter is set to be a thriving business district featuring eco-conscious homes, innovative start-ups, leisure facilities, and an educational hub— all designed to bridge the gap between education and employment.

Starting from September 2024, Harper Adams will have a home at Station Quarter!

Located in the Skills Hub Building, we'll be providing future-thinking and industry-aligned degree programmes to help pave the way to your dream career, building on our expertise in preparing students for the future. From Applied Data Science to Digital Manufacturing, Robotics, and Business Management, our courses are designed to help you excel, whether you're setting out on your educational journey or looking to enhance your skills for a brighter career.

Telford is swiftly evolving into an epicentre of ingenuity, attracting a diverse range of innovative start-ups and international businesses. It's our close collaboration with these industries that makes us an integral part of Telford's growth story. We work hand in hand with these sectors to shape degrees that equip you with the skills needed to thrive in today's workforce and beyond. This is precisely why we've ranked as the number one university in the UK for career prospects for seven consecutive years.

Harper Adams University

ANNEX No. 4

Additional Information on

PRIVATE TRAINING PROVIDERS & PROVIDER GROUPS

Though the report highlighted the work of these various institutions, it could not display the detail. Therefore, we have gathered further information on a small selection of these providers and organisations to aid the readers understanding of the breadth of provider type and range of courses and training offered. In addition, the Marches Skills Provider Network (MSPN), a collective bringing together multiple training providers, both public and private, with other stakeholders such as Local Authorities, provides information for both employers and prospective students. Within the area we also have national and local membership organisations which provide training or the routes to training within specific sectors, such as construction and social care.

List of contents

In-Comm

HWGTA (Herefordshire & Worcestershire Group Training Association)

SBC Training

MSPN (Marches Skills Provider Network)

CITB (Construction Industry Training Board)

Partners in Care (PIC)

Useful Links

https://in-comm.co.uk/

https://www.hwgta.org/

https://www.sbc-training.co.uk/

https://www.mspn.co.uk/

https://www.citb.co.uk/

https://www.partnersincare.org.uk/

ANNEX No. 4

In-Comm Training

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

Detail provided by the Institution.

LSIF HIGHLIGHTS

It has been a real whirlwind period for In-Comm Training, as we continue to support engineering companies and manufacturers in their efforts to bridge the much-publicised skills gap.

We have continued to build strong technical partnerships and drive forward our employer-led strategy, listening to management teams on current and future competences to ensure the region's firms are equipped with the talent they need to make the most of digital manufacturing and new opportunities.

There have been multiple highlights as our outstanding team of industry veterans continue to support more than 700 companies and 2500 learners with apprenticeships, upskilling courses and consultancy on continuous improvement, quality and leadership and management.

OUR HIGHLIGHTS INCLUDE:

TELFORD TECHNICAL ACADEMY

The £3m investment in creating a world class facility in Telford has been a pivotal moment in our history and continues to be a huge success.

It has given us the perfect location, close to the M54 motorway network, to serve the requirements of companies in the North Marches and we have responded by introducing new equipment, including CNC machines, metrology, materials testing, additional welding stations and a robotic automation line.

Employers have eagerly tapped into our range of services, with In-Comm now working with Rheinmetall BAE Systems Land, Collins Aerospace, Magna Castings, Taurus Engineering and our neighbours Filtermist International.

Each week, we have 500 different learners tap into our 'Ofsted' outstanding training capabilities.

FAST TRACK AEROSPACE PROGRAMME

The first cohort of ten budding aerospace engineers started work on a unique employment programme run by In-Comm Training, RTX's Collins Aerospace Facility and the Department for Work and Pensions (DWP).

Tapping into £200,000 of Higher Level Skills funding from the West Midlands Combined Authority (WMCA), we have created a fast-track course that will aim to create up to 65 new CNC machinists and electro-mechanical fitters.

Each participant receives a mix of theoretical and practical training that will see them learn turning, milling, hand fitting, CAD CAM and 3 and 5-axis CNC machining, as well as understanding technical drawings.

The ground-breaking course will take just six months to complete and, at the end of it, each learner will receive a Level 3 Extended Diploma in Engineering and Technologies, additional on-the-job competences, and an interview/ opportunity to gain full-time employment at Collins Aerospace's Wolverhampton facility.

In-Comm Training has a very strong track record of working with WMCA on developing innovative skills solutions. Other activities include:

- Creation and delivery of 'modularised' Level 4 HNC/ HTQ qualifications
- The UK's first toolmaking course
- Launch of a Level 5 ILM-accredited Leadership & Management Diploma

PRECISION TOOLING ACADEMY

Created in partnership with pressing and tooling specialist Brandauer, the UK's first Precision Tooling Academy has enjoyed a hugely successful 12 months.

Engineers from JLR's maintenance teams at Castle Bromwich and Solihull were the first cohort to complete the 20-week Professional Toolmaking course that saw them follow a live tool from concept, design and prototyping through to manufacture and testing.

They also acquired CAD techniques, contributed to the manufacture of press tool components, demonstrated fitting skills to assemble a tool and successfully identified problems through proficient root cause analysis and rectification.

This was an important rubber stamp for what was a new concept and the next cohort of engineers – from SMEs and tier 1s – are now in the process of benefitting from industry's most comprehensive toolmaking course.

IN-COMM TRAINING BAROMETER

This year will be the 5th time we have taken the pulse of the training landscape in the UK with our Training Barometer.

Canvassing the opinion of more than 100 employers and 200 learners, the report provides a comprehensive insight into how companies are funding training, the issues they face, the appetite for apprentices and thoughts on emerging trends, such as reshoring, digital skills, and the adoption of Artificial Intelligence.

The Barometer in 2023 was front page news with The Daily Express and has been used to lobby Government for more localised and industry-specific funding.

SKILLS STEERING GROUP

Our Skills Steering Group operates across the Black Country and Shropshire and features 20 companies of varying size and manufacturing specialism.

They meet quarterly to review all things training and development, including IMS build, curriculum, latest technology adoption, new qualifications and courses.

This intelligence is vital for shaping our learning and training offer, as well as helping us take the employer message to Government about funding opportunities.

STEM ENGAGEMENT

Attracting future engineers at a grassroots level is vitally important and this has seen us increase our STEM Engagement activity.

In the last twelve months, we have spoken to and given immersive learning experiences to more than 1000 pupils from primary and secondary schools in the West Midlands.

Activities include:

– Taster days from primary schools upwards
– Open Houses at our two Technical Academies
– Involvement in Talking Schools project
– Business visits to showcase real-world manufacturing
– Teacher and parent training on the importance and opportunity of engineering and completing an Apprenticeship
– Supporting the regional and national F1 in Schools competition

APPRENTICESHIP BOOM

The appetite for 'growing your own' engineers is booming, with the latest intake being our best-ever.

We saw a 35% increase in the number of the apprentice starts last September, with 199 individuals starting their careers in machining, product design, robotics, technical support, welding, electrical, mechatronics and toolmaking.

In addition, In-Comm Training also successfully inducted 30 learners onto our Level 4 HNC programme - highlighting a strong move towards upskilling workers. This year we will start delivery of the Higher Technical Qualifications from our Telford Academy.

LOCAL SKILLS IMPROVEMENT FUNDING (LSIF)

In-Comm Training was successful in securing a £150,000 LSIF Award and this is being used to purchase a state-of-the-art automation training cell.

Due to be launched in July, the new capability is employer-led and has been designed in partnership with Telford automation specialist Bauromat.

Once installed, it will provide the technology required to deliver dedicated Level 3 and Level 4 courses in automation and robotics to over 100 learners.

This vital installation will help meet a critical skills gap in the local area and help firms make the most of new opportunities.

IN-COMM AWARDS

Our annual Training Awards continue to be the biggest celebration of vocational learning in the West Midlands and last year's event again attracted more than 350 guests.

The high-profile event recognises our best apprentices, employers and apprenticeship ambassadors and helps to put this learning route firmly into the spotlight as a viable alternative to university.

Media coverage for our winners regularly makes it into more than 25 different publications.

In-Comm Training and Business Services Ltd.
Vigo Place, Aldridge, Walsall, West Midlands WS9 8UG
T: 01922 457686 E: sales@in-comm.co.uk W: www.in-comm.co.uk

In-Comm Training Telford
Unit 5A, T54 Business Park, Nedge Hill, Telford TF3 3AJ
T: 01746 802 079 E: sales@in-comm.co.uk W: www.in-comm.co.uk

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ANNEX No. 4

HWGTA (Herefordshire & Worcestershire Group Training Association)

Herefordshire and Worcestershire
Group Training Association

Detail provided by the Institution.

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Introduction

Herefordshire and Worcestershire Group Training Association (HWGTA) is an employer led, not for profit training provider offering bespoke apprenticeships and training to local businesses and communities. HWGTA has over 50 years of experience in delivering excellent training across the two counties, consistently rating above the national average for learner success rates, holding "Outstanding" grading from Ofsted and maintaining successful, long-term relationships with local employers.

HWGTA is unique locally in its employer led approach; with local business leaders heading up the voluntary board of directors, the training model adapts and continuously improves to fit the needs of local businesses. This approach allows HWGTA to understand the employer needs highlighted in the LSIP and take action to address them.

To compliment the outstanding apprenticeship delivery, HWGTA is foremost in providing bespoke training for workplace competence and qualifications across Herefordshire, Worcestershire and further afield, working in partnership with individual organisations to identify their training requirements both to develop existing employees and to recruit and train new personnel. HWGTA train over 1100 course delegates per year and have c650 apprentices on programme at any time.

Contribution to Local Skills Improvement Plans

HWGTA are an integral part of the local skills discussion, collaborating with the Marches Education Partnership, FE colleges, NMITE and provider networks such as the Herefordshire Skills Board, MSPN, WTPA and GTA England. Working with 180 apprentice employers allows a direct access to the employer voice and an understanding of the skills needs. LSIP specific employer engagement events have been held, enabling our employer network to influence HWGTA's response to LSIP. These workshops brought together specialists from a variety of organisations to discuss skills needs and challenges with HWGTA staff, influencing the apprenticeship curriculum and short course development.

New provision

Automation skills in manufacturing and food and drink were specifically highlighted in the LSIP process and focus has therefore been given to developing this provision. A new Automation Workshop has been created in the Hereford training centre, with state of the art Siemens PLC, Festo fluid power and Universal Robotics equipment. This workshop is now in use training level 3 engineering apprentices, enhancing their skills development in preparation for careers with local businesses. A new range of short courses has also been developed to allow employers access to training.

Introduction to PLC

This course provides an introduction to Programmable Logic Controllers (PLC's) and how they are used in various manufacturing and automation environments. Working with the latest Siemens Logo and S7 equipment in our new Automation facility, delegates will get a hands-on experience of programming PLC's in various real-life scenario's.

The course will identify different types of PLC's and their structure and applications, understand how PLC's work, cover programming and controls, look at input/outputs and provide an introduction to fault finding.

Advanced PLC

This course will take delegates familiar with Programmable Logic Controllers (PLC's) and expand on their knowledge to prepare them to an advanced level. Working with the latest Siemens S7 equipment in our new Automation facility, delegates will get a hands-on experience of programming PLC's in various real-life scenario's.

This advanced course looks at designing HMI's, networking PLC's, creating automated sequence programs and improving fault finding capability. The course is designed to be a practical experience that allows delegates to link the learning to the workplace.

This course is an ideal progression for delegates that have completed the Introduction to PLC course, or previously completed an engineering apprenticeship.

Introduction to Robotics

This course will provide an introduction to the world of robotics and how they are used in various manufacturing environments. Using a combination of simulation and programming software and working with our Universal Robots Collaborative Robot delegates will get a hands-on experience.

Delegates will begin with an understanding of the safety principles and capabilities of robots, moving on to develop understanding of the software, hardware, setup and look at how robots link with other equipment such as conveyors through the use of inputs and outputs of measurement devices and controls.

Holmer Road · Hereford · HR4 9SX
01432 274310

McKenzie Way · Worcester · WR4 9GN
01905 729993

www.hwgta.org · Email: info@hwgta.org

Herefordshire and Worcestershire Group Training Association Limited · Registered Office: Holmer Road, Hereford, HR4 9SX
Registered in Cardiff No. 1475237 ·. Charity No. 512976

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ANNEX No. 4

SBC Training

Detail provided by the Institution.

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Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

Partnership working brings back apprenticeship training to Shropshire

SBC Training has developed an innovative partnership with V&D Interiors to reintroduce plastering apprenticeships to the county.

Following discussions with local CITB staff it was identified that there was an unfulfilled demand for plastering training in the Shropshire, Telford & Wrekin area.

SBC Training held talks with CITB representatives and a local contractor, V&D Interiors, to discuss solutions to the identified problem.

The employer required a solution to their ongoing recruitment needs and agreed that the development of an apprenticeship programme was a preferred solution.

SBC Training was able to find a solution by identifying suitable training options in conjunction with the employer. The employer was able to use their industry relationships to negotiate supplier terms that made the programme financially viable and SBC Training was able to provide their expertise to support the development of a suitable training plan.

"The apprenticeship scheme started in September 2023 and is progressing well, with a new cohort of apprentices due to start in September 2024".

SBC Training has been able to guide the employer every step of the way in helping to fill skills shortages in the local area.

From left: Colin Thaw, MD of SBC Training with Calvin Challis, Director of V&D Training, is on the right and Paul Nightingale (Lead Trainer), is in the centre.

Social Care provider backs apprenticeship training in Shropshire

SBC Training has developed an innovative training plan with Coverage Care to reinvent Adult Care apprenticeship delivery.

Apprenticeships are an established method of developing skills and knowledge for a wide range of sectors. The adult care sector has found the programme difficult to engage with, particularly balancing apprenticeship requirements with the day to day challenges of delivering professional social care services.

SBC Training was approached by Coverage Care to try and develop a programme that met the needs of the apprentice in training, without inhibiting the organisation's ability to deliver the care that their customers require. With the help of the team at SBC Training a pattern of off the job training opportunities and study periods have been identified. Which allow their apprentices to develop the knowledge and skills that are so sought after in the social care sector. Apprentices attend regular workshops which equip them with fundamental knowledge and skills but also provide additional skills such as advanced first aid, resilience training and applying industry IT. This also gives the apprentices the opportunity to network with others, share experiences and discuss good working practices. The first cohort of apprentices are well on their way to achieving their learning targets and the company is so pleased with the progress that they are currently identifying a second cohort to start later in 2024.

If necessity is the mother of invention...

SBC Training was approached by a number of small construction companies to find a solution to their needs for a "competent general builder".

SBC Training enjoys a challenge we set out to investigate a range of apprenticeships to see if they could be adapted to meet this request. Following extensive research, we were able to develop a programme based upon the Property Maintenance Apprenticeship standard. It was identified that the knowledge, skills and behaviours within the programme leant themselves very nicely into the development of a suitable programme. Working with feedback from local construction company, PaveAways, SBC Training has produced a training programme which meets the requirements of local companies and is growing and developing local talent who are capable of meeting the demands of the local construction sector. The programme aims to follow the natural progress of small developments and is suitable for those engaged in new build construction or maintenance occupations.

Marketing expertise employed to maximum apprentice benefit

When SBC Training commenced delivery of the Digital Marketing apprenticeship programme in 2018, we did not fully appreciate the impact that this programme would have in the local area.

Tiffany Walsgrove, Digital Marketing Trainer, and learners.

6 years later, not only do we realise the positive impact that the apprenticeship has had on local businesses, but also the impact that the integration of local marketing experts has had on the learner and employer satisfaction with the quality of the learning experience.

SBC TRAINING
DOING GOOD THINGS

www.sbc-training.co.uk

SBC Training identified that the content of the apprenticeship would be further enhanced if we were able to invite support from industry experts to share their experience and also illustrate the benefits to the apprentices of embracing the learning opportunities that were being made available to them. Yes, most apprentices could see the impact of an enhanced understanding of search engine optimisation (SEO) but additional support in the development of creative writing skills, videography and podcasting skills has proved a real winner in supporting apprentices to achieve outstanding results, both personally and for their employers. Our thanks go to Ascendancy Internet Marketing, J&PR and Interactive Opportunities for their ongoing support in developing tomorrow's marketing professionals.

ABOUT THE COMPANY

SBC Training has been involved in the delivery of work-based training solutions for more than 40 years. If you would like support to help your business grow, please get in touch.

MEDIA CONTACTS

Name	Contact Information
Colin Preece	01743 454810
Business Support Consultant	colin.preece@sbc-training.co.uk

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ANNEX No. 4

MSPN

MARCHES SKILLS PROVIDER NETWORK

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Marches LSIPs
Local Skills Improvement Plan

Shropshire
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Herefordshire
& Worcestershire
Chamber of Commerce

Marches Skills Provider Network (MSPN) is a Community Interest Company (CIC) limited by guarantee with a fee-paying membership consisting of independent training providers, colleges and higher education institutions (HEI). Our current members can be found here.

Owned by its members, MSPN is a not-for-profit company, governed by a board. With a vision to "Help the Marches Work," collectively we provide high quality training to businesses in The Marches, comprising Shropshire, Telford & Wrekin and Herefordshire.

We aim to provide a network that will promote the awareness and uptake of work-based skills and training across the Marches which contributes to the economic stability and prosperity of the region. In achieving this aim, our objectives are to:

❖ Represent and champion Work Based Learning and Skills as a fully inclusive network.

❖ Promote opportunities for the development of workplace skills to all stakeholders including: employers; individuals; schools; parents; local authorities and government bodies.

❖ Inform and update its members of current issues surrounding work-based learning on a regular basis.

❖ Deliver the Marches Skills Agenda working in conjunction with key stakeholders for the achievement of Government targets and priorities.

❖ Collaborate with key institutions and organisations within the Marches to share good practice and tender for joint funding opportunities.

https://www.mspn.co.uk

ANNEX No. 4

CITB

(Construction Industry Training Board)

Funded by
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Marches LSIPs
Local Skills Improvement Plan

Shropshire
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Herefordshire
& Worcestershire
Chamber of Commerce

CITB is the industry training board for the construction sector in England, Scotland, and Wales. It's our job to help the construction industry attract talent and to support skills development, to build a better Britain.

We are an executive non-departmental public body in charge of our budget and activities. Sponsored by the Department for Education, we are also accountable to government ministers, and ultimately Parliament.

Our purpose

Support the construction industry to have a skilled, competent, and inclusive workforce, now and in the future.

What we aim to do

- Inform and enable the right people into construction
- Develop a training and skills system to meet future needs
- Support the industry to train and develop its workforce

To find out more about the courses they run, reports, membership and other activities please follow the link below.

https://www.citb.co.uk/courses-and-qualifications/

CONSTRUCTION SKILLS NETWORK

FOCUSING ON THE
SKILLS CONSTRUCTION NEEDS.

LABOUR MARKET
INTELLIGENCE REPORT

WEST MIDLANDS
2024—2028

KEY FACTS AND FIGURES

The volume of construction work in the West Midlands will grow by an annual average rate of

2.0%[1]

The biggest gains in output will come from these sectors:

PRIVATE HOUSING

NON-HOUSING REPAIR & MAINTENANCE

The occupations with the strongest additional recruitment requirement levels are:

Other professionals and technical staff working in construction

Non-construction professional and technical office based staff

Other non-construction office–based staff

Main projects in the West Midlands include:

The Smithfield 10 year regeneration project in Birmingham city centre

£1bn

West Midlands Interchange project

£450m

Coventry City Centre regeneration scheme

1 Five year growth rate from the end of 2023 to end of 2028

WEST MIDLANDS

The additional recruitment requirement in the West Midlands of 3.1% per year is higher than the UK value of 1.9% and means an extra 35,600 workers will be needed in the region from 2024 to 2028.

UK MACROECONOMIC BACKDROP

In 2023, UK GDP is estimated to have increased by only 0.1% compared with 2022 as the economy went into a mild recession in the second half of 2023, with two consecutive quarters of contraction (-0.1% in 2023Q3 and -0.3% in 2023Q4). There are strong signs that the recession isn't likely to continue into 2024 with monthly GDP data showing a 0.2% rise in January.

February's UK Purchasing Managers' Index (PMI) adds to evidence that economic activity is improving with the composite index recording a fourth consecutive month of expanding activity and confidence.

The index registered 53.0 in February, marginally above the 52.9 reading for January. The service sector was the main driver within the composite index following another month of expanding business activity, and a confirmed services PMI reading of 53.8 in February.

There was an improvement in the construction sector PMI registering 49.7 in February, up from 48.8 in January on the back of new business growth and a pick-up in order books, which was the first rise reported since July 2023. Unfortunately, the manufacturing sector continues to struggle, reporting a nineteenth consecutive PMI reading below 50.0 at 47.5 in February.

Consumer confidence had been trending upwards in recent months, adding to the picture of improving economic activity. However, GfK's consumer confidence index headline score of -21 in February, was slightly down from -19 in January, marking the first fall in four months and highlighting how the recent mix of economic news is affecting consumer confidence. The reduction in inflation will be a factor in helping consumer confidence. In February 2024, monthly Consumer Price Inflation, including housing costs (CPIH) was 3.8%, significantly down from 9.2% in February 2023, with expectation of further drops to come due to falling energy bills. Looking forward, we expect inflation to continue to drop as we progress through 2024, reaching the Bank of England's 2.0% target by the middle of the year.

ALTHOUGH THERE ARE POSITIVE SIGNS OF ECONOMIC GROWTH, THE WIDESPREAD VIEW IS THAT IT WILL BE 2025 BEFORE THE PACE PICKS UP

The number of vacancies being advertised continues to reduce, having peaked at 1.3million in the first half of 2022, there are now just over 900,000 (Dec 2023 – Feb 2024). While this is a sign that the labour market appears to be cooling, vacancy levels are still higher than those seen in 2019/2020 before the pandemic, where there were around 820,000 vacancies. Slowing wage growth is another indicator of a generally cooling labour market, however, there is still an unusual tightness in the labour market that is creating upwards pressure on wages. The employment rate for 16—64 year olds remains around 75%, with unemployment staying low at 3.9%, while inactivity is relatively high at 21.8%. The inactivity level means approximately 9.2 million people are absent from the labour force, which is 700,000 more than pre-pandemic levels, with long-term illness being one of the main reasons.

Although there are positive signs of economic growth, the widespread view is that it will be 2025 before the pace picks up. The economic outlook published by the Office for Budget Responsibility (OBR) in March 2024 forecasts GDP growth to pick up by 0.8% in 2024, increasing to around 2.0% in 2026, then settling down to around 1.8% in 2027 and 2028. While the outlook for the UK economy in 2024 is improving, we are not yet in a position of strong economic growth.

Recruiting and developing the workforce for the future is still a key challenge for the industry to overcome and make the most of the growth opportunities such as building the volume of homes the country needs, the infrastructure for energy and transport, and retrofitting the built environment to meet net zero targets. ■

STRUCTURE

The construction industry in the West Midlands has 14,750 employers, **which is 12% of all employers in the region.**

Non-housing R&M sector:

23%

In 2023 the industry in the West Midlands is estimated to have total output of around £14bn which is structured as per Figure 1 (below).

The profile of the construction industry in the West Midlands continues to show a high share of non-housing repair and maintenance (R&M) work, which is the strongest sector in the region, accounting for 23% of total work. R&M sectors account for 42% of total 2023 output in the West Midlands, which is similar picture to UK (41%). In the new work, private housing and infrastructure continue to be the two main sectors. ■

CONSTRUCTION INDUSTRY STRUCTURE 2023 WEST MIDLANDS

FIGURE 1

UK
WEST MIDLANDS

Public housing	2%
Private housing	20%
Infrastructure	16%
Public non-housing	6%
Industrial	4%
Commercial	10%
Housing R&M	19%
Non-housing R&M	23%
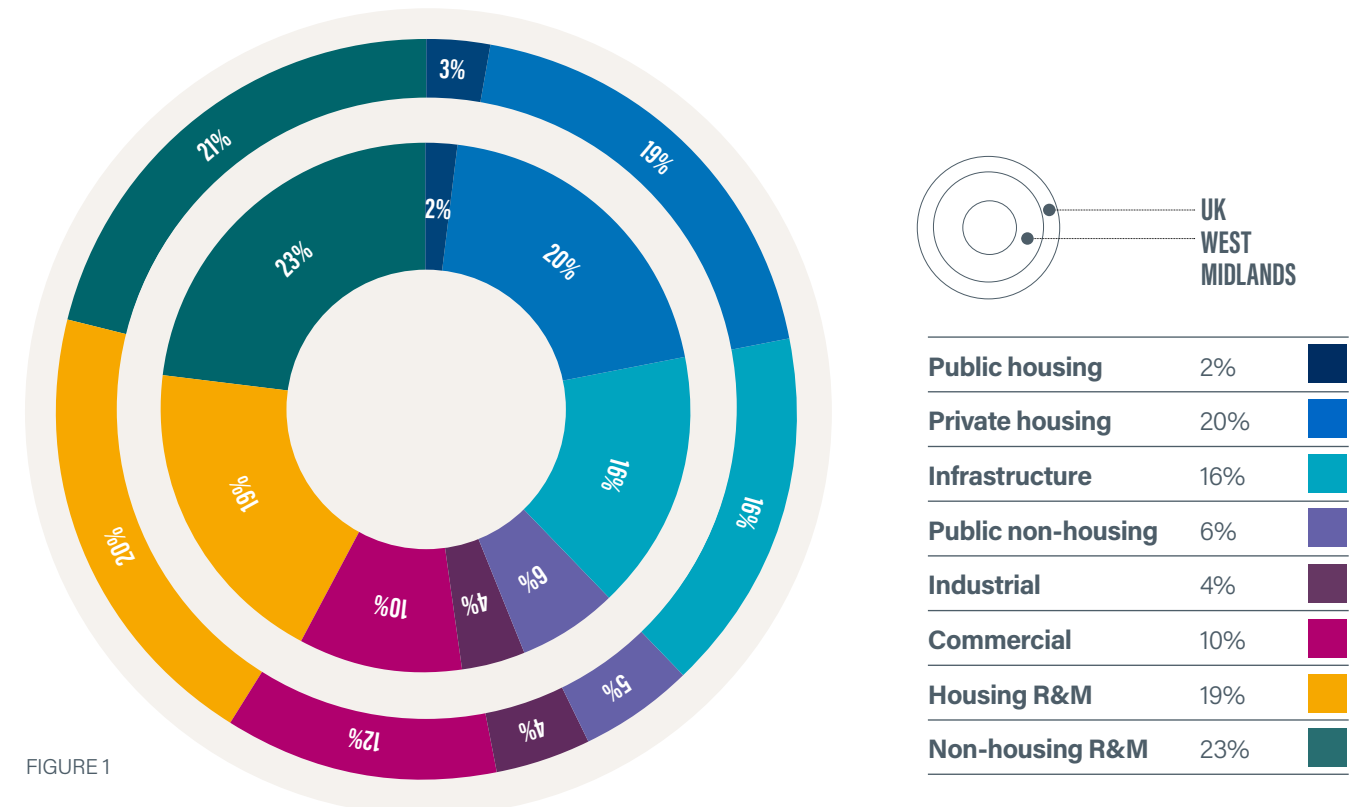
2023 VIEW

Total annual output 2023:

⌄

£14bn

Growth in public non-housing work:

⌃

£204m

2022 saw output growth in West Midlands in line with the UK rate of growth. ⌃

While UK construction output continued to grow by 2% in 2023, output in the West Midlands dropped by -4.5%, ending the year at £14bn in 2023. ⌄

This was mainly due to a drop in new work output, with private housing (-£765m) and infrastructure (-£273m) seeing the largest falls. Growth in both public non-housing (£204m), public housing (£165m) and non-housing R&M (£186m) protected from a steeper decline. ⌄

Going into 2024, we expect output in the West Midlands to decline to around £13.9bn. Forecasted growth in R&M work provides some resilience for construction output in the region, whilst new work is expected to continue its decline during 2024. ⌄

CONSTRUCTION OUTPUT (£M) 2005—2024 WEST MIDLANDS   Source: ONS. ref. CSN Explained, Section 4, Note: 1

FIGURE 2
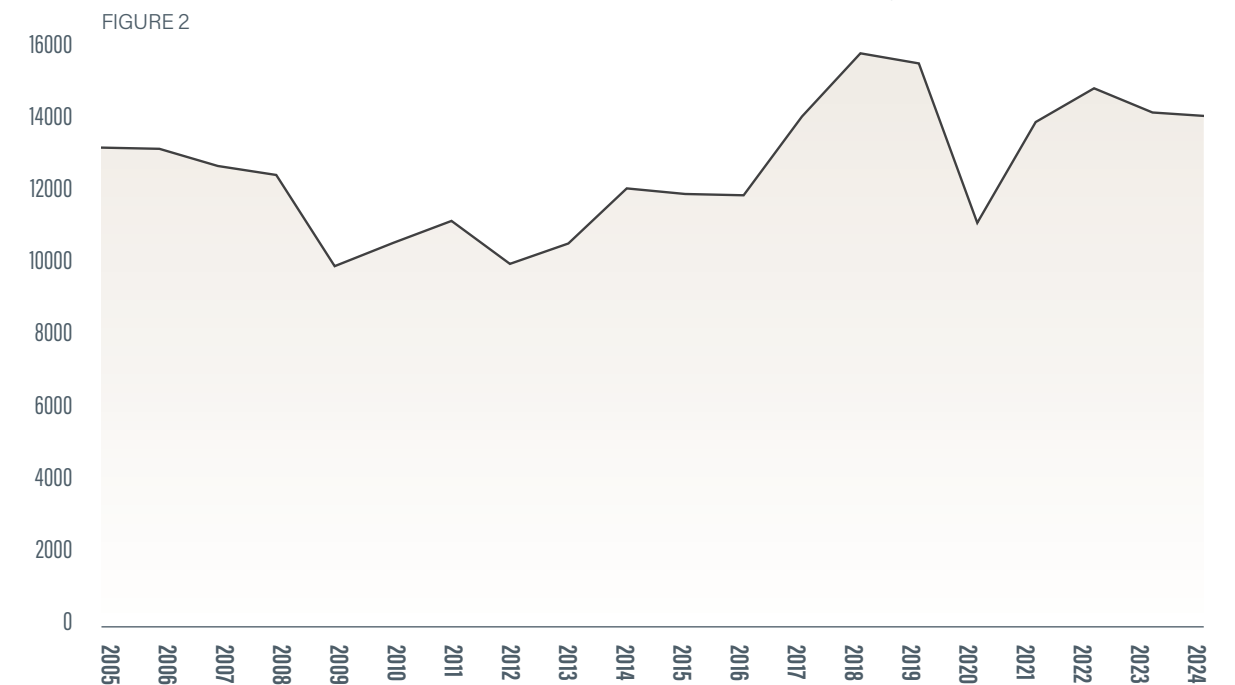
OUTPUT FORECAST 2024—2028

The West Midlands has an average annual output growth rate of 2.0%, which is just below the UK rate of 2.4%.

This is due to a combination of a drop in new work for 2024, which picks up from 2025 onwards, alongside low growth for the R&M sectors from 2025. This is like the pattern we expect to see across the UK, just at a slightly reduced level.

The sectors with the highest average growth rates are private housing (3.2%) and public non-housing (3.0%), though the biggest gains by value of output will come from non-housing R&M.

This reflects a combination of growth in these sectors and their relative importance for work in the region. ∎

FORECAST

The £1.9bn Smithfield Development is a 10 year regeneration project that commenced in 2016.
The project will provide a new market to Birmingham's city centre and create cultural spaces for music and art in the community.

Coventry City regeneration:

£450m

Smithfield Development:

£1.9bn

In terms of business and leisure, there will be hotels, bars and restaurants. Alongside this, the plans include over 3,000 new homes with a range of community facilities.

The £1bn West Midlands Interchange project will be the country's largest intermodal logistics site, sitting alongside 8 million square feet of warehousing facilities and will be directly connected to the West

Coast Mainline. Work has already started, phase 1 includes infrastructure works such as earthworks, highways construction and water installation.

Coventry City Centre regeneration scheme has an estimated value of £450m and is expected to provide 1,550 new homes. This regeneration scheme is being delivered by The Hill Group and Shearer Property Group in a joint venture.

Alongside new homes, the project plans offer 8,000 square metres of commercial space and 17,000 square metres of open space. Demolition is scheduled for summer of this year, and the first homes are expected in early 2027. ∎

CONSTRUCTION OUTPUT — WEST MIDLANDS (£ MILLION, 2019 PRICES)

	ACTUAL LEVEL	FORECAST ANNUAL % CHANGE					ANNUAL AVERAGE
	2023	2024	2025	2026	2027	2028	2024–2028
Public housing	274	0.3%	3.1%	3.3%	3.3%	3.2%	2.6%
Private housing	2,884	-5.3%	11.6%	3.2%	3.5%	3.4%	3.2%
Infrastructure	2,210	-9.6%	-1.2%	1.0%	0.7%	0.5%	-1.8%
Public non-housing	864	2.7%	4.3%	3.0%	2.6%	2.3%	3.0%
Industrial	565	-5.7%	2.0%	2.2%	1.8%	1.4%	0.3%
Commercial	1,369	0.8%	3.4%	3.3%	3.1%	3.1%	2.7%
New work	8,166	-4.4%	5.1%	2.6%	2.5%	2.4%	1.6%
Housing R&M	2,616	2.0%	3.4%	1.9%	1.7%	1.6%	2.1%
Non-housing R&M	3,247	6.3%	2.5%	2.4%	1.7%	1.6%	2.9%
Total R&M	5,863	4.4%	2.9%	2.2%	1.7%	1.6%	2.6%
Total work	14,030	-0.7%	4.1%	2.4%	2.2%	2.1%	2.0%

ANNUAL AVERAGE CONSTRUCTION OUTPUT GROWTH 2024—2028
WEST MIDLANDS

Source: Experian
ref. CSN Explained, Section 4, Note 2

FIGURE 4

- PUBLIC HOUSING: 2.6%
- PRIVATE HOUSING: 3.2%
- INFRASTRUCTURE: -1.8%
- PUBLIC NON-HOUSING: 3.0%
- INDUSTRIAL: 0.3%
- COMMERCIAL: 2.7%
- HOUSING R&M: 2.1%
- NON-HOUSING R&M: 2.9%
- TOTAL WORK: 2.0%
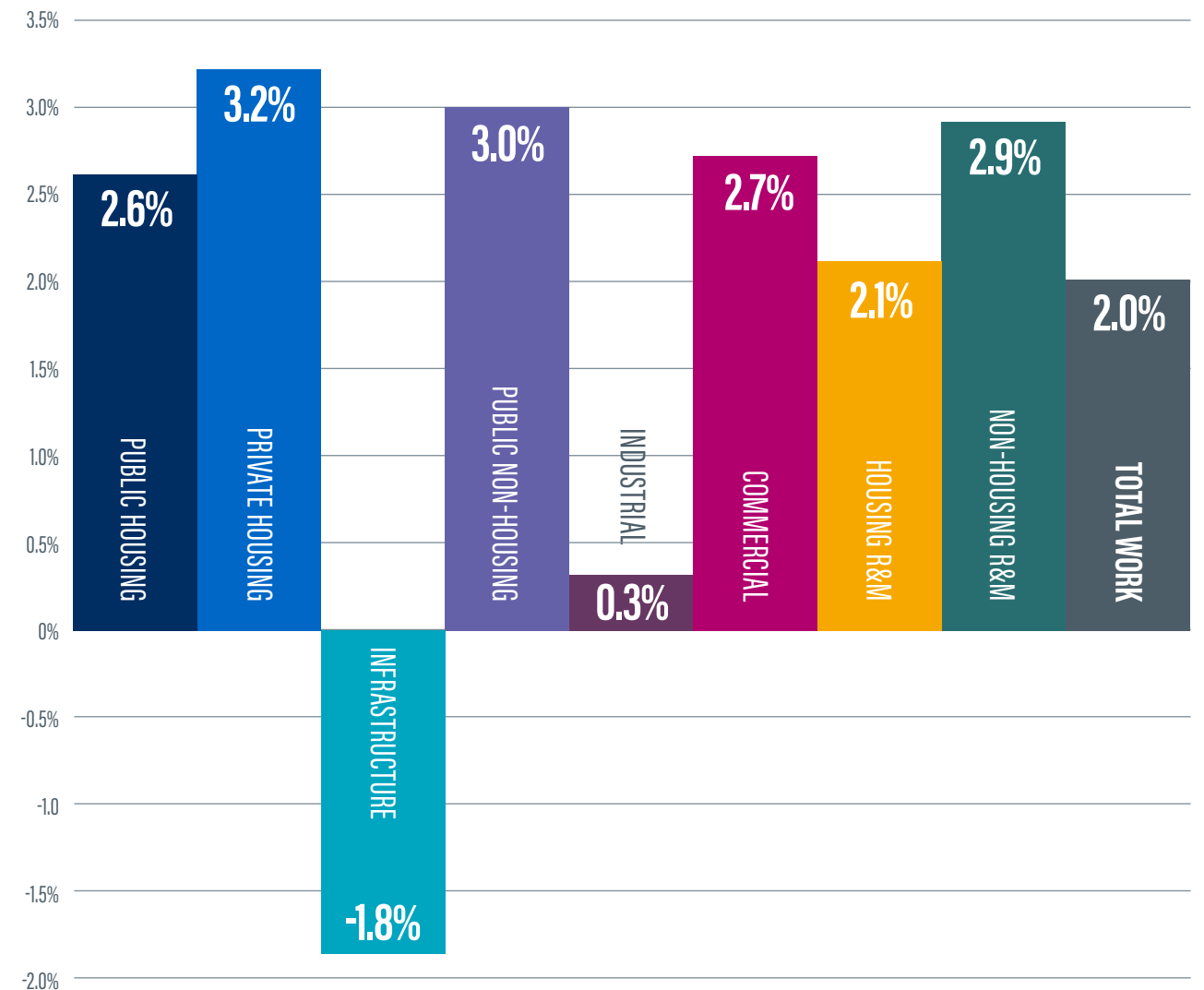
WORKFORCE[2] FORECAST

Average annual increase of construction workforce:

0.4%

The level of output growth in the West Midlands gives an annual average increase of 0.4% in the construction workforce, which is lower than the UK figure of 0.6%. We forecast that the 2023 workforce of 231,450 in the region will decrease slightly to 228,430 in 2024 before increasing to reach 236,520 by 2028. This is the same pattern seen across the UK with the construction workforce reducing in 2023 and 2024.[3]

FIGURE 5

TOTAL EMPLOYMENT BY OCCUPATION — WEST MIDLANDS	ACTUAL 2023	ESTIMATE 2024	FORECAST 2028
Directors, executives and senior managers	19,250	19,710	21,330
Construction project managers	3,570	3,330	3,280
Non-construction professional and technical office based staff	29,390	28,310	27,880
Other non–construction office–based staff	18,650	19,050	19,860
Construction trades supervisors	4,230	4,050	3,990
Carpenters and joiners	15,290	15,250	16,090
Bricklayers and masons	7,130	7,130	7,690
Other construction and building trades	17,090	16,720	16,950
Painters and decorators	5,130	5,210	5,600
Plasterers	5,080	4,940	4,910
Roofers	4,660	4,690	4,990
Floorers and wall tilers	3,770	3,680	3,810
Glaziers and window trades	1,820	1,800	1,840
Scaffolders	630	640	740
Plant operatives	3,540	3,150	3,190
Plant mechanics/fitters	2,510	2,350	2,400
Steel erectors and metal workers	2,080	2,000	2,340
Labourers	9,650	9,390	11,240
Groundworkers	2,160	2,080	2,430
Electrical installation trades	13,660	13,280	13,530
Plumbing and HVAC trades	11,010	10,770	11,070
Logistics	5,560	5,280	5,430
Road and rail construction operatives	2,710	2,490	2,460
Non–construction trades and operatives	3,660	3,900	4,530
Total (SIC 41—43)	**192,230**	**189,200**	**197,580**
Civil engineers	3,340	3,390	3,550
Other professionals and technical staff working in construction	25,770	25,630	25,990
Architects	1,860	1,860	1,950
Surveyors	8,260	8,340	7,440
Total (SIC 41—43, 71.1, 74.9)	**231,450**	**228,430**	**236,520**

Source: ONS, CSN, Experian. ref. CSN Explained, Section 4, Notes 5 and 6

2. workforce covers construction contracting, SIC 41, 42 & 43 along with supporting technical and professional workers in SIC 71 and 74.9.

3. The 28 occupational groups used in the report have been updated to align with the new Standard Occupational Classification: SOC(2020). Full details are covered in accompanying Technical Annex.

ANNUAL RECRUITMENT REQUIREMENT (ARR)

The average annual recruitment requirement in the West Midlands is set to average

3.1% PER YEAR

based on 2023 workforce levels, which is higher than the UK figure of 1.9%. This means the construction industry would have to increase current recruitment by 7,120 new workers each year to deliver the expected work between the start of 2024 and end of 2028.

The following occupations have some of the strongest recruitment requirement values:

- Other professionals and technical staff working in construction (1,910 per year)
- Non-construction professional and technical office based staff (1,630 per year)
- Other non-construction office–based staff (1,130 per year)

There will be pressure on occupations such as labourers (9.3%), architects (7.5%), plant mechanics/fitters (6.4%) and other professionals and technical staff (7.4%) where demand is high compared to their workforce level.

For occupations that have no ARR value on the table, indication is that recent levels of recruitment will be able to meet future need if they are maintained.

FIGURE 6

ANNUAL RECRUITMENT REQUIREMENT BY OCCUPATION — WEST MIDLANDS	% OF 2023 WORKFORCE	VALUE
Directors, executives and senior managers	1.8%	350
Construction project managers	2.2%	80
Non-construction professional and technical office based staff	5.5%	1,630
Other non-construction office–based staff	6.1%	1,130
Construction trades supervisors	1.7%	70
Carpenters and joiners	-	-
Bricklayers and masons	-	-
Other construction and building trades	-	<50
Painters and decorators	-	<50
Plasterers	-	<50
Roofers	1.1%	50
Floorers and wall tilers	-	<50
Glaziers and window trades	-	-
Scaffolders	-	<50
Plant operatives	-	-
Plant mechanics/fitters	6.4%	160
Steel erectors and metal workers	-	-
Labourers	9.3%	900
Groundworkers	2.3%	50
Electrical installation trades	2.6%	360
Plumbing and HVAC trades	1.6%	180
Logistics	-	<50
Road and rail construction operatives	-	<50
Non–construction trades and operatives	-	-
Civil engineers	-	-
Other professionals and technical staff working in construction	7.4%	1,910
Architects	7.5%	140
Surveyors	1.3%	110
Total (SIC 41—43, 71.1, 74.9)	**3.1%**	**7,120**

Source: ONS, CSN, Experian. ONS: "This work contains statistical data from ONS which is Crown Copyright. The use of the ONS statistical data in this work does not imply the endorsement of the ONS in relation to the interpretation or analysis of the statistical data. This work uses research datasets which may not exactly reproduce National Statistics aggregates." ref. CSN Explained, Section 4, Notes 5 and 6.

RECRUITMENT AND TRAINING

7,120 WORKERS PER YEAR

The current level of recruitment in the region's construction industry has been around 17,000 workers per year, while slightly more left, around 18,000 workers per year. This gives a slight outflow of workers and helps to explain why the workforce levels have dipped in recent years.

For the industry to meet expected demand in the region, the forecast shows that recruitment would have to increase by the equivalent of 7,120 workers per year. This is important to understand because there are still construction vacancies in the West Midlands that need filling going into 2024.

Figure 7 shows how construction job vacancies in the West Midlands have remained slightly below the UK trend and more recently have fallen below pre-covid (2019) levels.

Construction workers are still in demand and relatively low levels of unemployment leads to competition for workers. To fill vacancies and recruit new staff, companies can:

- Attract skilled workers who have left the industry back into construction. This would be either those who have left to work in other industries or those that have become unemployed or inactive.
- Recruit and train new entrants into construction from those leaving school, further education, higher education or migration.
- Improve the retention of workers within the industry.
- Look at how productivity can be improved.

Companies that can understand and meet what workers value the most are the ones that are more likely to be successful at attracting and retaining new staff. That could range from being able to offer long-term career opportunities with support to help development, through to good levels of pay, flexible working to have a positive work life balance and creating a culture of fairness, inclusion, and respect.

Training is an important aspect of staff development and recent trends aren't positive for construction.

Figure 8 shows construction apprenticeship starts in the West Midlands picking up strongly after Covid-19 lockdown, ending the 2021/22 academic year 15% up on 2020/21, however, they dropped in 2022/23 by 3%. Indications are that 2023/24 will see a further drop in starts as half year numbers are down 10% compared to the same point in 2022/23. ■

Looking at the range of construction training achieved across England at Level 2 and above, there is a similar pattern. From 2014—2016 there was a decline in certificates issued (see Figure 9), which then increased from 2017—2019, with the main qualifications being related to plant operations, site carpentry and brickwork. 2020 saw a reduction in the number of certificates being issued, which hasn't really increased (see Figure 9).

- 2014—2016: average of 80,000 certificates per year.
- 2017—2019: average of 95,000 certificates per year.
- 2020—2023: average of 72,000 certificates per year.

At a time when the construction industry needs additional workers, a drop in training being carried out will add to the challenges being faced by companies, and it is important for this to be addressed. ■

INDEX OF CONSTRUCTION JOB VACANCIES FIGURE 7

Source: Lightcast, selected construction occupations, West Midlands

CONSTRUCTION APPRENTICESHIP STARTS IN THE WEST MIDLANDS, 2018/19—2022/23 FIGURE 8

Source: Department for Education

CONSTRUCTION SECTOR QUALIFICATION CERTIFICATES ISSUED, LEVEL 2+, CERTIFICATES AND DIPLOMAS, EXCLUDING ELECTRICAL HEATING AND PLUMBING, ENGLAND, 2014—2023 FIGURE 9

Source: Ofqual

CITB SUPPORT TO INDUSTRY
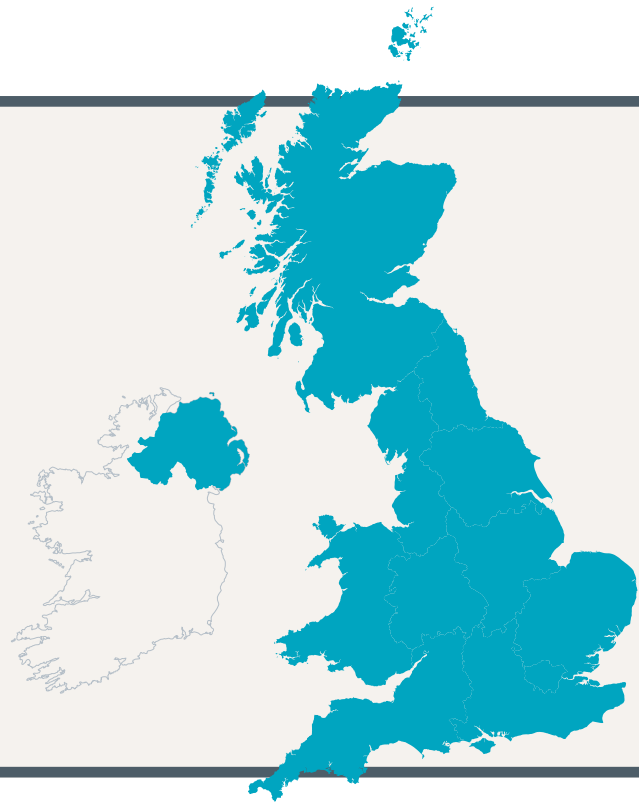
As employers are struggling to find workers, CITB will support the construction industry by investing in three priority areas:

■ **Inform and enable diverse and skilled people into construction:** by raising the profile of construction careers through activities such as Go Construct, Skillbuild, and STEM Ambassadors. Supporting people into the industry through work experience and Tasters, Apprenticeships, the New Entrant Support Team, and Onsite Experience hubs, and providing funding to support the cost of training new entrants.

■ **Develop a training and skills system to meet current and future needs:** updating standards, to ensure training delivers the skills the industry needs. Working with industry to develop a competence-based skills system that will provide more flexible routes into construction, and working with governments to influence apprenticeships on industry's behalf.

■ **Support the industry to train and develop its workforce:** this is imperative to meet the skills needs of industry. Employers have told us they are looking to upskill their workforce to fill gaps, and core occupational training needs to be delivered efficiently. To make this work, CITB will develop and test a new Training Needs Analysis service, to help small businesses make informed decisions about the training they need. CITB will also provide financial incentives to help businesses to do more training and work with providers to identify gaps in supply so that good quality training is available when and where it's needed. ■

CITB WILL DEVELOP AND TEST A NEW TRAINING NEEDS ANALYSIS SERVICE, TO HELP SMALL BUSINESSES MAKE INFORMED DECISIONS ABOUT THE TRAINING THEY NEED.
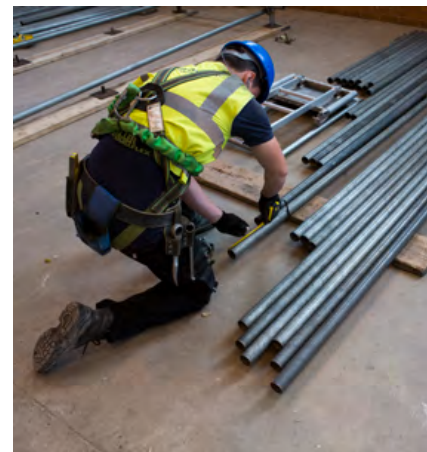
CITB SUPPORT TO THE WEST MIDLANDS

In the West Midlands during 2023/4, CITB has supported almost 1,000 employers with £8.1m of grants and £0.75m of Skills and Training Fund to train new entrants to the industry and to upskill the existing workforce. The New Entrant Support Team which specifically helps employers with the recruitment and retention of apprentices assisted with 233 apprentice starts in the West Midlands and 126 apprentices who were already on programmes.

In addition, CITB has supported the following regional initiatives:

■ **Supported local businesses to attract new talent:** CITB have worked with stakeholders to produce an e-book **'Building the Future Workforce'**, aimed at construction employers in the region detailing different ways they can attract new people to their businesses and the wider industry.

■ **Industry Impact Fund (£425k awarded to West Midlands employers for Equality, Diversity & Inclusion and Productivity projects):** One project led by Interclass and the National Federation of Builders (NFB), developed a new approach to neurodiversity in the workplace, creating a training and mentoring programme specific to construction. The other project, led by Morrisroe and working with BBI Solutions, is developing a new training offer on productivity in construction.

■ **CITB England Construction Opportunities (ECO) commission:** Two projects have been funded in West Midlands, delivered by West Midlands Combined Authority and Landau Ltd, Shropshire. The projects support individuals to overcome any initial challenges they may face as they begin their career in construction, while also providing ongoing in-work support to improve retention and progression. The two projects are targeted with supporting 1,300 individuals over three years.

Overcoming skills shortages by supporting training and recruitment in a more competitive labour market requires combined action from CITB, construction companies, training providers and government.

Having a workforce that is competent and trained to make the most of the future opportunities is vital to ensuring the West Midlands has the volume of energy efficient homes it needs, the infrastructure to ensure the economy thrives, and to tackle the retrofit of the built environment to meet net zero targets. As the report sets out, annually the construction industry will continue to support over 230,000 workers and contribute around £14bn worth of output from an industry that accounts for 12% of all businesses that employ people in the region. ■

Annually the construction industry will contribute over

£14bn
WORTH OF OUTPUT

WEST MIDLANDS

ANNEX No. 4

PIC

(Partners in Care)

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Partners in Care is a not-for-profit membership organisation representing approximately 260 independent Nursing, Residential, Supported Living and Domiciliary Care providers in Shropshire and Telford & Wrekin. We are now able to support adult social care providers in Cheshire where there isn't currently a care association representing local providers.

We offer a wide range of services for adult social care providers across Shropshire, Telford & Wrekin and Cheshire. These include training, a Disclosure and Barring service and a wide range of workforce initiatives. We also accept Personal Assistants as individual members and can offer training, DBS checks and support.

Partners in Care is the local voice for the independent adult social care sector, representing members in discussions with local authorities and the NHS.

Follow the link to understand the training courses available:

https://www.partnersincare.org.uk/training-courses

Partners in Care, 6 Farriers Business Centre, Annscroft, Shrewsbury, SY5 8AN

01743 860011

info@partnersincare.org.uk

ANNEX No. 5

Additional Information on

INNOVATIVE SOLUTIONS TO TRAINING

EMPLOYERS TURNED TRAINERS

Though the report highlighted the general existence of these private sector businesses who have come up with mutually beneficial training schemes, we wanted to give the reader far more detail of how these employers have embraced or supported training. Schemes which benefit staff, contractors, apprentices, trainees, other employers, and support both their own and others business growth, productivity, and longevity. These ways of training come in many forms, here we cover a few examples of types that have and are working well, enhancing the availability of skills and general increasing productivity.

List of contents

Aico (Oswestry)

Iconsys (Telford)

Pipekit (Shrewsbury)

Rowlands Roofing and CoRE (Hereford)

Cleftbridge Limited (Ledbury)

Useful Links

https://www.aico.co.uk/our-services/centre-of-excellence/

https://www.iconsys.co.uk

https://www.pipekit.co.uk/

https://www.rowlandsroofing.co.uk/ & https://www.corehereford.co.uk/

Cleftbridge - Tel 01531 633771

ANNEX No. 5

AICO

Details provided by the company.

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Shropshire Chamber of Commerce

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AICO'S SKILLS HUB

The Skills Hub was a new event that brought together industry figures from different fields, and took place at the Aico office in Oswestry, Shropshire. With a lineup of presenters from organisations including the Fire Industry Association (FIA), Electrical Contractors' Association (ECA), Zemper, Ratio EV, Aico and CEF, the event provided invaluable insights into critical topics within the industry.

The event covered a diverse range of topics, including compliance in fire safety, battery storage systems, solar panels (PV), emergency lighting, domestic fire and carbon monoxide (CO) detection, and electric vehicle (EV) charging. Attendees had the opportunity to engage with experts and gain essential knowledge in these select areas.

Zemper and Ratio EV showcased their latest products, utilising mobile units that allowed attendees to explore their product offerings up close. The whole event was also Continued Professional Development (CPD) certified by the Fire Industry Association.

The Skills Hub drew a good turnout, with 62 delegates in attendance, representing a wide range of backgrounds, including social housing, electrical services, waste management, education, along with various other industries. The event also attracted participants from all corners of the country,

highlighting the widespread relevance and importance of the topics discussed.

Feedback from attendees has been overwhelmingly positive, with many expressing their appreciation for the wealth of knowledge and insights gained through the event. Some feedback received went as far as to state that they wished the event had run on for longer. The Skills Hub not only facilitated networking opportunities but also provided a platform for encouraging collaboration and advancing industry expertise.

The events success underscores the importance of education within the industry, providing a forum for sharing vital information and promoting best practice in various fields. Investigating the potential to offer further follow up versions of the event is already underway, anticipating even greater participation and impact.

🌐 aico.co.uk

📞 01691 664100

✉ enquiries@aico.co.uk

ANNEX No. 5

ICONSYS

Details provided by the company.

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iconsys

iconsys Academy Development – bolstering the UK engineering talent pool.

Milissa Chesters, Head of People and Culture at iconsys, explains why one of the UK's fastest growing technology businesses has decided to seize the day when it comes to finding and attracting new talent, by creating its own Academy.

"A lot has been written in the media about the current labour shortage and, for someone who has worked in HR for more than 20 years, I can – hand on heart – say the current situation is as severe as it has ever been for manufacturers.

We're dealing with a complex cocktail of issues that have been exacerbated by the pandemic and a brain drain caused by Brexit, with many migrant workers choosing to return home. Frustratingly, this scenario comes at a time when UK manufacturers are experiencing strong growth and a raft of new opportunities from reshoring, the lure of the 'Made in Britain' brand and our influence in driving emerging sectors.

iconsys is a perfect example. Our automation solutions are helping to create the factories of the future and we have seen a demand in our services increase by 54%. Whilst we've invested heavily to meet this demand with a £3m spend on creating our 17,500sq ft smart HQ in Telford, bricks and mortar development is the easy bit.

Our bigger challenge comes from attracting engineers with the right skills and whilst we could wait in hope of the Government taking more comprehensive action, we have learnt that the power lies within if we want to make meaningful change in our industry. About 9 months ago we said that enough was enough and decided to take a different approach."

'Best in Class'

"We have involved several experts in the field of training and talent development, including Bill Drury, visiting professor of Engineering at both Bristol and Newcastle Universities.

The aim was to understand different ways of attracting, developing, and retaining the 'best in class' talent for both the now and in the future.

All of this intelligence was brought back and presented to the senior management team, who swiftly took the decision to develop the iconsys Academy to enhance learning and development across the business through state-of-the-art online learning blended with classroom and on-the-job training.

This is not a short-term solution, but a long-term commitment and we have immediately ringfenced more than £250,000 to not only bring it to life but to fund evolution as it expands."

Making a difference

"It has only been a few months since the announcement of our Academy, but we are already seeing positive results from this proactive approach.

Seven new engineers have already been recruited over the last 9 months, with at the very least five more needed over the next twelve months, as we continue to provide bespoke automation solutions to high profile clients in the many industries in which we operate.

Ultimately, if UK manufacturing is going to take advantage of a changing industrial world order, then we need more companies to take a proactive stance and look at ways where they can grow their own engineers or attract new talent to our sector.

We look forward to developing this exciting platform and being part of ensuring the future pipeline of engineering talent."

iconsys

https://www.iconsys.co.uk/

ANNEX No. 5

Pipekit

Details provided by the company.

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Shropshire
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Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

PIPEKIT

Investing In People

Investing in people, upskilling and training has always been integral to the Pipekit business model. From the start of Pipekit's venture 12 years ago, the role of apprenticeships, product training and industry partnerships has been key to staff development, extending good working practices and improving industry standards for the mutual benefit of all.

An independent distributor of specialist pipework systems and drainage solutions, Pipekit prides itself on offering high levels of customer service and technical support to its customers and the industry. Central to this proposition is ensuring that training is at the heart of the skills system, and that it extends throughout the business, both internally and externally.

Firstly, Pipekit sees continual professional development for its staff as integral. As an ambassador of apprenticeships, Pipekit has always offered apprenticeships with full time contracts, to ensure job security and advancement, and ensures that young team members can contribute immediately to the day-to-day business whilst upskilling organically. This is further supported by ongoing product development and training, for all staff, to ensure the sales and customer support services are at its optimum level for customers and industry alike.

Enhancing Pipekit's own staffing, via training and upskilling, can be evidenced most recently by the launch of a new prefabrication service. Following market demand, Pipekit saw a gap in the market to manufacture prefabricated building drainage stacks offsite, in a factory environment, to offer the market better quality, lower waste and more efficiency. The investment in its fabrication service, through upskilling staff and infrastructure, has opened up significant opportunity in both the UK offsite and tall building markets, which is valuable at a time where both sectors are rapidly expanding. Recent estimates suggest that the UK offsite construction sector is worth over £1.5 billion to the economy (UK Commission for Employment & Skills) and according to Barbour ABI, in the last 12 months there have been 204 10 storeys plus projects undertaken in the UK, with a total value of £12.3bn.

Pipekit's Prefabricated Drainage Factory

Pipekit's inhouse training service also extends externally, offering regular product training programmes, in conjunction with leading brands, for contractors to learn about the latest, innovative pipework and drainage systems. This free service in turn ensures; the best products are specified, are fit for purpose and installed correctly to help minimise waste and risk and optimise industry standards.

A second way Pipekit can influence the skills system is to look outside its Shropshire headquarters and support the industry as a whole, and significantly the next generation of plumbers, heating contractors and installers. Last year, Pipekit commenced a partnership with the Shrewsbury Colleges Group, sponsoring the plumbing and gas department at Shrewsbury College to provide tools, materials and technical presentations. Pipekit works with leading manufacturers including Albion, Flamco, Geberit, George Fischer, McAlpine and various others to essentially offer 'real life' experience to the course and supports the development of practical skills and industry knowledge. The partnership between the college and Pipekit is an effective way to combine the skills and knowledge of staff at the college, with up-to-date industry products and processes provided by Pipekit to support the plumbing and heating engineers of the future. See Video.

https://youtu.be/BJ_AcrVWlLg?si=wYDwu6ERwrxHsvC6

Commenting on the value of training, Martyn Rowlands, MD of Pipekit said: "As a business leader and owner, I see it is vital to ensure training, in its many guises, is central to our business. Playing a significant role in upskilling our staff, our customers and all future contractors and installers is key to ensuring we drive industry knowledge, improve standards, reduce risk and minimise waste. It's all our responsibility to play our part in the skills system and we should all work together to foster this going forward".

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UK Government**

ANNEX No. 5

Rowlands Roofing & CoRE

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UK Government**

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Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

ROWLANDS
ROOFING

Business shares their skill and passion for their sector to ensure the next generation of roofers have the best start, understanding and widest range of skills.

CoRE Hereford

Training Centre of Roofing Excellence

Teaching The CoRE Skills of Roofing'

CoRE, The Centre Of Roofing Excellence is a training provider for the roofing industry. Our Training centre based in Hereford has been designed and equipped to offer expert development to anyone who requires access to specialist training across the many roofing disciplines.

"We are dedicated to helping raise standards across the industry and providing roofers throughout the region with the necessary skills to deliver consistently excellent outcomes for their customers and so build their careers and businesses."

Andrew Rowlands director

ANNEX No. 5

Cleftbridge

Details provided by the company.

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Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

CASE STUDY

WHERE LOCAL INDUSTRY REACHES INTERNATIONAL STUDENTS

A WONDERFUL WORKING RELATIONSHIP

A SMALL SUCCESS STORY

We are delighted to be able to showcase our ideas, endeavours and modest achievements; and to demonstrate how small business can have far-reaching influences on the future of industry.

Cleftbridge Limited in Ledbury, Herefordshire and NMITE (New Model Institute for Technology & Engineering) in the City of Hereford, were brought together by a local creative consultancy – The M Partnership Limited. Between us, we have played a part in guiding and inspiring higher education students to become work-ready engineers.

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THE PARTICIPANTS

At Cleftbridge, we enhance our clients' products with the very highest standards of finish in both powder coating and wet paint applications. Cleftbridge Limited has been in business since 1979 and nurtured an enviable reputation for high service standards, intelligent solutions, attention to detail and reliability.

Our finishes can accommodate a wide variety of very specific needs, such as low abrasion or anti-microbial properties, corrosion resistance or tarnish resistance, long-life durability and weather resistance, a stand-out shine or a subtle, textured appearance.

At Cleftbridge, we know that our finishes can complement the engineers hard work, enhance (and even lead) product design and innovate what is achievable through product development. They can also account for the practical, environmental and aesthetic demands on a product.

Businesses in a wide range of industries have come to us as market leaders for sound advice and solutions. When we become a part of our clients' production process - and pre-production - we can advise on enhancing performance; often working with designers, engineers and R&D teams.

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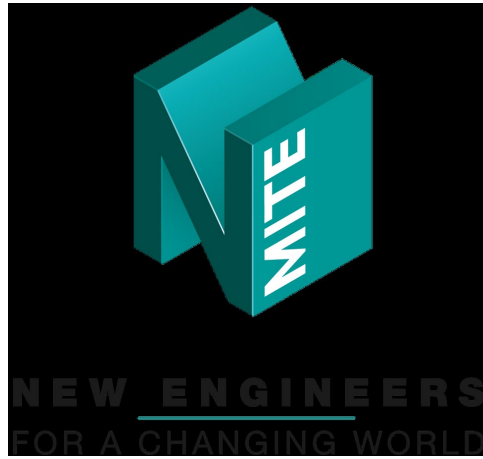
NMITE (New Model Institute for Technology & Engineering) is a new Higher Education Institute based in Hereford. Backed by industry, government and educators from across the world, NMITE is innovating and breaking new ground in academia. Learning through practical means and putting industry partners at the centre of the teaching, NMITE is putting a real focus on creating the work-ready graduates needed to resolve important world issues and to fuel global development. The projected shortfall in graduated engineers is at least 22,000 individuals and NMITE has been founded to help combat this issue by providing a condensed Masters in integrated engineering.

How are we different?
At the heart of NMITE is the desire to make radical changes across the board when it comes to engineering education. Firstly, we are developing new pathways into an engineering career. At NMITE we believe to be a great engineer, you need to be a critical thinker, with talent, grit, curiosity and passion. Therefore, we are opening our doors to a much wider pool of potential students by eliminating the need for a maths and physics A-level and instead appreciating the strengths a creative mind can have in engineering. Whilst studying at NMITE, the differences to a traditional University are vast and apparent. Removing lectures and instead moving teaching to a practical studio environment, NMITE students are encouraged to work together to solve real-world engineering challenges provided by our industry partners. The students will focus on each module for a month at a time, giving them the necessary exposure of each of the engineering disciplines for the integrated course.

Our goals:
We have distinct, overarching goals to achieve positive impact, these are:

- ❖ **To attract** learners with diverse backgrounds and experience to enter higher education, study engineering and graduate employable and work ready.
- ❖ **To enable** employers to recruit work ready, talented and diverse engineers.
- ❖ To provide Herefordshire with a more diverse and highly skilled population who contribute to its health and wealth.
- ❖ **To change** engineering higher education by disruptive and innovative delivery, value for money and competition to provide work ready engineers.
- ❖ In order to regenerate the region, we plan on developing a knowledge economy within the heart of the City of Hereford, which in turn provides the foundations for the economic, social and cultural advancement needed.

    Currently, we believe there is a regional skills shortage that can be solved by the introduction of bright, vibrant people to the area and connecting them to local businesses.

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the M partnership

When formed in 2000, **The M Partnership** wanted to be unique, for the benefit of our clients. A small team of experienced and dedicated Project Managers oversee all work from an efficiently run hub in Worcestershire.

In-house, we offer strategic and tactical marketing support, manage PR and social media, and offer design, writing and event support. However, we are able to scale it up quickly to accommodate bigger and broader projects with help from our 40+ Approved Creative Partners. This creates a fully resourced Creative Consultancy 'on demand', without a large number of employees on permanent staff; which means our clients only pay for the specialist services they need, when they need them.

Our involvement was simple but key; we brought Cleftbridge and NMITE together.

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INTRODUCTION

In September 2022, The M Partnership was introduced to NMITE by an existing client that was becoming an 'Industry Partner' to the Institute at that time. This led to discussions with the NMITE Funding Manager and, in turn, the Academic Partnerships Associate. The M Partnership then crafted a proposal for our client – Cleftbridge, which would bring together local industry and international students.

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THE NMITE GOALS

To achieve the transformation of engineering education and prove that NMITE graduates are more work-ready than through the traditional route, whilst taking less time to complete the course. The 'new model' focuses on the liberal skills necessary to be a high-quality employee, along with the technical skills needed to be an engineer.

'Partnerships Working'
The NMITE Industry Partners are integral to the learning experience. They can provide;

- ❖ a variety of the challenges for the curriculum,
- ❖ learning objectives,
- ❖ hosting of students on their industry-based projects,
- ❖ site visits.

Often, an Industry Partner will highlight and investigate a job, project or problem they face, which is then carefully crafted into a challenge for the students that fits the learning objectives of the module. This can have a number of benefits;

- ❖ Adding context to the academic content brings the best out of students.
- ❖ Hosting site visits allows students to understand further working in the module's environment.
- ❖ This breaks up the student's time and allows them to explore the possibilities of each field …
- ❖ … whilst also getting to know potential, future employers.

During the final 4 months of a final year, students complete a Masters Project. This project has the scope to either be completed within NMITE or on an Industry Partners premises.

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THE CLEFTBRIDGE CHALLENGE

To create a brief and an 'industry challenge' for 1st Year students in October 2022.

… The challenge started with a factory tour and business credentials presentation in Ledbury, by Cleftbridge Business Development Manager - Dawn Stares. This provided information, inspiration and context for the challenge to follow.

" *Good Morning. Welcome to the Cleftbridge Challenge. In the coatings industry, we are met with challenges daily; each unique and fundamental to the success of our customers' projects.*

Businesses from a wide range of industries come to us for sound advice and solutions.

We are known for our service standards, intelligent solutions, attention to detail and reliability.

A finish not only creates a first impression, it also gives the product life, highlights its purpose and enhances its character.

Cleftbridge is well aware that the finish says something about the quality of every product, its longevity, suitability for its given purpose and even the position of a brand in the market.

So, with those thoughts I give you your Challenge -

A Cleftbridge client is developing and manufacturing a bicycle frame made of wood - European Ash - grown in the UK. It incorporates high-end, top quality components including carbon fiber forks.

The frame coating needs to withstand the uses of an everyday high-performance cycle, used on and off road. It must offer protection from the elements and withstand hard knocks for years.

You will need to consider;-

- ❖ The purpose of a coating;- what will it offer?
- ❖ Application, adhesion and finish.
- ❖ It will also need to look great, have style and appeal to the target market.
- ❖ As it's made of wood, consider how eco-friendly the cycle is or could be.
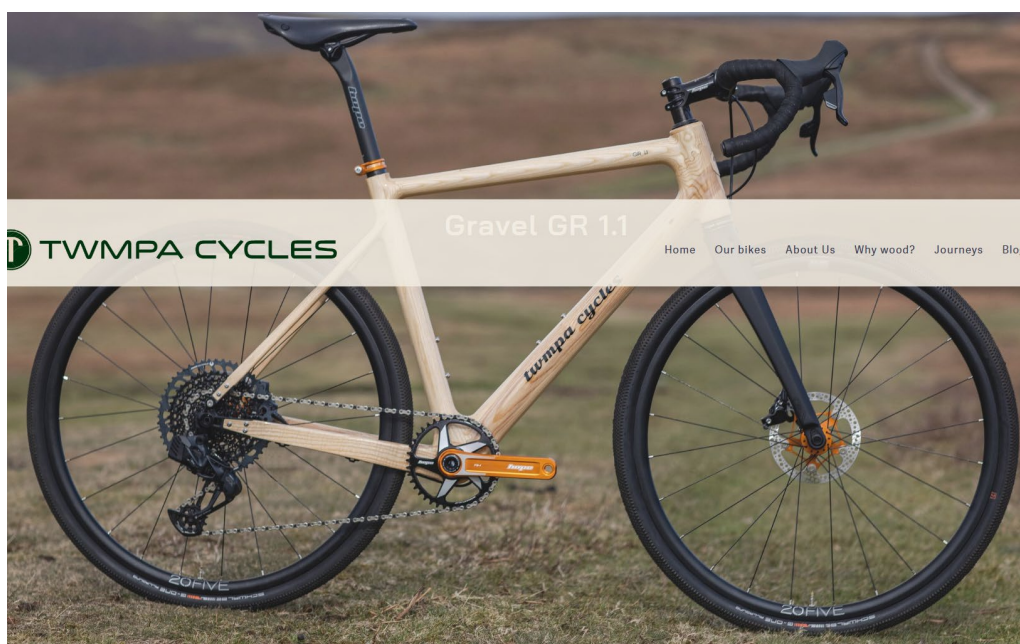
Please discuss, research, prepare and present a coating option that fits the customers' requirements.

In small groups, the students were then tasked to present their solutions to Mr. Peter Rieck at NMITE in Hereford a few weeks later, including a rationalization of their findings and an explanation as to why other alternatives were dismissed.

Peter Rieck has an impressive CV and is a respected authority within the coatings industry;

- ❖ In 1899, the Rieck family and Gus Sonneborn established Sonneborn & Rieck Limited as a producer of French polishes for pianos. They evolved into a leading manufacturer and wholesaler of specialist paint coatings for automotive, wood and cosmetics packaging.
- ❖ In 2010, Sonneborn & Rieck became a part of the Fujikura Kasei Group and the company name changed to Fujichem Sonneborn Limited (FCS) the following year.
- ❖ Peter himself started in that family business in 1969 and has remained in the coatings industry ever since.
- ❖ He is also a long-standing Member and Adviser to the British Coatings Federation, having previously been its President. …
- ❖ … and a main Board Director at the European Coatings Industry Federation; a federation that covers paints, printing inks and artists colours in Europe.
- ❖ Peter is business owner and CEO at Cleftbridge Limited.

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THE SOLUTIONS

The NMITE students offered suggestions that included the use of lacquers that were hard-wearing, flexible, weather resistant and unlikely to fade in strong sun (UVA & UVB rays). In addition, the coating should have an aesthetically pleasing gloss or satin finish, through which it was possible to see the grain of the wooden frame; either by being clear or translucent.

These solutions demonstrated a good understanding of the engineering, construction, physical demands and environmental considerations, together with an appreciation of the brand values and marketing / sales approach for this new-to-the-market product.

 … A perfect exercise to develop and inspire work-ready engineers.

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BENEFITS AND RESPONSES

The student presentations were followed immediately by a comprehensive assessment by Peter Rieck. Peter also went on to share knowledge and expertise acquired over many years that included reference to all coating considerations for this product, as well as procedures, applications and timelines.

In addition, students were given an insight into how Cleftbridge seek to engage with designers, product developers and engineers at the earliest opportunity. This positions them uniquely as a 'coatings consultancy service' to pre-production; not just with the Buyers requisitioning Cleftbridge's specialist services.

In so-doing, practical, real-world activities, relationships with clients and commercial considerations were all highlighted to enhance the students' understanding of being an engineer within business.

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HIGHLIGHTING THE COLLABORATION AND THE SUCCESS

Shortly after the Challenge was completed, a press release was issued to local press and select, specialist publications.

PRESS RELEASE   **PRESS RELEASE**   **PRESS RELEASE**

Date: 2ⁿᵈ November 2022   for immediate release

CLEFTBRIDGE CHALLENGE KEEPS EMERGING TALENT AT NMITE ON TRACK

One of the UK's leading companies for specialist finishing and coating applications Cleftbridge Limited, has tasked engineering students at NMITE in the City of Hereford to provide finishing solutions to the new 'Cleftbridge Challenge' as a part of their course curriculum.

The Ledbury-based company has recently agreed a collaborative association with NMITE (New Model Institute for Technology and Engineering) and this challenge asked students to recommend finishes for a new-to-the-market gravel bike, built around a unique and innovative wooden frame.

NMITE is a brand-new Higher Education Institute backed by industry, government and educators from across the world that is innovative and breaking new ground in academia. The institute focuses on producing work-ready graduates to fuel global development. This collaboration seeks to solve a regional skills shortage by the introduction of bright, vibrant young people and connecting them to local businesses.

CEO at Cleftbridge Peter Rieck, explains;-

" For more than 40 years, businesses in a wide range of industries have come to us for advice and intelligent solutions about applying the right and best powder coating or wet paint applications to their products. However, we also want to become better known locally for being supportive of emerging talent in the arena of engineering, technology and design. As a leading industry partner, this is helping students with real world engineering challenges and, in turn, we are playing a part in maintaining the stability and appreciation of our own, coatings industry ".

M. / f . .

Twmpa Cycles, based locally in Hay-on-Wye have already commissioned Cleftbridge to provide a coating solution that show cases its beautiful bike frame, made from European Ash that is grown here in the UK. In turn, the Cleftbridge Challenge has taken this product to NMITE for the engineering students to apply their developing skills in devising possible coating solutions for this high-tech bicycle.

Peter Rieck continues;-

" The students needed to consider the relationship between the coatings and the materials - both man-made and natural, the purpose of the product and the environmental conditions it will operate under. In addition, they had to look at factors such as application, adhesion and properties of the finish from durability to aesthetic appeal; mirroring the process that we would go through for our clients ".

Ben Ricketts, Academic Partnerships Associate at NMITE, said;-

" NMITE are thrilled to be working with Cleftbridge. Our industry-led, challenge-based approach to learning necessitates working alongside local businesses and Cleftbridge's expertise in materials and processes has been essential to the development of this challenge and ultimately, the learning of the students. Cleftbridge's desire to help NMITE nurture the next generation of engineers is just the beginning of a fruitful relationship in Partnership. 'Thank You' Cleftbridge, for being part of this challenge and part of NMITE. We hope to be working closely together in the future ".

ENDS
WORD COUNT: 475

Attached image shows: Peter Rieck, CEO of Cleftbridge, talking to NMITE students.

M. / f . . .
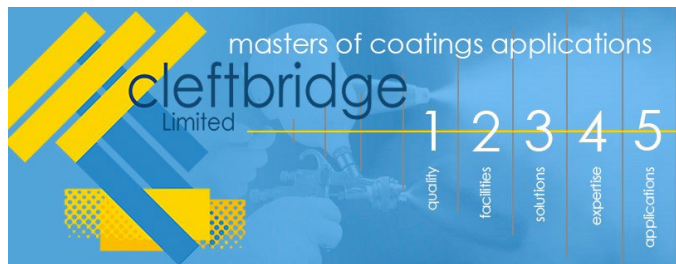
Additional Information

❖ **Based in Ledbury Herefordshire,** Cleftbridge Limited is a market leader when it comes to the provision of powder coatings and wet spray applications.

❖ **Since being formed in 1979,** the company has developed and nurtured an enviable reputation for high service standards, intelligent solutions, attention to detail and reliability.

❖ When applied, coatings can provide a wide range of properties such as low abrasion, surface friction control and texture, long-life durability, resistance to weather, corrosion, tarnishing or chemicals, anti-microbial properties *and even product character.*

❖ *… " good to know " …*

1 … Powder coating is used on a variety of substrates to give decorative and hard-wearing protective finishes. The process applies powder onto a prepared surface that is then passed through a temperature-sensitive oven. This causes the powder to melt, producing a uniform, smooth coating as it dries and hardens.

2 … Wet paint finishes can be applied to softwood, hardwood, MDF, plastics including PVC, styrene and ABS, as well as resin and metal surfaces.

3 … A finish can be anything between 40 and 80 microns thick. (A human hair is typically between 60 and 80 microns; no more than 0.20 of a millimetre).

❖ More information can be viewed at **www.cleftbridge.co.uk**

NOTES to Press & Media (only)

For further information, jpeg images or interviews, please contact The M Partnership

Mandi Doyle - **mandi@tmpartners.co.uk**   or   Guy Boardman - **guy@tmpartners.co.uk**   or

(01584) 881 651

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FOLLOWING ON

A few weeks later, Cleftbridge Limited made a donation to bursaries to support further engineering courses in 2023 & 2024. To highlight the support and continue the awareness of Cleftbridge as a local company integrating with local educational provision, a further press release was issued.

Here follows an extract from copy sold-in and issued to both local press and the Herefordshire & Worcestershire Chamber of Commerce … *of which, all three participants are members.*

FROM LEDBURY TO HEREFORD ON THE

BIG GIVE CHRISTMAS CHALLENGE

Ledbury-based specialist coatings firm Cleftbridge Limited is set to follow up on their recent educational challenge for students at NMITE in Hereford, with a donation to bursaries for additional engineering courses in 2023/24.

NMITE (New Model Institute for Technology and Engineering) has been selected to take part in The Big Give Christmas Challenge - the UK's largest match-funding campaign - to sponsor students from disadvantaged backgrounds in the local area. During one week at the beginning of December, the aim is to raise £ 15,000 knowing that up to this amount is guaranteed to be match-funded.

Dawn Stares, Business Development Manager at Cleftbridge said;-

" We have recently made a commitment to work with NMITE and donating £ 500.00 knowing it will be matched for students in this area was an easy decision to make. These life-changing bursaries will open up NMITE's engineering degree programmes to local young talent from different backgrounds, giving them the opportunity to become work-ready, world-conscious engineers ".

The aim is to provide bursaries for three new students to join NMITE in September 2023 and started with a campaign launch event on Tuesday 29th November at The Bookshop Restaurant in Hereford. The relaxed evening provided cocktails, food, a tombola and a chance to meet a few current students. Final funding figures are yet to be confirmed.

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THANK YOU

Cleftbridge seek continued success in business. Of course. However, we also wish to maintain appreciation of the coatings industry as well as improving awareness of the role it plays in so many finished products - from aeronautical to agricultural, from motor vehicles to medical instruments and from new, innovative cycles with wooden frames, to kitchen units in every home.

Our support for and collaboration with NMITE sits outside any targets for turnover and profits, and yet, must surely have a positive impact on such commercial goals and realities in the long term.

We hope that this modest case study reinforces a belief in small business, partnership working, innovation now, education for the next generation of skilled workers and ambition for the future.

Thank you, for showing an interest in our modest impact on the UK economy.

ANNEX No. 6

Additional Information on

THE EMPLOYER'S VOICE
PUTTING EMPLOYERS AT THE HEART OF THE SKILLS AGENDA

The Marches Local Skills Improvement Plan's core theme was born from the Government White Paper of 2021 – Skills for Jobs, which placed employers firmly at the centre of the skills agenda. This employer direct research was carried out by the Employer Representative Body (ERB) which, for the Marches (Herefordshire, Shropshire, and Telford & Wrekin), was Shropshire Chamber of Commerce. Interviews were carried out in 2023, and again in early 2024, to capture the employer's thoughts, issues and views on training, skills, and recruitment, across all sectors but with an emphasis on four high employment sectors in the Marches: Construction, Engineering & Manufacturing, Health & Social Care and Professional Services. The views stated in the employer's voice report are those solely of the employers. These reports provided the backbone of information for the overall Marches Local Skills Improvement Plan Report of August 2023.

List of contents

2023 Employers Voice Report

2024 Employers Voice Update Report

Useful Links

Information on the Marches LSIP and reports as they are published are posted on this link

https://www.shropshire-chamber.co.uk/policy-advice/marches-local-skills-improvement-plan

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Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Marches LSIP

Stage 1 Report

Annex 6

Marches LSIPs

Project Employer's

Voice Reports

Contents

Introduction

This Report provides the employers views for all 463 interviews undertaken by the Marches LSIPs Project team. This document is an updated and extended version of what was presented to the Marches LSIPs Stakeholder Board workshop on the 21st April 2023. The document was supplied to aid understanding, in addition to the draft priorities established at the end of February, as the Board and team worked to the final report content. During LSIP Stage 1, four key sectors were focused on:

- Engineering/Manufacturing including food & drink Manufacture.
- Construction including environmental technologies.
- Health & Social Care.
- Professional Services.

The purpose of the employer interviews is to highlight potential areas where additional training or resources could be focused to support the Marches area to become more cohesive, productive and assist in growing existing or emerging sectors, as well as keeping skills local. This is very much a follow on from the work of the LEP Skills Advisory Panel and their findings and reports on skills shortages across the Marches.

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Context... Geography & Business Makeup

- **32,230** Total number of businesses in the Marches (ONS 2022)

- **26.4%** of those businesses employ staff (ONS 2022)

Of the total number of businesses in the Marches, each sub area has... (ONS/NOMIS 2021/22) – all businesses by number & by %

- **Herefordshire – 10,620 Businesses**
  Population 187,600 In Employment 94,100 Size 2180 km²

- **Shropshire – 15,900 Businesses**
  Population 324,700 In Employment 146,500 Size 3487 km²

- **Telford & Wrekin – 5,710 Businesses**
  Population 185,000 In Employment 88,000 Size 290.3 km²

Across the Marches

Herefordshire Businesses by %, 32.94

Shropshire Businesses by %, 49.34

Telford & Wrekin Businesses by %, 17.72

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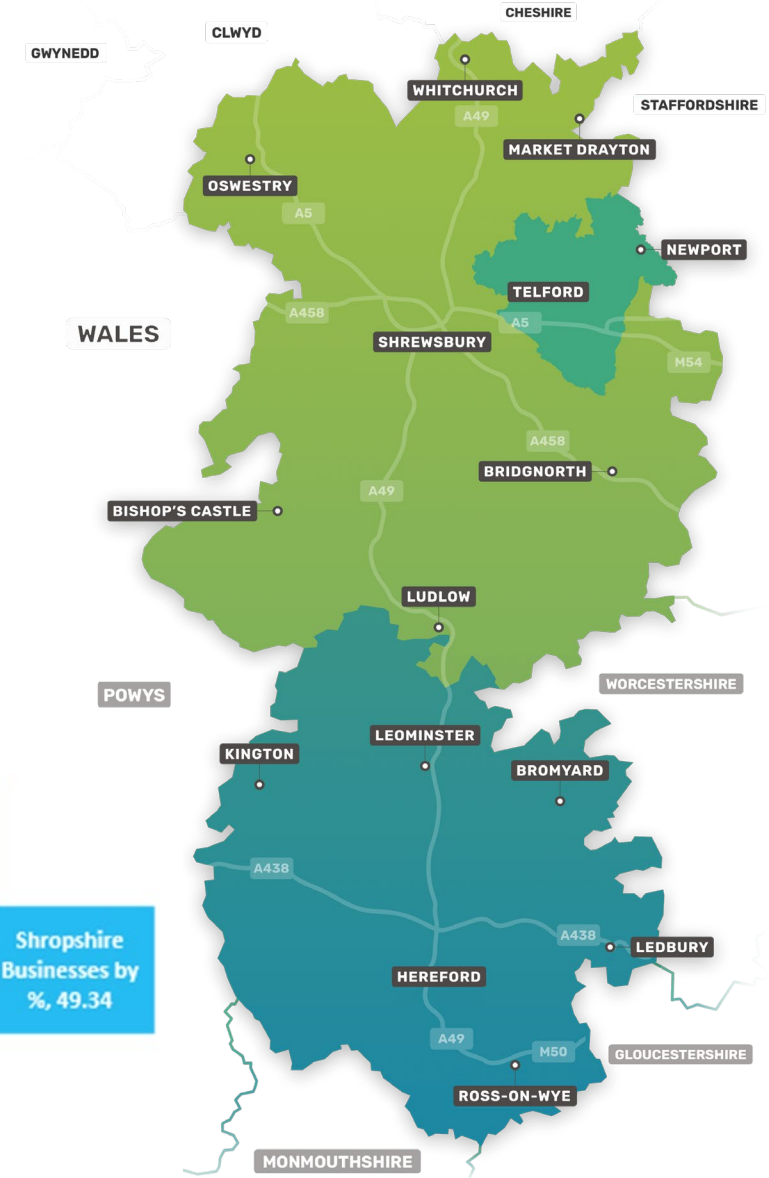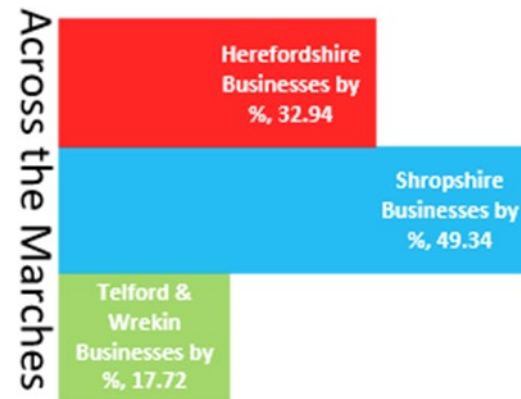
Employer Interviews - Context... Breakdown at 463 interviews

Interviews were carried out by various methods, employer web self-fill, telephone, video conference, face to face or via focus group sessions. No call centre or statistical enhancement methods have been used to capture the interviews, simply reported at 463 actual interviews. A very small percentage of companies elected to answer more than once to ensure a broad breadth of information from their organisation, as different personnel have different understanding and staff interactions or requirements. A small number fell into other areas or sectors, and below we show where and which sector. An array of marketing & strong branding was used to enhance the reach and awareness levels.

Companies Interviewed by Location & Sector (% of 463 interviews)

■ Herefordshire ■ Shropshire ■ Telford & Wrekin ■ Other Areas

% of Respondents by Sector & Location

Sectors (Scale 0-20% for ease of reading)

Sectors of Other	
Agriculture/Animal	8
Distribution/Transport	4
Education/Government	6
Hospitality/Tourism/Leisure	10
Retail	9
Ny Number	**37**

Other Areas	
Cheshire	1
Powys	5
West Bromwich	1
Worcestershire	2
By Number	**7**
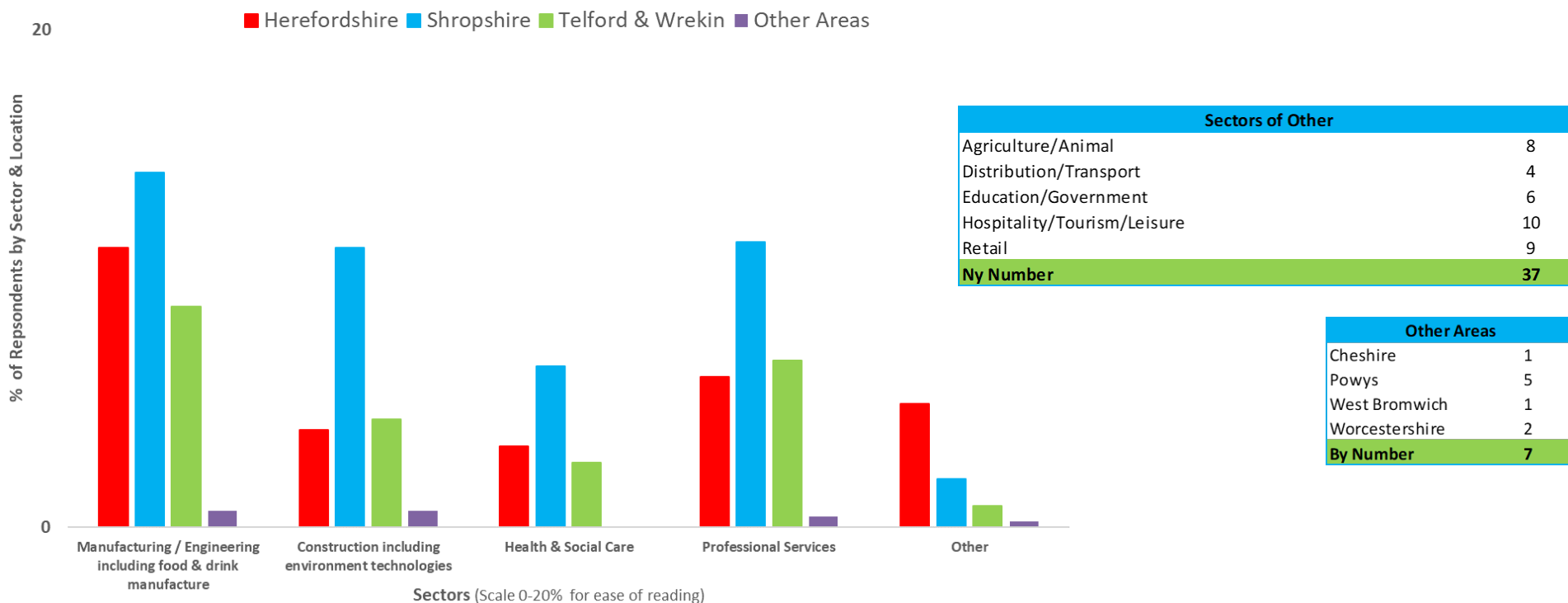
Context continued... Employer Interview Breakdown at 463 interviews

Companies Interviewed by Size & Sector (% of 463 interviews)

Legend: ■ 1-9 ■ 10-49 ■ 50-249 ■ 250+

Entity Type 463 Interviews	
Private Sector	90.28
Third Sector (Charity etc.)	5.18
Public Sector	4.54
By % of all interviews	**100.00**

Entity of Other	
Private Sector	27
Third Sector (Charity etc.)	7
Public Sector	3
By Number	**37**

% of Interviews Breakdown (463 Interviews in Total)	
Herefordshire	29.37
Shropshire	45.36
Telford & Wrekin	23.33
Other	1.94

% of Respondents by Size

Sectors (Scale 0-20% for ease of reading)

Sectors (x-axis): Manufacturing / Engineering including food & drink manufacture | Construction including environment technologies | Health & Social Care | Professional Services | Other

Context continued... Employer Interview Breakdown at 463 interviews

% of Businesses Interviewed by Size & Location (463 interviews)

Legend:
- Herefordshire
- Shropshire
- Telford & Wrekin
- Other

Business Size Brackets (y-axis): 250+, 50-249, 10-49, 1-9

% of Businesses Interviewed (Scale 0-20% for ease of reading)
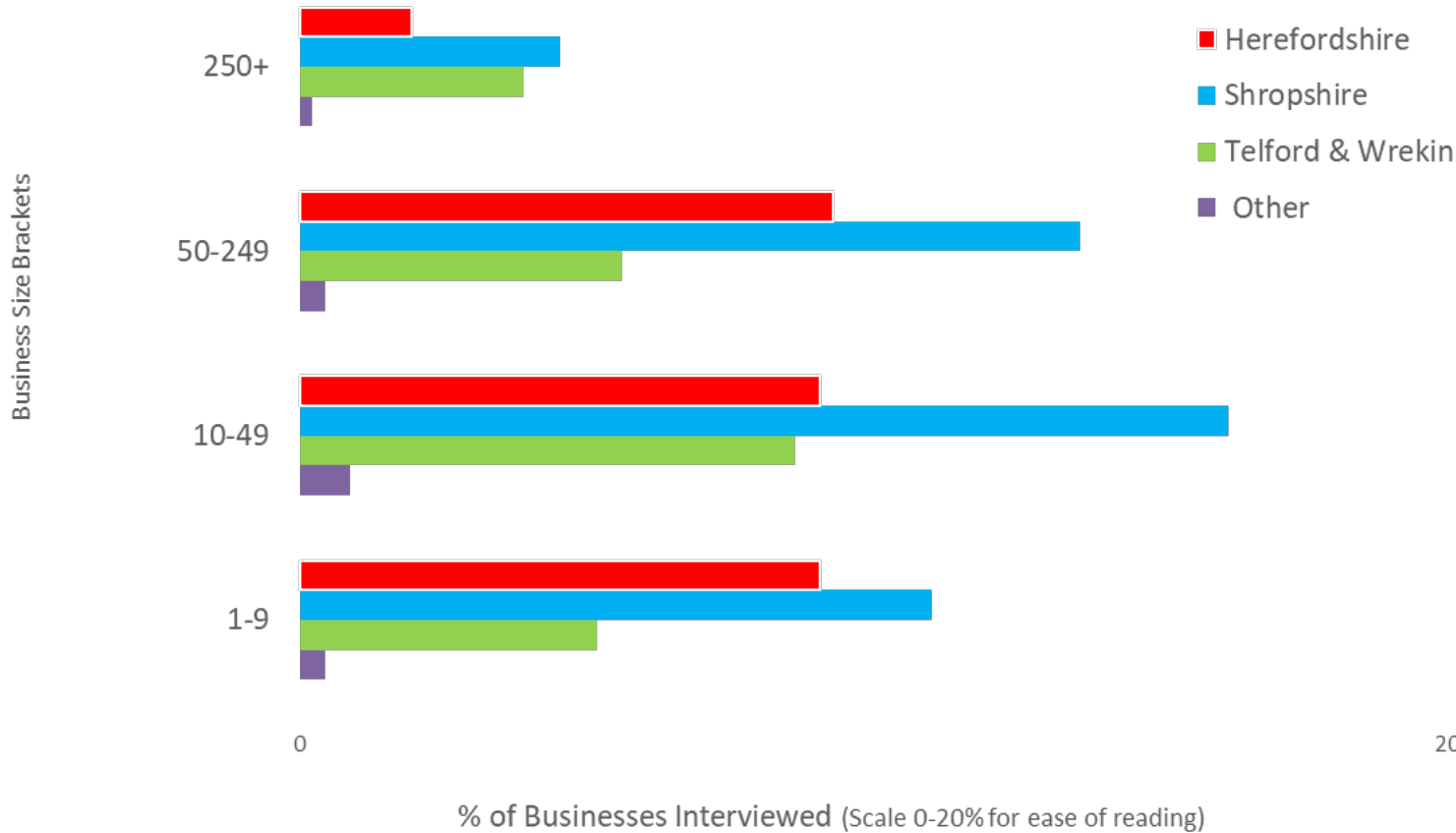
Other Areas	
Cheshire	1
Powys	5
West Bromwich	1
Worcestershire	2
By Number	**7**

Other by Size	
1-9	2
10-49	4
50-249	2
250+	1
By Number	**9**

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Context continued... Employer Interview Breakdown at 463 interviews

Of the four sectors Health & Social Care and Construction were the hardest to reach in volume. To compensate for this, we used our standard interviews along with alternative methods.

Health & Social Care:
NHS was interviewed multiple times at senior level to ensure understanding of all areas of skills shortage, including clinical, acute, community, ICS, non-clinical, specialist care, maintenance, and administration.
Social Care Sector is fragmented, many are smaller businesses and challenged by location and finances, to compensate we also worked with their representative bodies such as Shropshire Partners in Care and West Midlands Care Association to ensure a deep understanding of needs and barriers. Alongside this we also interviewed large social housing and welfare providers to ensure the broadest understanding.

Construction including Environmental Technologies:
For civil engineering, large project and house building the companies tended to be larger and have a valuable broad view of employment issues. Many smaller firms and specialists were encouraged to be part of focus groups, so that skills shortages could be better understood. Environmental technologies, we interviewed larger companies and again created focus groups to cover a much wider range of specialisms and small companies to ascertain if any niche issues or innovative solutions. We also attend specialist Net Zero, retrofit and construction events to capture sentiment. We also worked closely with national bodies such as the CITB and ECA.

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Help us to help YOU

Are you from one of these sectors?

Engineering / Manufacturing including Food & Drink Production — Professional Services — Construction including Environmental Technologies — Health & Social Care

Do you employ staff?
Then we need **YOUR** help

What is the Marches LSIPs?
The **Local Skills Improvement Plan** - a DfE nationwide project. Shropshire Chamber has been selected by the DfE to undertake this work in the Marches, working closely with Herefordshire & Worcestershire Chamber.

What is the purpose of the project?
To understand the skills training requirements in the next 3-5 years within different sectors. To bring together the views of employers and trainers to help look at innovative ways to deliver future training.

How can you help?
We need your views on how you see training evolving in your sector. How have skills shortages changed how you work and does this give us innovative ideas for the future?

Your voice is key to this being a success.
We ask that you fill in a one-off questionnaire, answer a series of text polls or share your thoughts 1:1 with our researchers (in confidence of course).

Help ensure training meets the future head on

Click here to complete the Survey TODAY!

Marches LSIPs Team
E: lsip@shropshire-chamber.co.uk
T: 01952 208227
W: shropshire-chamber.co.uk

Project Directors: Richard Sheehan & Ruth Ross
Project Manager: Rosie Beswick
Project Administration: Alex Brown

Skills Shortages... all 463 interviews

Colour coded groupings simply indicate a commonality between the skill type and industry area.

The Marches does not differ from those highlighted

by Government as national or regional skills shortages, such as

engineering, construction, medical clinical and

agriculture.

However, due to the rurality, retaining and

attracting well qualified / experienced under 40's or

getting graduates to return after university is a

real challenge. Alongside the urban pull for current workers.

Covid brought hybrid working and this has had, in some

cases, a negative effect on the Marches workforce as

local employers cannot compete with urban wages.

Law and accountancy are some of the sectors affected

by this issue with urban employers offering hybrid working.

KEY - Colour groupings as shown on the skills & training graphs - derived from the analysis of comment data for both questions on skills & training
Factory Production Basics / Mid / Specialist
Manufacture / Lean / Machinery / Automation / R&D
Construction / Heritage / Demolition / Civil / Tools / Trades
Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
Electricians / Plumbers / Gas Fitters /
Architecture / Modelling / Surveyors, Project Management / Planners
Logistics / Warehousing / Transport
Retrofit & Renewables / EV Charging / Vehicle Maintenance
Environmental / Net Zero / CSR / Laboratory / Crafts
Engineering Electrical / Mechanical / Multi Skilled / Traditional
Fabrication / Welding / Air Con / Heat / Refrigeration
Sales / Technical Sales / Technical Advisory
Agri / Agri Equipment / Food Production / Veterinary
CAD / CAM / CNC / Laser Cutting
Programming / Software Development / Data Modelling
IT Support / Specialist Software Understanding / Cyber & GDPR
Excel / Word / Email etc. Upskill
Starter IT Skills
Statutory i.e. H&S / Manual Handling / Working at Heights / FLT etc
Disability Awareness / Mental Health
Care / Medical Clinical
Leisure / Hospitality / Domestic / Retail
Legal / HR / Procurement
Management / Leadership / Entrepreneurship
Insolvency / Insurance / Finance
Admin / Specialist Clerical / Customer Service / Sales
ESOL / Skills Training in Foreign Languages / Teaching
Web / Graphics / Video / PR / Marketing
Work / Soft Skills

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Skills Shortages - All Interviews

Based on 463 interviews. **722 skill shortages or skills recruitment issues recorded and 83 interviewees stated they had no skills shortages or skills recruitment issues.**

Skills Recruitment Isssues - Grouped by Type (y-axis)

Categories (top to bottom):
- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
- Electricians / Plumbers / Gas Fitters /
- Architecture / Modelling / Surveyors, Project Management / Planners
- Logistics / Warehousing / Transport
- Retrofit & Renewables / EV Charging / Vehicle maintenance
- Environmental / Net Zero / CSR / Laboratory / Crafts
- Engineering Electrical / Mechanical / Multi Skilled / Traditional
- Fabrication / Welding / Air Con / Heat / Refrigeration
- Sales / Technical Sales / Technical Advisory
- Agri / Agri Equipment / Food Production / Veterinary
- CAD / CAM / CNC / Laser Cutting
- Programming / Software Development / Data Modelling
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- Excel / Word / Email etc. Upskill
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- Legal / HR / Procurement
- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

% of Overall Skills Recruitment Issues (Scale 0-10% for ease of reading) (x-axis: 0 to 10)

Skills Shortages... all 463 interviews

Skills needs are far greater than training needs as will be seen in the following graphs series. There were many reasons given as to why employers are struggling to find the skills required. For example:

- national or regional shortages
- Brexit emigration
- urban lure for higher salaries or conditions
- lack of local training
- niche profession
- rurality & population makeup
- transport & infrastructure
- University non returners
- University promoted over FE
- candidates recruited who despite qualifications or experience were not correctly or fully skilled / trained

In the West Midlands.... (ONS April 2023)

54.6% of businesses who employ reported that they had to **increase working hours** for employees due to staff shortages.

35.7% had to **recruit temporary workers** to cover staff shortages.

37.2% were **unable to meet demand** due to staff shortages.

Skill Shortages by Sub Regions

These vary by sub region for example:

Herefordshire — there is a high demand for engineers of all types and skilled manufacture staff

Shropshire — there is a high demand for care and medical staff, construction, and engineers

Telford & Wrekin — there is a high demand for all manufacturing skills, construction, engineers, and IT skills

Employer Voice
LSIP Stage 1

Skills Shortages… Herefordshire

Herefordshire has a higher need for factory and engineering skills as agriculture and agri food production requires these skills, not just standard manufacture. Construction has a leaning to heritage/specialist, roofing as well as retrofit & environmental.

Skills Shortages - HEREFORDSHIRE

Based on 136 interviews. **171 skill shortages or skills recruitment issues recorded and 42 interviewees stated they had no skills shortages or skills recruitment issues.**

Skills Recruitment Isssues - Grouped by Type

% of Overall Skills Recruitment Issues (Scale 0-10% for ease of reading)

Factory Production Basics / Mid / Specialist
Manufacture (all) / Lean / Machinery / Automation /R&D
Construction / Heritage / Demolition / Civil / Tools / Trades
Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
Electricians / Plumbers / Gas Fitters /
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Web / Graphics / Video / PR / Marketing
Work / Soft Skills

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Skills Shortages... Shropshire

Shropshire due to its size, rurality and population demographic has a high need for care & medical. Professional service roles are as equally important as manufacturing roles, but construction & engineering outweigh all other needs stated.

Skills Shortages - SHROPSHIRE

Based on 210 interviews. **342 skill shortages or skills recruitment issues recorded and 25 interviewees** stated they had no skills shortages or skills recruitment issues.

Y-axis label: Skills Recruitment Isssues - Grouped by Type

Categories (top to bottom):
- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
- Electricians / Plumbers / Gas Fitters /
- Architecture / Modelling / Surveyors, Project Management / Planners
- Logistics / Warehousing / Transport
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- Engineering Electrical / Mechanical / Multi Skilled / Traditional
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- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

X-axis: 0 to 10, **% of Overall Skills Recruitment Issues (Scale 0-10% for ease of reading)**

Skills Shortages... Telford & Wrekin

Telford with its high density of industry showed a need for all areas of manufacturing and engineering. This also led to a greater need for a wide range of IT skills to support the rise in automation. Construction and admin also struggled for skills.

Skills Shortages - TELFORD & WREKIN

Based on 108 interviews. **192 skill shortages or skills recruitment issues recorded and 15 interviewees stated they had no skills shortages or skills recruitment issues.**

% of Overall Skills Recruitment Issues (Scale 0-10% for ease of reading)
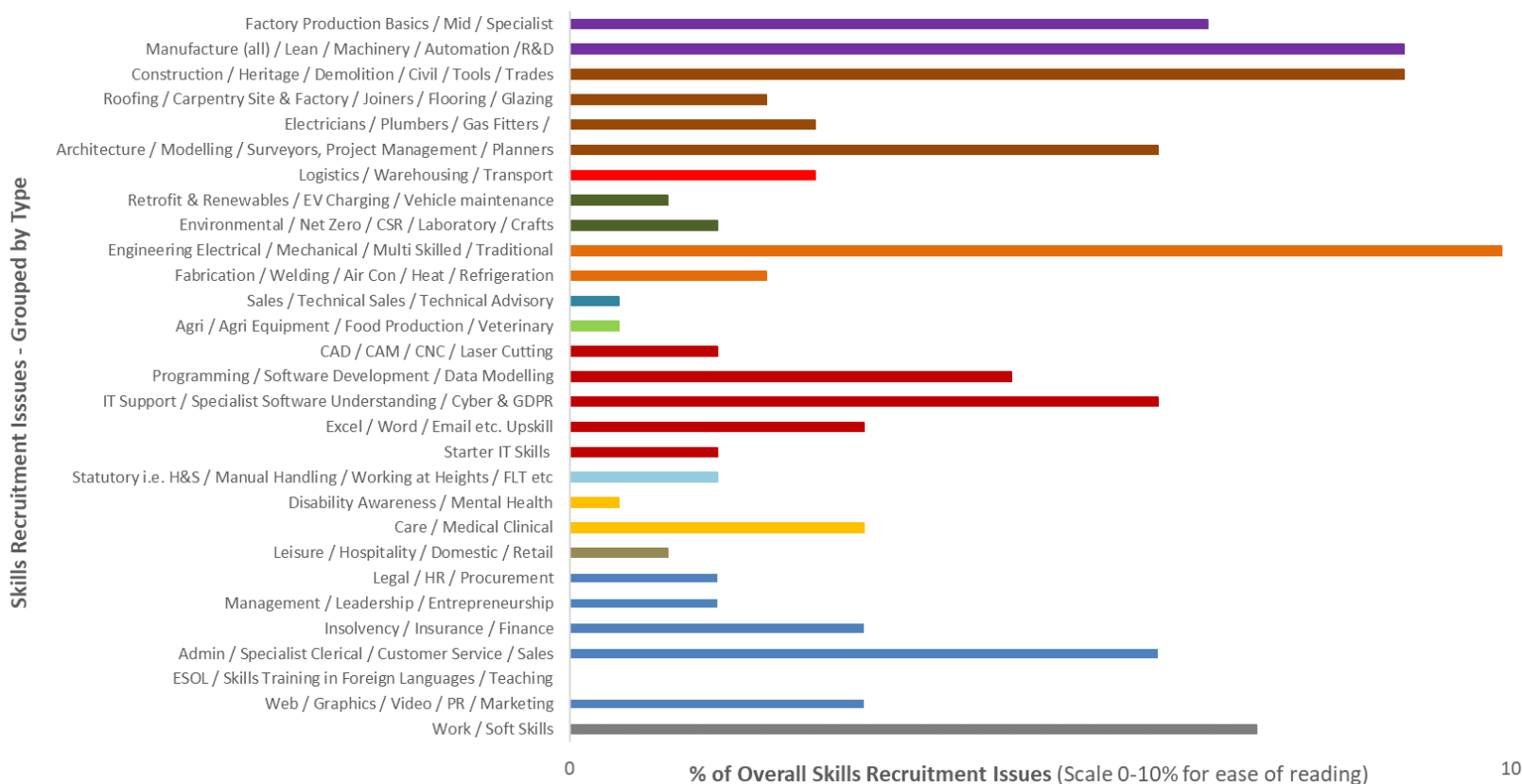
Skill Shortages by Four Sectors
These vary by sector for example:

Manufacture   Need for unskilled to highly skilled manufacturing operatives, engineers, and IT specialities

Construction   As well as a strong need for wet and dry trades, there is also a need for planners, surveyors etc

Health Care   Medical, doctors to porters, GPs to specialist admin and maintenance trades all required

Professional   Legal, accountancy & admin are key along with all areas of IT, marketing, and customer service

Skills Shortages... Manufacture & Engineering including food & drink manufacture

Though all levels required, it is the more skilled that are in shortest supply. Unskilled production workers are in demand due to retention issues. Engineers are required in all disciplines and at all levels. IT skills for operatives is a growing need.

Skills Shortages - Manufacturing / Engineering including food & drink manufacture

Based on 162 interviews. **303 skill shortages or skills recruitment issues recorded and 25 interviewees stated they had no skills shortages or skills recruitment issues.**

% of Overall Skills Recruitment Issues (Scale 0-25% for ease of reading)
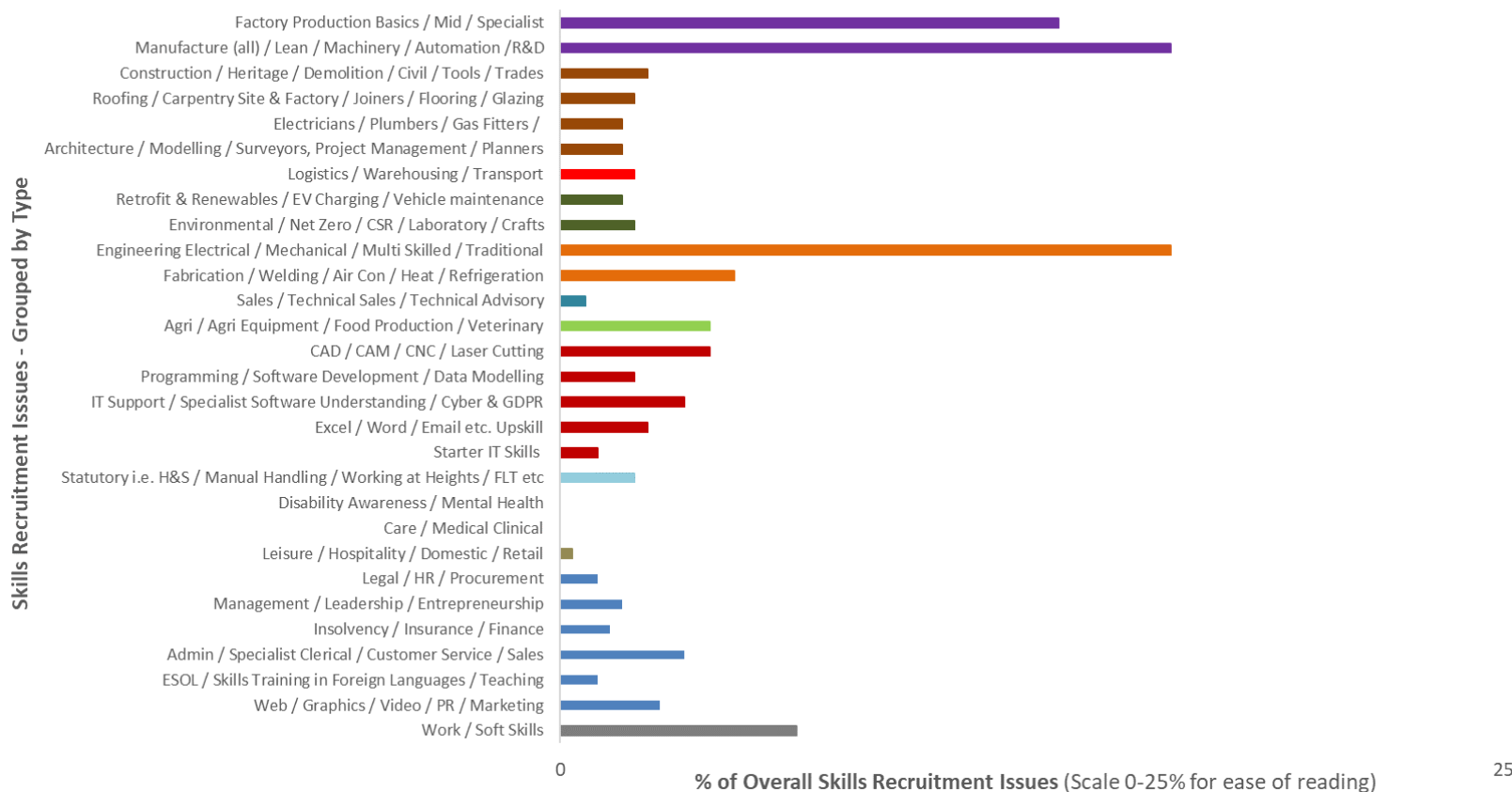
Skills Shortages... Construction including environment technologies

Due to the boom in house building and large infrastructure projects such as HS2 there is a pressure on all aspects of construction, especially trades, surveyors, and project management. The transition from on-site build to off-site factory build is a growing need requiring revised skills. Retrofit and environmentally friendly installations such as solar is currently fragmented but the opening of a new training centre will help build cohesion within this growing sub sector.

Skills Shortages - Construction including environment technologies

Based on 93 interviews. **153 skill shortages or skills recruitment issues recorded and 28 interviewees** stated they had no skills shortages or skills recruitment issues.

Skills Recruitment Issues - Grouped by Type

- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
- Electricians / Plumbers / Gas Fitters /
- Architecture / Modelling / Surveyors, Project Management / Planners
- Logistics / Warehousing / Transport
- Retrofit & Renewables / EV Charging / Vehicle maintenance
- Environmental / Net Zero / CSR / Laboratory / Crafts
- Engineering Electrical / Mechanical / Multi Skilled / Traditional
- Fabrication / Welding / Air Con / Heat / Refrigeration
- Sales / Technical Sales / Technical Advisory
- Agri / Agri Equipment / Food Production / Veterinary
- CAD / CAM / CNC / Laser Cutting
- Programming / Software Development / Data Modelling
- IT Support / Specialist Software Understanding / Cyber & GDPR
- Excel / Word / Email etc. Upskill
- Starter IT Skills
- Statutory i.e. H&S / Manual Handling / Working at Heights / FLT etc
- Disability Awareness / Mental Health
- Care / Medical Clinical
- Leisure / Hospitality / Domestic / Retail
- Legal / HR / Procurement
- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

0   **% of Overall Skills Recruitment Issues** (Scale 0-25% for ease of reading)   25

Skills Shortages… Health & Social Care

Though a strong training pipeline for nursing disciplines, unskilled to skilled, is in place this is tending to provide staff to the NHS not the care sector, which is large but fragmented, as well as financially and geographically challenged hence a 9%+ vacancy rate. Innovative solutions are being investigated and implemented to try an ease this issue.

Skills Shortages - Health & Social Care

Based on 57 interviews. **63 skill shortages or skills recruitment issues recorded and 11 interviewees stated they had no skills shortages or skills recruitment issues.**
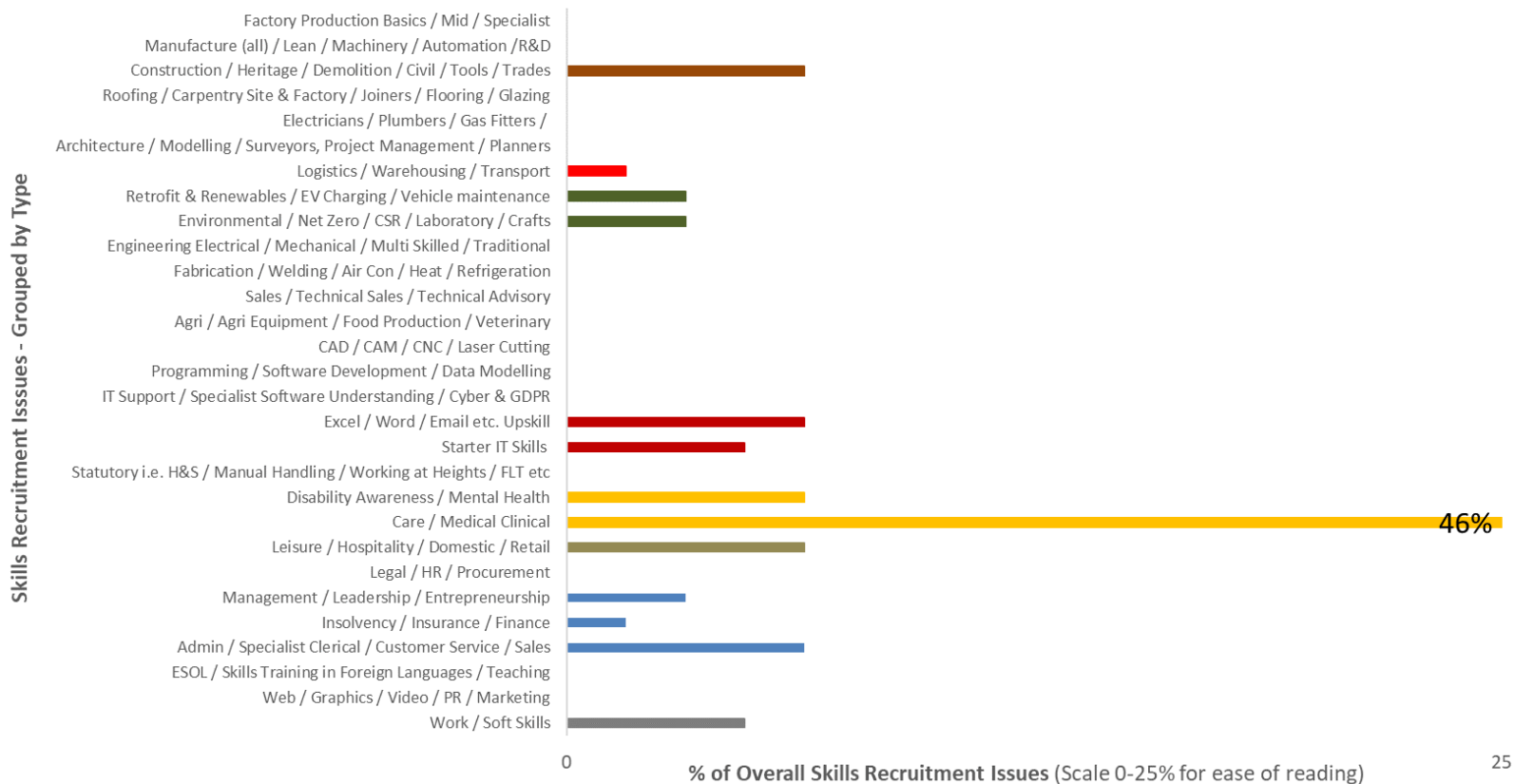
Skills Shortages... Professional Services

Administration staff are proving to be in short supply and lower numbers training. IT is in demand for support in house and basic offices skills such as Excel and Word, not just for highly skilled engineers or programmers. The professions are finding it hard to compete with urban competitors on wages.

Skills Shortages - Professional Services

Based on 112 interviews. **146 skill shortages or skills recruitment issues recorded and 28 interviewees stated they had no skills shortages or skills recruitment issues.**

Skills Recruitment Isssues - Grouped by Type

% of Overall Skills Recruitment Issues (Scale 0-25% for ease of reading)

Chart categories (top to bottom):
- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
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- Leisure / Hospitality / Domestic / Retail
- Legal / HR / Procurement
- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

Job Postings

JOB VACANCIES - The Marches - October to December 2022

Data extracted from the DfE Dashboard

PLEASE NOTE - DfE categories do not directly replicate to the Marches LSIPs Project categories and are for reference only.
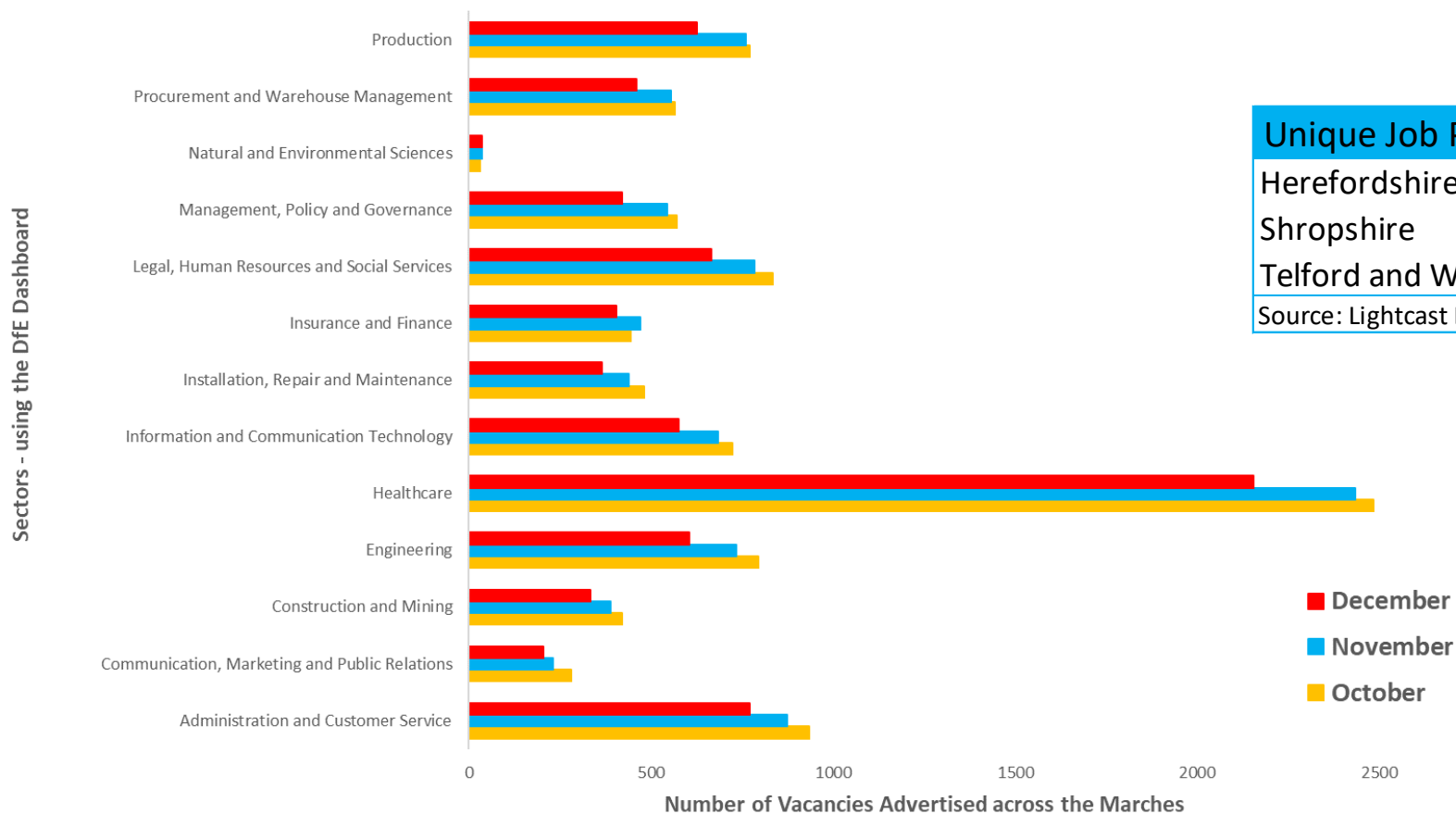
Unique Job Postings Jan-Feb 2023	
Herefordshire	5,284
Shropshire	8,085
Telford and Wrekin	6,117
Source: Lightcast Data 2023	

Legend:
- December (red)
- November (blue)
- October (yellow)

X-axis: **Number of Vacancies Advertised across the Marches**

Y-axis: **Sectors - using the DfE Dashboard**

Sectors:
- Production
- Procurement and Warehouse Management
- Natural and Environmental Sciences
- Management, Policy and Governance
- Legal, Human Resources and Social Services
- Insurance and Finance
- Installation, Repair and Maintenance
- Information and Communication Technology
- Healthcare
- Engineering
- Construction and Mining
- Communication, Marketing and Public Relations
- Administration and Customer Service

Training Needs...   all 463 interviews

Though many stated they had no training needs, those who did state training needs were categorised into logical colour coded groupings on the following graphs, by skills type (see next page). Training needs relate to but are not always driven by skill shortages. Training needs are not always directly related to the occupation but additional skills such as leadership or IT. Training needs may be stated for many additional reasons, including but not limited to:

- course availability

- niche requirements

- lack of knowledge of courses or providers

- course content mismatched to employer need or employer cannot cover all elements of an apprenticeship

- company finance constraints

- staff churn requiring regular re staffing with training needs

- levy issues including restrictions on use for larger employers or inability to access levy transfers

- issues with current provision

- difficulties in releasing staff due to staff shortages or course time mismatch with staff availability

- employers unable to navigate apprenticeship paperwork

- teaching method felt inappropriate or not delivering to a suitable standard

- mismatch of language / understanding between employers and providers

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KEY
Factory Production Basics / Mid / Specialist
Manufacture (all) / Lean / Machinery / Automation /R&D
Construction / Heritage / Demolition / Civil / Tools / Trades
Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
Electricians / Plumbers / Gas Fitters /
Architecture / Modelling / Surveyors, Project Management / Planners
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Insolvency / Insurance / Finance
Admin / Specialist Clerical / Customer Service / Sales
ESOL / Skills Training in Foreign Languages / Teaching
Web / Graphics / Video / PR / Marketing
Work / Soft Skills

Training Needs... all 463 interviews

Training Needs as Stated as a % of those who responded (450 interviews)

Based on 463 interviews: **246 training needs stated and 219 interviewees stated they had no training needs. 80 specifically stated they train in house solely or in conjunction with others.**

Training Requirements - Grouped by Type

% of Overall Training Requirements (scale 0-10% for ease of reading)

Training Needs by Sub Regions
These vary by sub region for example:

Herefordshire areas highlighted include management, construction, engineering & administration

Shropshire areas highlighted include care & medical, manufacturing, statutory short courses
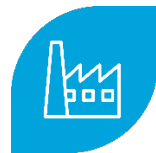
Telford & Wrekin areas highlighted include manufacture, engineering, management & finance

Training Needs… Herefordshire

Training Needs as Stated as a % of those who responded - HEREFORDSHIRE

Based on 136 interviews: **65 training needs stated and 66 interviewees stated they had no training needs.**
16 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.

Training Requirements - Grouped by Type (y-axis)

Categories (top to bottom):
- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
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- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

% of Overall Training Requirements (scale 0-10% for ease of reading) — x-axis from 0 to 10

Training Needs... Shropshire

Training Needs as Stated as a % of those who responded - SHROPSHIRE
Based on 210 interviews: **121 training needs stated and 97 interviewees stated they had no training needs.**
42 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.
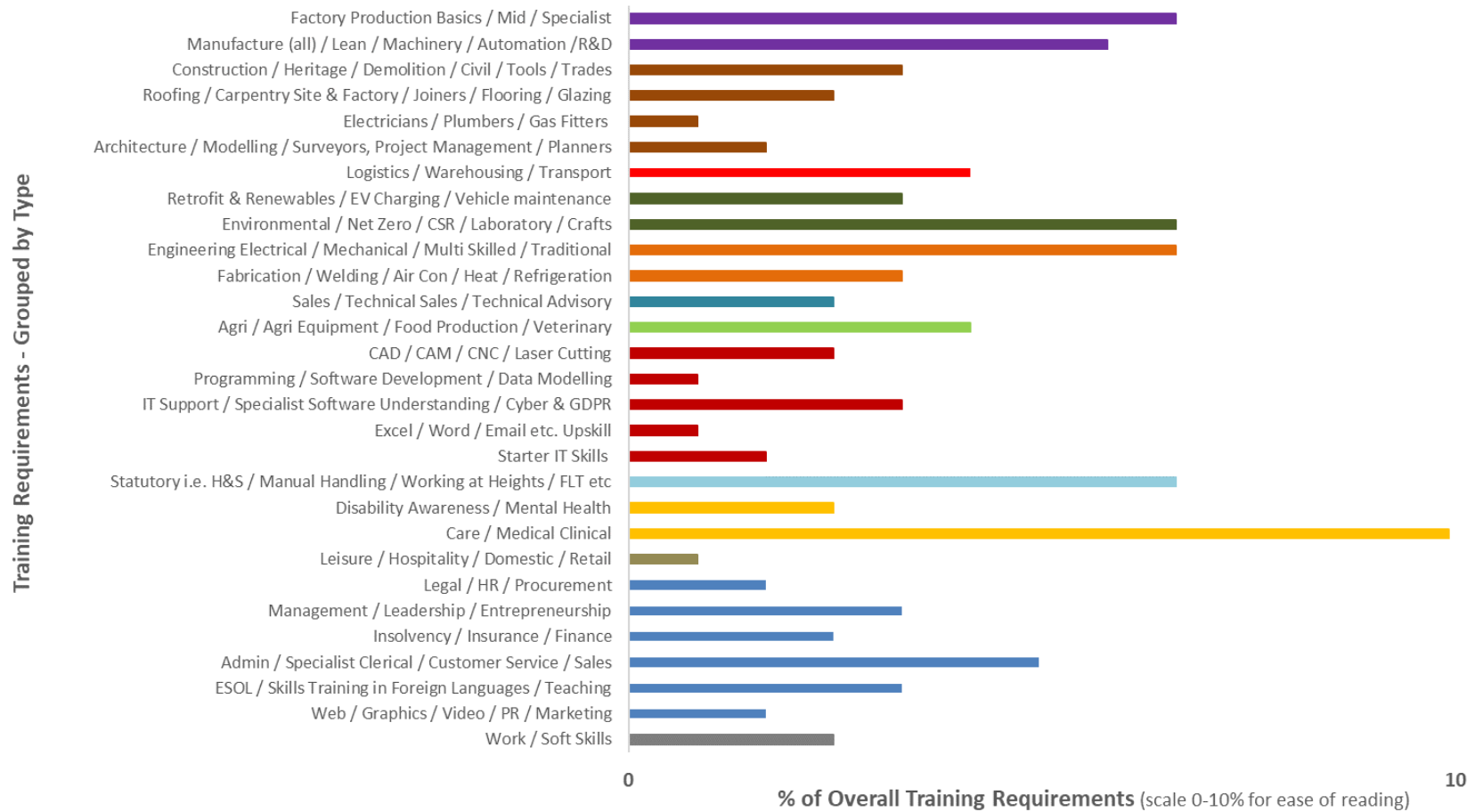
Training Needs… Telford & Wrekin

Training Needs as Stated as a % of those who responded - TELFORD & WREKIN
Based on 108 interviews: **54 training needs stated and 51 interviewees stated they had no training needs.**
20 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.

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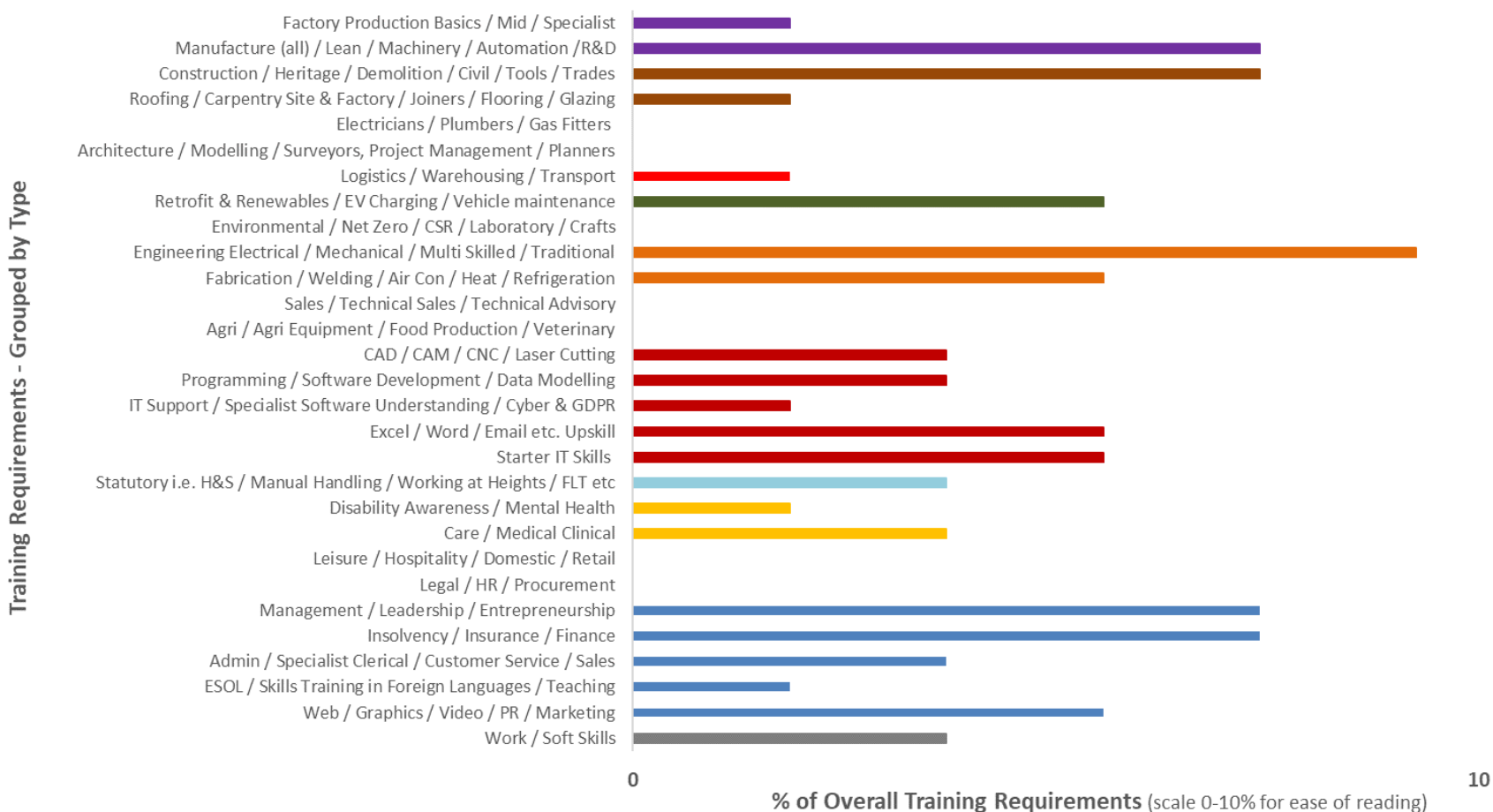
Training Needs by Four Sectors
These vary by sector for example:

Manufacture   areas highlighted include automation, skilled manufacture, engineering, CAD, CAM, laser

Construction   areas highlighted include all trades & specialisms, off site fabrication, retrofit, statutory

Health Care   areas highlighted include care staff and clinical staff, starter IT skills, administration

Professional   management & leadership all levels, marketing, graphics, finance, administration

Training Needs… Manufacturing / Engineering including food & drink

Training Needs as Stated as a % of those who responded
Manufacturing / Engineering including food & drink manufacture
Based on 162 interviews: **107 training needs stated and 76 interviewees stated they had no training needs.**
27 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.

Training Requirements - Grouped by Type

- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
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- Legal / HR / Procurement
- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

0   **% of Overall Training Requirements** (scale 0-20% for ease of reading)   20

Training Needs... Construction including environment technologies

Training Needs as Stated as a % of those who responded

Construction including environment technologies

Based on 93 interviews: **43 training needs stated and 41 interviewees stated they had no training needs.**

25 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.

Training Requirements - Grouped by Type

Factory Production Basics / Mid / Specialist
Manufacture (all) / Lean / Machinery / Automation /R&D
Construction / Heritage / Demolition / Civil / Tools / Trades
Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
Electricians / Plumbers / Gas Fitters
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Insolvency / Insurance / Finance
Admin / Specialist Clerical / Customer Service / Sales
ESOL / Skills Training in Foreign Languages / Teaching
Web / Graphics / Video / PR / Marketing
Work / Soft Skills

-10   5   20

% of Overall Training Requirements (scale 0-20% for ease of reading)

Training Needs… Health & Social Care

Training Needs as Stated as a % of those who responded

Health & Social Care

Based on 57 interviews: **40 training needs stated and 23 interviewees stated they had no training needs.**
12 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.

Training Requirements - Grouped by Type

- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
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- CAD / CAM / CNC / Laser Cutting
- Programming / Software Development / Data Modelling
- IT Support / Specialist Software Understanding / Cyber & GDPR
- Excel / Word / Email etc. Upskill
- Starter IT Skills
- Statutory i.e. H&S / Manual Handling / Working at Heights / FLT etc
- Disability Awareness / Mental Health
- Care / Medical Clinical — **40%**
- Leisure / Hospitality / Domestic / Retail
- Legal / HR / Procurement
- Management / Leadership / Entrepreneurship
- Insolvency / Insurance / Finance
- Admin / Specialist Clerical / Customer Service / Sales
- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

0   **% of Overall Training Requirements** (scale 0-20% for ease of reading)   20

Training Needs… Professional Services

Training Needs as Stated as a % of those who responded

Professional Services

Based on 114 interviews: **44 training needs stated and 60 interviewees stated they had no training needs.**
14 specifically stated they train in house solely or in conjunction with other training methods. Gaps indicate no responses for those training needs.

Training Requirements - Grouped by Type

- Factory Production Basics / Mid / Specialist
- Manufacture (all) / Lean / Machinery / Automation /R&D
- Construction / Heritage / Demolition / Civil / Tools / Trades
- Roofing / Carpentry Site & Factory / Joiners / Flooring / Glazing
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- ESOL / Skills Training in Foreign Languages / Teaching
- Web / Graphics / Video / PR / Marketing
- Work / Soft Skills

0   **% of Overall Training Requirements** (scale 0-20% for ease of reading)   20

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Apprentices and Graduates... employment levels extracted from the Employer Voice interviews

TYPES - HAD, HAVE OR INTEND TO EMPLOY SHORTLY			
	Graduates	Higher Apprenticeships	Standard Apprenticeships
Yes	53.15	37.00	64.97
No	46.85	63.00	35.03
By % of those who said Yes or No			

Herefordshire % of YES repsonses

- Graduates
- Higher Apprenticeships
- Standard Apprenticeships

Shropshire % of YES responses

- Graduates
- Higher Apprenticeships
- Standard Apprenticeships

Telford & Wrekin % of YES responses
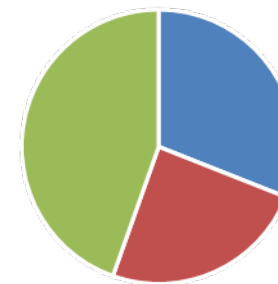
- Graduates
- Higher Apprenticeships
- Standard Apprenticeships

Apprentices and Graduates...

Recruiting comments direct from employers to highlight their understanding. For example, on occasion they are misinformed as courses are available, when they think there are none locally. This is a quick win as easy to remedy. Some may want what is impractical to deliver due to low numbers and others find solutions to recruitment in unexpected places. Cost and paperwork burden of apprentices was a common theme.

"For Digital Marketing roles we used to recruit graduates but found it better to recruit more 'life experienced' people after trying several graduates." *Professional Services*

"We have decided to stop taking on youngsters below 21 as they do not stick and it is demoralising for the staff who do their training. We have had good success with older apprentices." *Manufacturing / Engineering*

"The company has taken on apprentices in L2 and L3 carpentry roles. Skills are not great, but they can be taught practical skills whilst working to build on the basics taught in college. It can be difficult for the employer as there are a lot of costs to cover for the first 2 years as the apprentices are not bringing any money into the business and are learning. It is only in third year that they bring money into the business. Some apprentices do not see out the course as they receive offers from other companies, often larger, and go as they are paid slightly higher." *Construction*

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Apprentices and Graduates...

🔹 "Currently have an Engineering Apprentice and are looking for a Customer Service Apprentice and Accounts Apprentice". *Manufacturing / Engineering*

🔹 "Apprenticeships are an option for legal roles from 2021 and we therefore need providers to step up and offer them to the sector." *Professional Services*

🔹 "A welder focused apprenticeship which includes MIG welding would deliver a higher degree of competency and skill. Most companies in the steel fabrication now use laser cutting technology, as far as I am aware there are no apprenticeships on offer for this." *Manufacture / Engineering*

🔹 "The chartered surveying team take on a number of excellent graduates from a specialist local university, an unlikely source and only discovered by chance as not the normal place to look for surveyors." *Construction*

🔹 "The company recruits graduates for specialist high-level advanced manufacture and engineering roles. There are less British nationals post-graduate now and more foreign students graduating masters which is causing difficulties with visas and work permits." *Professional Services*

Work Skills... employers ranking as the 1st, 2nd, 3rd, and 4th skills most lacking in current staff and staff being recruited... Though not a standalone subject(s) work skills were mentioned in most interviews.

Work Skills - most lacking in staff & new recruits through the employers eyes

Asked to rank 7 items in order of most lacking - 1 being the most lacking, 2 = 2nd most lacking.. (showing Ranked 1-4 only)

Legend:
- Confidence & Resilience
- Self-motivation
- Reliability & loyalty
- Time keeping & punctuality
- Respect for workplace/ others
- Ambition
- Team working

Y-axis: % Score for those who responded (0 to 30)

X-axis: 1st, 2nd, 3rd, 4th

Ranking 1 - 4 (Scale 0-30% for ease of reading)

Employer Voice
LSIP Stage 1

Work Skills
by sub regions

Herefordshire
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

Shropshire
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

Telford & Wrekin
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

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Work Skills by sub sectors

Manufacturing / Engineering including food & drink manufacture
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

Construction including environment technologies
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

Health & Social Care
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

Professional Services
Work Skills - most lacking in staff & new recruits through the employers eyes
Showing what each sub-sector ranked in first place by % of responses

- Time keeping & punctuality
- Reliability & loyalty
- Team working
- Respect for workplace/ others
- Ambition
- Confidence & Resilience
- Self-motivation

Soft Skills... employers ranking as the 1st, 2nd, 3rd, and 4th skills most lacking in current staff and staff being recruited... Though not a standalone subject(s) soft skills were mentioned in most interviews.

Soft Skills - most lacking in staff & new recruits through the employers eyes

Asked to rank 7 items in order of most lacking - 1 being the most lacking, 2 = 2nd most lacking.. (showing Ranked 1-4 only)

Ranking the first to forth most lacking soft skill (Scale 0-30% for ease of reading)

Soft Skills

Herefordshire

Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability

Shropshire

Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability
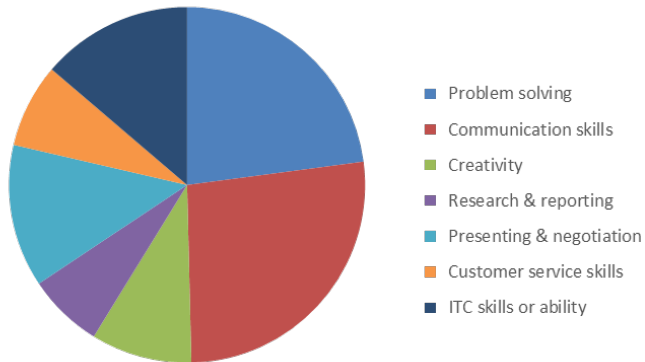
Telford & Wrekin

Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability
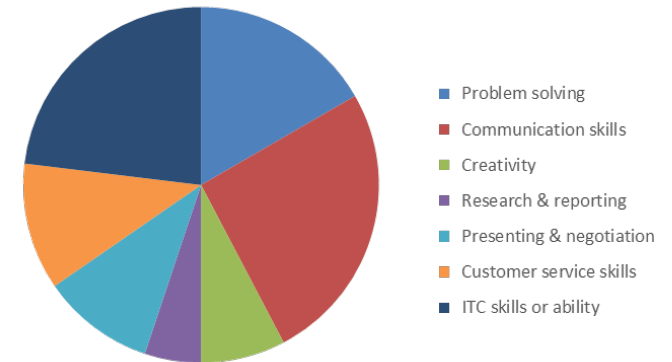
Soft Skills

Manufacturing / Engineering including food & drink manufacture
Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability
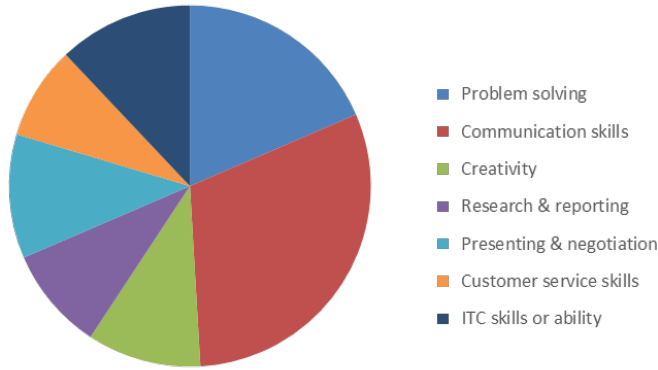
Construction including Enviromental Technologies
Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability
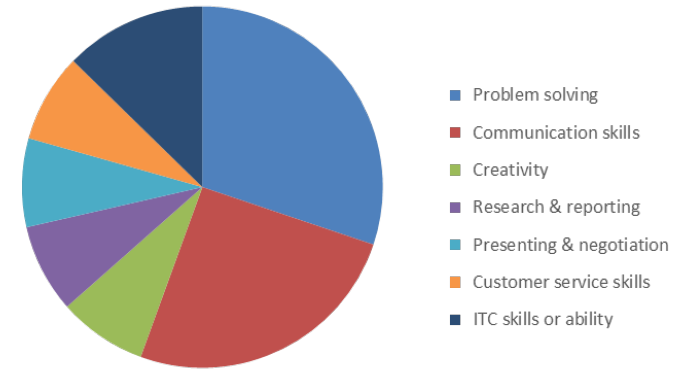
Health & Social Care
Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability

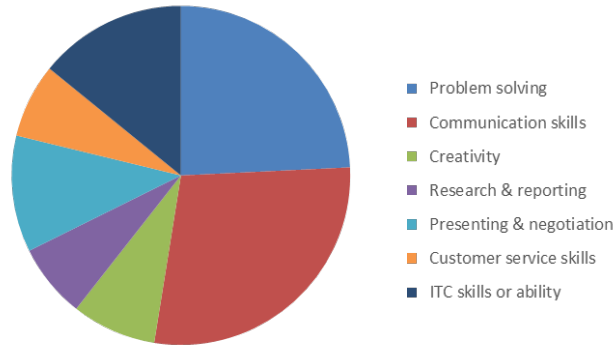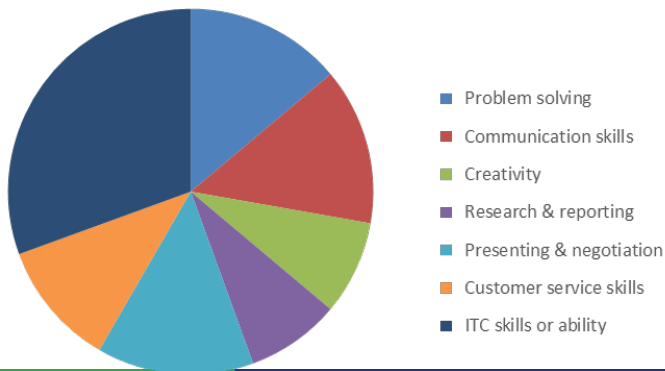### Professional Services
Soft Skills - most lacking in staff & new recruits through the employers eyes.
Showing what each sub-sector - Ranked in first place only

- Problem solving
- Communication skills
- Creativity
- Research & reporting
- Presenting & negotiation
- Customer service skills
- ITC skills or ability
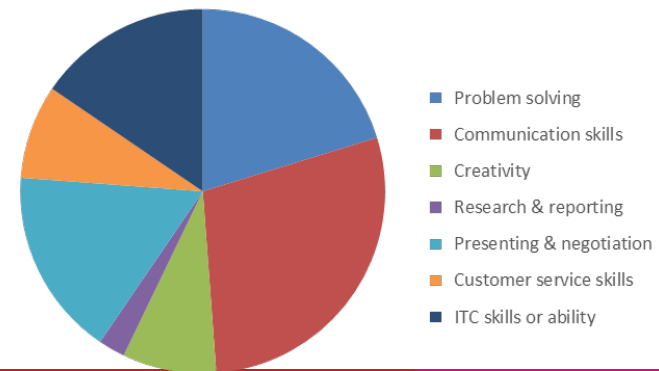
How do you think current training could be improved?

These are the general views of the employers and they are aware that Providers (Public, Private, Large & Small) do have strict criteria to meet, funding rules to abide by and nationally decided course content, therefore they cannot always be flexible or accommodate every request. However, it was felt important for them to express their needs and wishes. They also articulated that some elements could be quickly achieved by ensuring greater cooperation and understanding between both parties.

Training Improvements - % of those who stated these requirements 463 interviews

- Flexibility
- Work Skills
- Soft Skills
- Practical Subjects
- Promotion & Understanding
- Collaboration & affordability
- Course Range
- Consistency
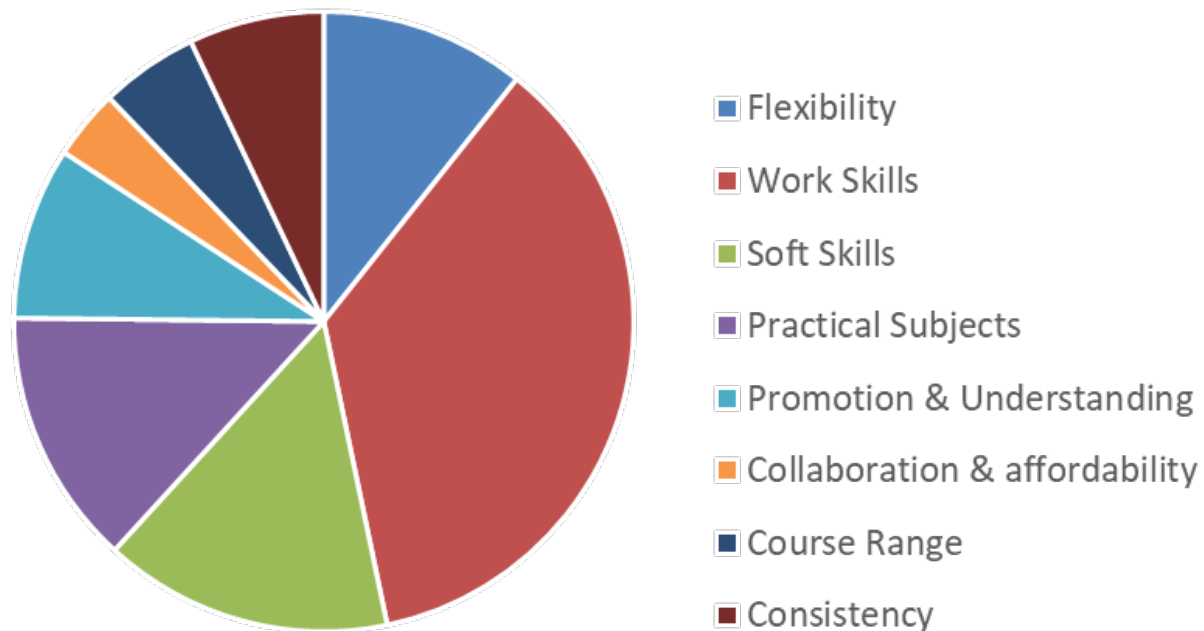
Training Improvements context…

- Flexibility: Due to time constraints short courses are welcome. Flexible methods to work with rural areas, sectors with chronic staff shortages so cannot release, to support younger staff who have no means of travelling. Block provision was favoured by some, over day release as it allowed the employers to manage workloads more effectively. Multiskilled and modular training was favoured to cover for skills shortages, give the work force more interest, career progression, aid retention and overall ensure greater productivity. Modular to allow for the many companies who cannot provide all elements of an apprenticeship but would like to take apprentices or where courses only have partial value for the employer's needs. More flex with apprenticeships to allow for short term contracts or partial placement availability. FE providers given more freedom to flex courses or budgets to meet local needs and sectors.

- Work skills: Employers felt strongly that more emphasis should be put on teaching students to understand the demands of a full working day, realities of work and the reasons for having a career. Less emphasis on the unattainable and far more on reality. Society acknowledged as part of the issue. Reliability, respect, understanding hierarchy and team working are all elements to ensure an easy transition into the world of work. Especially important the ability to problem solve, not just regurgitate information, this point was mainly in respect of Graduates. Work skills and work reality should start in junior school and continue throughout it was felt.

- Soft skills: Communication and the ability to communicate face to face, effectively and clearly was the biggest issue. Customer service, team working, base level IT skills, competent use of Word, Excel, and the ability to email professionally. Good standard of English. Team working and presentation also featured.

Training Improvements context...

- Practical Subjects: Greater emphasis on practical skills, less on academic exam driven study. Ensure learning methods that have legacy of knowledge not just a qualification. Give students/school children more exposure to the honest realities of the world of work (virtual or live).

- Promotion & Understanding: Providers to strive to have better understanding of the various businesses they provide services to. More co-working between providers and employers. Appreciation employers are not always familiar with education. Levy support and understanding.

- Collaboration & Affordability: Providers unite to run courses (virtual, interactive, or live) across a wider area to ensure greater numbers and therefore lower more affordable costs for businesses. Advise on funding for post 19 apprenticeships and how to access if available.

- Course Range: Right student on right course for the student. More skill refresher courses. Wider range of apprenticeships on offer. If courses cannot be run explain to the employers and communicate timely to ensure they can function productively.

- Consistency: Consistency of course content between all providers. Ensure course content meets latest statutory regulations. Course content information written by someone who has direct understanding of the industry being delivered into.

Training Improvements by Sub Regions - % of those who stated these requirements

Training Improvements
Herefordshire
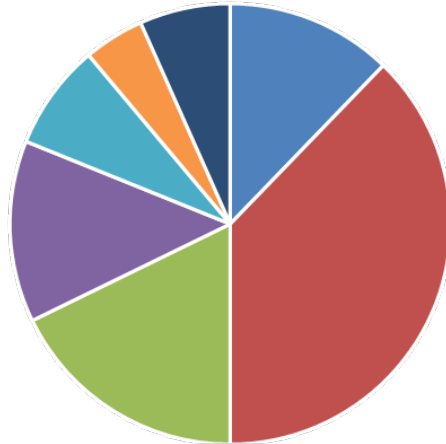
Training Improvements
Shropshire
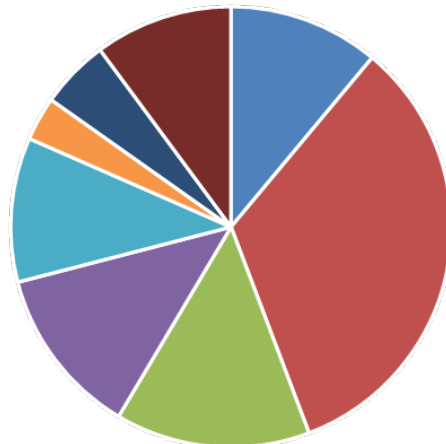
Training Improvements
Telford & Wrekin

Legend:
- Flexibility
- Work Skills
- Soft Skills
- Practical Subjects
- Promotion & Understanding
- Collaboration & affordability
- Course Range
- Consistency
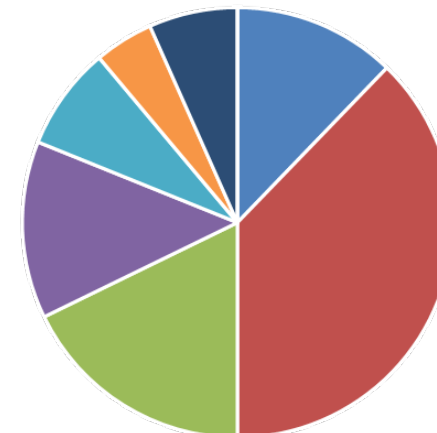
Training Improvements by Sectors - % of those who stated these requirements

**Training Improvements
Manufacturing / Engineering**
including food & drink manufacture
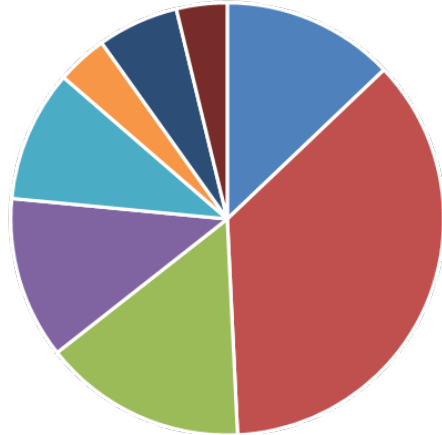
**Training Improvements
Construction**
including environment technologies
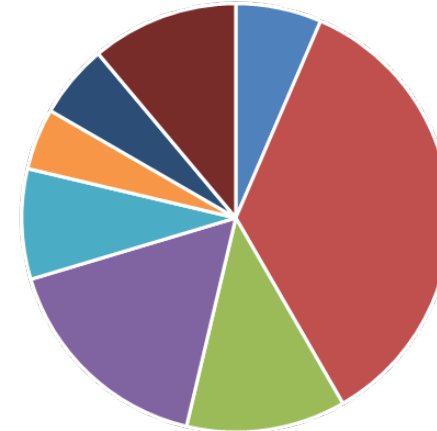
Health & Social Care
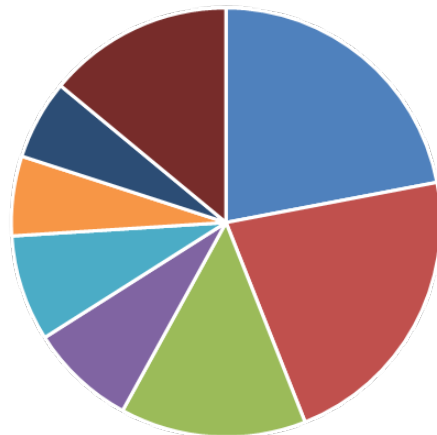
Professional Services
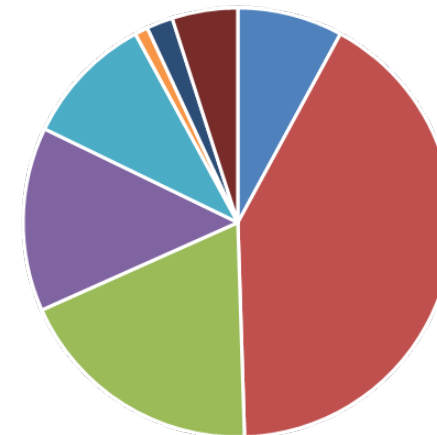
- Flexibility
- Work Skills
- Soft Skills
- Practical Subjects
- Promotion & Understanding
- Collaboration & affordability
- Course Range
- Consistency

Training Styles – which works best for your company?

Comments were also made about:

- A preference for modular courses to ensure training is business relevant.
- Despite a lack of interest in online, this referred far more to tick box courses than courses with live or timely feedback, interactive or accompanied by workbooks and other materials.
- Online tick box course was felt not to deliver a good retention of knowledge, yet some statutory or industry standard courses use this method.
- Move to more in-house training to meet bespoke, quality needs and to keep staff on-site.
- In-house using current staff's experience and knowledge was deemed the best way to train new recruits on the specific needs for that business.
- In-house also meant staff off-site far less and was therefore better for productivity, especially in manufacturing. Block release over day release for apprentices better for some sectors.
- Off-site ensures staff meet others and gain from their knowledge. Staff benefit from the interaction with employees from different types or styles of businesses. Concentration may be better when off site, course style dependant.

Training Styles % of respondents selecting each answer

- On-Site
- Off-Site
- Own Training
- In Person
- Online
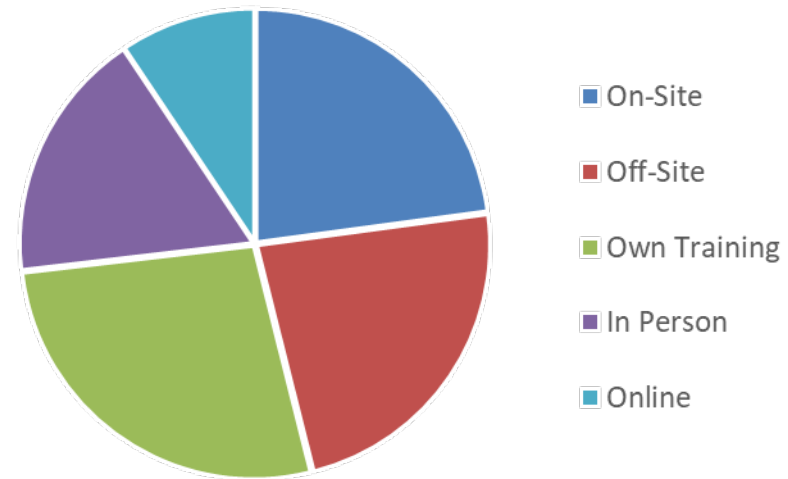
Training Styles – which works best for your company? Sub Regions

Training Styles - which works best for your company?
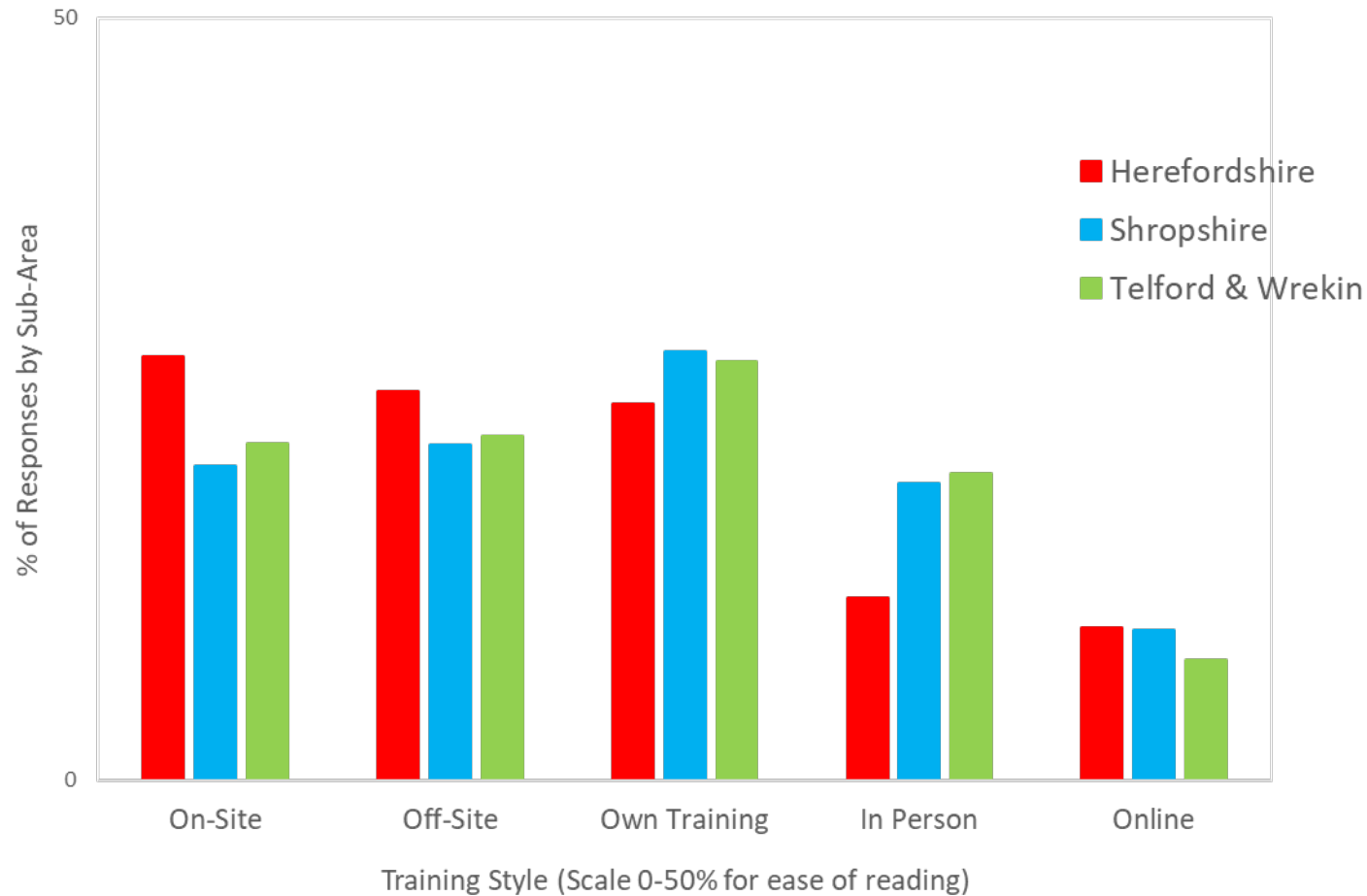
Training Styles – which works best for your company? Sectors

Training Styles - which works best for your company?

Legend:
- Manufacturing / Engineering including food & drink manufacture
- Construction including environment technologies
- Health & Social Care
- Professional Services

Y-axis: % of Responses by Sub-Area (scale 0 to 50)

X-axis categories: On-Site, Off-Site, Own Training, In Person, Online

Training Style (Scale 0-50% for ease of reading)
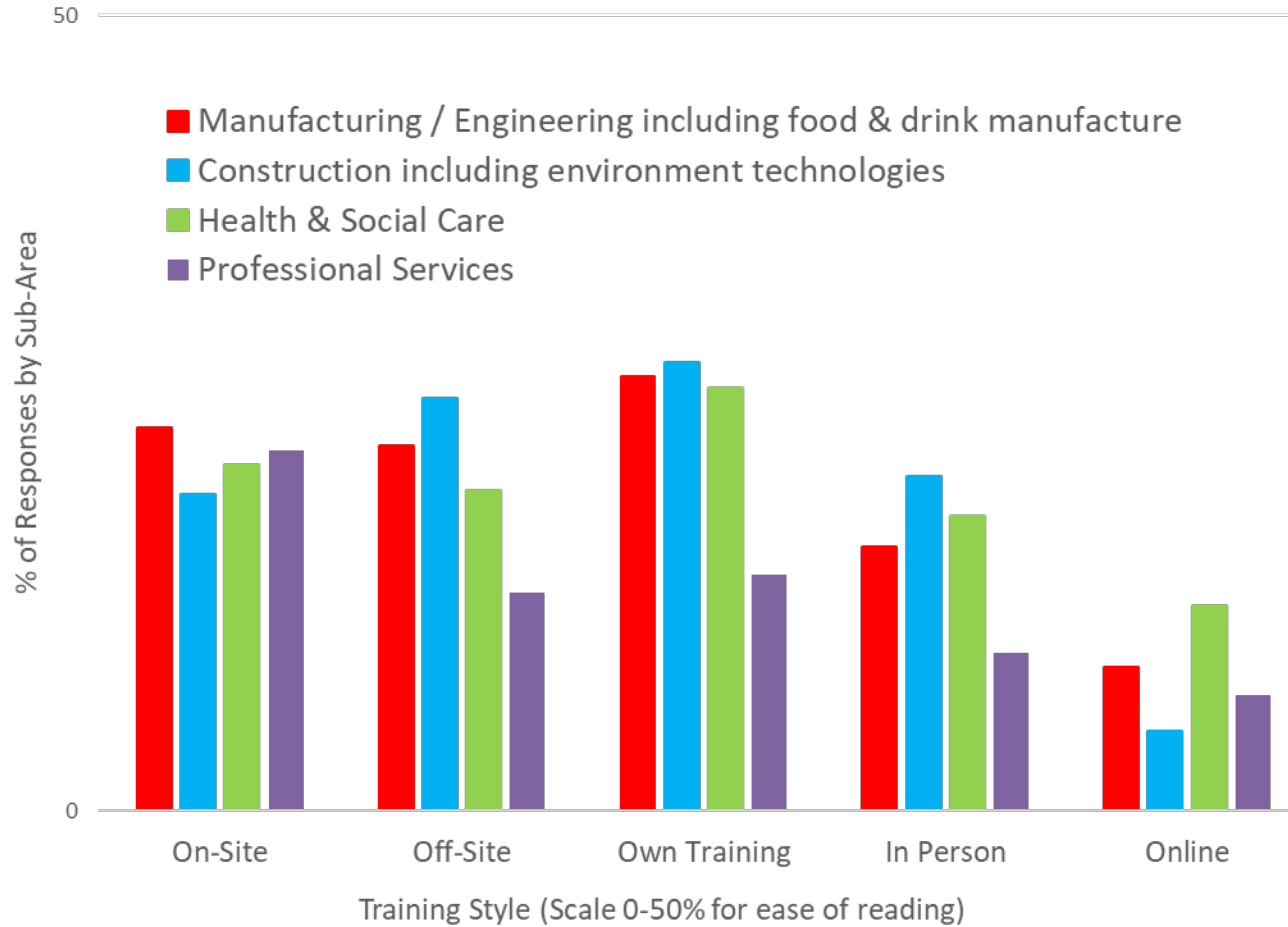
Barriers to recruitment and retention.

Barriers To Recruitment - 48 stated they had no barriers to recruitment

% of those stating barriers to recruitment (Score 0-30% for ease of reading)
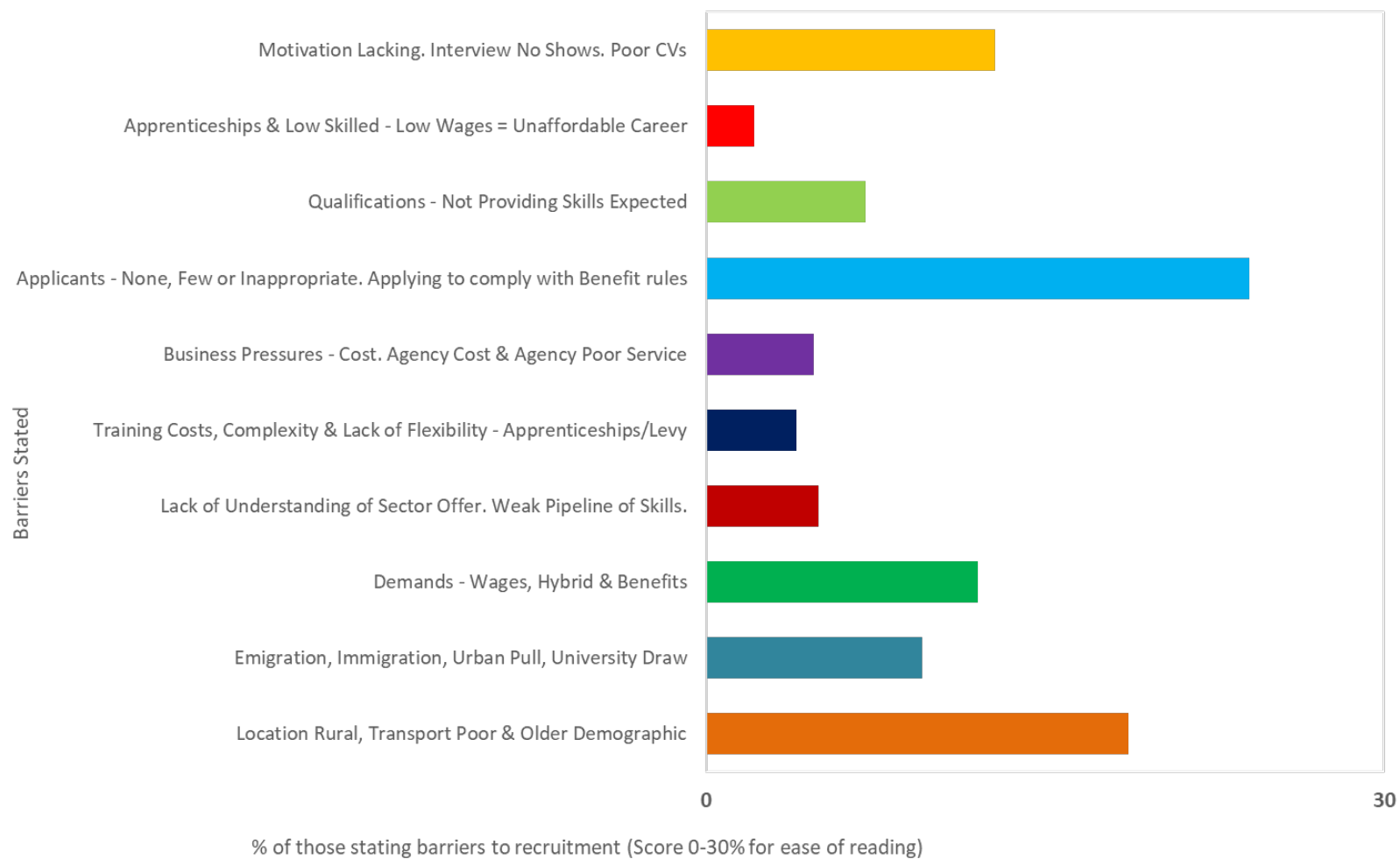
Barriers to recruitment and retention. Sub Regions

Barriers To Recruitment

■ Herefordshire ■ Shropshire ■ Telford & Wrekin

% of those stating barriers to recruitment (Score 0-70% for ease of reading)
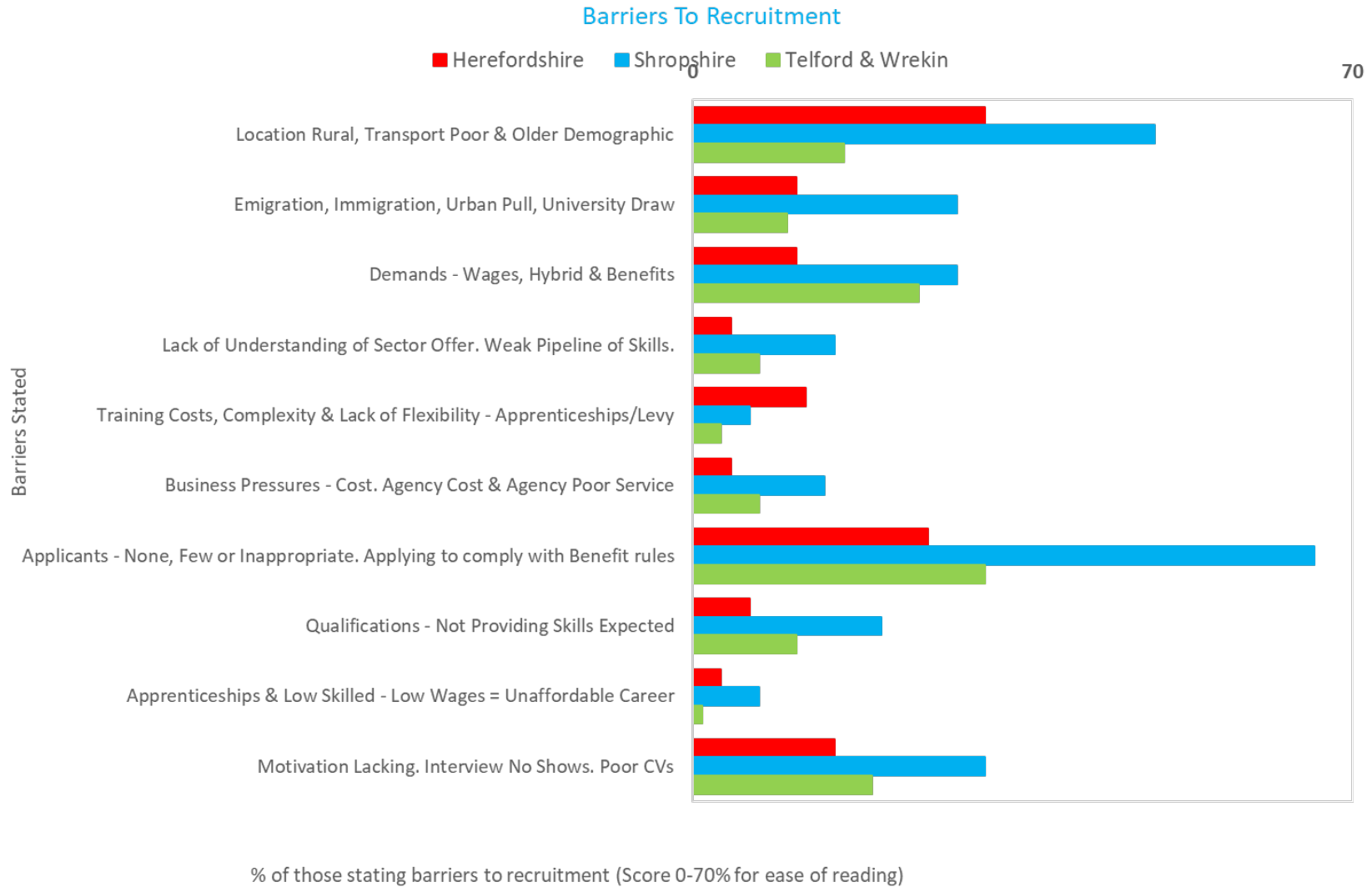
Barriers to recruitment and retention. Sectors

Barriers To Recruitment

■ Professional Services
■ Construction including environment technologies
■ Health & Social Care
■ Manufacturing / Engineering including food & drink manufacture
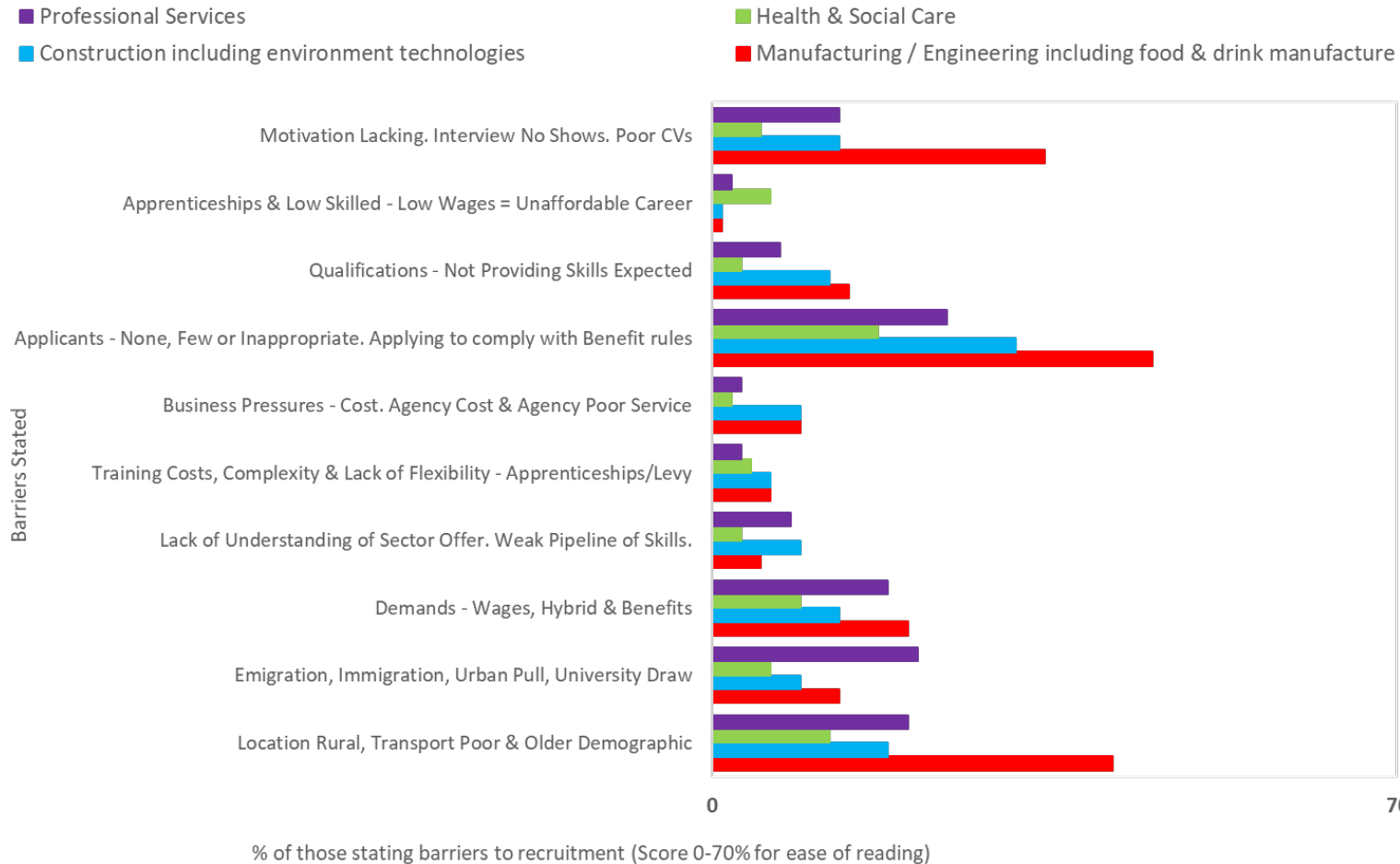
Do you feel career guidance in England, helps or hinders people from joining your sector?

"It is simplistic and groups many different careers into single categories. For example, Marketing is a huge field that needs a wide variety of people from communicators, creatives, analysts, IT developers. It's not just 'colouring in'." *Professional Services*

"I love animals" seems to incorrectly signpost naive individuals towards the veterinary sector. Schools need to be more up to date" *Other Services*

"Careers guidance is good as colleges and schools run careers fairs that are helping introduce people to the industry and get people in front of potential employers." *Manufacturing*

Does Careers Guideance Hinder or Help
% of those who gave a response
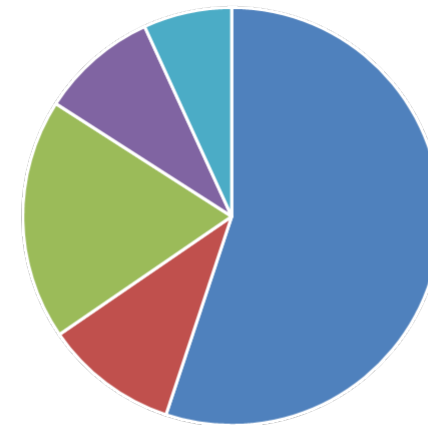
- Hinders skills pipeline
- Helps skills pipeline
- Does not promote/understand/narrow view of our sector
- Careers advisors out of touch or have a negative attitude to certain sectors
- Giving inflated expectations /push to university/desk only careers promoted

Careers Advice

"I feel that the manufacturing sector is viewed by career advisors as a mundane, production line, low skill level work and that there is a lack of opportunity and progress available. This is the complete opposite and there is so much opportunity to grow and develop in this industry!"

Manufacturing

"We have such a good relationship with our local college that we support their careers advisers and we work together to encourage people to join our sector."

Manufacturing

"Career guidance hinders my sector - accountants are regarded as boring." *Professional Services*

Does Careers Guideance Hinder or Help % of those who gave a response

- Herefordshire
- Shropshire
- Telford & Wrekin

Repsonses - Scale 0-40% for ease of reading

0 40

- Hinders skills pipeline
- Helps skills pipeline
- Does not promote/understand/narrow view of our sector
- Careers advisors out of touch or have a negative attitude to certain sectors
- Giving inflated expectations /push to university/desk only careers promoted

Careers Advice
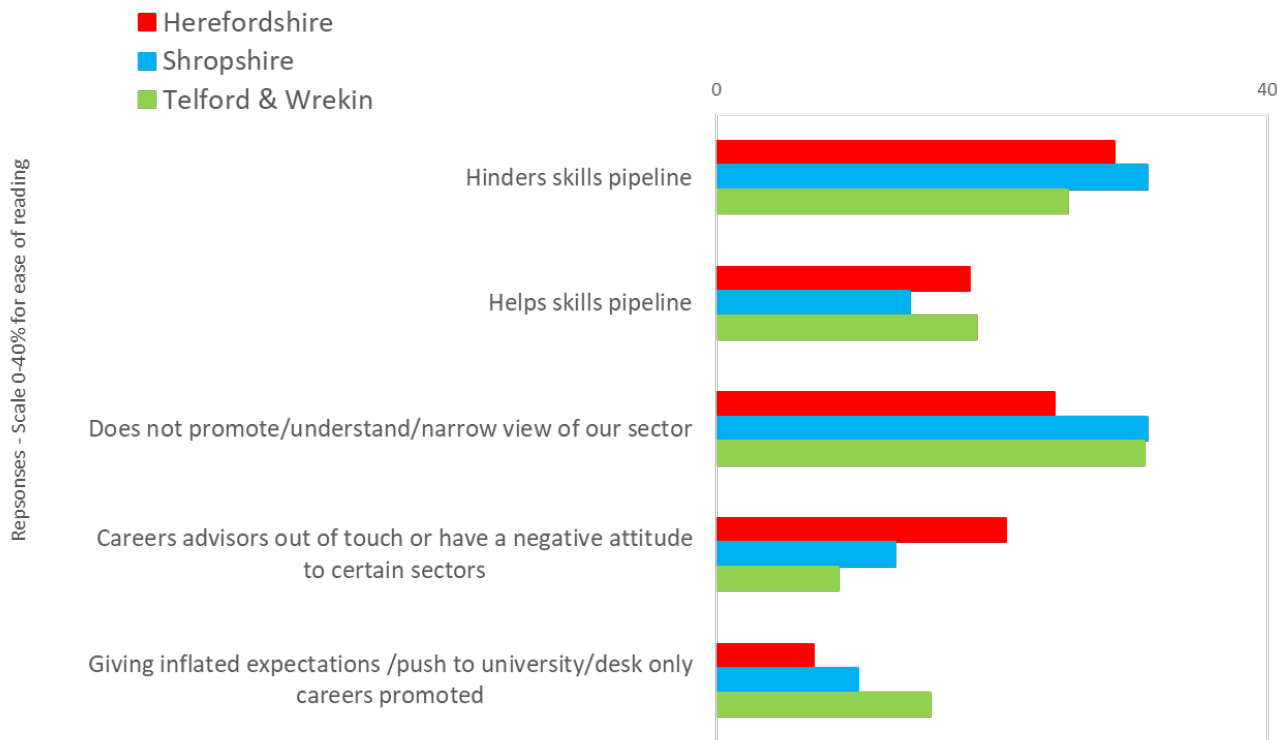
"We attend careers fairs across the region and at one recent one with 250 sixth formers in the room, not one person put their hand up when I asked who wanted to explore marketing as a career option - not even when I said they could be on social media all day!"
Professional Services

"The company does a lot of work with local colleges to provide work placements for students which is helping raise awareness of jobs within the care sector. As a whole, more could be done by local councils or the central government to promote care as they are not targeting these sectors with careers guidance." *Health & Social Care*

Does Careers Guideance Hinder or Help % of those who gave a response

- Manufacturing / Engineering including food & drink manufacture
- Construction including environment technologies
- Health & Social Care
- Professional Services

Repsonses - Scale 0-40% for ease of reading

Categories (top to bottom):
- Hinders skills pipeline
- Helps skills pipeline
- Does not promote/understand/narrow view of our sector
- Careers advisors out of touch or have a negative attitude to certain sectors
- Giving inflated expectations /push to university/desk only careers promoted

Scale: 0 to 40

Net Zero – how will this affect your business and what will be needed to support your business to meet requirements?

Net Zero - Needs & Drivers (450 interviews)

% respondents to needs and drivers to Net Zero (Scale 0-35% for ease of reading)
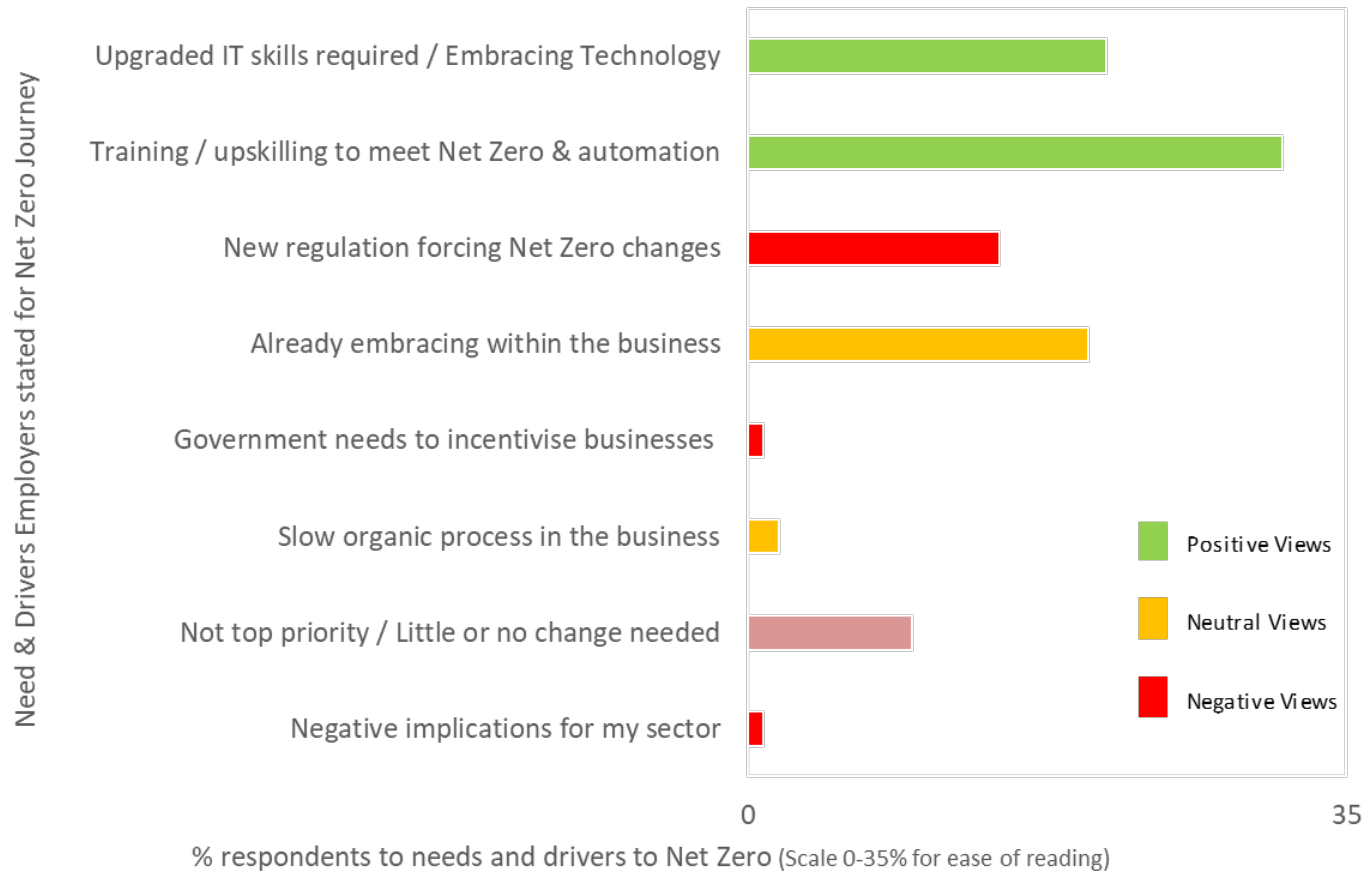
Net Zero – understanding which sub sectors by company size, sector type or location feel the greatest need to upskill to meet net zero

- Large employers feel greatest need to upskill to meet Net Zero

- Manufacturing and Engineering feel greatest need to upskill to Net Zero

- Telford & Wrekin lead on the need to upskill for Net Zero

- Larger employers have greater legislation to adhere to

- Health & Construction driven to change to achieve waste reduction

- Small companies have less understanding of requirements

- IT upskilling important to allow further automation, to drive down business travel and centralise electronic records

- IT upskilling needed to embrace new technology to enhance techniques and productivity

Net Zero - Need to Upskill & Train, each sub division is calculated as a % of the number of overall interviews for that sub division.
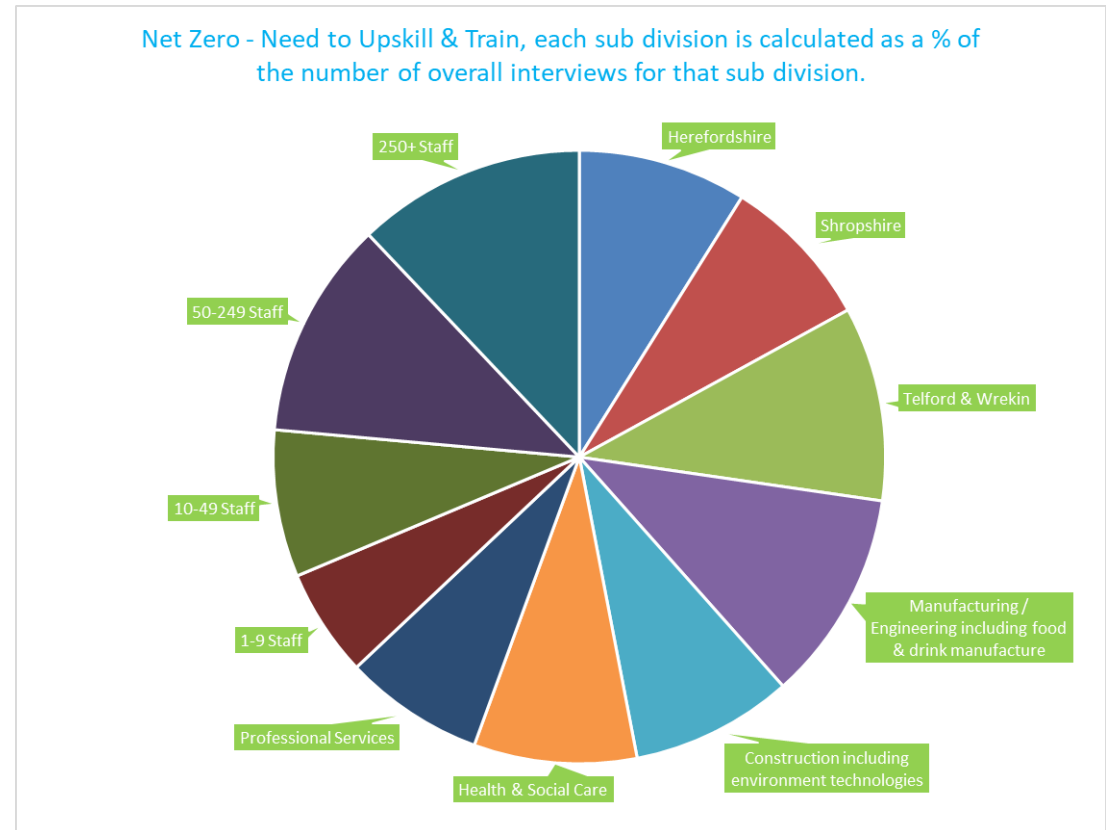
How can employers help themselves – employers views

- "Employers need to first understand what it is they want their employees to be able to do and where improvements can be made, then find suitable training tailored for those needs." *Manufacture & Engineering*

- "Employers could build closer working relationships with local colleges and training providers. This would allow training to be tailored specifically to the sector." *Health & Social Care*

- "Inclusion of staff in the business plans so staff understand the business needs and staff skills needs." *Professional Services*

- "Embracing the latest technology to encourage younger people to move in to engineering by offering modern/clean working environments were possible." *Manufacture & Engineering*

Only one in three (29%) organisations claim to have clear learning and development (L&D) plans for their employees, according to the report, Learning and Skills at Work 2020, from the CIPD and Accenture.
8 Jun 2020

How can employers help themselves – employers views

56%

of businesses interviewed across the West Midlands stated they had no plans around T levels.

Extracted from the British Chambers of Commerce National Workforce Survey West Midlands Results April-May 2022

"Promote a more inclusive working environment to those not familiar with the industry. There is currently no link between our business and any local colleges, yet we have opportunities in all aspects of the leisure industry." *Other*

"Employers need to pool together to create a skills hub to meet the need of the sector and take the initiative to train people. It would be good for employers to run taster workshops to encourage people into the sector." *Construction*

"Training is not all about courses - they can give the technical and basic knowhow. Companies need to ensure that internal mentoring and continuous development is embedded within the Company. *Professional Services*

Looking back is there any training model or qualification, that your Company can no longer access, that you would like to be able to access once again?

These are the employer's views of training they feel is no longer available but appreciated when available. Ideas and innovation can be derived from understanding what worked in the past. Sometimes it is purely a lack of understanding of what is currently available.

- "Specific sector admin/clerical/secretarial courses – used to be a Medical Secretary for example." *Health & Social Care*

- "The Manufacturing Advisor Service used to offer some very useful practical courses for manufacturers." *Manufacture & Engineering*

- "The company finds that City & Guilds qualifications are not widely available anymore which they would like to be able to easily access. The company does not like that many courses and certifications have time constraints for renewal as past qualifications were often permanent." *Manufacture & Engineering*

- "The company finds that National Vocational Qualifications (NVQs) are not widely available post covid lockdowns. The company is not sure what NVQs are available now as there seems to be less information available around these." *Health & Social Care*

Looking back…..

🫛 "Previously the company had access to a foundation degree in manufacturing through a local University who delivered the course through part-time evening and weekend classes, but this is no longer available. Part-time evening and weekend courses seem to have stopped in engineering and manufacturing." *Manufacture & Engineering*

🫛 "Apprenticeship system to understand older qualifications, having to put staff through functional maths/English to be able to take a course as qualifications such as O'levels not recognised. Level 2 business admin as Level 3 is too big a jump for many to start with." *Construction*

🫛 "We have paid for employees to do Masters (one an MBA and one in Marketing). Both have performed very well, but neither have managed to translate their learning into something relevant for their work. It seems too theoretical to them and they can't apply it in the real world." *Professional Services*

Conclusions
drawn from the Employer Voice Interviews

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& Worcestershire
Chamber of Commerce

Conclusions drawn from the Employer Voice Interviews

🔵 Skills, though the Marches mirrors national skill shortages, there is still a special rural and historical element to local skills shortages. Historically low skilled manufacture and agriculture provided much of the work force, which commanded lower wages, as this has evolved the area has not been able to keep pace with urban wages and conditions, and this is detrimental for local employers when recruiting.

🔵 Retention of skills in the area is key. There are already good in roads into this with the arrival of NMITE, nurse training returning to being local and the expansion of some of our local University offers. Other avenues are starting to open up such as non-University routes into professions such as law, allowing more to train locally which raises the chances of recruits remaining local.

🔵 Many feel that the drive to get young people to university has gone too far to the detriment of many industries. Technical alternative training routes are not being heralded as equal to university, but rather than a less option or last resort.

Conclusions drawn from the Employer Voice Interviews

- Apprenticeships are very much welcomed but there is a need for a wider range of apprenticeships. Some smaller companies find the course content cannot always be fully covered within the work the company does, and so they tend not to take apprentices. Flex to share an apprentice between providers or employers or more flex in the modules would be welcome and allow more to engage apprentices.

- The levy is seen as an issue and smaller businesses are not finding it easy to access or understand levy share and larger find the uses of their levy monies too rigid. Providers not always willing to support SMEs through the paperwork or understanding, which SME's find daunting.

- Higher and degree apprenticeships less well known about, and funding or availability not always understood. Where used it is valued by employers.

- T Levels are not widely understood or known about. Smaller companies especially do not see how placements of the length expected can happen. More flex required on the placement element. Clearer explanation and employer focused marketing required.

Conclusions drawn from the Employer Voice Interviews

- Careers advice is seen as lacking for some sectors, promoting out of date views, or devaluing certain career paths. Where employers engage actively in careers events and advice this perception alters to show a much more positive picture.

- Reality of work is a barrier, as the leap from the lesser hours of school, college or university is too big a leap for many recruits and they struggle to grasp the requirements of work.

- Soft skills, IT especially Microsoft suite, email etiquette and communication are highlighted by many employers as lacking but vital. The ability to communicate in the under 25 age group especially, is seen as something having a very negative impact on business, productivity, and career progression.

- Creativity is seen as lacking in secondary schools, this is seen as hindering many areas especially engineering, construction, and manufacturing. The skills to research, absorb and then put to practical use are seen as greatly lacking.
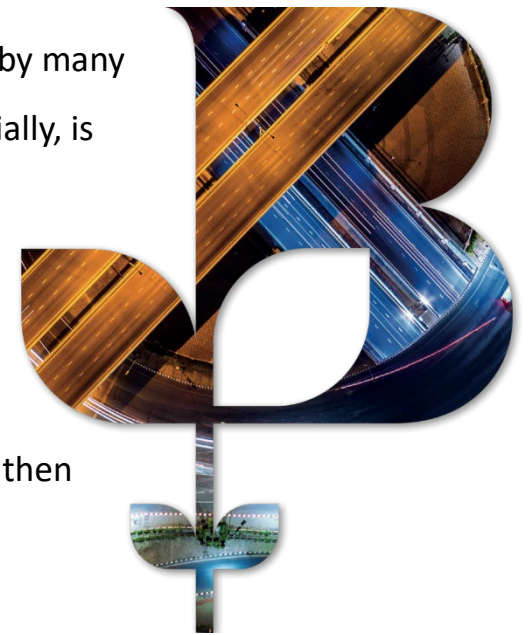
Conclusions drawn from the Employer Voice Interviews

- Communication is clearly one of the biggest issues. There is a clear language and cultural understanding gap between many employers and the public sector / providers, this creates barriers, misconceptions, and false expectations. Looking at this issue and understanding the reasoning could offer quick wins to improve the take up of training, see a rise in skills availability and competence levels. It could dispel myths and undo past poor experiences.

- Cooperative working, providers already work in groupings to make best use of provision, estate and more. There is further room for cross working both for employers and providers. Networking between providers is useful and cross pollinates allowing training to reach right across the vast expanse, mainly rural, that is the Marches. Quick win would be to encourage and support rural employer groupings to share training.

- Specialist providers such as Hereford Arts College and Harper Adams University can all become useful parts of this cross pollination and providers of an untapped source of recruits for employers due to the uniqueness of their offer.

Conclusions drawn from the Employer Voice Interviews

🔵 Other specialist providers such as Derwen College can be a bridge for a Marches FE provider health care assistant (HCA's) student cohort to gain vital skills at the nearby specialist NHS hospital by providing accommodation. This would give the Derwen students further experience plus giving the HCA students a broader depth of experience.

🔵 Employers would benefit from being helped to understand where to look for new recruits, how to see and evaluate alternative sources.

🔵 Simple messaging to raise awareness of courses available, be their locally delivered or online national Government courses such as Skills for Life. Simply providing a website listing does clearly not reach all employers and assisting those employers in understanding where to look would ensure less misunderstanding. Trying to avoid multiple messages from individual providers would help. Awareness by providers of the need to simplify messaging around qualification levels, course content etc. would also help more to understand availability and value. Many of these issues are quite easily resolved issues, to the benefit of all parties.

THE EMPLOYER'S VOICE

MARCHES LSIPs PROJECT

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

THE EMPLOYER'S VOICE
MARCHES LSIPs PROJECT

Stage 2 – March 2024
UPDATE

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Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

CONTENTS

PLEASE NOTE: The views and comments in this document are those of the employers and not Shropshire Chamber of Commerce.

" Change is the law of life and those who look only to the past or present
are certain to miss the future. "
John F. Kennedy

NB: This report is purely the Employer's Voice and will be an annex included in the final annual update report to be presented to the Department for Education at the end of June 2024 and published later in the summer of 2024. The views and comments in this document are those of the employers and not Shropshire Chamber of Commerce.

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Local Skills Improvement Plan

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& Worcestershire
Chamber of Commerce

INTRODUCTION

This Report provides the latest employer's views for 154 in-depth interviews undertaken by the Marches LSIPs interview team during January & February 2024. This document is supplied to aid understanding for colleges who must provide an Accountability Statement to their funders in the summer term. It is also provided to other stakeholders, the LSIP Board and employers to aid their understanding of current employer sentiment. Question set differs in some elements from 2023 Stage 1 as we dig deeper into certain areas, however it may be helpful to read this alongside the Stage 1 report for contrast. The Marches LSIPs focuses on four key sectors but does take data from other sectors, however the main interview's focus is on four high employment sectors across the Marches as highlighted in Stage 1:

- Engineering/Manufacturing including Food & Drink Manufacture.
- Construction including Environmental Technologies.
- Health & Social Care.
- Professional Services.

The purpose of the employer interviews is to highlight potential areas where additional training or resources could be focused, and to explore revised or expanded methodologies to support the Marches area to become more cohesive, productive and assist in growing existing or emerging sectors, as well as keeping skills local.

Stage 1 Employers Voice Report: Can be found at Shropshire Chamber - Policy - LSIPs

CONTEXT

- Geography & Business Makeup (Page 6)

- Employer Interview Breakdown (Page 7)

- Hard to Reach Sectors (Page 8)

Context - Geography & Business Makeup

- 32,230 Total number of businesses in the Marches (ONS 2022)

- 26.4% of those businesses employ staff (ONS 2022)

Of the total number of businesses in the Marches, each sub area has... (ONS/NOMIS 2021/22) – all businesses by number & by %

- **Herefordshire – 10,620 Businesses**
  Population 187,600 In Employment 94,100 Size 2180K km²

- **Shropshire – 15,900 Businesses**
  Population 324,700 In Employment 146,500 Size 3487K km²

- **Telford & Wrekin – 5,710 Businesses**
  Population 185,000 In Employment 88,000 Size 290.3 km²

Across the Marches

Herefordshire Businesses by %, 32.94

Shropshire Businesses by %, 49.34

Telford & Wrekin Businesses by %, 17.72
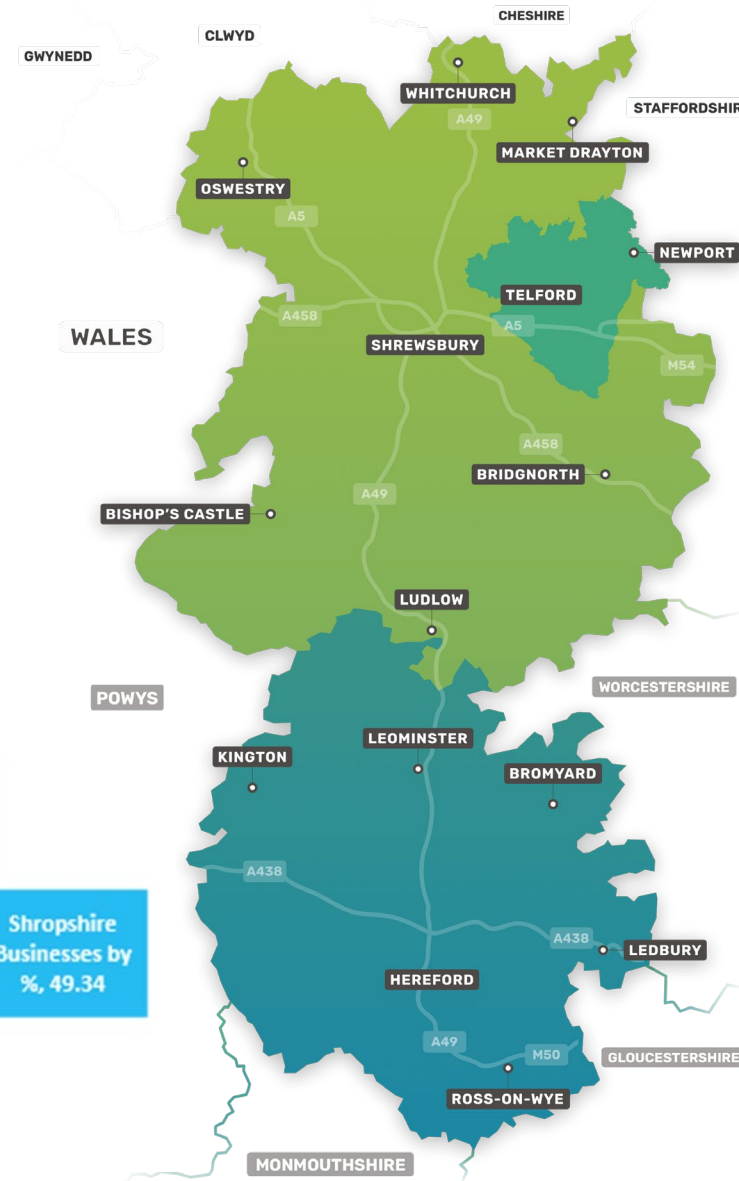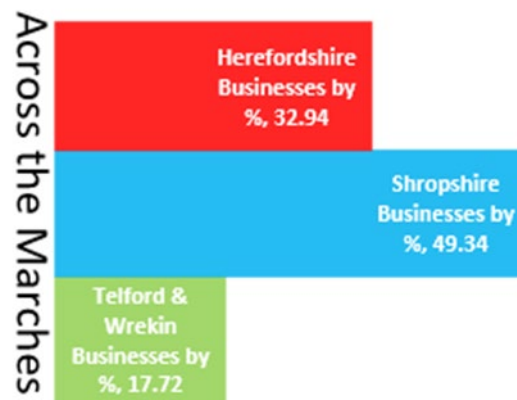
Context - Employer Interview Breakdown

154 new Employer Voice interviews were undertaken by telephone or video conference during January and February 2024. The aim is to keep the Stage 1 report updated as economic factors change. The interviews are ongoing and will build a strong database of information, starting with Stage 1's 463 employer interviews, the current 154 employer interviews plus all future interviews. Also, working to increase the hard-to-reach sectors directly, thus continuing to provide useful intelligence for training providers, stakeholders, and employers. Due to the smaller interview number in this interview batch, we have reported in Marches terms, except in the Annexes. Other sectors include retail, education, and leisure. Over 90% of interviews carried out to date are private sector companies, of all sizes and spread across the Marches.

Businesses Interviewed by Size Across the Marches

Businesses Interviewed by Sector Across the Marches
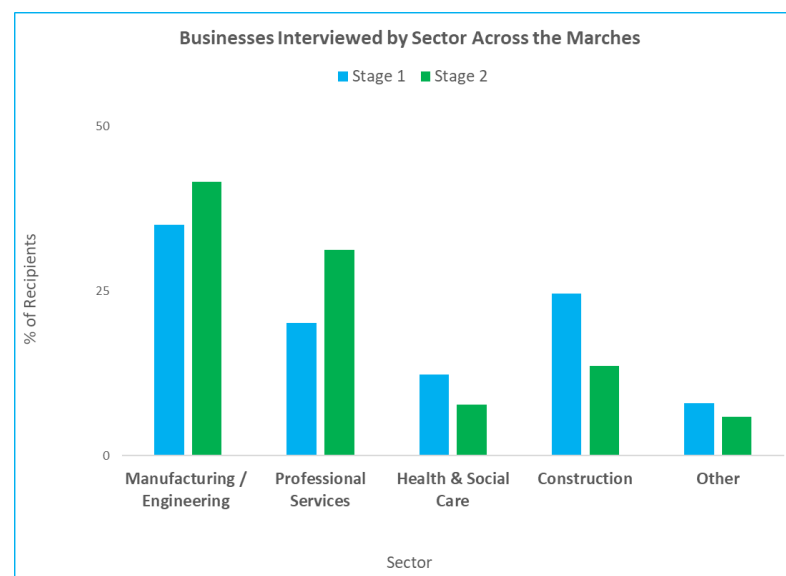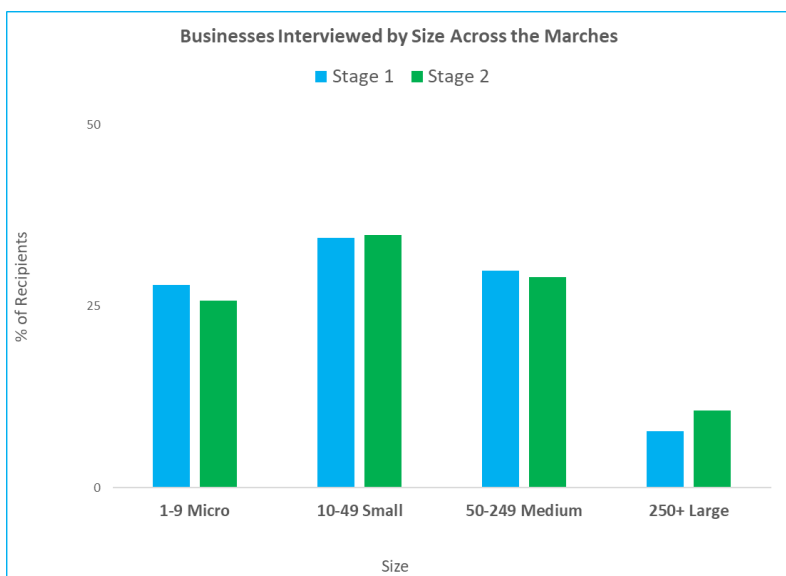
Context continued - Hard to Reach Sectors

Of the four sectors Health & Social Care and Construction were the hardest to reach in volume. To compensate for this, we used our standard interviews along with alternative methods.

Social Care:
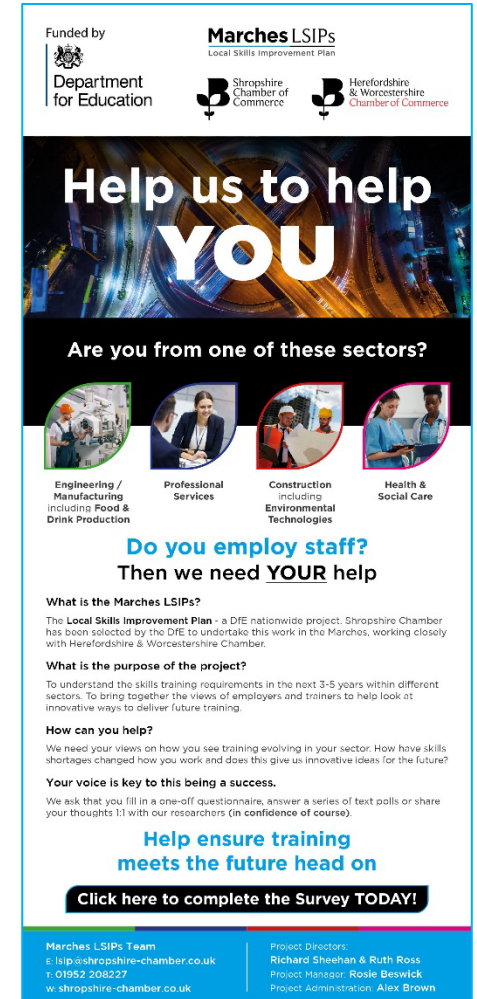
Social Care Sector is fragmented, many are smaller businesses and challenged by location and finances. To compensate, we also worked with their representative bodies such as Partners in Care and West Midlands Care Association to ensure a deep understanding of needs and barriers. Alongside this we also interviewed large social housing and welfare providers to ensure the broadest understanding.

Construction including Environmental Technologies:

For civil engineering, large project and house building, the companies tended to be larger and have a valuable broad view of employment issues. Reaching smaller companies is often difficult so we work with the CITB, ECA and others to understand the current sector needs.

Marketing

We continue to use the strong impactful branding to keep the project live and familiar to the growing army of employers that have been interviewed, joined focus groups, attended events, viewed mail shots etc.

Funded by
Department for Education

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Help us to help YOU

Are you from one of these sectors?

Engineering / Manufacturing including Food & Drink Production

Professional Services

Construction including Environmental Technologies

Health & Social Care

Do you employ staff?
Then we need YOUR help

What is the Marches LSIPs?
The **Local Skills Improvement Plan** - a DfE nationwide project. Shropshire Chamber has been selected by the DfE to undertake this work in the Marches, working closely with Herefordshire & Worcestershire Chamber.

What is the purpose of the project?
To understand the skills training requirements in the next 3-5 years within different sectors. To bring together the views of employers and trainers to help look at innovative ways to deliver future training.

How can you help?
We need your views on how you see training evolving in your sector. How have skills shortages changed how you work and does this give us innovative ideas for the future?

Your voice is key to this being a success.
We ask that you fill in a one-off questionnaire, answer a series of text polls or share your thoughts 1:1 with our researchers (**in confidence of course**).

Help ensure training
meets the future head on

Click here to complete the Survey TODAY!

Marches LSIPs Team
E: lsip@shropshire-chamber.co.uk
T: 01952 208227
w: shropshire-chamber.co.uk

Project Directors:
Richard Sheehan & Ruth Ross
Project Manager: Rosie Beswick
Project Administration: Alex Brown

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

RECRUITMENT

- The Issues Faced (Page 10)

- Stumbling Blocks (Page 11)

- Employer's Recruitment Requirements (Page 13)

- Hardest to Fill Vacancies (Page 14)

  - Manufacturing & Engineering (Page 15)

  - Construction (Page 18)

  - Health & Social Care (Page 21)

  - Professional Services Page 23)

Recruitment – The Issues Faced

From the LSIP data for 2024 **83%** of respondents stated they had tried to recruit in the past 6 months and of those **85%** struggled to fill roles. This is backed by the latest Shropshire Chamber Quarterly Economic Survey research, even though the number of vacancies has fallen over winter, there are still a significant number of unfilled posts across every sector.

Job Postings Regional Breakdown

Jump to Job Postings by Location ███
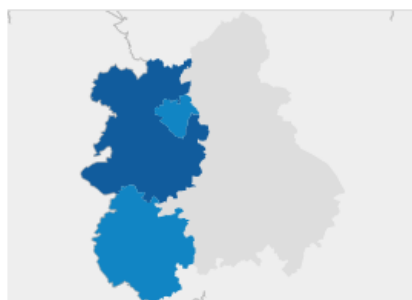
Local Authority	Unique Postings (Sep 2023 - Feb 2024)
Shropshire	12,867
Telford and Wrekin	8,264
Herefordshire, County of	7,823

Unique Postings Trend

Jump to Job Postings Table ███
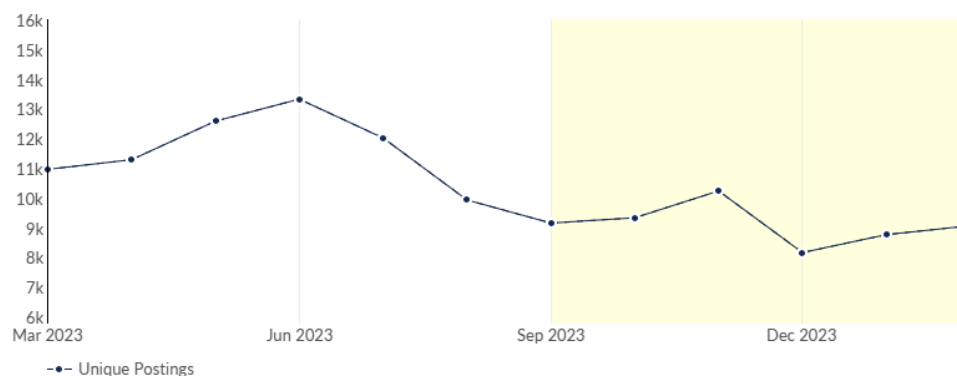
–•– Unique Postings

Lightcast was the source of the two tables above showing Unique Job Posting for the Marches Area between March and December 2023

Recruitment - Stumbling Blocks

- There is a **change in tone** to the way that employers advertise, more are not stating specific qualifications or experience levels to try to increase the candidate pool and not risk missing talent by putting too many barriers in the way. However, there are still many employers who state that they cannot understand qualifications, qualification grades at all levels including degrees, due to the many changes over the years, making it harder to assess the candidate's possible potential once a CV is being evaluated. Using information gathered via Lightcast, 79% of unique recent adverts did not state specific qualifications.

- There is still a **clear mismatch** between candidate's expectations and employers' recruitment needs. Most jobs being advertised are full-time whereas candidates are looking for part-time, flexible working or hybrid. However, there is slowly starting to be an increase in adverts for posts which fulfil the recruits' desires. Changes will be slow to happen as business practices, where even possible, will have to change and managers upskill to be able to manage a more diverse workforce.

- **Social care** most especially, followed by cleaning and domestic staff often for medical settings, are by far the greatest number of jobs on offer over the past 6 months. The social care sector reports vast staff shortages, issues with rurality, poor access to training, staff not having access to or understanding of IT to train remotely and loss of staff due to low wages. Many of the businesses are small, and due to fixed funding, cannot match supermarket wages. The career progression path has not been clear to date, unlike the NHS, and this has also caused issues in recruiting. The changes to the rules on overseas workers being able to bring in dependants is feared to set the sector back further. Some of the issues faced by social care businesses are also faced by the NHS, such as staff not having access to, or understanding of, IT to train remotely.

Funded by UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Recruitment... continued
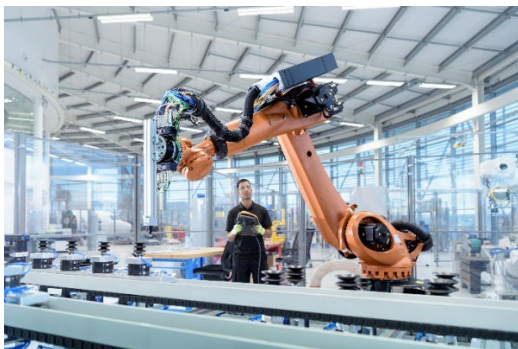
Engineering, in all forms, is still a national, regional, and local issue when it comes to shortages. Though many engineering skills appear on the Shortage Occupation list, recruiting from overseas is costly, can be slow and with changes in legislation uncertain, the need to train far more in all aspects of engineering and manufacture is important. This training needs to suit modern engineering multi-disciplinary requirements, upskilling those already trained to be able to be more adaptable through multiskilling, using a modular approach to training.

Employers by Size (number of staff):   Large 250+   Medium 50-249   Small 10-49   Micro 1-9

From the recent interviews it was clear that engineering stood out. However, as the sectors were not evenly represented in this batch of interviews, we have split the results by sector to help ensure a clearer picture. No weighting has been applied, as not only are some sectors harder to reach, but some sectors are also more employee heavy or have higher turnover of staff than others. Therefore, we are reporting as found, and using the addition of specialist knowledge to highlight ongoing shortages in hard-to-reach sectors.

The views and comments in this document are those of the employers and not Shropshire Chamber of Commerce.

Recruitment - Employer's Recruitment Requirements
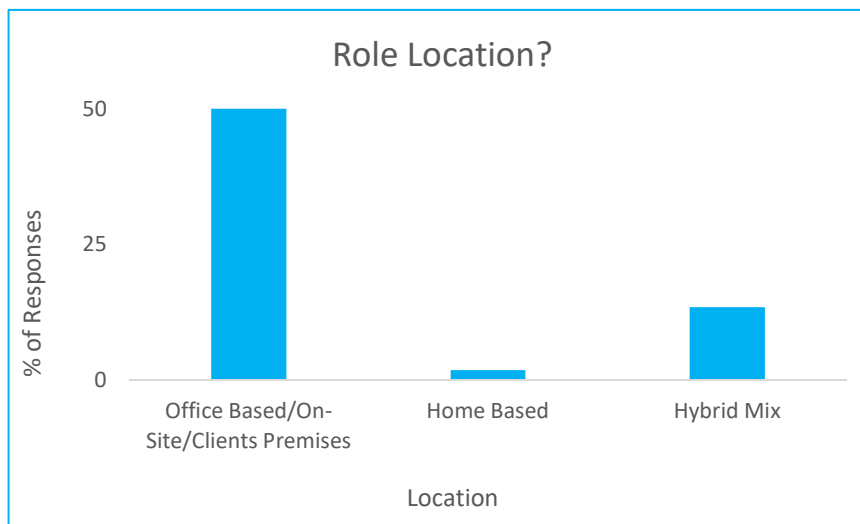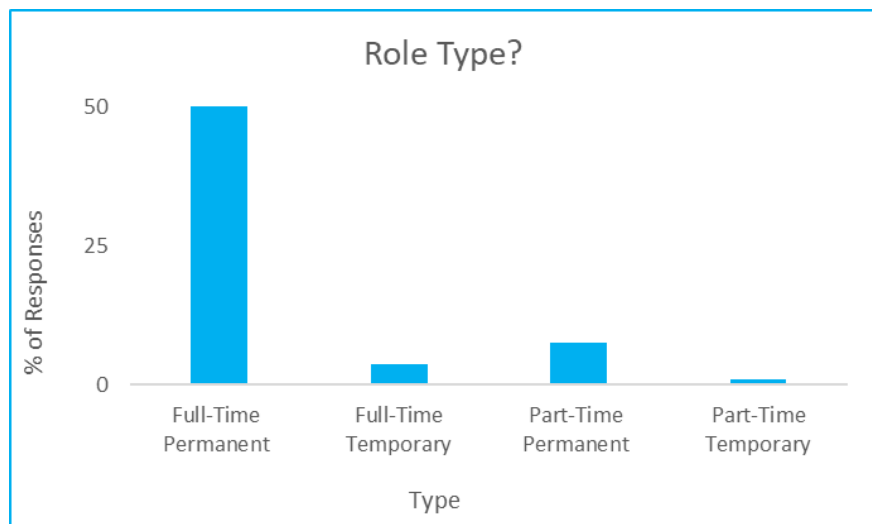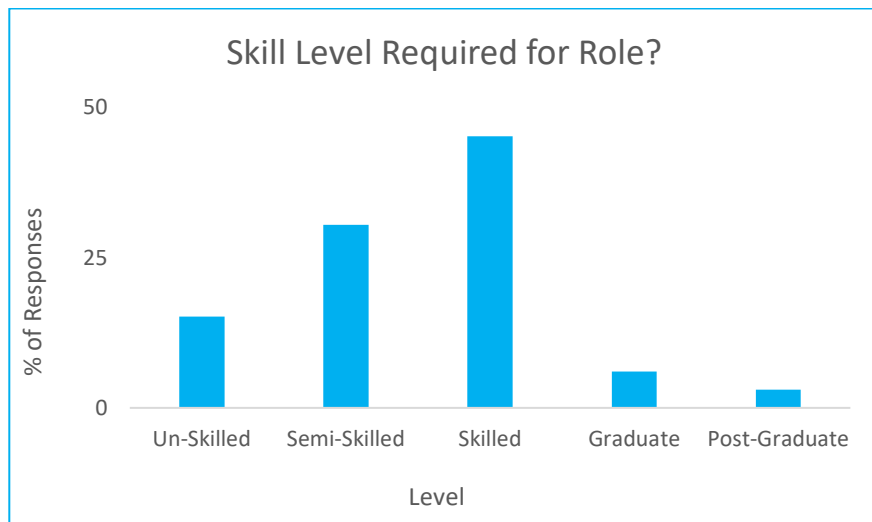
Recruitment - Hardest to Fill Vacancies

We asked the interviewees during the 2024 interviews, to name the **top 3 roles that were hardest to fill** to try and understand patterns locally. The mismatch between recruit's want and employer's need can clearly be seen on the next page. Not all interviewees have recruited in the last 6 months, either through having financial pressures to not replace, or simply no requirement during that period.

The following pages also highlight the continuing need for **upskilling** of the current workforce if roles cannot be filled, as it is clear demand for experience and a willingness to work is high. Just under 50% did not manage to fill posts, which will put pressure on the current workforce and risks older workers leaving the workforce, burnout situations, poor quality workmanship or higher rates of sickness absence.

Cross-skilling will need to be used to help bring across workers from sectors who are making redundancies, especially where the worker has no prospect of a similar role in the previous sector but have semi-transferable skills, valuable as they will have experience and are familiar with the world of work.

Soft skills and work-ready skills are still an issue for many employers, as was retention and interview no-shows.

Did you fill the post?

2024 Results: Hardest to fill roles

42% did not fill their advertised roles

65% required some experience

Manufacturing & Engineering chart showing Roles vs % of Responses:
- Engineers & Production Specialists
- Factory Operatives
- Distribution & Warehousing
- Sales & Customer Service
- Fabrication and Welding
- Motor Maintenance
- Product Testing
- Administration
- Media and IT
- Construction, Trades & Maintenance
- Finance
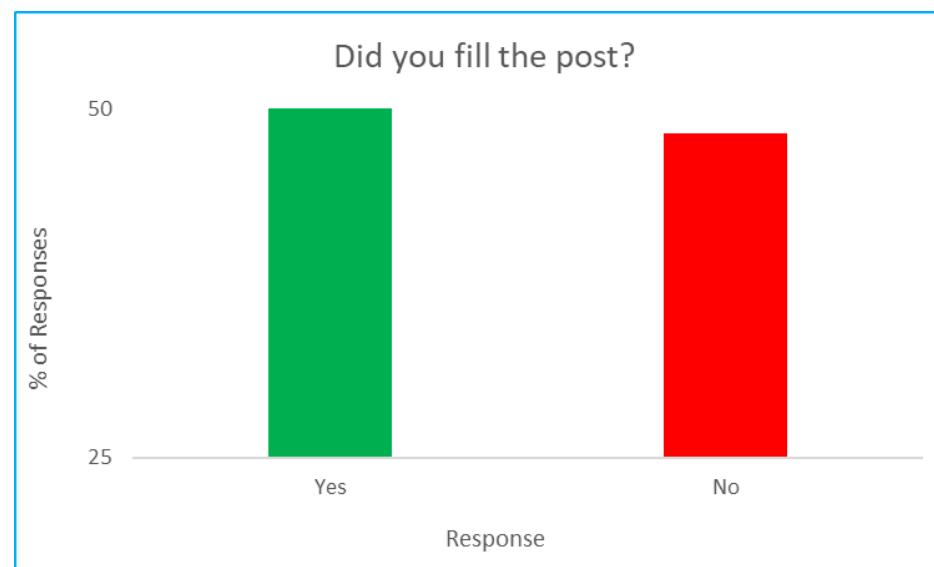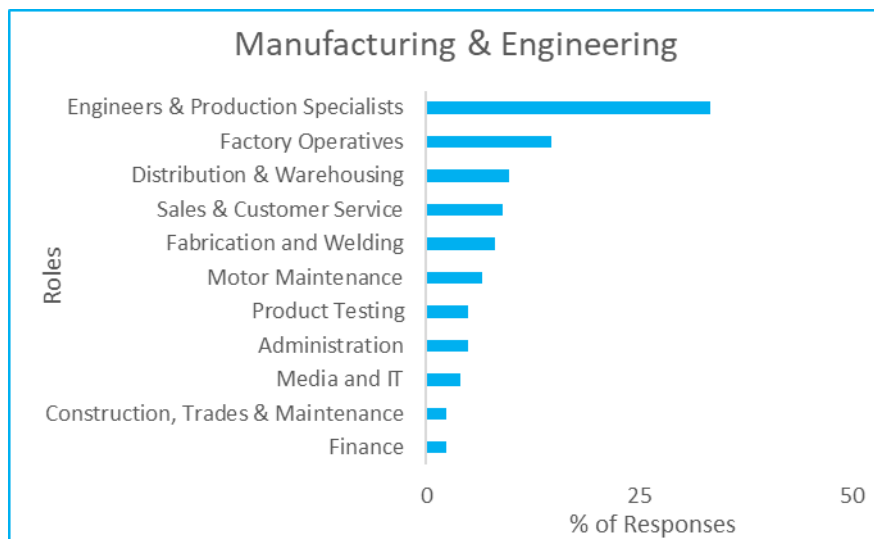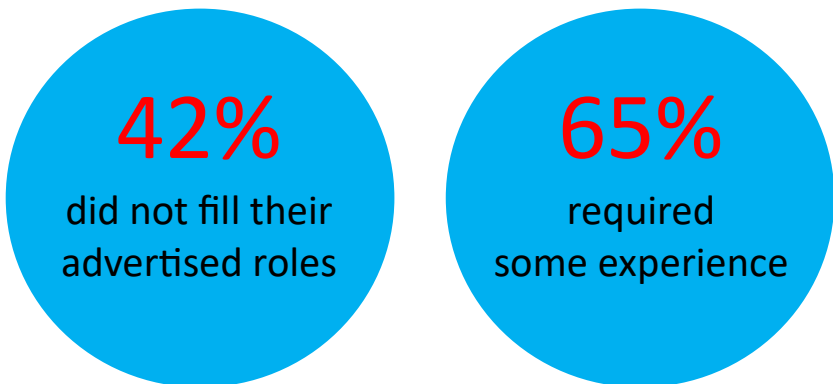
Manufacturing & Engineering

" It took our company over a year to fill the last vacancy. We could not find somebody locally that had refrigeration and air conditioning skills and an F-gas certificate. There is a shortage of gas engineers both locally and nationally. " Micro Sized Employer

" The skills problem in engineering is so widespread it is insurmountable. The company has lost work due to the skills shortage and having reduced production capacity. An issue is people not knowing the difference between engineering and manufacturing skills, people assume that having manufacturing skills equates to engineering. " Medium Sized Employer

" There is a shortage of workers in general and the availability of candidates is very low. We managed to fill the vacancy, but this process was much longer than usual. We also had to recruit again as the first candidate decided the job was not for them and left, so we had to go through the process again! " Small Sized Employer

" The company managed to fill admin roles with some difficulty but have struggled for the shop floor production roles. There is a shortage of skilled production workers locally. " Medium Sized Employer

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COMPANIES WHO IDENTIFIED AS BEING IN THE MANUFACTURING & ENGINEERING SECTOR - RECRUITMENT ROLES - TOP 6 CATEGORIES

Manufacturing & Engineering - Role Titles given for Engineers and Production Specialist

Application Engineer	Engineer	Offline Programmer (CNC)
CAD Designer	Installation Engineer	PLC Software Developer
CNC Machinist	Laser Operator	Project Manger
CNC Setter	Lead Engineer	Quality Assurance
Control Panel/Machine Wirer	Machine Fitters	Radan Programming Engineer
Control System Engineer	Maintenance Engineer	Research and Development Specialist
Electrical Design Engineer	Measurement Engineer	Sales Engineer
Electrical Engineer	Mechanical Engineering	Service Engineer
Electrical Maintenance Technician	Mechanical Fitter	Toolmaker

Manufacturing & Engineering - Role Titles given for Factory Operatives

Assembly Operative	Forklift Operator	Packing Room Assistant
Brewer	General Operators	Production Operative
	Brewery Manager	

Manufacturing & Engineering - Role Titles given for Distribution & Warehousing

Warehouse and Assembly Apprentice	Warehouse Operative - Day Shift	Warehouse Operative - Night Shift

Manufacturing & Engineering - Role Titles given for Sales & Customer Service

Business Development Manager	Customer Support Advisor	Sales Designer Specialist
Customer Service Executive	Internal Sales Support	Sales Executive

Manufacturing & Engineering - Role Titles given for Fabrication & Welding

Fabrication Apprentice	Fabricator/Welder	Sales Estimator
Fabricator	MIG Welder	Welder

Manufacturing & Engineering - Role Titles given for Motor Maintenance

HGV Technician	Motor Technician	HGV Technician - Night Shift

See Annex A – For Additional Detailed Manufacturing & Engineering Vacancy Data

2024 Results: Hardest to fill roles - **Manufacturing & Engineering**

" We now uses recruitment agencies to screen candidates for our production (shop-floor) roles. We pay over the odds for this, plus commission, to the agency for filling roles which is costly in the long run for multiple positions. If the candidate fits into the role and completes a full 13 weeks employment, then the company makes the person a permanent employee. Using temps is a 'try before you buy' to see that the person is going to turn up and do the work. On average for every 10 applicants for production based roles, 4 result in interview and only 1 of these will turn up - those that turn up are almost always offered a job if interested. This process of filtering hundreds of applicants down to a handful of interviews for only 1 in 4 to turn up is unsustainable and too time consuming for the company. On numerous occasions, given the level of candidate applying or interviewing, the company feels that people are using the fact that they have applied to a role and been interviewed as a means to meet criteria to claim Jobseekers Allowance. " Medium Sized Employer

" Attitudes to work have changed post covid, with people generally placing less significance on work and being less engaged with potential employers. People see less need to be on time and are less committed to work. Employment is a transactional relationship between employee and employer where there has to be some give and take, but applicants are only concerned with what the employer is offering, treating this as very one-sided. " Small Sized Employer

2024 Results: Hardest to fill roles

Construction

53%
did not fill their
advertised roles

62%
required
some experience

Construction

Roles:
- Estimators & Compliance & Sales
- Site Workers
- Surveyors
- Contracts & Site Managers
- HGV Drivers
- Electricians
- Finance

% of Responses (0, 25, 50)

" The company have struggled to find skills in specific areas of construction and niche higher level roles. Carpentry has been a skill very hard to come by locally. Vacancies have been open for long periods and company resorted to subcontracting to fill the skills shortage. " Small Sized Employer

" Whilst it was more of a struggle to recruit than previously the company managed to poach for some roles from other construction firms. Noticeable shortage of skills in specialist roles such as surveyors and estimators. There is an across-the-board shortage in construction which has been brewing for years but recently came to fruition. " Medium Sized Employer

" The recruitment process is ongoing. We have found it difficult to fill professional construction vacancies and clerical roles. We find people are lacking high-level admin skills. We are also finding that personal attitude and approach to work is an issue. " Medium Sized Employer

" Carpentry, Quantity Surveying, Architectural/Design software use ability and middle management soft skills are all so hard to find. " Medium Sized Employer

The views and comments in this document are those of the employers and not Shropshire Chamber of Commerce.

COMPANIES WHO IDENTIFIED AS BEING IN THE CONSTRUCTION & ENVIRO SECTOR - RECRUITMENT ROLES - TOP 5 CATEGORIES

Construction & Enviro - Role Titles given for Estimators & Compliance & Sales		
Data Entry	Estimator	Sales
Construction & Enviro - Role Titles given for Engineers		
Design Engineer	Electrical Engineer	Gas Installation Engineer
Construction & Enviro - Role Titles given for Site Workers		
Skilled Site Worker	Multi-skilled Operative	Manual Labourer
Construction & Enviro - Role Titles given for Sales & Administration		
Administration Assistant	Marketing Executive	Office Administrator
Construction & Enviro - Role Titles given for Surveyors		
Junior QSN	Quantity Surveyor (Highly Experienced)	Quantity Surveyor (Graduate)

The **citb** current forecast* states that an additional 25,300 construction workers will be needed across the West Midlands by 2027. Occupations with the highest average annual growth rates are Architects (1.9%); Civil Engineers (1.2%) and Plant Operators (1.1%). The citb is looking at a range of actions that will help to support construction companies to invest in training by helping to protect apprenticeships, using targeted funding for skills priorities, helping businesses to identify training needs and ensuring that standards are in place for the required training. In their Industry Insight Digest March 2024, the current national skills shortages are clear. Carpenters, Joiners, Plasters and Renderers were at the top of the list for the roles in shortest supply.

*https://www.citb.co.uk/media/acbnbn5t/csn-national-report-final-report.pdf

See Annex B – For Additional Detailed Construction & Environmental Vacancy Data

2024 Results: Hardest to fill roles – **Construction**

Marches LSIP Stage 1 research also showed the need for more modular training to create a better fit with the way the industry works. Off-site construction and steel framed construction are both needing skills to be developed to meet their sectors growth and therefore specific needs, such as bench and manufacturing carpentry skills, welding, and fabrication skills.

Many of our local training providers already offer apprenticeships and other training in many of the skills needed but employers state that it is hard for training providers to recruit apprentices on to the courses. This is seen in part by employers as due to three factors:

- Lower-level construction careers or career pathways are not as highly promoted as some other sectors.

- Apprenticeship over university seen as a second-class route.

- Too many 16-year-olds looking at a base level construction careers are not going straight into work or onto full apprenticeships but enrolling on full-time courses dampening their interest and making them less work ready.

Modular training is starting to be offered for more disciplines, with upskilling and cross-skilling courses on the rise to meet the need for rapid training, reduced time away from work and making the best use of current staff's potential.

2024 Results: Hardest to fill roles

59%
did not fill their
advertised roles

60%
required
some experience

Health & Social Care

Roles (y-axis), % of Responses (x-axis, 0 to 50)
- Care Assistant
- Administration & IT
- Youth Workers
- Care Supervisors
- Teaching
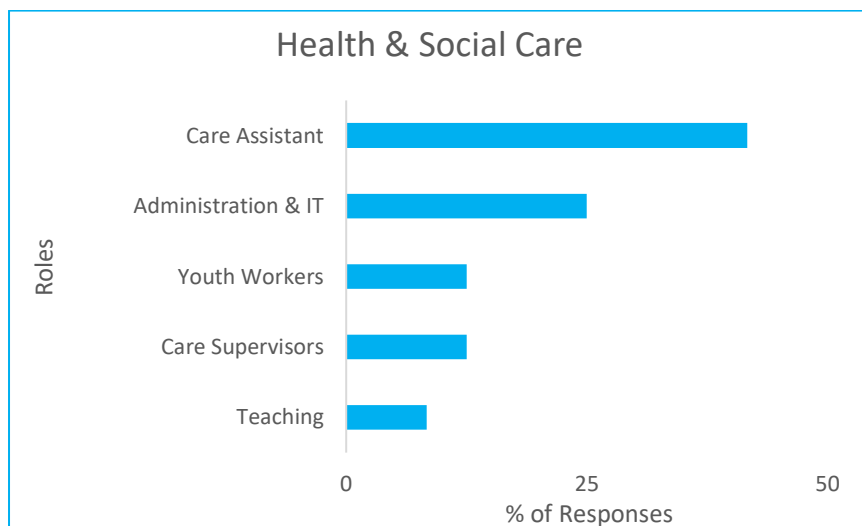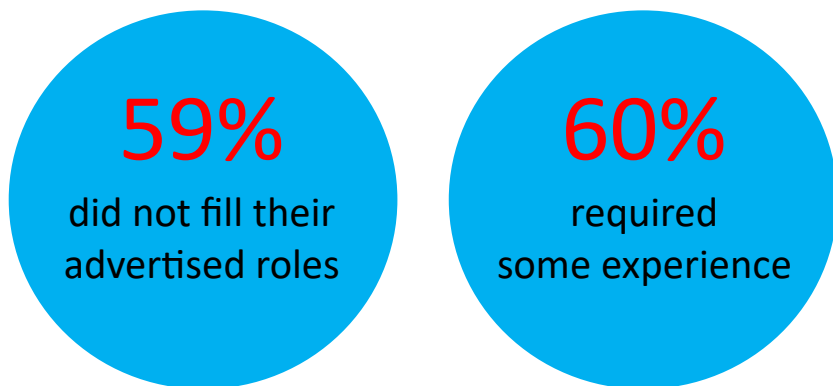
Health & Social Care

" Recruitment is an ongoing process to fill all care roles. The company have noticed a lack of skills in the care sector on the job market. When recruiting for administration staff we also faced shortages as people were not actually aware of what working in the care sector involved. " Small Sized Employer

" The struggle to find skills is ongoing and a massive issue. Those with industry experience in care have left the sector causing skills gaps. " Small Sized Employer

" Only filled posts by going through the expensive and time-consuming route of overseas recruitment via visas. Local lack of people and lack of transport makes it hard to recruit, harder in the Marches than our other locations around England. The sector as a whole has massive churn, 35% on average with staff, and many are not prepared to cope with the challenges our residents can have. " Medium Sized Employer

" Not a local skills issue as such, skills in the care sector are lacking nationally and the interest in the care sector is low nationwide. " Small Sized Employer

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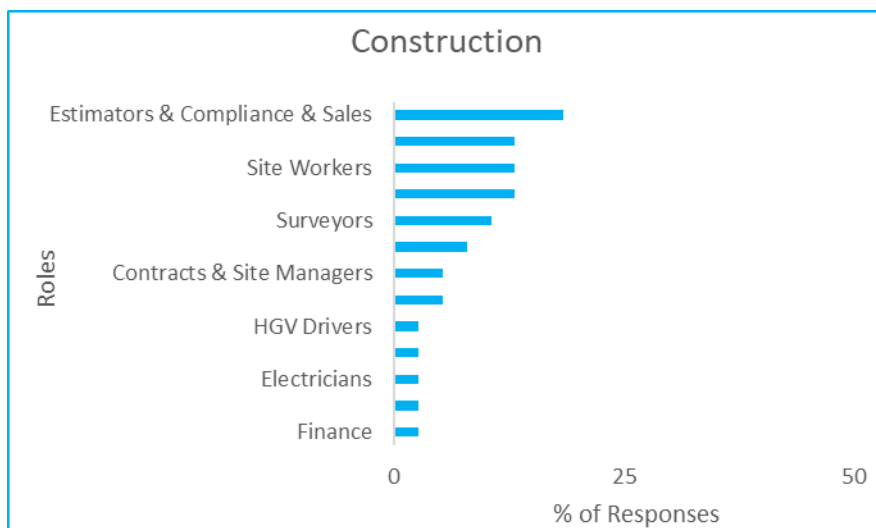For the 2024 interviews we focused on Social Care, as the NHS was heavily reported in Stage 1 and has been successfully supported by our local training providers through certain SPF projects. As stated earlier Social Care struggles to recruit enough staff and this is exacerbated by rurality, many small businesses amongst the cohort and less ability to access or afford training.

COMPANIES WHO IDENTIFIED AS BEING IN THE **HEALTH & SOCIAL CARE SECTOR** - RECRUITMENT ROLES - TOP CATEGORIES

Health & Social Care - Role Titles given for <u>Care Assistants</u>		
Care Assistant	Home Care Worker	Residential Support Worker
Health & Social Care - Role Titles given for <u>Administration & IT</u>		
Administrator	IT Staff	Office Administrator
Health & Social Care - Role Titles given for <u>Youth Workers</u>		
Youth Worker	Youth Leader	Youth Outreach Worker
Health & Social Care - Role Titles given for <u>Care Surpervisors</u>		
Care Supervisor	Care Lead	Care Manager
Health & Social Care - Role Titles given for <u>Teaching</u>		
Specialist Teacher	SEN Teacher	Residential Teacher

Skills for Care report 22/23 states:

*" Care worker turnover nationally is **37%** for those with no relevant social care qualification but only **26.5%** for those with a social care qualification. "*

Local Authority Area	Currently Filled Roles	Currrent Vacancies	% Unfilled Posts	% Turnover Rate	Permanent Contract %	Temporary Contract	Indirectly Employed	Working Full Time	Working Part Time	Zero Hours Contracts
	Count	Count	%	%	%	%	%	%	%	%
Herefordshire	6100	650	10.7	26.9	92.0	1.0	7.0	54.0	46.0	17.6
Shropshire	11500	1000	8.7	30.2	88.0	3.0	9.0	52.0	48.0	17.0
Telford & Wrekin	6300	375	6.0	29.8	90.0	1.0	9.0	49.0	51.0	27.8

Based on the 22/23 Skills for Care data - For Adult Social Care   https://www.skillsforcare.org.uk/Adult-Social-Care-Workforce-Data

See Annex C – For Additional Detailed Health & Social Care Vacancy Data

2024 Results: Hardest to fill roles

Professional Services

41%
did not fill their advertised roles

53%
required some experience
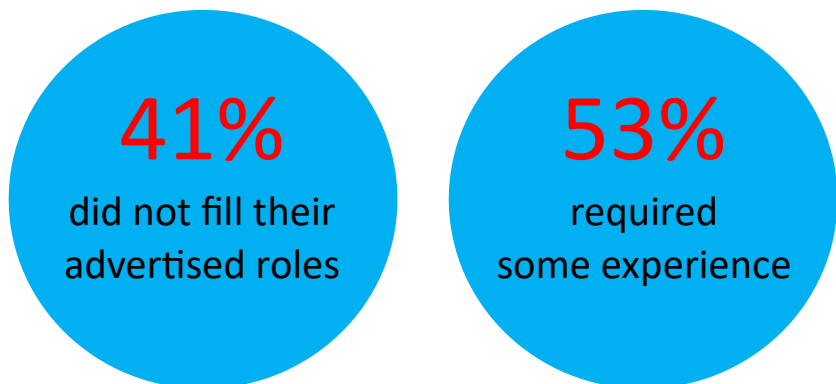
" We recruited outside of the Marches for: IT Developers, Testers, MI Analysts, Marketing Specialists and Key Account Managers (Sales). " Medium Sized Employer

" Legal skills across the board are hard to find locally. Corporate/business law skills are more difficult to find. " Medium Sized Employer

" There isn't a shortage of Financial Advisers - there is a shortage of young financial advisers and most definitely female advisers. " Small Sized Employer

" There was a lack of base level admin and general administration skills which were lower than expected. Noticed a poor level of organisational skills. " Medium Sized Employer

" It was difficult to find people skilled in digital marketing and graphic design. Lots of people interested in the marketing and social media aspect of the role but did not have transferrable business skills, social media for personal use and business needs are vastly different. " Small Sized Employer

The views and comments in this document are those of the employers and not Shropshire Chamber of Commerce.

Professional Services

Roles	% of Responses
Finance	
Legal	
IT & Developers	
Project & Account Managers	
HR & Recruitment	
Manual & Maintenance	
Marketing & Sales	
General Administration	
Media & Design	
Trainers	

COMPANIES WHO IDENTIFIED AS BEING IN THE PROFESSIONAL SERVICES SECTOR - RECRUITMENT ROLES - TOP CATEGORIES

Professional Services - Role Titles given for Finance		
Accountant	Accounts Assistant	Account Seniors
Audit Client Manager	Business & Tax Advisor	Commercial & Training Manager
Financial Planner	Mortgage Advisor	Qualified/Part Qualified Accountant
	Corporate Tax Specialist	

Professional Services - Role Titles given for Legal		
Commercial Property Solicitor	Legal Support Assistant	Paralegal
	Solicitor	

Professional Services - Role Titles given for IT & Developers		
Azure Data Engineer	Dynamics Developer	MI / Power BI Analyst
IT Developer	Software Developer	C# Developer
	Dynamics Consultant	

Professional Services - Role Titles given for Project & Account Managers		
Account Manager	Client Support	Commercial Account Handler
PR Account Executive		Project Coordinator

Professional Services - Role Titles given for HR & Recruitment		
HR Advisor / Consultant	Talent Executive (previous title Junior Recruiter)	Trainee Recruitment Consultant

" There are legal skills locally in terms of the fundamental legal knowledge. The issue is broad spectrum skills lacking such as soft skills with new lawyers not having people and conversational skills and find it difficult to take a consultative approach with clients to draw info out. Also struggle with networking skills and the role of a modern lawyer is as much building networks to bring clients in as it is giving legal advice. " Small Sized Employer

See Annex D – For Additional Detailed Professional Services Vacancy Data

APPLICANTS & ATTITUDES

Skills Needs Comparisons & Progress Made

Right across the board we still see the same skills needed as in Stage 1, which is understandable as it is only 9 months since that report. Vacancies may have slowed over winter, but the skills need remains very much the same. As we have no influx of overseas workers to fill gaps and training providers, though responding to need, naturally take time to train students, for those students to be available for work or apprentices to gain the basic skills required for their workplace.

THE MARCHES EDUCATION PARTNERSHIP & **Marches LSIPs** Local Skills Improvement Plan

Using the findings from Marches LSIP Stage 1 Report, the Marches Education Partnership applied for £2.5 million in funding from the Department for Education. Funding to enable new courses, modular courses and enhanced facilities to tackle some of the highlighted need raised in the Stage 1 Marches LSIP report. Courses covering engineering, manufacture, and green construction skills in retrofit and renewables.

We are also seeing a variety of Strategic Development Fund (SFD) funded projects around the Marches offering short upskilling courses to support various skills, especially around soft or general work skills, such as Leadership and Management.

2024 Results: Barriers to Work & General Skills

As staff and skills shortages have been so high for a lengthy period we wanted to explore, with employers, how they are addressing the issue, views on causes, issues faced, and solutions found.

" [UK Wide] Both unemployment levels and the unemployment rate have increased slightly over the last year. **9.25 million** people aged 16-64 were economically inactive, and the inactivity rate was 21.8%. In 2023 there were **3.5 million** people aged 50 to 64 years who were economically inactive in the UK, of which 1.4 million were men and 2.1 million were women. " UK Government Data March 2024

"Below expected as the biggest area that was lacking is attitude to work. Even those that apply to the role express very little interest when contacted for an interview or during they interview they do not show that they really want the job. Younger people have the qualifications but no will, whereas the older generation looking for work have the will but not the relevant up-to-date qualifications" Small Sized Employer - Construction Sector

" The standard was very random with lots of varied applicants received through LinkedIn. Many candidates not suitable to the role and did not have the relevant skills/experience. A lot of applicants are applying from outside of the local area and further afield which means they are not suitable as realistically they are not going to travel from completely different areas of the country each day for this role. When using recruitment agencies, the level of applicant has been as expected as the agencies do the hard work finding suitable candidates for the role, but this is a costly service. " Medium Sized Employer – Manufacturing & Engineering Sector

Returners to Work
& Older Candidates

To understand if longer-term unemployed or older workers are being seen as a route to solving staff shortages, the following graph indicates the way in which employers are working with these groups to help bring them into the workforce or retain their skills.

If you take on older staff or those who have been out of the workforce for several years do you offer?
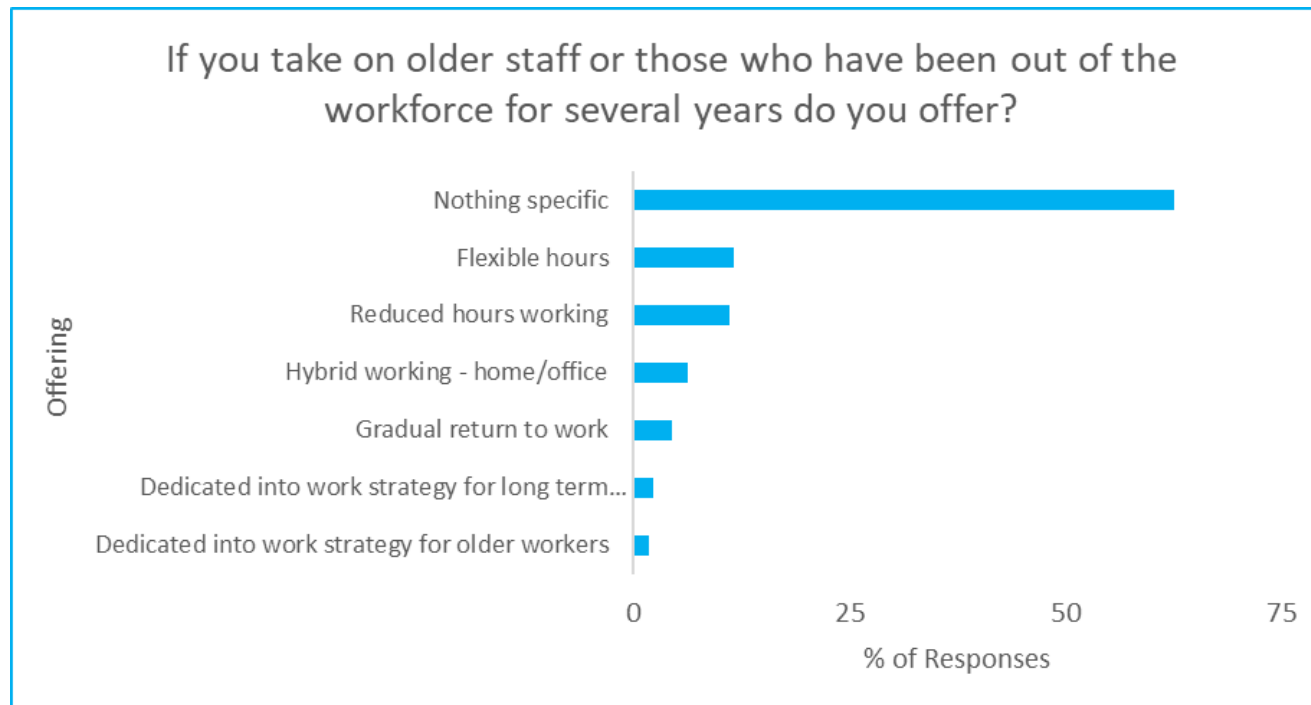
" The company have not really considered this but realise once the older workforce retires, they take away valuable skills and once these are gone, they are gone for good. A scheme would be good to offer those nearing retirement age or incapable of the physical demands of work way to share their knowledge and experience with future workforce or colleges. " Medium Sized Employer – Manufacturing & Engineering Sector

" Whilst most of the skills in grounds work seems to be within the older working age range, the company are keener to get people at a young age to secure skills for the long term and ensure career progression. " Medium Sized Employer – Construction Sector

" Older staff nearing retirement, happy to take these on reduced hours to train and share experience with younger members of staff. " Medium Sized Employer – Professional Services

" Not currently anything in place but the company would actually look into this, it depends if the person matches and can meet some basic criteria. " Medium Sized Employer – Health & Social Care Sector

" For the training staff, the company are keen to take on older staff, maybe nearing retirement, or part retirement. Those that no longer want to work on the road but still have a few years in industry left and want to share their knowledge to train up next generation. The company can do reduced hours and flexible working to accommodate around their lives and offer reduced hours so not doing a full week and schedule courses around staff's other commitments. For the on-the-job engineering side, the DWP and DfE have funded training programmes in place to pay for the refrigeration training for unemployed people that have opportunity to work in the sector. In some cases, DWP have funded the training of a long-term unemployed person so long as they have a job offer that requires the certificate. Biggest problem is that this is not widely advertised and made public knowledge so people do not know about this to take the offer up. " Small Sized Employer - Manufacturing & Engineering Sector

Standard & Availability of Applicants

Standard of Applicants

Random Applications = No-Shows, No Relevance to Role, Distant Applicants (overseas or well out of area), DWP Job Seeker not wishing to work.
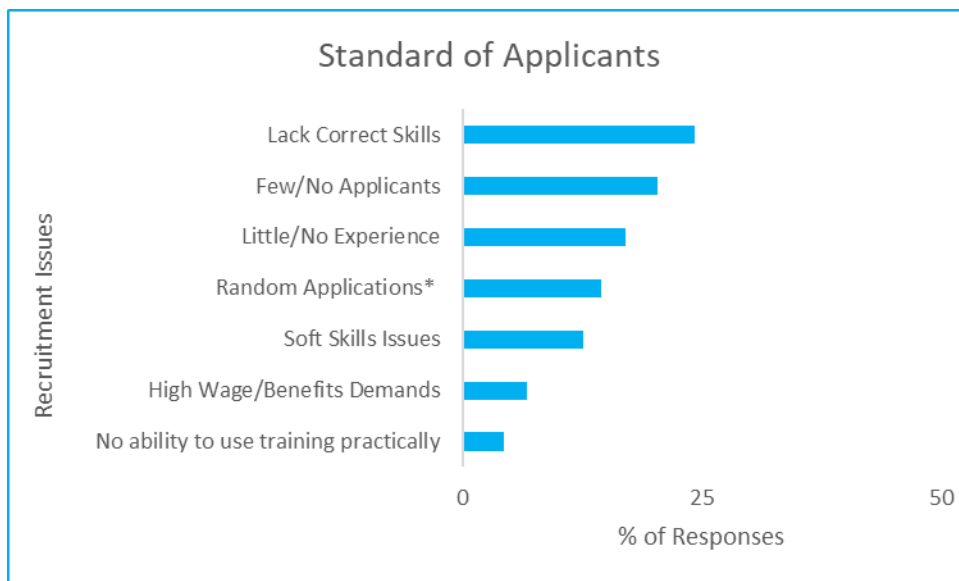
" We train the warehouse staff ourselves, so it is the willingness of the employee to be reliable etc that matters more. Sadly, we find the long term unemployed hard to employ over those just moving jobs, as they prove far less reliable. We do work 7-5.30 and 3 days a week 5.30-10.30 but we state in our adverts that we can flex or offer part time to suit. Older staff, happy to take but some struggle with the technology we work with in the warehouse, even though at interview they say they are tech savvy – it's confidence more than anything. " Medium Sized Employer – Manufacturing & Engineering Sector

" Candidates had a lack of skills/experience in the care sector which was expected. Applicants that came to interview were prepared and demonstrated some knowledge of the sector. Most applicants that were invited for interview did turn up which may have been due to the company's proactive approach sending reminders to the applicant and guiding them through the process. " Small Sized Employer – Health & Social Care Sector

" The quality of future trainees is declining as soft skills are being lost to technology which affects people's ability to converse with clients. " Small Sized Employer - Professional Services Sector

" Yes, on the whole good, but since Covid the candidate pool has reduced, and this continues. Blue collar it's all about salary levels and white-collar benefits and hybrid. Being trained is also important. What we are seeing is people who are overqualified for the roles across the business, not just warehouse, or have no qualifications in the role they apply for. Seems post covid people want career changes, return to work, or a less high-powered job. Another group applying for jobs is the previously self-employed who cannot sustain their business. Before we would have not looked at these people who are not the right match, but now we have we have found a richness, transferable skills and more - this method will now be part of how we function. " Medium Sized Employer – Manufacturing & Engineering Sector

" The biggest thing lacking was enthusiasm and interest for work. Most applicants seem very disinterested in the roles and give the impression that they are seeking work through the apprenticeship route as a way out of college studies. The interest was particularly lacking in young people who had a poor approach to work little interest in working in this sector. " Micro Sized Employer – Construction Sector

" Candidates were poorer than expected. Hard to find competent engineers that have experience in the industry and traditional engineering skills, operating machinery. The experienced candidates quickly get snapped up and are moving for higher pay. The remaining candidates left have little to no relevant engineering skills. They have limited experience working on building sites or short stints at multiple companies which is not long enough to develop competency and skills needed for service engineers. " Small Sized Employer – Manufacturing & Engineering Sector

Negative Perception of Sectors or Roles

As with LSIPs Stage 1, we still see sectors and subsectors who feel that they are not a highly promoted as other sectors.

The Careers & Enterprise Company. via the Marches Careers Hubs, has simplified messages to employers about the benefits of school and college engagement, developing their own early careers programmes and nurturing a future talent pipeline. They promote the CEC's Employer Standards framework which helps businesses understand excellence in careers education outreach. The Hub also provides a range of engagement opportunities for local employers, current examples include:

- Hosting teacher encounters to build teachers' understanding of local employment opportunities and employer need
- Becoming volunteer Enterprise Advisers
- Releasing staff to attend careers events, promote their sectors and build understanding of employers' expectations and needs

However, the employer's views can bring an invaluable insight for those managing careers advice, as to how approaches can be adapted to help all parties understand what is available and how it is being delivered. Expectations of employers is sometimes above what can be achieved, due to time, staff shortages and poor past experiences. Therefore, exploring different approaches, time demands and methods of capturing the employer's world should be explored, not excluded, if there is progress to be made. This would help see a shift to more employers having a positive view of careers advice and supporting, especially for their sector. Much may only be based on a general lack of knowledge, falsehoods, or poor internal sector promotion, but even this is a barrier to employer involvement and respect for the careers arena.

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Do you think there is a negative perception of your sector as a career?

Legend:
- **All Including Other** (blue)
- **Manufacturing & Engineering** (red)
- **Construction** (green)
- **Health & Social Care** (purple)
- **Professional Services** (orange)

Y-axis: % of Repsonses — Yes

X-axis: 0, 25, 50, 75, 100

% of repondents for each sector and all - making all comparable

" There is a slightly negative perception, viewed as a women dominant industry and not many men in care roles. Moves have been made to breaking this barrier down recently. People are not realising that care can be a good career, lack of awareness from people of exactly what the care sector does and what jobs entail. " Medium Sized Employer – Health & Social Care Sector

" No perceptions are probably quite good. Also new route into law through CILEX legal apprenticeship opens new opportunities to people looking for another route into sector. People coming through this route may get learning through the job and more exposure to soft skills throughout career for a slight head start. " Small Sized Employer – Professional Services

The views and comments in this document are those of the employers and not Shropshire Chamber of Commerce.

" The company's factory is high tech, so we have an advantage over competitors by having a clean working environment. The industry is still negatively perceived as a dirty oily environment. This has been somewhat flipped on its head as the engineering has advanced with robotics and automation to take the dirty work out. " Medium Sized Employer – Manufacturing & Engineering Sector

" A negative issue is the self-employed aspect of working in finance, many people are self-employed and with this have to generate their own leads and sales. On the flip side, people can be lazy if employed and rely on the company providing leads as they are salaried no matter what. Also, it is poorly promoted as a career, not much careers advice for financial services unless you actively seek this, not really promoted in school/college. " Micro Sized Employer - Professional Services Sector

" Salary is possibly the biggest issue. For production roles the low pay is probably the big negative that is putting people off. Also, the working hours could be a negative as it is a longer working week than other jobs. " Medium Sized Employer – Manufacturing & Engineering Sector

" Generally banking sector has had a stigma since 2008 crash, lots of people are less trusting. However, it is still a reputable place to work and sought after as a great career opportunity with lots of room to progress and a common grad scheme. Perhaps an issue is schools and colleges not specifically promoting banking and it can be hard to get into unless you know exactly what you want to do and what path to take. " Large Sized Employer - Professional Services Sector

" Not sure about perception, more so a lack of awareness of the environmental sector and perhaps some misconceptions of what the work in this sector involves. " Micro Sized Employer - Construction Sector

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" There are many negative perceptions which hurts recruitment. Society has a lack of understanding of social care as they do not know what the sector does or what is involved in care. General public do know much about the sector. There is a negative perception from some that the care sector is dirty work for unskilled staff cleaning up after people. This is brought about by a lack of awareness of the responsibility involved with social care work as staff are responsible for the welfare of people. Involves a lot of lone working and the regulations that come with this. People feel that this is poor pay for what the work entails, and they are undervalued for the responsibility and skills they have. " Medium Sized Employer – Health & Social Care Sector

" Schools encourage students to go to university. They need to spend the same effort encouraging people into trades. They are not "mucky" jobs, only meant for those who are academically challenged! To diagnose and repair a fault on a vehicle is a skill. "
Large Sized Employer – Manufacturing & Engineering Sector

" Students are encouraged to university and academic courses over trade courses such as maintenance, engineering and technical roles which causes a big skills gap in technical roles. The company feel as though apprenticeships in technical roles are not promoted or treated in the same regard as university courses by schools or colleges who encourage students to university. Schools are not putting needs of industry or employers at the forefront of their decisions. Also, there are not many women joining the motor trade as technicians. There is now an equal number of men and women in other roles in the motor trade such as sales, marketing and finance but lacking in technical positions which could also stem from school. More needs to be done to address the gender imbalance in technical roles and get more women into engineering. " Large Sized Employer – Manufacturing & Engineering Sector

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Willingness to Support or Interact

Toward the end of the interview process we asked employers about their willingness to support activities to help training providers and potential recruits. We were aware from Stage 1 of the barriers, that poor past experiences, rigidity of the options around supporting students, be it careers advice or length of placements and small and micro companies staff capacity to support were some of the reasons for hesitation. Some of this may relate to simple practicality but it was very clear in Stage 1, much relates to the communication and culture gap between private and public sector. Having spent a good deal of time with each interviewee understanding their issues, shortages and needs felt like the correct moment to address this question. Below we see the response.
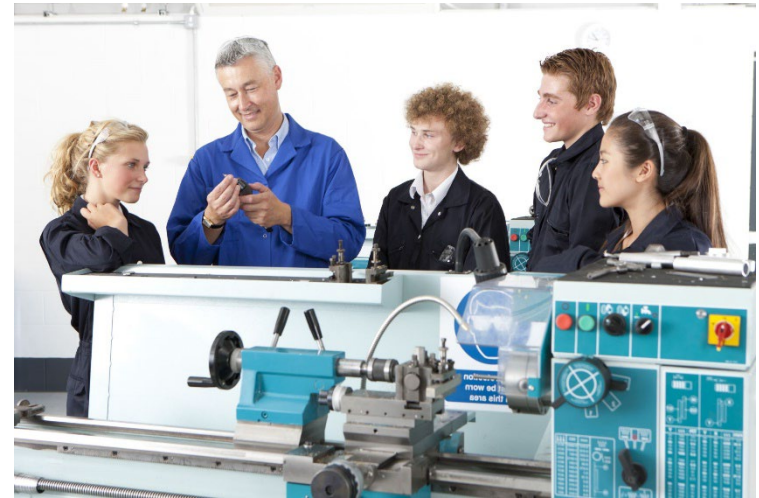
The Question Asked: Would you be interested in or willing to: Please consider the options below and tick all those that may be of interest. This is not a commitment but a willingness to explore further what it could entail. With each option there are varying levels of involvement, from one off to regular deeper involvement. Something to suit all. We need employers to help shape the future skills by helping to inform those who train the future.

Would you be interested in or willing to?

Options (y-axis):
- Complete future LSIP questionnaires or interviews, to help us map the trends and changing needs of employers.
- Take part in a focus group for your sector (virtual or in person) simply to discuss the skills issues you all face?
- Engage in a deeper discussion to explore all or any of the above with a senior LSIP Manager in confidence.
- Join already established training providers employer sector groups, helping providers shape their curriculum?
- Give career guidance support, anything from a one-off video to an ambassadorial role?
- Help support return to work programmes?
- Provide mini placements for training providers staff to ensure they are current in the understanding of your sector?

% of Respondents who said YES (x-axis: 0, 50, 100)

Methods to Reduce Skills Shortages

- All Respondents (Page 39)

- Manufacturing & Engineering (Page 40)

- Construction (Page 41)

- Health & Social Care (Page 42)

- Professional Services (Page 44)

Using Different Methods to Reduce Skills Shortages

The following comments and slides represent what Employers mentioned with regards to recruitment difficulties and the alternative methods they have employed. This was an open answer question, so not everyone will have stated all actions, just the main ones that came to mind or they deemed more unusual or more productive for their businesses. Clearly many will have enhanced wages to attract, but this is now often deemed as normal and accepted, hence not mentioned.

Different methods used to reduce your skills shortages?
All Respondents

Different methods used to reduce your skills shortages?
Manufacturing & Engineering
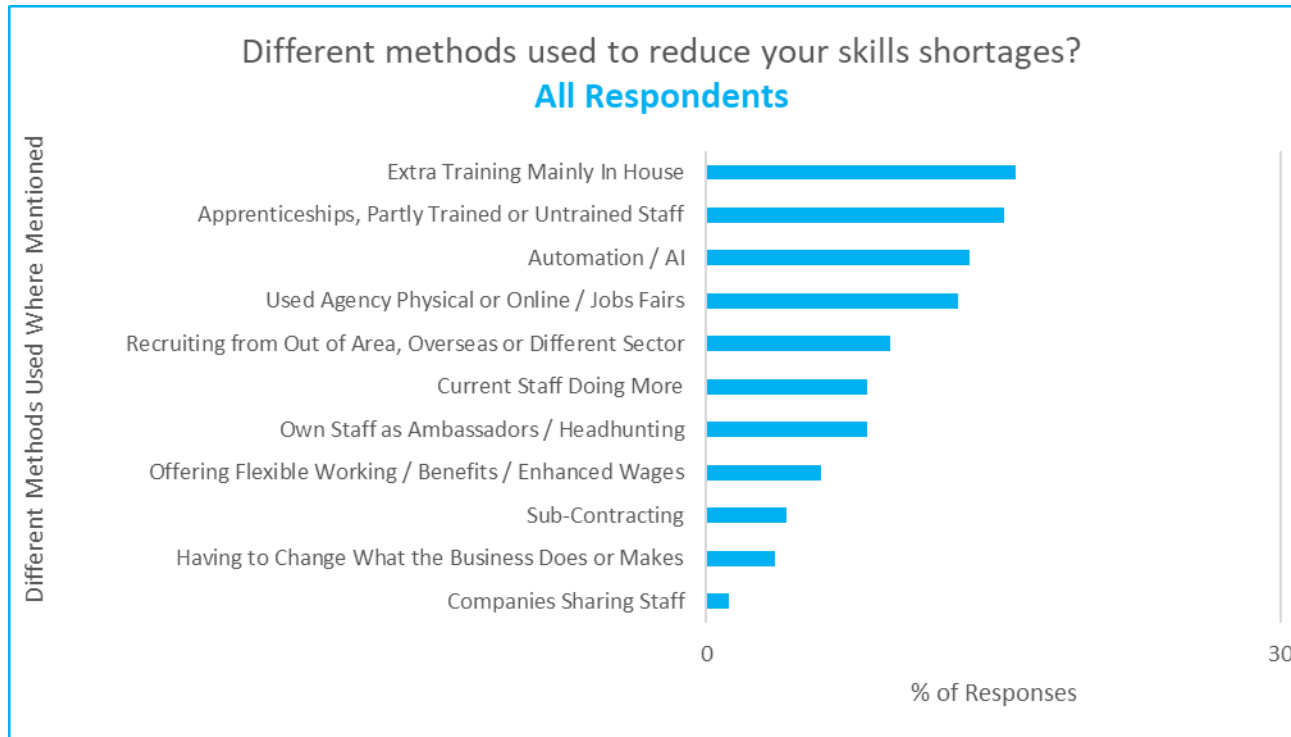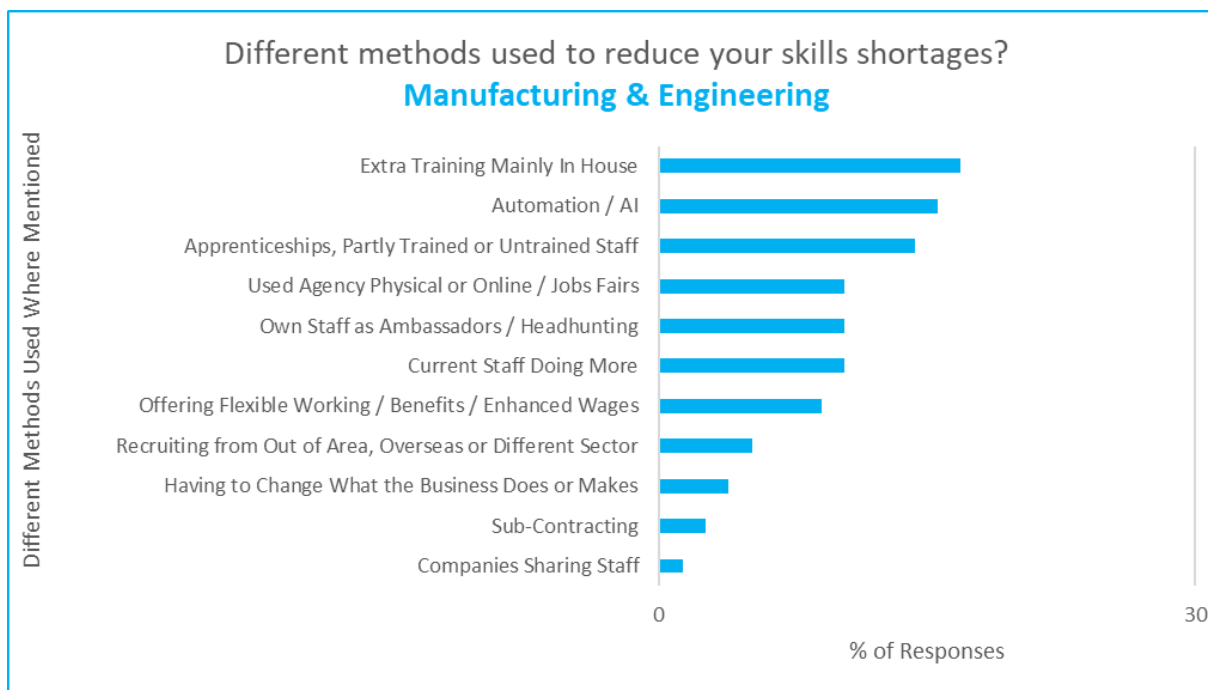
" The company has implemented end-to-end sales and automated a lot of the sales process reducing the need for skilled sales staff. Also, the company has automated some manufacturing processes. This is because the company could not get qualifications for CNC programmers so sold our machine. This was after trying a training programme for CNC but people could not understand the complexity of the machines. " Small Sized Employer – Manufacturing & Engineering Sector

" We recruit from: Iran, Afghanistan , Poland, India and Sri Lanka. These candidates are very keen and highly educated, each has been a key asset for our business. This is now far more cost prohibitive thanks to Brexit. " Small Sized Employer – Manufacturing & Engineering Sector

We use automation as this can be run out of hours without need for skilled staff to work unsociable hours. Due to the minimum wage rise, we are using more automation and robotics - minimum wage rise has been counterproductive as it is more financially viable to replace roles with automated machines that can run 24/7. " Medium Sized Employer – Manufacturing & Engineering Sector

Different methods used to reduce your skills shortages?
Construction

Different Methods Used Where Mentioned (y-axis)

- Recruiting from Out of Area, Overseas or Different Sector
- Apprenticeships, Partly Trained or Untrained Staff
- Used Agency Physical or Online / Jobs Fairs
- Own Staff as Ambassadors / Headhunting
- Current Staff Doing More
- Automation / AI
- Extra Training Mainly In House
- Having to Change What the Business Does or Makes
- Sub-Contracting
- Companies Sharing Staff

0 — 30 — % of Responses

" Previously we took unskilled labour to upskill but no longer have the capacity for this. " Medium Sized Employer – Construction Sector

" The business has looked at alternative construction processes due to an across-the-board skills shortage. Also, lots of self-employed often jump from site to site on short contracts which means there is not an employer responsible for their training. This makes it harder to recruit from the self-employed pool as they are behind. "
Medium Sized Employer – Construction Sector

" The company is having to take a much more proactive recruitment approach; we are using our own initiative to find people through headhunting suitable candidates. This is a lot more time consuming than was previously the case through traditional recruitment, but receiving a good number of suitable applicants. " Medium Sized Employer – Construction Sector

" We have increased our admin staff to provide support for the easily delegated elements of the jobs (white collar). " Medium Sized Employer – Construction Sector

Different methods used to reduce your skills shortages?
Health & Social Care

Different Methods Used Where Mentioned

- Used Agency Physical or Online / Jobs Fairs
- Apprenticeships, Partly Trained or Untrained Staff
- Extra Training Mainly In House
- Own Staff as Ambassadors / Headhunting
- Recruiting from Out of Area, Overseas or Different Sector

0 — 30

% of Responses
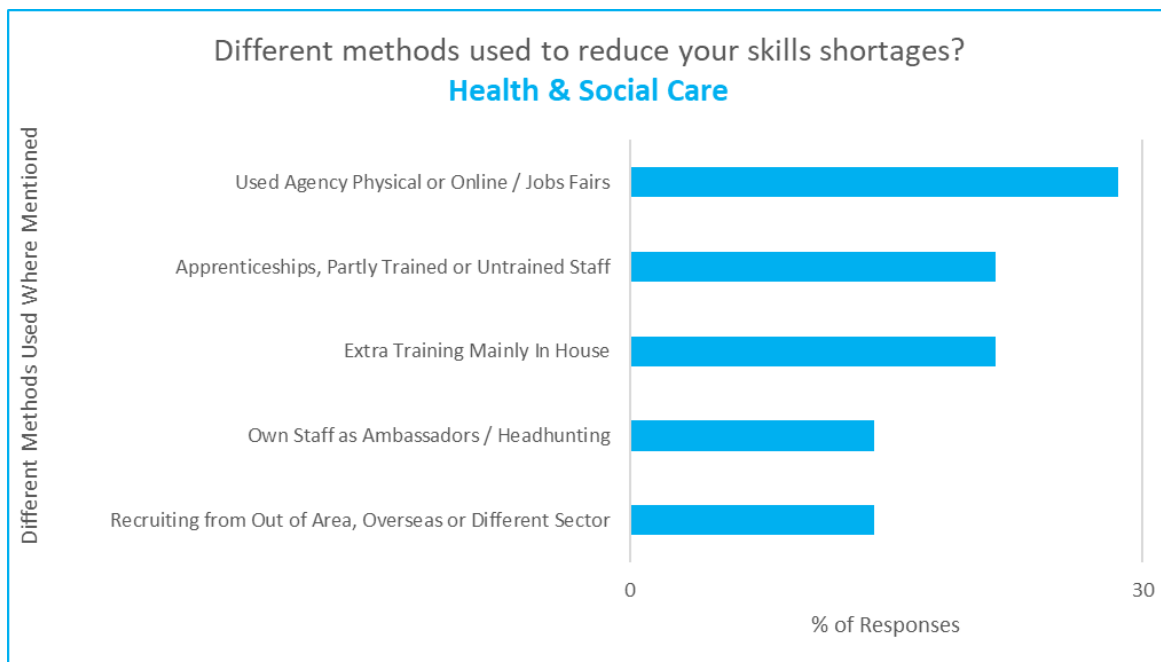
" The company source staff from various other avenues. Recently they have introduced a scheme to recruit Armed Forces veterans through the Armed Forces Covenant for care positions. The company have resorted to taking on people with no experience in care and having a training process to bring these up to the required skills from scratch. Also have a refer a friend scheme to encourage staff to put forward people looking for work. " Small Sized Employer – Health & Social Care Sector

" Moved away from previous methods of recruitment such as word of mouth which was successful in the past. Instead, we have tried Indeed and others online which receives a higher volume of applicants but not all have the relevant skills, so more effort to filter through to find the right person. This has also attracted a large number of foreign workers or from other regions of the country. This causes a difficulty with a language barrier as the company works with older patients who are hard of hearing and would struggle to communicate. Job Fairs are also another way in which the company tries to source staff, hopefully encouraging more people to take up work as a carer. " Small Sized Employer – Health & Social Care Sector

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" The company is guiding people through the application process, through interview prep and pre-interview questionnaires so that they have an idea if the person actually wants to work in care and give them as much insight as possible. The preparation also helps the company as it gives the applicant the best chance of getting the job in care which the company really wants to encourage. If an applicant is keen on working in care, the company does not want to put them off with tough interviews. "

Small Sized Employer – Health & Social Care Sector

" The company has tried to encourage young people to get into work in the care sector through careers fairs and recruitment events - with very little success. "

Small Sized Employer – Health & Social Care Sector

" We have to go down the costly and slow route of overseas visa supported staff. At least 20% of staff in our homes and school are on visa's. Brexit massively depleted our workforce, and we have not been able to entice them back as Covid put the final seal on that. We lost so much talent. There simply are not enough people in the Marches to meet our needs. "

Medium Sized Employer – Health & Social Care Sector

" The company has tried many different approaches to recruitment. We are limited on finding staff from different sectors as people are leaving the social care sector and not coming back. Have considered recruiting workers from abroad but due to the rurality of Shropshire and cultural differences this can be difficult and the requirement of care staff to drive is a big limitation. "

Medium Sized Employer – Health & Social Care Sector

Different methods used to reduce your skills shortages?
Professional Services

Different Methods Used Where Mentioned (y-axis)

Method	% of Responses
Automation / AI	~25
Used Agency Physical or Online / Jobs Fairs	~18
Apprenticeships, Partly Trained or Untrained Staff	~17
Extra Training Mainly In House	~17
Recruiting from Out of Area, Overseas or Different Sector	~14
Sub-Contracting	~8
Offering Flexible Working / Benefits / Enhanced Wages	~8
Current Staff Doing More	~8
Own Staff as Ambassadors / Headhunting	~3

% of Responses (x-axis: 0 to 30)

" HR & Recruitment: AI is actually taking away the need for basic HR admin skills such as writing basic letters and job descriptions and terms. This is, on the other hand, also causing a need for additional skills around using AI properly and writing good prompts. Another way the company has resorted to overcoming skills shortages is by offering flexible working as they cannot compete with the salaries of HR consultants in the cities so they will lose out on staff to big corporates in the cities who take skills out of area. By offering other work benefits and work/life balance they are able to retain local skills and attract talent. " Micro Sized Employer – Professional Services Sector

" Accountancy: Resorted to in-house training where people have a gap to upskill rather than recruiting to fill this. Encourage more staff to take exams - ACA AAT to become fully qualified to demonstrate skills and reduce need to recruit for this. We considered taking lesser skilled staff and investing in training in the form of an apprenticeship, but this is a gamble and not always a reward. " Small Sized Employer – Professional Services Sector

" Banking: Lots of internal development within roles. Also changed the application process to be less aptitude based and more people skills focused and personality-based approach. There has been some automation in banking but not enough to plug the need for people. " Large Sized Employer – Professional Services Sector

" IT, Creative & Tech: It really is up to the business owners to be proactive and offer support for young people to develop their skills and support them into the field. We talk a lot about careers in IT to students and attends many careers events to tap into the talent at school, so when people leaving school thinking of where to work, or want to get into tech, they think of the company and go for a job with us. If we do not do this, they will still get into the IT services though and reduce skills shortages that way. " Small Sized Employer – Professional Services Sector

" Accountancy: We sometimes recruit from our industry but at times do not have the knowledge required to recruit effectively. Always looking to train internally and grow from within. " Medium Sized Employer – Professional Services Sector

" IT, Creative & Tech: The company created a 'Wildcard' vacancy, a kind of blank canvass that asked applicants to create the ideal role. This invited candidates to explain why they would like to work for the company and what they can bring to the table with various skills, experience, and way of doing things. Essentially this was creating your own job based on your ideas. " Small Sized Employer – Professional Services Sector

" Legal: The company has moved away from their traditional recruitment methods and used agencies to recruit experienced solicitors which has been costly and time consuming. There are very few alternative ways to recruit as the company need a qualified legal professional for the solicitor role and cannot recruit further than people are willing to travel. " Small Sized Employer – Professional Services Sector

TRAINING PLANS & ACTIONS

Methodology

To assess how companies plan or action training we asked them to state if they had certain systems or people in place. This question was multiple choice, they selected all that applied to their business.

Does Your Organisation Currently Have?

" HR manager mostly arranges training but liaises with line managers and H&S Supervisor who are responsible for specific skills training. Staff can access their own training plan through the company HR software and update this throughout the year as they attend courses. " Small Sized Employer – Construction Sector

" We are great believers in training for all staff and using training to develop talent within the company through upskilling. To this end we have plans in place for training staff and skills analysis to understand gaps, which is carried out monthly to ensure that we are on top of this. There is a long-term skills plan in place to take on apprenticeships and develop these. " Medium Sized Employer – Health & Social Care

" The company have an in-house training facility to deliver refrigeration training which staff have access to develop their skills. " Micro Sized Employer – Manufacturing & Engineering Sector

" Skills analysis of workforce has been recommended by an employee recently and potentially being reviewed by team. " Small Sized Employer – Professional Services Sector

" The company does not have a dedicated centre, but the whole factory on certain days can be turned into a training centre to run training days for staff. There are training plans and future skills plans in place for the workforce. " Small Sized Employer – Manufacturing & Engineering Sector

" We are implementing an in-house engineering academy to deliver bespoke engineering training to our own staff and external where needed. This involves having a dedicated Training and Skills Manager to run and organise this training specifically but will also support with staff training in other areas. There are training plans, skills matrices, and future workforce strategies in place to ensure continued development and that staff are continuously upskilling. " Medium Sized Employer – Manufacturing & Engineering Sector

" We do not have a dedicated training centre, but we can use a meeting room to hold training sessions. The Registered Manager arranges training for care staff but does not deliver training in-house. " Small Sized Employer – Health & Social Care

Training Types Currently Used

To assess how companies use training we asked them to state which types they currently used.
This question was multiple choice, they selected all that applied to their business.

What types of training courses provided by 3rd parties does your organisation currently use?

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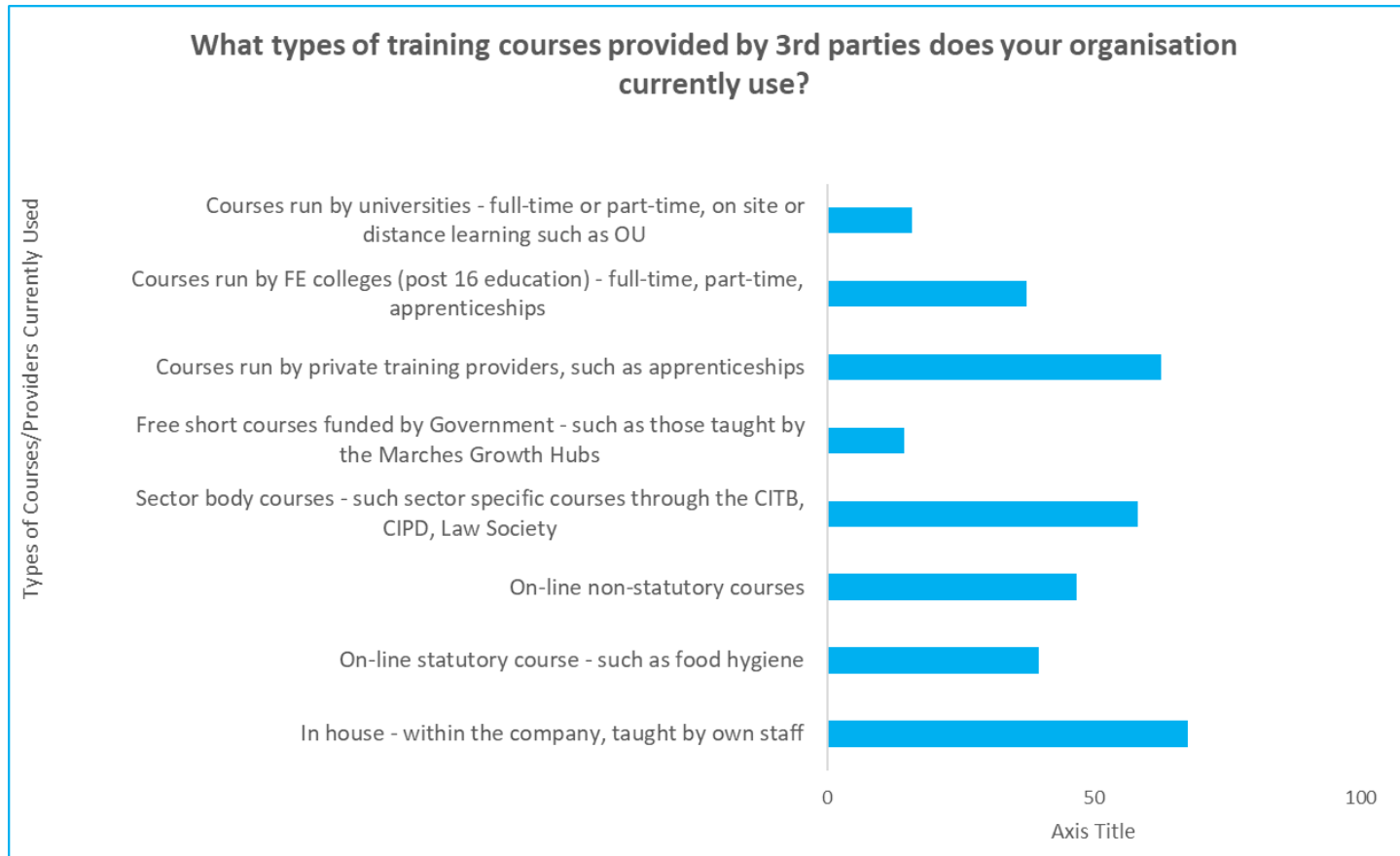
" Sector body courses are provided through CITB as they offer training which covers industry specifics. Courses in IPAF (working at heights / mobile elevation platforms) and we can claim some of the cost back through CITB for courses. We use private providers for additional courses that are not industry specific such as mental health first aid, fire safety, first aid etc. We are not currently using apprenticeships but would look at using these in future for carpenters, when they have a permanent member of staff in this field, spoke to colleges but not likely to use this year." Small Sized Employer – Construction Sector

" We have qualified trainers in-house that have completed train the trainer and can deliver training to staff. Sector specific courses can be provided through Partners in Care. Other non-care specific training is sourced through private providers such as the local Chamber of Commerce. Apprenticeships were used in the past and we are looking to possibly source apprenticeships again at some point, likely through a local college. " Medium Sized Employer – Health & Social Care

" We use local providers where possible to deliver training. We find that apprenticeships work really well as this allows student to work/earn and learn with a job at the end and gain practical experience throughout. Lots of training is also done in-house as our machines are conversational, so this feeds back to the operator to make sure the programming is correct, which makes the process easy to learn. The company have very experienced staff with some knowing as much as the machinery supply companies own trainers. The machine supplier does deliver some courses specific to the machines, that is good as it is important to keep the experienced staff updated with developments from the suppliers. " Micro Sized Employer – Manufacturing & Engineering Sector

" We use 3rd party providers to deliver short courses in various aspects of business, however, do not use apprenticeships. We are not persuaded by apprenticeships as the levy does not work in its current form to support small businesses. Apprenticeships require a great deal of training and investment from the company to get to a competent level where they can work independently. Some bigger consultancies and creative agencies are able to take on apprentices as they have the resources, but these other local employers are only offering 1 or 2 apprentice places. The company have had employees on BA and Masters Degrees, but these have been underwhelming. " Small Sized Employer – Professional Services Sector

Training Preferences

Asked to understand training preferences, we asked the interviewees to state which methods worked best for their business. This question was multiple choice, they selected all that applied to their business.

What types of training would or do work best for your organisation?

Types (y-axis)

- Part-time at the training providers site
- Regular sharing of best practice internally
- 100% on-line courses with live interaction
- Outside trainer visiting your site to deliver training
- Specific upskilling training provided by your staff
- Full-time at the training providers site
- 100% on-line courses without interaction
- Block release training
- Specific days to be on training off site (such as just Monday or Friday)
- Mix and match modules - select modules from varying different courses
- Modular training - buy/use only as many modules as needed from one course
- Evening courses
- Other

x-axis: 0 — 30 — 60
% of Responses

" For some courses in-person works best - usually health and safety courses. Online works well for the site workers as it is easier for the staff to spare a few hours for an online course that can be accessed remotely when they are away in other parts of country. " Small Sized Employer – Construction Sector

" This really depends on the individual. One colleague prefers in-person training at a providers site due to the networking aspect, hearing what others are doing and learning best practice from others. The other colleague prefers online learning as this is easier to access, more flexible and interactive sessions are often recorded to playback for future reference. " Micro Sized Employer – Professional Services Sector

" The best method is in-person going to the providers site to receive training in a classroom environment. For industry training this is delivered in seminar style at venues across the country typically cities in various regions. Online does not work, had its moment during pandemic where in-person was not an option but now it is not effective as too often people are distracted doing something else in the background and not focused on the learning. " Small Sized Employer – Professional Services Sector

" The apprenticeship courses that the company look at have been day release, but the company find that multiple-day block release works best as this allows a period of focused learning and one day per week soon goes and the gap between caused people to get rusty with what they have just learned. Longer blocks are more coherent, more structured and routine - every moment counts, and this allows focused learning without being cut short. Also, we like a modular approach as it is good to expose staff to other areas and broaden their horizon such as taking modules in marketing or sales as these are key skills that can be learned during the engineering apprenticeship and when young and still learning, this is the best time to diversify and explore other topics. " Medium Sized Employer – Manufacturing & Engineering Sector

" The company have staff go off-site for full or part day courses to the providers site for training. For apprentices this is in the form of 1 day per week at college. The company avoid online training where possible as this is not effective and engaging in delivery. " Medium Sized Employer – Construction Sector

" We find that short, sharp upskilling courses work best, little and often is the approach that is preferred by staff so we tend to use part day courses at the providers site. Having staff off-site for short session to learn new techniques is great. Having outside providers on-site works well for first aid training where they need multiple staff to complete the training in one go. Specific days tend to be Tuesday, Wednesday, and Thursday for courses. " Small Sized Employer – Manufacturing & Engineering Sector

" In my previous role at a multinational I found with placements that giving graduates real life problems to solve, rather than sharpening pencils for a week, really brought out their skill set. Likewise, I always got staff to take on problems, so they can learn to solve them and build their confidence, knowledge etc. This also helped us to retain graduates. " Micro Sized Employer – Professional Services Sector

" Being able to have TA's get teaching quals while working is what would work best for our organisation. " Medium Sized Employer – Health & Social Care Sector

" Our company has a Training Academy which we make use of. It especially focuses on soft skills. We sometimes use other providers if better located within the UK. Getting warehouse training on site is a huge issue. We prefer our staff not to go off site and where possible apprentices have their 20% off site, on site but dedicated away from their job. This is better for younger as they have less travel. Our main provider is struggling to get younger people to enter apprenticeships. It is an issue across the country not just locally. Our warehouse staff have to do various statutory or company courses online - warehouse do as a group in a dedicated session and then their work is marked, they do not do it online. Office staff do it online by themselves - they are more likely to be distracted so may get a lower score or retain less. " Medium Sized Employer – Manufacturing & Engineering Sector

" Being able to have TA's get teaching quals while working it what would work best for our organisation. " Small Sized Employer – Health & Social Care Sector

Barriers to Training

Asked to understand what issues they face when contemplating training for staff. This question was multiple choice, they selected all that applied to their business and understanding.

What are the barriers that hinder you accessing training for yourself or your employees?
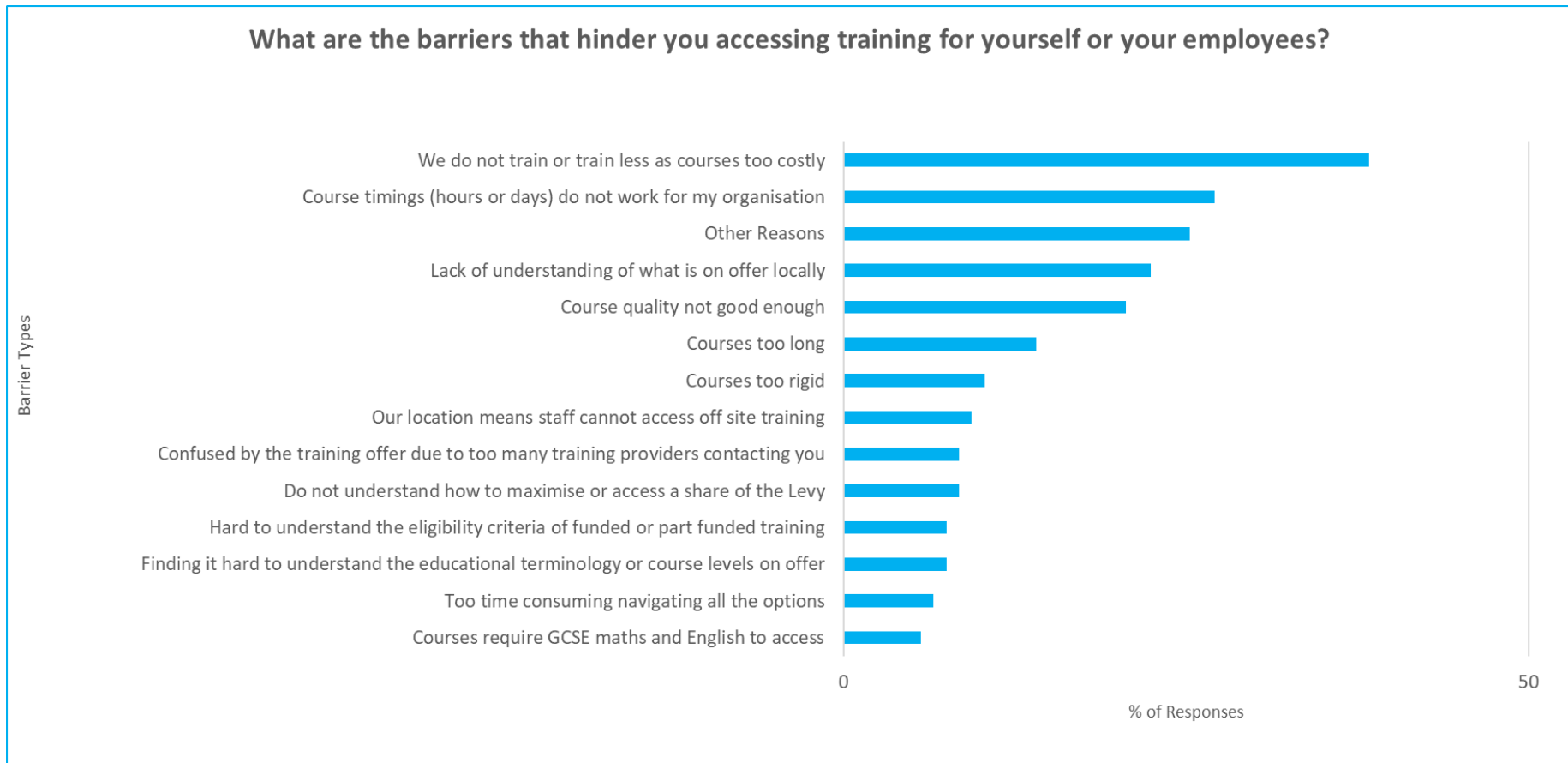
Those stating other on the previous slide include some of the following reasons:

" The way apprenticeships are run and delivered can be a barrier to the company accessing training. The company are concerned about the length of time some apprenticeships take to complete, also the number of boxes that need ticking and the red tape, paperwork, and bureaucracy that the company has to contend with to access the apprenticeship is too time consuming. Apprenticeships could do with a review to make these more accessible**.** " Small Sized Employer – Professional Services Sector

" We were not able to access the CAD course locally so had to send our employee into Warwickshire to take a course. Herefordshire struggles due to rurality. There are no CAD courses in Hereford as a local provider advertise this course but were unable to run this as they did not have a person that could deliver the course in the end. This effectively means that nobody in Herefordshire can learn CAD unless they travel out of county or learn virtually. Evening courses would be good as they are less disruptive to the business in terms of having people out of work and away from the day job, timing would not be an issue as somebody interested would commit time after work as the course is valuable. Also, there are basic workshop engineering skills courses lacking. We have looked for a workshop skills course and cannot find anything that fits the bill. " Micro Sized Employer – Manufacturing & Engineering Sector

" Company has found it hard to understand what is on offer locally, what courses there are, where they are being held and what is available specific to the company. Being a member of an organisation that runs a programme of approved training has somewhat reduced this problem recently. Course quality can be lacking, and it can be hard to determine whether some courses are good enough to make them worth attending. There are lots of management courses available but not sure how good some of these are and if they are worth the asking price. " Medium Sized Employer – Health & Social Care Sector

" The biggest barrier is the disconnect between providers and employers, a lot of training is not relevant or specific to business needs and they are disconnected from the companies. Company feels though a lot of training is just ticking boxes, there for the sake of it and not actually applicable to day-to-day jobs. " Small Sized Employer – Manufacturing & Engineering Sector

" A local training provider went bust and left a hole in construction training for a while which has been slowly filled. Course entry requirements: the company tried to put staff on a scaffold awareness 4-day course but discovered this required a previous qualification, that qualification was nearing expiry for the staff. A site managers course (SMSTS) requires a minimum of 1 year remaining before expiry to be able to recertify, which is an issue. Our site managers qualifications all expire at different times so we could not get all staff on one course. This construction certification works in a similar way to a passport, where you need a certain number of months remaining before expiry to travel. " Medium Sized Employer – Construction Sector

" Not facing any barriers when trying to access training, can get everything they need. The issue is that some courses are not covering everything that is needed for the industry. The apprenticeships are not training people to be well rounded engineers across disciplines. Another hindrance is lack of digital understanding. People, schools and colleges could do more to prepare leavers going into work environments using digital processes, especially digital skills for business. The company has noticed that people are not ready for the digital era and lacking digital skills for business. " Medium Sized Employer – Manufacturing & Engineering Sector

" The biggest barrier is production staff having time away from work to train. Getting people away from the production process and machines to attend training is an issue as this disrupts the production process and groups of staff cannot be away at the same time for extended periods. For example, the company had a training provider come in to deliver a full day first aid at work session, however, this was unsuccessful. It ran with less staff than intended as staff had to be pulled out of the course to cover a machine in the factory as there was an insufficient number of staff to operate it and they cannot afford to have the machine down as this affects the entire process. " Medium Sized Employer – Manufacturing & Engineering Sector

" Level 2 and 3 Warehouse training is our biggest headache. We even thought about same course delivered ourselves but without qualification but that is not good for the employee. We have encountered odd national companies offering the qualification, but the quality was poor. We have a strong buddy system for new starters in place, so this captures not only best practice but helps retention. With shift work we have to take staff off nights to do a 1 or 2 day course, but to make this work they have to have a week of days - this is not good for the business as nights is the busier larger shift. It is hard to find any trainers willing to offer night training. " Medium Sized Employer – Manufacturing & Engineering Sector

The Green Agenda and Net Zero

The Green Agenda and the Governments push to Net Zero. This may have to change the way you operate your business, how will this change the training or upskilling you will need to take your organisation forward.

" They are struggling to find reliable information on this, they have been sent some information on net zero but not sure where to go for training and what the process and requirements are. " Medium Sized Employer – Hospitality & Leisure Sector

" There is not any training specifically on net zero. The company have a culture around sustainability, so they work on this, and staff are clued up on this. there is no formal training currently but as they continue to work towards net zero, they could need specialist training in future. " Medium Sized Employer – Manufacturing & Engineering Sector

" Everybody who works for the company will have training on sustainability, waste management and environmental awareness. Drivers also go on eco driving courses. " Medium Sized Employer – Construction Sector

" The company has not seen any need for training on Net Zero due to any new processes or there being any legal requirement to do so. " Small Sized Employer – Manufacturing & Engineering Sector

" Lots of green technologies are requiring specific training and skills within construction. Examples include PV installers and heat pump technicians. Currently there is more work in these areas than there are trained workers available to meet demand. There are not enough people completing the training yet to sustain the implementation of this at the current level. More training is needed on environmental technologies and schools need to feed colleges with people for these courses " Medium Sized Employer – Construction Sector

Annex A

Vacancy Data for December 2023 to February 2024

Engineering
Manufacturing
Maintenance, Repair & Installation
Business Management & Operations

All Marches
Herefordshire
Shropshire
Telford & Wrekin

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce
Herefordshire & Worcestershire Chamber of Commerce

Annex A

Engineering Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Maintenance Engineers	39 / 17	2 : 1	19 days
Multi-Skilled Maintenance Engineers	36 / 17	2 : 1	20 days
Surveyors	64 / 15	4 : 1	21 days
Gas Engineers	21 / 14	2 : 1	18 days
Design Engineers	17 / 10	2 : 1	7 days
Engineering Managers	8 / 7	1 : 1	21 days
Quality Engineers	12 / 7	2 : 1	24 days
Drafters	8 / 6	1 : 1	5 days
Electrical Engineers	11 / 6	2 : 1	28 days
Mechanical Design Engineers	14 / 6	2 : 1	23 days
Mechanical Engineers	11 / 6	2 : 1	32 days
Meter Engineers	12 / 6	2 : 1	10 days
Manufacturing Technicians	8 / 5	2 : 1	6 days
Platform Engineers	10 / 5	2 : 1	10 days
Shift Managers	6 / 5	1 : 1	11 days
Engineering Project Leads	13 / 4	3 : 1	3 days
Industrial Engineers	8 / 4	2 : 1	16 days
Supplier Quality Engineers	11 / 4	3 : 1	29 days
Web Engineers	6 / 4	2 : 1	24 days
Building Surveyors	10 / 3	3 : 1	6 days

Annex A continued

Manufacturing Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Production Operatives	121 / 54	2 : 1	28 days
Welders/Fabricators	85 / 44	2 : 1	26 days
Machine Operators	49 / 17	3 : 1	7 days
Spray Painters	19 / 13	1 : 1	32 days
Assembly Operators	30 / 12	3 : 1	46 days
Multi-Skilled Operators	16 / 10	2 : 1	14 days
Workshop Leaders	12 / 10	1 : 1	32 days
Quality Inspectors	12 / 9	1 : 1	29 days
CNC Mill Operators	31 / 8	4 : 1	29 days
Mechanical Fitters	25 / 8	3 : 1	39 days
TIG Welders	25 / 8	3 : 1	32 days
Team Leads	11 / 8	1 : 1	35 days
Assemblers	19 / 7	3 : 1	32 days
Mig Welders/Fabricators	14 / 7	2 : 1	42 days
Coatings Supervisors	11 / 6	2 : 1	n/a
General Operatives	17 / 6	3 : 1	58 days
Panel Managers	17 / 6	3 : 1	n/a
Production Managers	8 / 6	1 : 1	13 days
Apprentice Engineers	25 / 5	5 : 1	32 days
CNC Setters	9 / 5	2 : 1	32 days

Annex A continued

Maintenance, Repair & Installation Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Vehicle Technicians	83 / 28	3 : 1	9 days
Maintenance Operators	48 / 22	2 : 1	27 days
Apprentices	17 / 15	1 : 1	23 days
Maintenance Assistants	49 / 15	3 : 1	22 days
Field Service Engineers	30 / 13	2 : 1	30 days
Maintenance Technicians	27 / 12	2 : 1	25 days
Motor Vehicle Technicians	26 / 12	2 : 1	14 days
Fitters	84 / 11	8 : 1	31 days
Handymen	16 / 11	1 : 1	21 days
Installers	24 / 11	2 : 1	18 days
HGV Mechanics	16 / 10	2 : 1	14 days
Apprentice Mechanics	25 / 8	3 : 1	42 days
Mechanical Fitters	20 / 8	3 : 1	30 days
Testers	26 / 8	3 : 1	36 days
Traffic Management Officers	9 / 8	1 : 1	n/a
Apprentice Engineers	17 / 7	2 : 1	24 days
IT Apprentices	7 / 7	1 : 1	n/a
Maintenance Apprentices	20 / 7	3 : 1	38 days
Maintenance Supervisors	15 / 7	2 : 1	6 days
Vehicle Mechanics	11 / 6	2 : 1	6 days

Annex A continued

Business Management & Operations Vacancy Data

December 2023 to February 2024 All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Warehouse Operatives	129 / 73	2 : 1	32 days
Forklift Drivers	118 / 44	3 : 1	26 days
Deputy Managers	80 / 28	3 : 1	28 days
Buyers	57 / 16	4 : 1	43 days
Counterbalance Forklift Drivers	44 / 16	3 : 1	23 days
Warehouse Supervisors	129 / 16	8 : 1	24 days
Dispatch Operators	49 / 15	3 : 1	15 days
Supervisors	18 / 12	2 : 1	25 days
Warehouse Assistants	32 / 12	3 : 1	29 days
General Managers	20 / 11	2 : 1	20 days
Storepeople	26 / 10	3 : 1	16 days
General Operatives	30 / 9	3 : 1	19 days
Graduate Managers	39 / 9	4 : 1	n/a
Production Planners	17 / 9	2 : 1	27 days
Project Managers	12 / 9	1 : 1	28 days
Scheduling Coordinators	29 / 9	3 : 1	38 days
Forklift Operators	19 / 8	2 : 1	38 days
Material Handlers	16 / 8	2 : 1	42 days
Project Coordinators	12 / 8	2 : 1	35 days
Fundraisers	14 / 7	2 : 1	24 days

Annex A continued

Engineering Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Maintenance Engineers	13 / 5	3 : 1	n/a
Quality Engineers	8 / 5	2 : 1	30 days
Multi-Skilled Maintenance Engineers	5 / 4	1 : 1	23 days
Shift Managers	4 / 4	1 : 1	9 days
Web Engineers	6 / 4	2 : 1	24 days
Gas Engineers	3 / 3	1 : 1	8 days
Mechanical Design Engineers	6 / 3	2 : 1	n/a
Production Test Engineers	6 / 3	2 : 1	n/a
Antenna Design Engineers	5 / 2	3 : 1	n/a
Architectural Designers	9 / 2	5 : 1	5 days
Component Engineers	4 / 2	2 : 1	n/a
Domestic Engineers	2 / 2	1 : 1	6 days
Drafters	2 / 2	1 : 1	n/a
Electrical Engineers	3 / 2	2 : 1	n/a
Electrical Maintenance Engineers	2 / 2	1 : 1	n/a
Electronics Engineers	3 / 2	2 : 1	53 days
Engineering Managers	2 / 2	1 : 1	24 days
Mechanical Engineers	3 / 2	2 : 1	n/a
Meter Engineers	2 / 2	1 : 1	10 days
PCB Design Engineers	5 / 2	3 : 1	n/a

Annex A continued

Manufacturing Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Production Operatives	29 / 15	2 : 1	7 days
Welders/Fabricators	14 / 10	1 : 1	24 days
Production Assemblers	13 / 5	3 : 1	33 days
Multi-Skilled Operators	6 / 4	2 : 1	26 days
Team Leads	5 / 4	1 : 1	21 days
Hygiene Assistants	13 / 3	4 : 1	n/a
Workshop Leaders	4 / 3	1 : 1	11 days
Engineering Apprentices	2 / 2	1 : 1	16 days
Flexographic Press Operators	2 / 2	1 : 1	15 days
Managers/Team Leaders	9 / 2	5 : 1	n/a
Operatives	3 / 2	2 : 1	32 days
Packaging Team Leaders	2 / 2	1 : 1	23 days
Process Operators	2 / 2	1 : 1	9 days
Production Operators	2 / 2	1 : 1	29 days
Quality Assurance Technicians	2 / 2	1 : 1	20 days
Quality Controllers	2 / 2	1 : 1	9 days
Site Operators	3 / 2	2 : 1	16 days
Sprayers	3 / 2	2 : 1	n/a
Apprentice Toolmakers	1 / 1	1 : 1	n/a
Apprentices	1 / 1	1 : 1	10 days

Annex A continued

Maintenance, Repair & Installation Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Fitters	80 / 8	10 : 1	n/a
Installers	16 / 8	2 : 1	18 days
IT Apprentices	7 / 7	1 : 1	n/a
Motor Vehicle Technicians	18 / 7	3 : 1	14 days
Vehicle Technicians	16 / 6	3 : 1	n/a
Apprentices	6 / 5	1 : 1	16 days
Maintenance Assistants	7 / 5	1 : 1	11 days
HGV Mechanics	4 / 4	1 : 1	14 days
Testers	8 / 4	2 : 1	5 days
Multi-Skilled Technicians	3 / 3	1 : 1	18 days
Apprentice Technicians	5 / 2	3 : 1	32 days
Diagnostic Technicians	7 / 2	4 : 1	n/a
Field Service Engineers	7 / 2	4 : 1	n/a
Grounds Maintenance Operatives	7 / 2	4 : 1	n/a
Handymen	4 / 2	2 : 1	n/a
Highway Maintenance Supervisors	4 / 2	2 : 1	n/a
Laborer Journeymen	2 / 2	1 : 1	n/a
Machine Shop Assistants	2 / 2	1 : 1	26 days
Maintenance Technicians	2 / 2	1 : 1	17 days
Mechanical Maintenance Engineers	4 / 2	2 : 1	n/a

Annex A continued

Business Management & Operations Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
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Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Warehouse Operatives	23 / 13	2 : 1	44 days
Forklift Drivers	28 / 9	3 : 1	30 days
Buyers	15 / 7	2 : 1	43 days
Dispatch Operators	23 / 7	3 : 1	n/a
Counterbalance Forklift Drivers	21 / 6	4 : 1	n/a
Supervisors	8 / 6	1 : 1	25 days
Warehouse Supervisors	8 / 6	1 : 1	46 days
Deputy Managers	9 / 5	2 : 1	5 days
Transport Supervisors	14 / 5	3 : 1	n/a
General Managers	8 / 4	2 : 1	20 days
Graduate Managers	22 / 4	6 : 1	n/a
Heads of Facilities	5 / 4	1 : 1	5 days
Recycling Workers	9 / 4	2 : 1	43 days
Scheduling Coordinators	16 / 4	4 : 1	38 days
Warehouse Pickers/Packers	9 / 4	2 : 1	23 days
Business Support Coordinators	7 / 3	2 : 1	37 days
Chief Learning Officers	6 / 3	2 : 1	38 days
Chief Solutions Officers	10 / 3	3 : 1	33 days
Deputy General Managers	8 / 3	3 : 1	23 days
Dispatchers	11 / 3	4 : 1	46 days

Annex A continued

Engineering Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Surveyors	42 / 12	4 : 1	21 days
Gas Engineers	15 / 8	2 : 1	20 days
Multi-Skilled Maintenance Engineers	20 / 5	4 : 1	6 days
Manufacturing Technicians	6 / 4	2 : 1	6 days
Drafters	5 / 3	2 : 1	n/a
Engineering Project Leads	4 / 3	1 : 1	3 days
Mechanical Technicians	8 / 3	3 : 1	23 days
Meter Engineers	3 / 3	1 : 1	10 days
Apprentice Technicians	3 / 2	2 : 1	n/a
BIM Designers	3 / 2	2 : 1	n/a
Building Surveyors	9 / 2	5 : 1	n/a
Catering Managers	2 / 2	1 : 1	13 days
Design Engineers	2 / 2	1 : 1	6 days
Electronics Development Engineers	6 / 2	3 : 1	27 days
Engineering Apprentices	3 / 2	2 : 1	n/a
Engineering Leads	2 / 2	1 : 1	n/a
Engineering Technicians	6 / 2	3 : 1	n/a
Facilities Electrical Engineers	6 / 2	3 : 1	7 days
Fuel Cell Engineers	2 / 2	1 : 1	12 days
General Operatives	2 / 2	1 : 1	27 days

Annex A continued

Manufacturing Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Welders/Fabricators	49 / 24	2 : 1	31 days
Production Operatives	31 / 19	2 : 1	26 days
Assembly Operators	19 / 7	3 : 1	46 days
Spray Painters	9 / 7	1 : 1	32 days
Workshop Leaders	7 / 6	1 : 1	32 days
Coatings Supervisors	8 / 5	2 : 1	n/a
General Operatives	14 / 4	4 : 1	58 days
Quality Inspectors	4 / 4	1 : 1	36 days
Team Leads	6 / 4	2 : 1	35 days
CNC Setters	7 / 3	2 : 1	32 days
Fitters	8 / 3	3 : 1	n/a
Multi-Skilled Operators	4 / 3	1 : 1	14 days
Powder Coaters	13 / 3	4 : 1	39 days
Apprentice Engineers	14 / 2	7 : 1	n/a
Assemblers	2 / 2	1 : 1	32 days
CNC Mill Operators	18 / 2	9 : 1	n/a
CNC Operators	2 / 2	1 : 1	29 days
CNC Programmer Supervisors	2 / 2	1 : 1	n/a
Cabinet Makers	3 / 2	2 : 1	n/a
Casting Operators	2 / 2	1 : 1	n/a

Annex A continued

Maintenance, Repair & Installation Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Maintenance Operators	34 / 16	2 : 1	27 days
Vehicle Technicians	32 / 12	3 : 1	10 days
Apprentice Mechanics	25 / 8	3 : 1	42 days
Maintenance Assistants	34 / 8	4 : 1	22 days
Handymen	8 / 6	1 : 1	17 days
Maintenance Apprentices	19 / 6	3 : 1	42 days
Traffic Management Officers	6 / 6	1 : 1	n/a
Apprentices	6 / 5	1 : 1	23 days
Motor Vehicle Technicians	8 / 5	2 : 1	25 days
Multi-Skilled Maintenance Engineers	5 / 5	1 : 1	23 days
Vehicle Maintenance Managers	16 / 5	3 : 1	5 days
Field Service Engineers	8 / 4	2 : 1	30 days
Maintenance Fitters	5 / 4	1 : 1	32 days
Plumbing Apprentices	14 / 4	4 : 1	42 days
Testers	18 / 4	5 : 1	36 days
Apprentice Engineers	8 / 3	3 : 1	24 days
Engineering Apprentices	6 / 3	2 : 1	n/a
Fitters	4 / 3	1 : 1	31 days
HGV Mechanics	7 / 3	2 : 1	n/a
Maintenance Handymen	5 / 3	2 : 1	22 days

Annex A continued

Business Management & Operations Vacancy Data

December 2023 to February 2024 Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Warehouse Operatives	38 / 28	1 : 1	25 days
Deputy Managers	46 / 15	3 : 1	31 days
Warehouse Assistants	16 / 7	2 : 1	29 days
Lettings Managers	22 / 6	4 : 1	4 days
Project Officers	23 / 6	4 : 1	31 days
Business Managers	12 / 5	2 : 1	24 days
Fundraisers	11 / 5	2 : 1	38 days
Project Coordinators	8 / 5	2 : 1	24 days
Counterbalance Forklift Drivers	8 / 4	2 : 1	6 days
Forklift Drivers	5 / 4	1 : 1	12 days
General Managers	8 / 4	2 : 1	26 days
General Operatives	8 / 4	2 : 1	28 days
Kitchen Assistants	4 / 4	1 : 1	15 days
Light Material Handlers	10 / 4	3 : 1	53 days
Nature Specialists	10 / 4	3 : 1	n/a
Operations Shift Supervisors	11 / 4	3 : 1	35 days
Project Managers	5 / 4	1 : 1	28 days
Team Leads	10 / 4	3 : 1	25 days
Warehouse Supervisors	6 / 4	2 : 1	19 days
Welcome Center Managers	12 / 4	3 : 1	22 days

Annex A continued

Engineering Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Maintenance Engineers	26 / 12	2 : 1	19 days
Multi-Skilled Maintenance Engineers	11 / 8	1 : 1	19 days
Design Engineers	14 / 7	2 : 1	7 days
Engineering Managers	6 / 5	1 : 1	7 days
Electrical Engineers	8 / 4	2 : 1	28 days
Industrial Engineers	8 / 4	2 : 1	16 days
Platform Engineers	9 / 4	2 : 1	10 days
Gas Engineers	3 / 3	1 : 1	7 days
Mechanical Design Engineers	8 / 3	3 : 1	23 days
Mechanical Engineers	7 / 3	2 : 1	32 days
Product Design Engineers	5 / 3	2 : 1	27 days
Project Engineers	4 / 3	1 : 1	20 days
Technical Design Engineers	10 / 3	3 : 1	n/a
Additive Manufacturing Engineers	3 / 2	2 : 1	7 days
Apprentices	2 / 2	1 : 1	49 days
Calibration Engineers	4 / 2	2 : 1	n/a
Compliance Engineers	2 / 2	1 : 1	40 days
Field Service Engineers	4 / 2	2 : 1	7 days
Fire Protection Engineers	9 / 2	5 : 1	34 days
Land Surveyors	68 / 2	34 : 1	n/a

Annex A continued

Manufacturing Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Production Operatives	61 / 20	3 : 1	32 days
Machine Operators	44 / 15	3 : 1	7 days
Welders/Fabricators	22 / 10	2 : 1	12 days
Mechanical Fitters	23 / 7	3 : 1	39 days
TIG Welders	24 / 7	3 : 1	32 days
CNC Mill Operators	13 / 6	2 : 1	29 days
Panel Managers	17 / 6	3 : 1	n/a
Production Managers	8 / 6	1 : 1	13 days
Assemblers	17 / 5	3 : 1	34 days
Spray Painters	9 / 5	2 : 1	14 days
Tapers	31 / 5	6 : 1	39 days
Assembly Operators	10 / 4	3 : 1	32 days
CNC Router Operators	5 / 4	1 : 1	8 days
Manufacturing Administrators	5 / 4	1 : 1	23 days
Mig Welders/Fabricators	9 / 4	2 : 1	42 days
Production Team Leads	6 / 4	2 : 1	7 days
Quality Inspectors	7 / 4	2 : 1	4 days
Apprentice Engineers	11 / 3	4 : 1	32 days
Finishing Operators	4 / 3	1 : 1	n/a
Fleet Equipment Managers	4 / 3	1 : 1	n/a

Annex A continued

Maintenance, Repair & Installation Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Vehicle Technicians	35 / 10	4 : 1	7 days
Field Service Engineers	15 / 7	2 : 1	26 days
Maintenance Technicians	21 / 7	3 : 1	6 days
Mechanical Fitters	16 / 6	3 : 1	33 days
Apprentices	5 / 5	1 : 1	26 days
Facilities Maintenance Specialists	7 / 5	1 : 1	6 days
Maintenance Operators	11 / 5	2 : 1	17 days
Apprentice Engineers	9 / 4	2 : 1	n/a
Maintenance Supervisors	12 / 4	3 : 1	15 days
Vehicle Mechanics	6 / 4	2 : 1	6 days
Armament System Specialists	6 / 3	2 : 1	n/a
HGV Mechanics	5 / 3	2 : 1	n/a
Handymen	4 / 3	1 : 1	21 days
Refrigeration Engineers	7 / 3	2 : 1	17 days
CCTV Operators	12 / 2	6 : 1	n/a
Furniture Installers	6 / 2	3 : 1	26 days
HGV Technicians	11 / 2	6 : 1	26 days
Installers	6 / 2	3 : 1	29 days
Maintenance Assistants	8 / 2	4 : 1	n/a
Manufacturing Supervisors	3 / 2	2 : 1	54 days

Annex A continued

Business Management & Operations Vacancy Data

December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Warehouse Operatives	68 / 32	2 : 1	26 days
Forklift Drivers	85 / 31	3 : 1	23 days
Deputy Managers	25 / 8	3 : 1	8 days
Buyers	22 / 6	4 : 1	29 days
Counterbalance Forklift Drivers	15 / 6	3 : 1	23 days
Warehouse Supervisors	115 / 6	19 : 1	44 days
Dispatch Operators	14 / 5	3 : 1	9 days
Graduate Managers	17 / 5	3 : 1	n/a
Material Handlers	8 / 5	2 : 1	27 days
Pickers/Packers	21 / 5	4 : 1	59 days
Production Planners	7 / 5	1 : 1	14 days
Apprentices	7 / 4	2 : 1	10 days
Business Support Officers	9 / 4	2 : 1	31 days
CSCS Labourers	19 / 4	5 : 1	27 days
Fleet Administrators	6 / 4	2 : 1	14 days
General Operatives	21 / 4	5 : 1	n/a
Procurement Professionals	10 / 4	3 : 1	n/a
Project Support Officers	10 / 4	3 : 1	27 days
Scheduling Coordinators	12 / 4	3 : 1	5 days
Storepeople	15 / 4	4 : 1	16 days

Annex B

Vacancy Data for December 2023 to February 2024

Construction
Environmental (Green)

All Marches
Herefordshire
Shropshire
Telford & Wrekin

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Annex B

Construction Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Groundworkers	28 / 19	1 : 1	34 days
Electricians	56 / 16	4 : 1	23 days
Labourers	25 / 14	2 : 1	34 days
Painters/Decorators	17 / 14	1 : 1	34 days
Quantity Surveyors	23 / 14	2 : 1	24 days
CSCS Labourers	28 / 10	3 : 1	25 days
Estimators	12 / 9	1 : 1	35 days
Bricklayers	10 / 8	1 : 1	30 days
Carpenters	11 / 8	1 : 1	14 days
Multi-Skilled Operators	14 / 8	2 : 1	30 days
Carpenters Apprentice	32 / 7	5 : 1	46 days
Renewable Energy Managers	12 / 6	2 : 1	16 days
Apprentice Electricians	5 / 5	1 : 1	8 days
Fixers	6 / 5	1 : 1	21 days
Property Inspectors	5 / 5	1 : 1	7 days
Roofers	5 / 5	1 : 1	20 days
Steel Estimators	11 / 5	2 : 1	19 days
Bathroom Fitters	7 / 4	2 : 1	53 days
Certified Electricians	12 / 4	3 : 1	6 days
Electrical Supervisors	6 / 4	2 : 1	27 days

Annex B continued

Environmental (Green) Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Environmental Health and Safety Advisors	19 / 9	2 : 1	25 days
Environmental Health and Safety Managers	11 / 7	2 : 1	15 days
Environmental Consultants	4 / 4	1 : 1	45 days
Recycling Workers	9 / 4	2 : 1	43 days
Environmental Health and Safety Officers	4 / 3	1 : 1	n/a
Environmental Health and Safety Specialists	8 / 3	3 : 1	n/a
Environmental Coordinators	2 / 2	1 : 1	45 days
Safety and Environment Advisors	2 / 2	1 : 1	8 days
Sustainability Officers	5 / 2	3 : 1	n/a
Conservation Agents	2 / 1	2 : 1	n/a
Conservation Officers	2 / 1	2 : 1	n/a
Energy Efficiency Consultants	1 / 1	1 : 1	37 days
Environment Engineers	1 / 1	1 : 1	21 days
Environmental Managers	1 / 1	1 : 1	9 days
Environmental Monitors	4 / 1	4 : 1	n/a
Environmental Operations Managers	1 / 1	1 : 1	n/a
Environmental Planning Interns	1 / 1	1 : 1	21 days
Solar Panel Installers	2 / 1	2 : 1	n/a
Solar Pv Installers	1 / 1	1 : 1	39 days
Sustainability Engineers	3 / 1	3 : 1	n/a

Annex B continued

Construction Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Groundworkers	11 / 8	1 : 1	34 days
Quantity Surveyors	11 / 6	2 : 1	20 days
Estimators	5 / 5	1 : 1	20 days
Painters/Decorators	4 / 4	1 : 1	41 days
Carpenters	6 / 3	2 : 1	14 days
Steel Estimators	3 / 3	1 : 1	19 days
Assistant Site Managers	5 / 2	3 : 1	25 days
Bathroom Fitters	3 / 2	2 : 1	53 days
Contract Officers	6 / 2	3 : 1	18 days
Excavator Operators	3 / 2	2 : 1	n/a
Fitters	3 / 2	2 : 1	39 days
Labourers	2 / 2	1 : 1	n/a
Lecturers in Electrical Installation	3 / 2	2 : 1	36 days
Multi-Skilled Operators	2 / 2	1 : 1	28 days
Panel Beaters	3 / 2	2 : 1	30 days
Renewable Energy Managers	3 / 2	2 : 1	5 days
Site Agents	3 / 2	2 : 1	7 days
Apprentices	1 / 1	1 : 1	n/a
Assistant Facilities Managers	6 / 1	6 : 1	n/a
Bricklayers	1 / 1	1 : 1	39 days

Annex B continued

Environmental (Green) Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Environmental Health and Safety Managers	6 / 4	2 : 1	15 days
Recycling Workers	9 / 4	2 : 1	43 days
Conservation Officers	2 / 1	2 : 1	n/a
Environmental Coordinators	1 / 1	1 : 1	45 days
Environmental Health and Safety Advisors	2 / 1	2 : 1	n/a
Environmental Managers	1 / 1	1 : 1	9 days
Solar Panel Installers	2 / 1	2 : 1	n/a
Sustainability Officers	3 / 1	3 : 1	n/a

Annex B continued

Construction Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Labourers	22 / 11	2 : 1	34 days
Groundworkers	16 / 10	2 : 1	19 days
Electricians	21 / 9	2 : 1	16 days
Painters/Decorators	11 / 8	1 : 1	27 days
Apprentice Electricians	5 / 5	1 : 1	8 days
Carpenters Apprentice	29 / 5	6 : 1	46 days
Multi-Skilled Operators	11 / 5	2 : 1	30 days
Quantity Surveyors	8 / 5	2 : 1	27 days
Electrical Supervisors	6 / 4	2 : 1	27 days
CSCS Labourers	5 / 3	2 : 1	17 days
Certified Electricians	11 / 3	4 : 1	42 days
Electrician's Mates	3 / 3	1 : 1	31 days
Estimators	6 / 3	2 : 1	21 days
Kitchen Crews	22 / 3	7 : 1	32 days
Kitchen and Bathroom Designers	12 / 3	4 : 1	29 days
Apprentice Glaziers	2 / 2	1 : 1	n/a
Carpenters	2 / 2	1 : 1	5 days
Civil Supervisors	4 / 2	2 : 1	n/a
Door Installers	2 / 2	1 : 1	9 days
Excavator Operators	5 / 2	3 : 1	19 days

Annex B continued

Environmental (Green) Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Environmental Consultants	4 / 4	1 : 1	45 days
Environmental Health and Safety Advisors	3 / 3	1 : 1	7 days
Conservation Agents	2 / 1	2 : 1	n/a
Energy Efficiency Consultants	1 / 1	1 : 1	37 days
Environment Engineers	1 / 1	1 : 1	21 days
Environmental Coordinators	1 / 1	1 : 1	n/a
Environmental Monitors	4 / 1	4 : 1	n/a
Environmental Operations Managers	1 / 1	1 : 1	n/a
Environmental Planning Interns	1 / 1	1 : 1	21 days
Safety and Environment Advisors	1 / 1	1 : 1	27 days
Solar Pv Installers	1 / 1	1 : 1	39 days

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Employer Voice
LSIP Stage 2 - 2024

Annex B continued

Construction Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Bricklayers	8 / 6	1 : 1	30 days
CSCS Labourers	21 / 6	4 : 1	28 days
Electricians	34 / 6	6 : 1	33 days
Fixers	4 / 4	1 : 1	19 days
Carpenters	3 / 3	1 : 1	29 days
Property Inspectors	3 / 3	1 : 1	7 days
Quantity Surveyors	4 / 3	1 : 1	28 days
Roofers	3 / 3	1 : 1	20 days
Carpenters Apprentice	3 / 2	2 : 1	n/a
Floor Technicians	13 / 2	7 : 1	n/a
Painters/Decorators	2 / 2	1 : 1	n/a
Plumbers	4 / 2	2 : 1	43 days
Plumbers/Pipefitters	3 / 2	2 : 1	21 days
Renewable Energy Managers	4 / 2	2 : 1	16 days
Apprentices	2 / 1	2 : 1	n/a
Bathroom Fitters	2 / 1	2 : 1	n/a
Business Apprentices	1 / 1	1 : 1	n/a
Caretakers	1 / 1	1 : 1	42 days
Certified Electricians	1 / 1	1 : 1	6 days
Cleaning Operatives	5 / 1	5 : 1	n/a

Annex B continued

Environmental (Green) Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Environmental Health and Safety Advisors	14 / 5	3 : 1	39 days
Environmental Health and Safety Managers	5 / 3	2 : 1	n/a
Environmental Health and Safety Officers	4 / 3	1 : 1	n/a
Environmental Health and Safety Specialists	8 / 3	3 : 1	n/a
Safety and Environment Advisors	1 / 1	1 : 1	8 days
Sustainability Engineers	3 / 1	3 : 1	n/a
Sustainability Managers	1 / 1	1 : 1	n/a
Sustainability Officers	2 / 1	2 : 1	n/a
Sustainable Agriculture Interns	1 / 1	1 : 1	28 days

Annex C

Vacancy Data for December 2023 to February 2024

Health & Social Care

All Marches
Herefordshire
Shropshire
Telford & Wrekin

Annex C

Health & Social Care Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Support Workers	1,222 / 385	3 : 1	28 days
Care Assistants	802 / 198	4 : 1	31 days
Health Care Assistants	327 / 137	2 : 1	30 days
Registered General Nurses	160 / 74	2 : 1	15 days
Residential Support Workers	217 / 66	3 : 1	24 days
Speech Language Therapists	259 / 59	4 : 1	6 days
Home Care Assistants	293 / 49	6 : 1	33 days
Occupational Therapists	158 / 45	4 : 1	30 days
Night Assistants	79 / 40	2 : 1	24 days
Staff Nurses	128 / 37	3 : 1	27 days
Care Workers	72 / 31	2 : 1	25 days
Application Processors	31 / 29	1 : 1	4 days
Physiotherapists	58 / 27	2 : 1	22 days
Community Support Workers	71 / 26	3 : 1	29 days
Health Care Workers	117 / 26	5 : 1	31 days
Pharmacy District Managers	104 / 25	4 : 1	33 days
Pharmacy Technicians	69 / 25	3 : 1	26 days
Practitioners	57 / 25	2 : 1	42 days
Care Practitioners	47 / 24	2 : 1	24 days
Apprentices	64 / 23	3 : 1	24 days

Annex C continued

Health & Social Care Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Support Workers	467 / 137	3 : 1	31 days
Care Assistants	335 / 48	7 : 1	29 days
Health Care Assistants	74 / 36	2 : 1	34 days
Residential Support Workers	82 / 25	3 : 1	9 days
Registered General Nurses	28 / 24	1 : 1	15 days
Health Care Workers	103 / 17	6 : 1	31 days
Staff Nurses	61 / 16	4 : 1	27 days
Occupational Therapists	52 / 15	3 : 1	24 days
Night Assistants	29 / 14	2 : 1	24 days
Application Processors	13 / 12	1 : 1	4 days
Dental Nurses	41 / 12	3 : 1	28 days
Speech Language Therapists	112 / 12	9 : 1	36 days
General Practitioners	22 / 10	2 : 1	32 days
Medical Receptionists	22 / 10	2 : 1	28 days
Pharmacists	56 / 10	6 : 1	31 days
Dental Hygienists	59 / 9	7 : 1	4 days
Mental Health Practitioners	31 / 9	3 : 1	5 days
Pharmacy Technicians	22 / 9	2 : 1	17 days
Practice Nurses	10 / 9	1 : 1	18 days
Store Team Leaders	31 / 9	3 : 1	n/a

Annex C continued

Health & Social Care Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Support Workers	480 / 157	3 : 1	28 days
Care Assistants	253 / 101	3 : 1	31 days
Health Care Assistants	161 / 66	2 : 1	30 days
Registered General Nurses	116 / 41	3 : 1	29 days
Speech Language Therapists	130 / 41	3 : 1	6 days
Home Care Assistants	228 / 30	8 : 1	14 days
Residential Support Workers	70 / 27	3 : 1	24 days
Night Assistants	47 / 25	2 : 1	17 days
Occupational Therapists	92 / 23	4 : 1	34 days
Care Workers	45 / 19	2 : 1	11 days
Practitioners	43 / 19	2 : 1	42 days
Care Practitioners	38 / 18	2 : 1	24 days
Staff Nurses	59 / 18	3 : 1	24 days
Physiotherapists	32 / 17	2 : 1	24 days
Community Support Workers	41 / 15	3 : 1	24 days
Pharmacy Managers/Pharmacists	72 / 15	5 : 1	29 days
Optometrists	15 / 14	1 : 1	5 days
Pharmacy Technicians	45 / 14	3 : 1	27 days
Pharmacy District Managers	74 / 13	6 : 1	27 days
Healthcare Workers	60 / 12	5 : 1	31 days

Annex C continued

Health & Social Care Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Support Workers	275 / 91	3 : 1	27 days
Care Assistants	214 / 49	4 : 1	32 days
Health Care Assistants	92 / 35	3 : 1	28 days
Home Care Assistants	53 / 17	3 : 1	33 days
Residential Support Workers	65 / 14	5 : 1	26 days
Paediatrics and Neonates Specialists	42 / 12	4 : 1	30 days
Registered General Nurses	16 / 9	2 : 1	29 days
Application Processors	7 / 7	1 : 1	3 days
Care Workers	21 / 7	3 : 1	29 days
Occupational Therapists	14 / 7	2 : 1	17 days
Store Team Leaders	30 / 7	4 : 1	36 days
Team Leads	16 / 7	2 : 1	6 days
Apprentices	18 / 6	3 : 1	11 days
Healthcare Workers	14 / 6	2 : 1	27 days
Home Care Registered Nurses	25 / 6	4 : 1	31 days
Optical Assistants	29 / 6	5 : 1	40 days
Pharmacy District Managers	21 / 6	4 : 1	36 days
Registered Managers	26 / 6	4 : 1	15 days
Speech Language Therapists	17 / 6	3 : 1	6 days
Activities Coordinators	7 / 5	1 : 1	n/a

Annex D

Vacancy Data for December 2023 to February 2024

Clerical, Client Support & HR
Finance & Law
Design, Media, Marketing & PR
IT & Computer Science

All Marches
Herefordshire
Shropshire
Telford & Wrekin

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire
Chamber of
Commerce

Herefordshire
& Worcestershire
Chamber of Commerce

Annex D

Clerical, Client Support & HR Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Customer Service Assistants	285 / 58	5 : 1	27 days
Receptionists	116 / 58	2 : 1	32 days
Administrators	104 / 43	2 : 1	18 days
Customer Service Advisors	77 / 42	2 : 1	20 days
Administrative Assistants	72 / 38	2 : 1	28 days
Office Administrators	52 / 38	1 : 1	30 days
Customer Service Administrators	62 / 26	2 : 1	25 days
Apprentices	57 / 19	3 : 1	36 days
Receptionists/Administrators	32 / 19	2 : 1	28 days
Administration Assistants	36 / 18	2 : 1	24 days
Customer Advisors	45 / 18	3 : 1	35 days
Customer Service Representatives	37 / 18	2 : 1	35 days
Business Apprentices	65 / 16	4 : 1	42 days
Customer Service Coordinators	33 / 16	2 : 1	22 days
Service Advisors	31 / 15	2 : 1	9 days
Human Resources Advisors	26 / 14	2 : 1	28 days
Personal Assistants	18 / 14	1 : 1	31 days
Dental Receptionists	17 / 13	1 : 1	6 days
Market Research Interviewers	46 / 13	4 : 1	27 days
Business Administrators	25 / 12	2 : 1	23 days

Annex D continued

Finance & Law Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Account Assistants	76 / 39	2 : 1	26 days
Credit Controllers	57 / 17	3 : 1	28 days
Finance Assistants	19 / 15	1 : 1	31 days
Property Solicitors	24 / 15	2 : 1	32 days
Purchase Ledger Clerks	45 / 15	3 : 1	27 days
Bookkeepers	13 / 11	1 : 1	31 days
Financial Controllers	14 / 11	1 : 1	25 days
Assistant Accountants	16 / 10	2 : 1	26 days
Management Accountants	29 / 10	3 : 1	28 days
Purchase Ledger Assistants	24 / 10	2 : 1	29 days
Finance Business Partners	15 / 9	2 : 1	7 days
Legal Support Assistants	10 / 9	1 : 1	27 days
Account Administrators	15 / 8	2 : 1	30 days
Assessors	20 / 8	3 : 1	5 days
Private Client Solicitors	14 / 8	2 : 1	8 days
Insurance Advisors	8 / 6	1 : 1	5 days
Team Leads	16 / 6	3 : 1	11 days
Trainee Chartered Accountants	16 / 6	3 : 1	9 days
Valuers	11 / 6	2 : 1	13 days
Auditors	6 / 5	1 : 1	28 days

Annex D continued

Design, Media, Marketing & PR Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Marketing Executives	29 / 17	2 : 1	36 days
Digital Marketing Assistants	31 / 11	3 : 1	31 days
Marketing Assistants	11 / 7	2 : 1	21 days
Marketing Managers	12 / 7	2 : 1	11 days
Photographers	10 / 6	2 : 1	25 days
Campaign Executives	28 / 5	6 : 1	28 days
Consumer Insights Managers	12 / 5	2 : 1	9 days
Graphic Designers	12 / 5	2 : 1	11 days
Marketing Apprentices	17 / 5	3 : 1	54 days
Painters	18 / 4	5 : 1	31 days
Sales and Marketing Officers	5 / 4	1 : 1	10 days
Videographers/Photographers	6 / 4	2 : 1	31 days
Communications Officers	4 / 3	1 : 1	n/a
Documentum Consultants	30 / 3	10 : 1	n/a
Heads of Marketing	5 / 3	2 : 1	24 days
Journalists/Writers	4 / 3	1 : 1	n/a
Marketing Specialists	4 / 3	1 : 1	n/a
Multi-Channel Sales Assistants	5 / 3	2 : 1	n/a
Technical Authors	3 / 3	1 : 1	6 days
Audiovisual Technicians	4 / 2	2 : 1	7 days

Annex D continued

IT & Computer Science Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Application Processors	15 / 15	1 : 1	4 days
Team Leads	14 / 7	2 : 1	35 days
Apprentices	21 / 6	4 : 1	23 days
Software Developers	8 / 6	1 : 1	36 days
Software Engineers	13 / 6	2 : 1	27 days
Business Systems Specialists	12 / 5	2 : 1	5 days
Information Governance Analysts	7 / 5	1 : 1	6 days
Peer Support Apprentices	8 / 5	2 : 1	25 days
Technical Support Officers	9 / 5	2 : 1	33 days
Application Engineers	4 / 4	1 : 1	10 days
Computer Network Technicians	4 / 4	1 : 1	15 days
DevOps Engineers	5 / 4	1 : 1	6 days
Directors of Information Technology	5 / 4	1 : 1	6 days
Help Desk Analysts	8 / 4	2 : 1	41 days
IT Administrators	4 / 4	1 : 1	27 days
IT Application Support Managers	4 / 4	1 : 1	4 days
IT Support Engineers	9 / 4	2 : 1	5 days
Network Engineers	10 / 4	3 : 1	n/a
Support Technicians	6 / 4	2 : 1	13 days
UI/UX Designers	7 / 4	2 : 1	42 days

Annex D continued

Clerical, Client Support & HR Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Receptionists	41 / 20	2 : 1	31 days
Administrators	34 / 16	2 : 1	17 days
Customer Service Assistants	44 / 16	3 : 1	27 days
Office Administrators	19 / 14	1 : 1	33 days
Customer Service Advisors	20 / 13	2 : 1	7 days
Administrative Assistants	18 / 12	2 : 1	25 days
Administration Assistants	10 / 7	1 : 1	13 days
Business Support Administrators	8 / 7	1 : 1	27 days
Market Research Interviewers	10 / 7	1 : 1	27 days
Receptionists/Administrators	14 / 7	2 : 1	33 days
Bank Customer Service Representatives	26 / 6	4 : 1	14 days
Executive Assistants	9 / 6	2 : 1	29 days
Support Assistants	6 / 6	1 : 1	34 days
Clerks/Receptionists	14 / 5	3 : 1	56 days
Online Marketing Assistants	27 / 5	5 : 1	n/a
Telephonists	14 / 5	3 : 1	12 days
Assistant Home Managers	4 / 4	1 : 1	43 days
Customer Service Representatives	5 / 4	1 : 1	40 days
Production Administrators	5 / 4	1 : 1	29 days
Booking Managers	6 / 3	2 : 1	29 days

Annex D continued

Finance & Law Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Account Assistants	76 / 39	2 : 1	26 days
Credit Controllers	57 / 17	3 : 1	28 days
Finance Assistants	19 / 15	1 : 1	31 days
Property Solicitors	24 / 15	2 : 1	32 days
Purchase Ledger Clerks	45 / 15	3 : 1	27 days
Bookkeepers	13 / 11	1 : 1	31 days
Financial Controllers	14 / 11	1 : 1	25 days
Assistant Accountants	16 / 10	2 : 1	26 days
Management Accountants	29 / 10	3 : 1	28 days
Purchase Ledger Assistants	24 / 10	2 : 1	29 days
Finance Business Partners	15 / 9	2 : 1	7 days
Legal Support Assistants	10 / 9	1 : 1	27 days
Account Administrators	15 / 8	2 : 1	30 days
Assessors	20 / 8	3 : 1	5 days
Private Client Solicitors	14 / 8	2 : 1	8 days
Insurance Advisors	8 / 6	1 : 1	5 days
Team Leads	16 / 6	3 : 1	11 days
Trainee Chartered Accountants	16 / 6	3 : 1	9 days
Valuers	11 / 6	2 : 1	13 days
Auditors	6 / 5	1 : 1	28 days

Annex D continued

Design, Media, Marketing & PR Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Documentum Consultants	30 / 3	10 : 1	n/a
Photographers	7 / 3	2 : 1	29 days
Directors of Planning and Building	5 / 2	3 : 1	43 days
E-Commerce Managers	3 / 2	2 : 1	14 days
Heads of Communications	3 / 2	2 : 1	n/a
Marketing Assistants	2 / 2	1 : 1	21 days
Marketing Development Managers	4 / 2	2 : 1	n/a
Marketing Executives	4 / 2	2 : 1	46 days
Partnership Specialists	4 / 2	2 : 1	n/a
Apprentice Managers	1 / 1	1 : 1	31 days
Bid Coordinators	1 / 1	1 : 1	n/a
Bid Writers	3 / 1	3 : 1	n/a
Brand Activation Managers	1 / 1	1 : 1	18 days
Business Engagement Managers	1 / 1	1 : 1	n/a
Commercial Business Directors	1 / 1	1 : 1	27 days
Content Marketing Specialists	1 / 1	1 : 1	30 days
Customer Advisors	2 / 1	2 : 1	n/a
Digital Marketers	2 / 1	2 : 1	n/a
Digital Marketing Assistants	2 / 1	2 : 1	29 days
Digital Marketing Interns	1 / 1	1 : 1	n/a

Annex D continued

IT & Computer Science Vacancy Data
December 2023 to February 2024
Herefordshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Apprentices	4 / 3	1 : 1	23 days
Infrastructure Engineers	15 / 3	5 : 1	27 days
Intelligence Analysts	4 / 3	1 : 1	25 days
Network Engineers	9 / 3	3 : 1	n/a
Peer Support Apprentices	3 / 3	1 : 1	25 days
Practitioners	13 / 3	4 : 1	n/a
Project Support Managers	4 / 3	1 : 1	7 days
Software Developers	3 / 3	1 : 1	27 days
Software Engineers	4 / 3	1 : 1	5 days
Team Leads	7 / 3	2 : 1	26 days
Technical Support Officers	4 / 3	1 : 1	40 days
Computer Network Analysts	10 / 2	5 : 1	n/a
Home Healthcare Workers	3 / 2	2 : 1	n/a
IT Administrators	2 / 2	1 : 1	31 days
IT Support Engineers	3 / 2	2 : 1	33 days
Lead Software Engineers	6 / 2	3 : 1	36 days
Line Support Engineers	3 / 2	2 : 1	34 days
Network Administrators	10 / 2	5 : 1	n/a
Network Architects	10 / 2	5 : 1	n/a
Software Developer Engineers	2 / 2	1 : 1	26 days

Annex D continued

Clerical, Client Support & HR Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Customer Service Assistants	175 / 25	7 : 1	24 days
Administrators	42 / 20	2 : 1	24 days
Customer Service Advisors	33 / 20	2 : 1	26 days
Administrative Assistants	40 / 18	2 : 1	27 days
Receptionists	25 / 17	1 : 1	29 days
Office Administrators	24 / 15	2 : 1	26 days
Customer Service Administrators	38 / 14	3 : 1	25 days
Apprentices	43 / 13	3 : 1	40 days
Service Advisors	24 / 12	2 : 1	15 days
Customer Advisors	22 / 10	2 : 1	35 days
Administration Assistants	23 / 9	3 : 1	24 days
Business Apprentices	35 / 9	4 : 1	42 days
Personal Assistants	11 / 9	1 : 1	31 days
Business Administrators	12 / 7	2 : 1	23 days
Customer Team Leaders	19 / 7	3 : 1	n/a
Financial Administrators	24 / 6	4 : 1	42 days
Human Resources Assistants	8 / 6	1 : 1	13 days
Leisure Sales Managers	11 / 6	2 : 1	31 days
Customer Service Representatives	7 / 5	1 : 1	21 days
Dental Receptionists	9 / 5	2 : 1	23 days

Annex D continued

Finance & Law Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Account Assistants	5,473 / 2,724	2 : 1	28 days
Finance Assistants	4,647 / 2,366	2 : 1	27 days
Credit Controllers	4,925 / 2,256	2 : 1	28 days
Finance Business Partners	4,992 / 2,117	2 : 1	25 days
Management Accountants	4,210 / 2,070	2 : 1	26 days
Finance Managers	3,082 / 1,651	2 : 1	24 days
Solicitors	3,599 / 1,487	2 : 1	22 days
Claims Handlers	3,555 / 1,421	3 : 1	25 days
Mortgage Advisors	4,293 / 1,380	3 : 1	25 days
Bookkeepers	2,352 / 1,293	2 : 1	28 days
Accountants	2,335 / 1,184	2 : 1	26 days
Lawyers	1,910 / 1,075	2 : 1	21 days
Financial Controllers	1,968 / 1,059	2 : 1	26 days
Payroll Administrators	1,976 / 998	2 : 1	24 days
Financial Accountants	1,847 / 973	2 : 1	22 days
Financial Administrators	1,951 / 944	2 : 1	28 days
Finance Officers	1,823 / 921	2 : 1	26 days
Purchase Ledger Clerks	1,762 / 859	2 : 1	28 days
Compliance Officers	1,714 / 816	2 : 1	25 days
Property Solicitors	2,364 / 767	3 : 1	25 days

Annex D continued

Design, Media, Marketing & PR Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Marketing Executives	19 / 10	2 : 1	6 days
Digital Marketing Assistants	27 / 8	3 : 1	56 days
Consumer Insights Managers	12 / 5	2 : 1	9 days
Marketing Assistants	9 / 5	2 : 1	n/a
Graphic Designers	9 / 4	2 : 1	11 days
Communications Officers	4 / 3	1 : 1	n/a
Automotive Salespeople	4 / 2	2 : 1	24 days
Brand Delivery and Operations Managers	2 / 2	1 : 1	n/a
Brand Experts	7 / 2	4 : 1	n/a
Care Professionals	4 / 2	2 : 1	28 days
Content Administrators	2 / 2	1 : 1	9 days
Content Writers	5 / 2	3 : 1	n/a
Data Analytics Managers	7 / 2	4 : 1	n/a
Engagement Officers	3 / 2	2 : 1	6 days
Estate Agents	9 / 2	5 : 1	34 days
General Managers	8 / 2	4 : 1	27 days
Heads of Marketing	4 / 2	2 : 1	42 days
Marketing Apprentices	8 / 2	4 : 1	n/a
Marketing Managers	5 / 2	3 : 1	11 days
Marketing Specialists	3 / 2	2 : 1	n/a

Annex D continued

IT & Computer Science Vacancy Data
December 2023 to February 2024
Shropshire

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Application Processors	10 / 10	1 : 1	4 days
Computer Network Technicians	4 / 4	1 : 1	15 days
Directors of Information Technology	5 / 4	1 : 1	6 days
Information Governance Analysts	6 / 4	2 : 1	n/a
IT Application Support Managers	3 / 3	1 : 1	4 days
IT Infrastructure Specialists	5 / 3	2 : 1	12 days
IT Systems Analysts	3 / 3	1 : 1	5 days
IT Technicians	4 / 3	1 : 1	17 days
Support Technicians	4 / 3	1 : 1	13 days
Apprentice Technicians	2 / 2	1 : 1	n/a
Bar Supervisors	2 / 2	1 : 1	17 days
Business Support Assistants	6 / 2	3 : 1	21 days
Business Systems Specialists	4 / 2	2 : 1	n/a
Cybersecurity Managers	2 / 2	1 : 1	25 days
Engineers	3 / 2	2 : 1	12 days
Governance Advisors	4 / 2	2 : 1	n/a
IT Administrators	2 / 2	1 : 1	26 days
IT Developers	4 / 2	2 : 1	5 days
IT Support Engineers	6 / 2	3 : 1	5 days
Lead Hospitalists	4 / 2	2 : 1	58 days

Annex D continued

Clerical, Client Support & HR Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Receptionists	50 / 21	2 : 1	40 days
Customer Service Assistants	66 / 17	4 : 1	31 days
Customer Service Coordinators	25 / 11	2 : 1	20 days
Recruitment Consultants	31 / 10	3 : 1	43 days
Customer Service Administrators	21 / 9	2 : 1	26 days
Customer Service Advisors	24 / 9	3 : 1	7 days
Customer Service Representatives	25 / 9	3 : 1	45 days
Office Administrators	9 / 9	1 : 1	32 days
Receptionists/Administrators	14 / 9	2 : 1	8 days
Administrative Assistants	14 / 8	2 : 1	29 days
Administrators	28 / 7	4 : 1	13 days
Dental Receptionists	7 / 7	1 : 1	6 days
Human Resources Advisors	13 / 7	2 : 1	16 days
Recruitment Business Partners	56 / 7	8 : 1	29 days
Business Apprentices	28 / 6	5 : 1	n/a
Service Coordinators	8 / 6	1 : 1	n/a
Apprentices	12 / 5	2 : 1	20 days
Call Centre Agents	9 / 5	2 : 1	6 days
Customer Advisors	11 / 5	2 : 1	37 days
Customer Service Team Leads	6 / 5	1 : 1	24 days

Annex D continued

Finance & Law Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Account Assistants	32 / 13	2 : 1	16 days
Credit Controllers	21 / 11	2 : 1	6 days
Purchase Ledger Clerks	33 / 10	3 : 1	27 days
Group Finance Managers	8 / 5	2 : 1	29 days
Finance Business Partners	5 / 4	1 : 1	7 days
Purchase Ledger Assistants	18 / 4	5 : 1	28 days
Team Leads	10 / 4	3 : 1	11 days
Valuers	9 / 4	2 : 1	13 days
Financial Controllers	4 / 3	1 : 1	n/a
Insurance Advisors	5 / 3	2 : 1	5 days
Management Accountants	18 / 3	6 : 1	n/a
Payroll Managers	5 / 3	2 : 1	21 days
Property Solicitors	5 / 3	2 : 1	n/a
Account Administrators	4 / 2	2 : 1	30 days
Apprentices	4 / 2	2 : 1	11 days
Assessors	4 / 2	2 : 1	6 days
Back Office Associates	2 / 2	1 : 1	29 days
Bookkeepers	2 / 2	1 : 1	n/a
Cash Management Associates	2 / 2	1 : 1	n/a
Claims Administrators	5 / 2	3 : 1	n/a

Annex D continued

Design, Media, IT, Marketing & PR Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Campaign Executives	28 / 5	6 : 1	28 days
Marketing Executives	6 / 5	1 : 1	44 days
Marketing Managers	5 / 4	1 : 1	n/a
Painters	18 / 4	5 : 1	31 days
Marketing Apprentices	9 / 3	3 : 1	54 days
Multi-Channel Sales Assistants	5 / 3	2 : 1	n/a
Technical Authors	3 / 3	1 : 1	6 days
Videographers/Photographers	4 / 3	1 : 1	31 days
Audiovisual Technicians	4 / 2	2 : 1	7 days
CRM Marketing Analysts	12 / 2	6 : 1	19 days
Digital Marketing Assistants	2 / 2	1 : 1	31 days
E-Commerce Assistants	7 / 2	4 : 1	24 days
Fuel Supervisors	3 / 2	2 : 1	5 days
Marketing Communications Executives	5 / 2	3 : 1	44 days
Photographers	2 / 2	1 : 1	9 days
Pizza Artists	2 / 2	1 : 1	4 days
Area Managers	2 / 1	2 : 1	29 days
Attendance Officers	1 / 1	1 : 1	30 days
Bid and Proposal Managers	1 / 1	1 : 1	20 days
Business Unit Heads	7 / 1	7 : 1	n/a

Annex D continued

IT & Computer Science Vacancy Data
December 2023 to February 2024
Telford & Wrekin

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Application Engineers	4 / 4	1 : 1	10 days
Application Processors	4 / 4	1 : 1	3 days
Apprentices	17 / 3	6 : 1	16 days
Business Systems Specialists	8 / 3	3 : 1	5 days
DevOps Engineers	4 / 3	1 : 1	5 days
Help Desk Analysts	7 / 3	2 : 1	41 days
Software Developers	5 / 3	2 : 1	36 days
Technical Apprentices	6 / 3	2 : 1	n/a
UI/UX Designers	6 / 3	2 : 1	42 days
.NET Developers	3 / 2	2 : 1	6 days
ACH Coordinators	6 / 2	3 : 1	n/a
Apprentice Software Engineers	2 / 2	1 : 1	27 days
Delivery Leads	2 / 2	1 : 1	7 days
Directors of Digital Technology	4 / 2	2 : 1	n/a
IT Apprentices	2 / 2	1 : 1	n/a
IT Engineers	2 / 2	1 : 1	5 days
IT Procurement Managers	2 / 2	1 : 1	n/a
IT Project Engineers	2 / 2	1 : 1	11 days
IT Service Desk Technicians	2 / 2	1 : 1	20 days
Motion Designers	2 / 2	1 : 1	46 days

Annex E

Vacancy Data for December 2023 to February 2024

Assorted Industries
Agriculture, Horticulture and Outdoor Activities
Hospitality, Food & Tourism
Performing Arts
Personal Services

All Marches

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

Annex E
Assorted Industries

Agriculture, Horticulture and Outdoor Activities Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
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Posting Intensity
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Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Gardeners	19 / 11	2 : 1	21 days
Hatchery Managers	24 / 8	3 : 1	43 days
Farm Workers	11 / 7	2 : 1	25 days
Landscapers	8 / 5	2 : 1	7 days
Greenskeepers	6 / 4	2 : 1	33 days
Grounds Maintenance Workers	6 / 4	2 : 1	27 days
Herdsmen	6 / 4	2 : 1	45 days
Primary School Teachers	5 / 4	1 : 1	33 days
Arborists	7 / 3	2 : 1	28 days
Early Years Teachers	3 / 3	1 : 1	13 days
Grounds Maintenance Operatives	8 / 3	3 : 1	46 days
Groundspeople	10 / 3	3 : 1	32 days
Maintenance Team Leaders	5 / 3	2 : 1	6 days
Poultry Nutritionists	11 / 3	4 : 1	n/a
Support Workers	18 / 3	6 : 1	n/a
Youth Workers	3 / 3	1 : 1	19 days
Cleaning Operatives	14 / 2	7 : 1	n/a
Custom Installers	14 / 2	7 : 1	n/a
Farm Apprentices	2 / 2	1 : 1	n/a
Higher Level Teaching Assistants	2 / 2	1 : 1	n/a

Annex E continued
Assorted Industries

Hospitality, Food & Tourism
Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

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Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.
Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Cleaners	692 / 223	3 : 1	31 days
Kitchen Assistants	168 / 72	2 : 1	25 days
Housekeepers	164 / 67	2 : 1	30 days
Cleaning Operatives	180 / 64	3 : 1	29 days
Kitchen Porters	157 / 62	3 : 1	37 days
Catering Assistants	198 / 52	4 : 1	25 days
Baristas	142 / 48	3 : 1	36 days
Team Members	159 / 44	4 : 1	34 days
Wait Staff	107 / 44	2 : 1	24 days
Bar Staff	82 / 35	2 : 1	28 days
Chefs	108 / 35	3 : 1	28 days
Housekeeping Assistants	100 / 31	3 : 1	25 days
Kitchen Team Members	74 / 29	3 : 1	45 days
Cooks	54 / 26	2 : 1	30 days
Front of House Staff	44 / 24	2 : 1	26 days
Domestic Assistants	63 / 21	3 : 1	32 days
Domestic Cleaners	37 / 21	2 : 1	30 days
Sous Chefs	53 / 19	3 : 1	7 days
Cleaning Assistants	36 / 18	2 : 1	11 days
Head Chefs	44 / 18	2 : 1	16 days

Annex E continued
Assorted Industries

Performing Arts Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Performers	3 / 2	2 : 1	44 days
Housemen	1 / 1	1 : 1	34 days
Instrumental Music Directors	1 / 1	1 : 1	n/a
Support Workers	23 / 1	23 : 1	n/a
Team Leads	1 / 1	1 : 1	43 days
Video Production Managers	1 / 1	1 : 1	n/a

Annex E continued
Assorted Industries

Personal Services Vacancy Data
December 2023 to February 2024
All Marches

Unique Postings of Online Job Vacancies

Unique Postings
Where a job, though posted on multiple sites, is reduced to one unique posting to ensure the statistics represent the actual need.

Posting Intensity
The ratio of total job postings to unique (de-duplicated) job postings. The posting intensity can indicate where roles are harder to fill, and the employer has added the role to multiple sites via agencies or directly.

Caveat: The person posting the vacancy selects the category and this can mean that you have random outliers within a themed group. N/A simply means that there were one or more that were removed making the median impossible to calculate.

Source: Lightcast

Top Posted Job Titles

Job Title	Total/Unique (Dec 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Laundry Assistants	19 / 12	2 : 1	24 days
Hairdressers	38 / 10	4 : 1	14 days
Registered Veterinary Technicians	11 / 10	1 : 1	23 days
Barbers	14 / 9	2 : 1	34 days
Veterinary Assistants	14 / 9	2 : 1	27 days
Apprentices	36 / 7	5 : 1	56 days
Dog Groomers	9 / 7	1 : 1	31 days
Beauty Therapists	19 / 5	4 : 1	30 days
Funeral Services Assistants	14 / 5	3 : 1	28 days
Veterinary Nurses	6 / 4	2 : 1	7 days
Advisors	15 / 3	5 : 1	n/a
Dog Walkers	3 / 3	1 : 1	24 days
Funeral Arrangers	9 / 3	3 : 1	26 days
Pet Sitters	3 / 3	1 : 1	29 days
Seamstresses	3 / 3	1 : 1	n/a
Upholsterers	9 / 3	3 : 1	n/a
Beauty Advisors	2 / 2	1 : 1	26 days
Hair Stylists	8 / 2	4 : 1	30 days
Kennel Assistants	2 / 2	1 : 1	n/a
Veterinary Surgeons	2 / 2	1 : 1	23 days

THE EMPLOYER'S VOICE
MARCHES LSIPs PROJECT

Stage 2 – March 2024
UPDATE

Funded by
UK Government

Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

ANNEX No. 7

Additional Information on

CAREERS ADVICE

CAREERS & ENTERPRISE COMPANY

The Careers and Enterprise Company provide a range of services to support careers advice within schools and colleges across the Marches. Helping to bring volunteer businesses into the learning environment to ensure students understand the vast array of career paths and training types that are available. Careers advice and support comes through many additional channels, such as local authority skills and careers events, FE colleges and university events for school aged children. Bringing employers into the school environment or providing taster work placements is proven to raise awareness of sectors, increase interest and enthuse pupils to explore the possibilities a sector offers.

List of contents

Marches Careers Hub briefing paper for LSIP stage 2.

Useful Links

https://www.marchescareershub.co.uk/

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Marches LSIPs
Local Skills Improvement Plan

Shropshire Chamber of Commerce

Herefordshire & Worcestershire Chamber of Commerce

MARCHES CAREERS HUB – BRIEFING PAPER FOR MARCHES LOCAL SKILLS IMPROVEMENT PLAN (LSIP) STAGE 2

Purpose

The purpose of this paper is to provide an overview of the Marches Careers Hub project that clearly demonstrates its strategic importance to the local education and business engagement eco system. It also seeks to outline how the project can provide a framework for the delivery of key actions arising from the findings of the LSIP Stage 2 process.

Scope

The Marches Careers Hub was established in 2018. It is funded by a Department for Education (DfE) grant which is awarded through a contract with the Careers & Enterprise Company (CEC). This is augmented, as a requirement of the contract, by financial contributions from the Marches Local Enterprise Partnership (LEP) and our local authority partners (Herefordshire, Shropshire and Telford & Wrekin Councils).

The Marches Careers Hub is tasked with driving tangible improvements in careers education with schools and colleges across the Marches (as measured through the Gatsby Benchmarks). This improvement is achieved through separate but complementary actions, including:

- The provision of local support for 65 secondary schools and colleges by employed Enterprise Co-ordinators who are embedded within our local authority partners and, since 2021, led by a full-time Strategic Careers Hub Lead. These act as objective, specialist advisers on achieving best practice within careers education;
- Recruiting and managing business volunteers (Enterprise Advisers) who work with schools and colleges. This ensures that senior education leaders have access to a strong business voice which provides insight into employer needs and highlights local labour market opportunities;
- The creation of a network of Cornerstone Employers. These act as champions for school engagement and encourage the involvement of their staff, wider supply chains and networks, establishing another key link between institutions and the business community;
- Enabling access to national and local resources which provide opportunities to demonstrate links between curriculum and careers, successful approaches to parental engagement and proven methods for meaningful encounters between education and the world of work;
- Meeting the requirements of Provider Access Legislation by highlighting the importance of technical and vocational pathways and promoting local provision through colleges and independent training providers;
- Providing routes for school and college staff who lead on careers education activities to undertake professional development and gain sector leading qualifications;

- The development of projects to overcome local challenges which meet the needs of employers and target areas of disadvantage.

Current position and opportunities for further development

- Since its inception, the Marches Careers Hub has led a sustained improvement in the quality of careers education being delivered within its 65 Hub institutions. Measured through the achievement against all 8 Gatsby Benchmarks, performance in careers education by institutions, as a whole, has improved from 30% in 2018 to 71% in 2023 .

- The high-quality support provided through the Hub, and its consistency across the functional economic geography of the Marches, has deepened relationships with educational institutions, key employers and wider stakeholders.

- Alignment with national careers education policy provides reassurance that the Hub's Enterprise Co-ordinators are acting impartially and in the best interests of local schools and colleges, and wider Marches economy.

- The Marches Careers Hub has simplified messages to employers about the benefits of school and college engagement, developing their own early careers programmes and nurturing a future talent pipeline. It promotes the CEC's Employer Standards framework which helps businesses understand excellence in careers education outreach. The Hub also provides a range of engagement opportunities for local employers, current examples include:
    - hosting teacher encounters to build teachers' understanding of local employment opportunities and employer need;
    - becoming volunteer Enterprise Advisers;
    - releasing staff to attend careers events, promote their sectors and build understanding of employers' expectations and needs.

- The Marches Careers Hub's network of business volunteers (Enterprise Advisers and Cornerstone Employers) and staff (the Strategic Careers Hub Lead and Enterprise Co-ordinators) can continue to provide valuable further input on skills needs across the Marches based on intelligence gathered through their work with local schools and colleges.

- The development of a bespoke governance structure for the Marches Careers Hub, including a Steering Group with a private sector Chair, has enabled effective project oversight by partners and provides a framework for future project delivery.

Hollie Whittles

Chair, The Marches Careers Hub Steering Group

March 2024