Staffordshire Chambers of Commerce.

Skills Hub RESEARCH

STOKE-ON-TRENT & STAFFORDSHIRE

Local Skills Improvement Plan

Funded by UK Government

This Local Skills Improvement Plan has been approved by the Secretary of State in line with the approval criteria set out in the statutory guidance.

CONTENTS

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1 FOREWORD

The development of the Stoke-on-Trent and Staffordshire Local Skills Improvement Plan has come at a momentous time for skills and education. On the brink of several phenomenal opportunities which will grow the economy for decades, now is the time for the partnership between colleges, universities, training providers and businesses to create something new together.

Over the last six months, we at Staffordshire Chambers of Commerce, the business representative organisation charged with the task of bringing the LSIP to fruition, have been struck by the commitment of colleges, universities and training companies to provide excellence; by the passion of local authorities in wanting the very best for the people of the area; and by the overwhelming ambition of the businesses we have engaged. There is such a belief in the need for a better system and more ways of engaging as a partnership which shines through in the willingness to support the LSIP implementation to drive change.

Yet an overriding issue has been that the current system is cumbersome. It is difficult to balance or manage the differing priorities of learners, funders, and business needs. As a result, there are anomalies that arise such as courses that are wanted by businesses but attract few learners, or courses that are funded but are not quite what businesses want.

Talent development for many is what gives companies a clear competitive edge, yet they feel they are asked to train for the greater good and work together with their competitors. And there are businesses who rarely train their staff or take on new apprentices and who do not see the impact that this investment will bring to their aspirations for growth. The LSIP is also to address the underrepresented groups to ensure they have access to all levels of education, along with the focus on maintaining and strengthening a strong training pipeline at levels one and two, to provide routes to higher level skills that are now well represented in the LSIP.

So, the LSIP is a call to action for both the demand and supply side of the skills agenda to work together – the system needs more businesses to engage and see skills investment as beneficial and for providers to do more promotion of the benefits to business, not only to the individual learner.

Stoke-on-Trent and Staffordshire's geography means that we can benefit from developments across the East and West Midlands. With the amazing developments for the advanced logistics sector at Junction 16, the Midlands Freight Interchange, and the freeport development at East Midlands Airport; the applied digital healthcare at Staffordshire University and the medical school at Keele University; the burgeoning games sector prompted by the Silicon Stoke partnership; the hydrogen corridor developments along the A50; new investors into the area such as Pets at Home and the Home Office; the Advanced Materials research at Lucideon; the development of the Great British Railways in Derby; the Advanced Manufacture in Construction (AMC) group in the West Midlands Combined Authority; the influence of Keele University in the Space Innovation Group – all show the promise and give us the levers to make a difference to the people and businesses of the area.

As an area, we are fortunate to have an Institute of Technology which is both a new physical space in Stafford and a partnership with colleges and universities. It is an exemplar of how businesses can get engaged, to everyone's benefit, in the changes needed in the skills system. The employers we have spoken to, who are engaged, are excited about the potential and keen to show others how to develop this approach.

The LSIP implementation will involve all stakeholders and will help businesses stay involved and work with partners to achieve high education standards, effective technical skills at all levels and with good progression routes. There is a strong drive to ensure that no-one gets left behind as the area, poised on the cusp of new opportunities, uses skills and ambitious businesses to drive inclusive economic growth.

We are all ready for the challenge and can't wait to get started.

2 INTRODUCTION

This Local Skills and Improvement Plan (LSIP) for Stoke-on-Trent and Staffordshire has been led and co-ordinated by Staffordshire Chambers of Commerce in collaboration with key partners, training providers and businesses.

The challenges, opportunities and key priorities for change have been identified through detailed analysis of labour market, skills, and sector-based trends, coupled with an extensive programme of consultation and engagement. As a result, and as recommended in guidance provided by the Department for Education, this LSIP focuses on the key actions identified through this engagement and collaboration to address the skills and workforce challenges identified in Stoke-on-Trent and Staffordshire that will make post-16 technical education more responsive and closely aligned to the identified challenges.

This will support the improvement of skills across the region, supporting the economic growth, productivity and innovation of businesses and the local economy.

The remainder of this document follows the recommended structure for an LSIP:

Section 2 outlines the priorities of the Stoke-on-Trent and Staffordshire LSIP and presents the skills, labour market and economic context that underpin these priorities. It also presents the vision and objectives identified to guide this LSIP.

Section 3 presents the evidence collected by the Stoke-on-Trent and Staffordshire LSIP, emphasising the opportunities and challenges within the skills system that underpin the recommendations identified.

Section 4 summarises the key actions identified for the Stoke-on-Trent and Staffordshire LSIP and the approaches to governance and benefits realisation to guide their delivery.

3

LSIP PRIORITIES

3 LSIP PRIORITIES

This section sets out what partners across Stoke-on-Trent and Staffordshire are trying to achieve articulated in the LSIP vision and strategic objectives. It also summarises the crucial trends, opportunities and challenges within the key sectors that are the focus of this LSIP.

These key sectors are presented on the right, building on the priority sectors identified in the Stoke-on-Trent and Staffordshire Strategic Economic Plan (SEP) and the extensive sector-based evidence that has been developed by partners as part of the Skills Advisory Panel Board[1].

This LSIP also recognises the important cross-cutting sector themes of digital skills, net zero and green skills and the significant role they will play now and in the future for all sectors of the economy.

UNESO define digital skills as "a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities at large". They are critical skills for all businesses supporting the development of basic digital/IT skill through to high-level skills such as AI, automation and big data.

Net zero and green skills are important in generating trade and employment opportunities across all sectors whilst simultaneously supporting businesses to work towards the UK Government's Net Zero target by 2050[2].

Using the UK's Green Skills Taskforce report[3] definition of Green Jobs, our LSIP focusses on any employment in an activity that directly contributes to - or indirectly supports - the achievement of the UK's net zero emissions target and other environmental goals, such as nature restoration and mitigation against climate risks.

Key LSIP Sectors

Engineering and advanced manufacturing, including ceramics

Advanced logistics

Health and social care

Construction including modern methods of construction

Decarbonisation and Energy distribution

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[1] **https://www.stokestaffslep.org.uk/skills-advisory-panel-board/**
[2] https://www.gov.uk/government/publications/net-zero-strategy
[3] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003570/gjtf-report.pdf

3.1 STOKE-ON-TRENT AND STAFFORDSHIRE LSIP VISION AND OBJECTIVES

The Stoke-on-Trent and Staffordshire LSIP vision statement builds on our existing strong skills infrastructure to transform and improve attainment, support residents into better paid jobs which will drive economic growth, productivity, and innovation in the region.

The LSIP report is built on engagement and collaboration, economic analysis and the prevailing policy context and on the area's strengths, assets, issues and opportunities and looks to the future. The LSIP vision statement is presented below and Roadmap for Change emphasises the action points to deliver on the vision and objectives:

Stoke-on-Trent and Staffordshire LSIP – Vision

"Improve opportunities for the current and emerging workforce in the Stoke-on-Trent and Staffordshire region, by developing an exemplary strategic partnership with all local providers and employers. This will create a dynamic skills system and ensure that everyone's potential is reached, increasing prospects for more fulfilling careers, higher valued and better paid jobs to increase business growth, productivity, and investment in a rapidly changing world now and in the future".

Objective 1: Ensure a more comprehensive match between the demand for, and supply of, the skills that employers most need to thrive and boost their growth and productivity.

Objective 2: Help support collaboration between providers, businesses, and public sector stakeholders to deliver a more responsive and future-facing skills system in the region.

Objective 3: Increase awareness and accessibility of provision and address barriers to progression, especially for the adult workforce and those from diverse backgrounds, disadvantaged communities, and under-represented groups.

Objective 4: Recognise that improving the supply of skills must be accompanied by demand-side measures with greater employer engagement and understanding of the benefits of training.

Objective 5: Ensure that there are effective pathways for learners to achieve their potential and ambitions, from foundation through to higher technical qualifications

Objective 6: Support individuals in Stoke-on-Trent and Staffordshire through enhanced careers guidance to gain the best skills to realise their aspirations and potential to find employment in the area.

Roadmap for Change

1. Improved co-ordination and collaboration
2. Simplified and flexible skills system – More responsive to employers needs
3. Addressing staff recruitment and challenges in education
4. Development of Skills Growth Maps on cross-cutting themes
5. Unlocking further opportunities in apprenticeships
6. Promoting and developing best practice in business
7. Careers Transition Period
8. Use local knowledge and best practice to influence the skills system

THE STOKE-ON-TRENT AND STAFFORDSHIRE ECONOMY

The Stoke-on-Trent and Staffordshire region is a major UK growth opportunity being strategically located in the heart of the West Midlands. The region benefits from excellent road and rail links to neighbouring major urban conurbations in Manchester and Birmingham as well as major transport infrastructure and international travel connections offered by Manchester, Birmingham and East Midlands airports.

Stoke-on-Trent and Staffordshire is central to the UK's transition to a net zero and highly connected economy. It offers clear growth potential as a centre of advanced manufacturing, logistics and energy innovation by building on its excellent transport links; it's existing sectoral strengths and the exceptional assets such as Keele University's investment in the Smart Energy Network Demonstrator and the availability of strategically located employment sites.

Stoke-on-Trent and Staffordshire LEP's Industrial Strategy features the major opportunities presented by the area's economy but also the challenges to growth. Significant opportunities are presented by the scale of major infrastructure investments within the sub region that all create significant employment and skills opportunities. These include:

- **HS2** – Construction of HS2 in between London and Birmingham is currently underway with Phase one, which is due to open between 2029 and 2033, already generating 29,000 jobs. Phase 2a of HS2 will provide a new high speed railway line passing directly through Staffordshire, linking the northern end of Phase One at Fradley in the West Midlands to Crewe in Cheshire with services stopping at Stoke-on-Trent and Stafford. This phase of works is anticipated to generate 6,500 jobs with construction due to be complete between 2035 and 2040. It will also create opportunities for further opportunities for investment, bringing further job and supporting the area to level up.

- **The West Midlands Strategic Rail Freight Interchange** – A 300-hectare development located to the south of Penkridge, adjacent to the West Coast Mainline and M6 Junction 12. It will provide the largest rail-served logistics development in the UK that will generate up to 8,000,000 square foot of logistics and a forecast 8,500 new jobs over the next 10 years.

- **Hydrogen Valley** – Partners in Staffordshire are proposing Hydrogen as a potential investment zone that builds on key anchor employers such as JCB, Toyota UK, Alstom, Rolls Royce and Bentley. The package of investment along the county's key transport corridors could create a £12bn economic boost and help to unlock over 12,000 jobs[5].

- **Meecebrook** – A proposed new Garden Community that could see 6,000 new homes, health facilities, schools, transport links and jobs in Cold Meece, near Yarnfield in the north of Stafford Borough. Meecebrook was successful in being included in the Government's Garden Community Programme and would make a significant contribution to Stafford Borough's plans for 10,000 new homes over the Local Plan period to 2040.

- **Delivering strategic employment sites:**

  - **Ceramic Valley Enterprise Zone** – The Enterprise Zone comprises 6 key sites along the A500. The Enterprise Zone has led to 2,300,000 square feet of land being developed, generating £18.55m in Gross Value Added (GVA) for the local economy. Further development is in the pipeline with the Chatterley Valley site, at the centre of the Ceramic Valley Enterprise Zone, having recently been unlocked by investment from Stoke-on-Trent City Council, Staffordshire County Council and the Kidsgrove Town Deal. The site has potential to generate 1,700 new jobs.

  - **i54** – The i54 business park is a 300-acre site located next to junction 2 of the M54 and has developed an international reputation for advanced manufacturing. The site's strategically advantageous location has attracted several global companies including Aerospace company MOOG, food testing specialists Eurofins, International Security Printers and Jaguar Land Rover. The Western extension was completed in 2022 and when the site is fully occupied will support up to 4,000 jobs. The site is a strategically important employment site for the local economy with half of those being employed living within a 10-mile radius.

- **Stafford station gateway** - The Stafford Station Gateway will transform Stafford's western approach into a new destination to live and work, whilst embedding itself with Stafford Railway Station as a connected transport hub bringing together Stafford's western neighbourhoods and the Town Centre. The development will deliver circa 3,000 sq.m of new Grade A office space, up to 9,850 sq.m of smaller workspaces, 1,000 residential dwellings including a mix of townhouses and apartments, 1,400 sq.m of new ancillary retail and leisure space, high quality jobs, a new hotel, a multi storey car-park, a new Innovation Hub and high quality public realm and open spaces.

Major investment provides an opportunity to address challenges facing the Stoke-on-Trent and Staffordshire economy such as low productivity and the predominance of lower value occupations. Despite economic activity rates being high and unemployment rates below the national average, there is a need to address skills and labour market challenges to allow the local economy to reach its full potential, as well as supporting the underrepresented communities. For instance, the Employment and Skills Strategy for Stoke-on-Trent and Staffordshire identifies challenges such as:

- Young people's attainment at school lagging behind the national average, particularly in Stoke-on-Trent. For instance, average attainment 8[6] scores for all pupils in Stoke-on-Trent stood at 43.5 in 2012/22, below the Staffordshire and England scores (47.3 and 48.9 respectively), figures that are all higher than in 2018/19 but that have declined since 2020/21[7]. Progress from GCSE education also shows a varied and challenging picture across the sub region with the proportion of young people that are NEET and NEET not known at 5.1% in Staffordshire and 14.1% in Stoke-on-Trent, compared to 7.3% in England[8].

- A working age population that is declining at a faster rate than the national and regional averages with an estimated one in two people forecast to be of pensionable age in Staffordshire by 2041. This confirms the need to retain and attract younger working age residents and increases the need for workers to be more productive with better skills.

- A reduction in the proportion of residents with no qualifications to close the gap on the national average and remain below the West Midlands average.

- Below average growth in apprenticeships in construction, with declining apprenticeships in health and social care and engineering and manufacturing.

Stoke-on-Trent and Staffordshire is well placed to continue addressing the challenges and opportunities outlined above. The area has a high quality and comprehensive learning and skills sector including: -

- Six high performing local colleges who all have an OFSTED rating of Good or Outstanding, who are helping increasingly more young people and adults to achieve higher technical skills.

- Two leading local universities, with world class facilities, technologies and specialisms, which are developing a diverse range of highly skilled talent to support local businesses, the upskilling of a local workforce and to support to develop and grow new businesses in the region.

- A strong and varied network of independent training providers, which are supporting businesses with talent development and quality accredited and non-accredited training.

- A range of high-quality Careers Education, Information, Advice and Guidance (CEIAG) delivered through local and national providers to support the development of a future highly skilled workforce.

It is a sector that already proactively responds to the needs of employers and is benefitting from significant levels of capital investment in its campuses. This pipeline includes major investments such as:

- The Stoke-on-Trent and Staffordshire Institute of Technology (IoT). Opening in 2024, the IoT brings together a consortium of providers from across the LSIP area including Newcastle & Stafford Colleges Group, Burton & South Derbyshire College, Keele University and Axia Solutions. Plans are well-advanced to broaden the partnership to include further education institutions in Stoke-on-Trent and South Staffordshire. Working with key local and national employers, the IoT will provide new programmes in priority STEM areas to enable young people and adults gain higher-level qualifications and support local businesses to innovate. The IoT will deliver T-Levels, HTQs, degree programmes and apprenticeships in: engineering & advanced manufacturing & logistics; technical construction professions; computing & digital; health & science; and business management."

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[6] **Attainment** 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects.
[7] Source: Department for Education. Explore education statistics.
[8] Source: Participation in education, training and NEET age 16-17 by Local Authority, Department for Education. 2022

A new £30m Tamworth campus for South Staffordshire College due to open in 2025. The new campus will provide a high-quality teaching and learning environment through a mix of general teaching spaces, specialist teaching spaces - such as workshops and labs - learning and study spaces, support spaces and public-facing teaching spaces.

• The new Skills and Innovation Centre opening in September 2023 at Stafford College will provide high quality facilities for the delivery of training in engineering & advanced manufacturing, construction and sports training. Engineering facilities will focus on modern technologies including computer-controlled machining, engineering design and electrical & hybrid vehicle maintenance and repair. Construction facilities will include modern craft workshops alongside professional training including building design and management. The building will also include a four-court sports all, gymnasium and a 300-seat auditorium.

• Stoke-on-Trent College is benefiting from £13m from the Capital Transformation Fund 2022-2025 and other sources to create new facilities in 2023 and 2024. A brand-new building at their Cauldon Campus will build on and connect to the state-of-the-art Digital and Creative Hub established in 2019. This will further support Digital and Creative Industries through a showcase classroom and further investment in digital

and higher-level skills at level 4 and above. All digital suites and immersive classrooms will be equipped with cutting-edge computer workstations, Learners and employers have full access to innovative technology including Lidar scanning, 3D Printing, virtual reality (VR), motion capture, visual effects (VFX), drones and an eSports labs.

• The City of Stoke-on-Trent Sixth Form College opened its new Centre for Medical and Healthcare Science in April 2023 which has state-of-the-art classrooms, laboratories, research facilities, and simulation rooms. The innovative design of the facility includes connected rooms with dividing walls, providing a seamless and flexible education experience for students. Equipped with the latest technology, including simulation rooms and resources, students will have access to the tools they need to excel in their studies. The extension will be able to accommodate an additional 432 learners, providing the local area with more students who possess the key skills necessary to make significant contributions to the region and chosen career paths.

These investments will be key to tackling the skills challenges, both foundation and higher skills needs that employers will require now and in the future. They are key assets to overcome a number of challenges set out in this LSIP.

PRIORITY SECTORS

The priority sectors identified in Stoke-on-Trent and Staffordshire LSIP build on the research undertaken by the Stoke-on-Trent and Staffordshire Local Enterprise Partnership (SSLEP) and it's Skills Advisory Panel (SAP) The SAP has developed a significant evidence base to inform the skills agenda which has supported the resulting LSIP key priority sectors including:

Engineering and advanced manufacturing, including ceramics

Advanced logistics

Health and social care

Construction including modern methods of construction

Decarbonisation and Energy distribution

In addition, the LSIP, through the evidence base of the SAP has identified the cross sector need for new and emerging digital skills, skills for new technology adoption including AI, automation and machine learning as well as basic digital and IT skills requirements and also the need for new skills and roles to support the development of the Net Zero and Green Economy supporting businesses to work towards the UK Government's Net Zero target by 2050[9].

The following summarises the evidence collated by the LSIP and SAP to identify the key opportunities and threats for the priority LSIP sectors within Stoke-on-Trent and Staffordshire as well as identifying the key occupational and skills gaps. More detailed sector profiles are presented in Appendix E. An in-depth review of priority sectors, occupations, associated IfATE pathways and skills gaps across the priority sectors is presented in Appendix D.

Engineering and Advanced Manufacturing, Including Ceramics

3.3.1 Engineering and Advanced Manufacturing, Including Ceramics

National context

- The UK manufacturing sector employs an estimated 2.5m people and generated an estimated £183bn of output in 2022[10].

- Opportunities for growth include 're'shoring' the adoption of new technologies such as AI and automation and the green economy including through the adoption of electric vehicles as well as low carbon and renewable energy.

Stoke-on-Trent and Staffordshire context

- This demonstrates the sector's importance locally, accounting for 60,000 jobs across more than 2,700 businesses. It accounts for 12% of jobs locally, above the national and regional average, and 14% of GVA.

- Key local employers include JCB, Michelin, Jaguar Land Rover, Moog, and Zytek.

- Occupations in high demand include metal working production and maintenance; vehicle technicians, mechanics, and electrician; architects and systems designers; design and development engineers; welders; mechanical engineers and engineering technicians.

- The Stoke-on-Trent and Staffordshire Skills for Growth Survey[11] highlights that the sector experiences recruitment difficulties driven by a lack of candidate interest in entry and training roles. There is a pressing need to train and re-train to address the sector's ageing workforce and address growing demand for technological skills such as robotics, electronics, engineering and design skills related to machining and additive manufacturing.

Stoke-on-Trent and Staffordshire Occupation Gaps

- Occupation gaps raised through the online survey and forum events include production managers, directors in manufacturing/engineering, engineering operatives, engineering technicians, mechanical engineers, electrical engineers, environment engineers, machining technicians, health and safety, welding and fabrication roles.

- Ceramics specific occupation gaps include ceramic manufacturing operator, environmental compliance technicians, process technician and senior improvement leaders.

Stoke-on-Trent and Staffordshire Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include robotics, artificial intelligence, data analytics, virtual design and modelling, electrical/electronic engineering design, numeracy, leadership and management, communication skills, basic digital skills.

9 https://www.gov.uk/government/publications/net-zero-strategy
10 Source: UK manufacturing. The Facts: 2022. Make UK
11 Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

Construction

3.3.2 Construction

National context

- The UK construction sector employs 1.4m workers with new orders valued at £72,578m in 2021.

- Growth in the sector is being driven by infrastructure spending whilst opportunities exist to capitalise on modern methods of construction, digitalisation and demand for green skills such as retrofitting technology.

Stoke-on-Trent and Staffordshire context

- The Construction sector in Stoke-on-Trent employs an estimated 24,000 people, accounting for over 5% of total employment and 8% of Gross Value Added. Key employers in Stoke-on-Trent and Staffordshire include Novus Property Solutions, Unitas Stoke-on-Trent, J Murphy & Sons, and Taylor Wimpey.

- The Stoke-on-Trent and Staffordshire Skills for Growth Survey[12] found that half of construction companies that tried to recruit experienced difficulties in doing so.

- Occupations in high demand locally include electricians and electrical fitters, fork lift truck drivers, production managers and directors and construction building trades.

Stoke-on-Trent and Staffordshire Occupation Gaps

- Occupation gaps raised through the online survey and forum events include industrial roofing, plumbers, electricians, gas engineers, bricklayers, carpenters, mechanical engineers, architects, quantity surveyors, construction assemblers, building services and retrofitting.

Stoke-on-Trent and Staffordshire Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include numeracy, retrofitting (solar panels, sustainable heating & water systems, wall insulation), MMC (prefab & steel construction), digital construction design (AI/VR), leadership and management.

[12] Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

3.3.3 Advanced Logistics
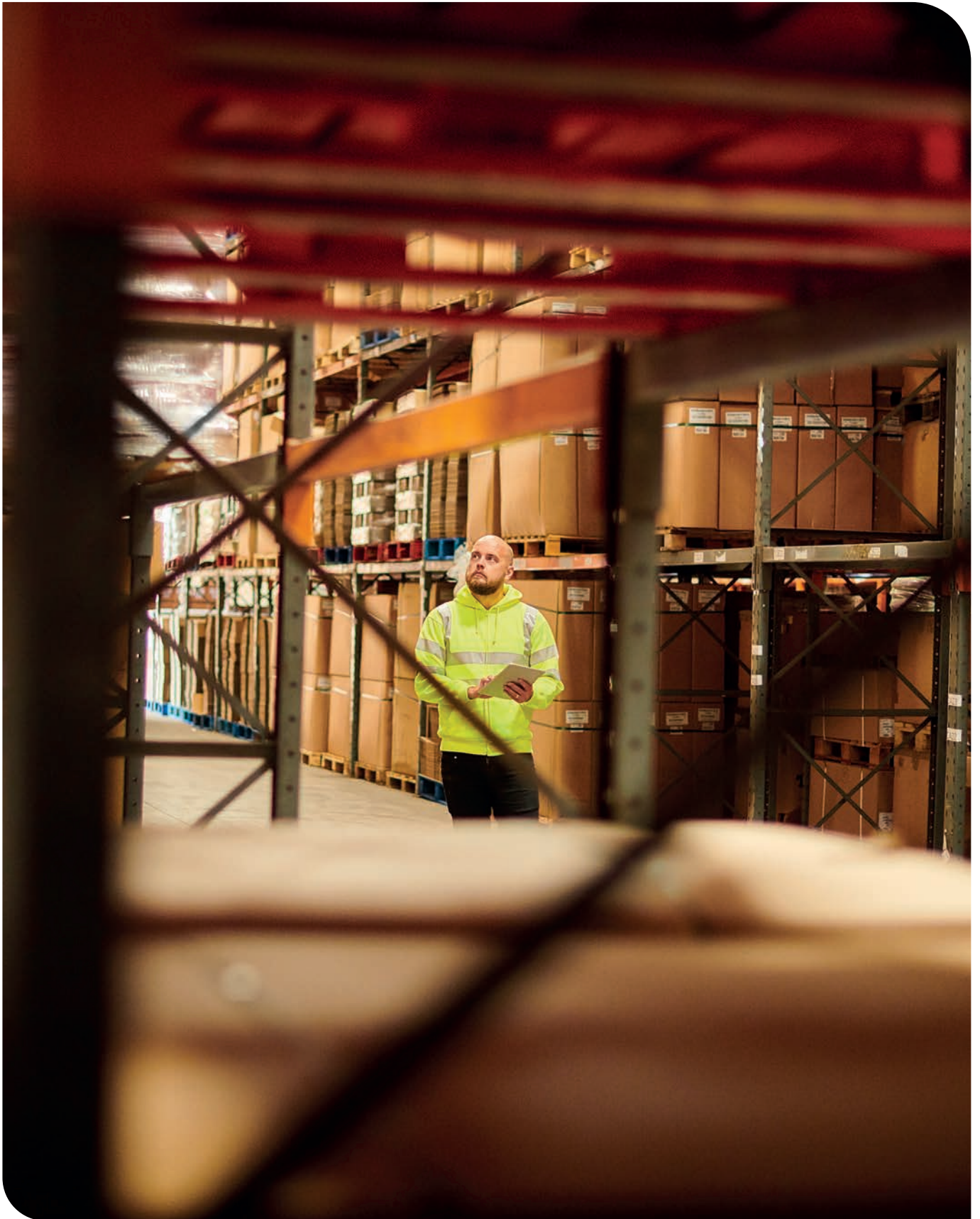
3.3.3 Advanced Logistics

National context

- Around 2.7 million people in the UK work in logistics, approximately 8.7% of total jobs. The sector contributes £124 billion of GVA per annum to the UK economy representing 10% of the contribution to the UK non-financial business economy.

- The sector has grown due to the rise in e-commerce and the adoption of automated practices. However, the sector suffers from low productivity, skills gaps and skills shortage vacancies.

Stoke-on-Trent and Staffordshire context

- The logistics sector has increased by 14,000 jobs in Stoke-on-Trent and Staffordshire since 2011. The sector has 21,700 available roles locally and is worth £1.3bn in GVA per annum.

- Key employers include DHL, Amazon, Fedex and Royal Mail as well as several freight, warehousing and haulage businesses including Browns Distribution, Hawkins Logistics and Wincanton.

- Planned development at Chatterley Valley and the £1bn West Midlands Interchange will further strengthen the sector locally.

- Occupations in high demand locally include elementary storage occupations; van and large goods vehicle drivers; managers and directors in storage and warehousing; transport and distribution clerks; fork-life truck drivers; managers and directors; rail transport operatives; postal workers and couriers.

- The Stoke-on-Trent and Staffordshire Skills for Growth Survey[13] identifies that 50% of businesses within the sector experiences 50% experienced difficulties recruiting for vacant roles in the last 12 months whilst over 60% of businesses experienced hard to fill vacancies was a lack of skilled operational staff.

Stoke-on-Trent and Staffordshire Occupation Gaps

- Occupation gaps raised through the online survey and forum events include robotic-maintenance/development, transport manager, advanced driver CPD, delivery operative, supply chain operatives through to management (L2-L4), mechatronics maintenance, large good vehicles drivers, express delivery operative, fleet manager and logistics operations maintenance manager.

Stoke-on-Trent and Staffordshire Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include robotics, robotics/automation, computer programming, data analysts, numeracy, procurement, supply chain & logistics operations management, leadership and management/

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[13] Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

Health and Social Care

3.3.4 Health and Social Care

National context

- There are currently over 100,000 businesses and approximately 4.5 million people working within the Health and Social Care sector in the UK which is estimated to be worth £145 billion GVA to the national economy.

- The sector faces significant labour shortages and skills gaps nationally.

Stoke-on-Trent and Staffordshire context

- Locally, the sector consists of approximately 1,400 businesses, over 64,000 employees and contributes approximately £2.3bn per annum to the area in GVA, which is 9.8%

- The health and social care sector within Stoke-on-Trent and Staffordshire consists of approximately 1,400 businesses, over 64,000 employees and contributes approximately £2.3bn (9.8%) per annum to the area in GVA.

- Occupations in high demand locally care workers and home carers; nursing auxiliaries and assistants; residential, day and domiciliary care managers and proprietors; medical practitioner; youth and community workers; health services and public health managers and directors; Physiotherapists; Pharmaceutical technicians and Pharmacists.

- The Stoke-on-Trent and Staffordshire Skills for Growth Survey[14] found that 73% of employers were actively recruiting for vacant roles and 71% experienced difficulties in recruitment during the last twelve months.

Stoke-on-Trent and Staffordshire Occupation Gaps

- Occupation gaps raised through the online survey and forum events include care managers, care workers, health support worker, community workers, lead practitioner in adult care, registered nurse, occupational therapist and specialist community & public health nurse.

Stoke-on-Trent and Staffordshire Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include mobile/digital monitoring technologies, data analytics, digitalised working practices, client safety & wellbeing management, mental health (inc first aid), leadership and management and numeracy.

[14] Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

3.3.5 Decarbonisation and Energy Distribution
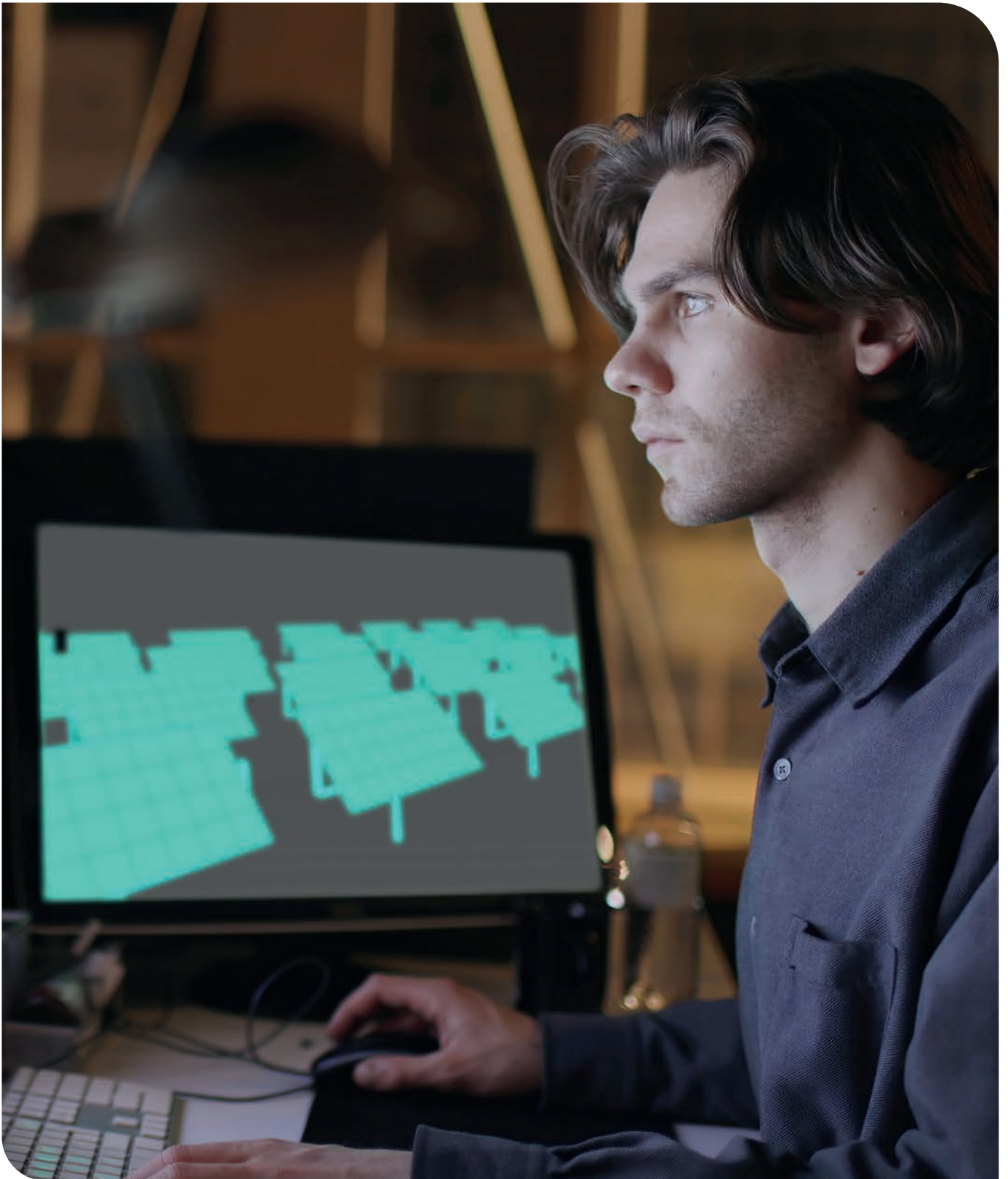
3.3.5 Decarbonisation and Energy Distribution

National context

- The transition to net zero is expected to generate substantial new employment opportunities. The Energy Innovation Needs Assessment (EINA) identifies a £27bn GVA opportunity in 2050, potentially supporting 30,000 jobs.

Stoke-on-Trent and Staffordshire context

- An opportunity to build on key local employers such as Alstom, ABB and Siemens Wind Power.

- Significant opportunity to capitalise on key projects and strategic initiatives such as Keele University's Smart Energy Network Demonstrator (SEND) and HyDeploy Project; Zero Carbon Rugeley; the Hydrogen technologies Corridor and investment in the area's Further Education estate.

Stoke-on-Trent and Staffordshire Occupation Gaps

- Occupation gaps raised through the online survey and forum events include similar to advanced manufacturing and engineering. These included directors in manufacturing/engineering, engineering operatives, engineering technicians, mechanical engineers, electrical engineers, environment engineers, machining technicians

Stoke-on-Trent and Staffordshire Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include robotics, artificial intelligence, data analytics, virtual design and modelling, electrical/electronic engineering design, numeracy, leadership and management, communication skills, basic digital skills.

Cross Cutting Themes – Digital and Net Zero/Green Skills

3.3.6 Cross Cutting Themes –
Digital and Net Zero/Green Skills

Below is an overview of the occupation and skills gaps that have been identified by all sectors regarding the cross cutting themes of digital and net zero/green skills. A number of these have been raised in the key sectors as well.

Stoke-on-Trent and Staffordshire Digital Occupation Gaps

- Occupation gaps raised through the online survey and forum events include cyber secrutiy technician, digital administrator, artificial intelligence specialist, data analyst/scientist/engineer, digital marketer, social media consultant, graphic designer, coding/programmer

Stoke-on-Trent and Staffordshire Digital Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include basic digital skills including Sage, Excel, Word, online marketing, AR and VR, coding, programming, data analytics, artificial intelligence, cyber security and information security, network cloud system design, basic application of digital skills to drive business productivity and digital product management.

Stoke-on-Trent and Staffordshire Net Zero/Green Occupation Gaps

- Occupation gaps raised through the online survey and forum events include EV charging installers, sustainability advisors, EV mechanics, Net Zero heating engineering, ground/air source heat pumps, hydrogen heating engineers.

Stoke-on-Trent and Staffordshire Net Zero/Green Skills Gaps

- Specific skills gaps that the sector has identified through the online survey and forum events include Net Zero literacy, data analysis, artificial intelligence, energy/waste management, Net Zero/environmental impact measurements, sustainable procurement, EV/Hybrid automated plant, bio-diversity, digitisation of workflows.

4

DEVELOPING THE STOKE-ON-TRENT AND STAFFORDSHIRE LSIP

DEVELOPING THE STOKE-ON-TRENT AND STAFFORDSHIRE LSIP

The LSIP is centred around a roadmap setting out key priorities and changes needed in Stoke-on-Trent and Staffordshire to make post-16 technical education or training more responsive and closely aligned to local labour market needs.

4.1 IDENTIFYING AND TAKING FORWARD LSIP PRIORITIES

The intention is for the LSIP to be developed and implemented in a way which ensures genuine collaboration and cooperation in the best interests of Stoke-on-Trent and Staffordshire, and ensuring that it is openly employer led, whilst working constructively with a range of stakeholders.

To ensure that the LSIP is developed in the manner envisioned, a robust governance structure has been put in place that is based on the creation of four LSIP Forum Groups, which are:

• LSIP Governance Board

• Stoke-on-Trent Subgroup

• Providers Forum

• Employer Forum

The purpose of the LSIP Forum Groups is to support successful development and delivery of the LSIP for Stoke-on-Trent and Staffordshire. More detail on these Forums is set out in Annex B.

The role of the LSIP Governance Board is to provide direction and support the delivery of the LSIP through reviewing and offering comment on the implementation and delivery plans. Further responsibilities of the LSIP Governance Board include:

• Ensuring activity covers the requirements of the LSIP Guidance

• Representing the interests of the range of stakeholders and, in particular (where this applies) the Forum(s) they represent and providing feedback to those groups

• Supporting the LSIP Project Team in identifying and mitigating key relevant delivery risks

• Developing the actionable points for different stakeholders to achieve, ensuring they demonstrate impact and can be measurable

In Phase 2, the role of the LSIP will be to further embed the process across Stoke-on-Trent and Staffordshire, through continued working with employers, providers and local stakeholders to support the delivery of the LSIPs

Roadmap for Change and report annually on its progress. We will continue to strengthen our Governance structure, with additional employers and strategic stakeholders and a refreshed term of reference.

Further deep dives will be conducted with the priority sectors to gather further employer evidence/data of demand, as well as engaging with any additional significant or emerging sectors such as the agriculture/agri-tech sector. Additional data and its analysis will also continue through Phase 2 to support any additional priorities and actions to support providers with curriculum planning and delivery.

Employer forums will be strengthened throughout Phase 2 of the LSIP with the creation of dedicated sectoral forums, representative of a range of employers across Stoke-on-Trent and Staffordshire, ensuring that it also supports underrepresented groups within the region. This will be coupled with strong engagement from local providers and stakeholders to play active roles in these forums. This will look to ensure that employers are fully utilising the provision already available in the local areas including apprenticeships, T-Levels, higher level technical skills.

DATA COLLECTION AND EVIDENCE GATHERING

To support the identification of key priorities and changes required in Stoke-on-Trent and Staffordshire the LSIP process has incorporated a comprehensive data collection exercise comprising both primary and secondary data that provides evidence on the current economic context, local and national skills, jobs, training amongst other topics.

Table 1: Data Collection Methods

Primary Data Collection Methods	Secondary Data Collection Methods
One to one discussion with employers	Research was undertaken into several key policy documents which include:
Employer forums hosted by specialist facilitators	LEP Reports
Deep dive discussion groups in priority sectors	SAP Reports including Metro Dynamics
Partnering with other local ERB organisations groups	Future Skills Unit
Colleges/Training Providers – hosting employer led roundtables	ONS/DWP/NOMIS/Social Mobility Commission
Development of an online employer survey	EMSI/Lightcast data
	NESTA
	FAME

Further information on secondary data sources utilised in the development of the LSIP can be found in Annex B, The Stoke-on-Trent and Staffordshire LSIP has utilised the significant information and data gathered through the SAPs Skills for Growth Survey.

This survey was undertaken in 2022 and aimed to provide an up-to-date evidence base on the key skills needs of businesses and the implications for skills supply locally – with a particular focus on priority growth sectors similar to those identified in the LSIP. The survey engaged with 780 businesses, with good geographical spread across Stoke-on-Trent and Staffordshire. The majority of respondents were small and medium sized business but with an underrepresentation from micro businesses and over representation from large businesses.

The finding of the Skills for Growth Survey have helped to ensure that the findings of this LSIP are representative of the business across Stoke-on-Trent and Staffordshire.

Figure 1: Stoke-on-Trent and Staffordshire LSIP employer survey branding

Summary of key findings

The following sub-sections provide an overview of the key findings and outcomes of the online employer survey and responses from forum events in relation to the current and future skills requirements for the workforce of businesses in Stoke-on-Trent and Staffordshire.

Online Survey

Recruitment

The online employer survey asked businesses to rate the extent to which their workforces have the necessary skills for both the current economic climate as well as for the next 3-5 years. According to the online employer survey 85% of businesses either agreed or strongly agreed that their workforce had the skills needed for the current economic climate compared with only 11% of businesses disagreeing or strongly disagreeing with this statement. However, of these same businesses only 72% either agreed or strongly agreed that their workforce had the skills needed for the economic climate for the next 3-5 years compared with 17% of businesses disagreeing or strongly disagreeing with this statement. The greatest difference between the results came from those businesses strongly agreeing with either statement thus showing greater uncertainty of businesses of the future suitability of their workforce's skillset for the circumstances and requirements of the future economy.

The online employer survey confirmed that two thirds of businesses that took part were planning on recruiting in the next 12 months and businesses were then asked to select from a number of common problems experienced when recruiting. The importance of relevant skills can be seen as the joint most selected problem along with recruiting applicants with the right level of basic employment skills (42%). Finding applicants with the right technical skills was the fourth most selected problem (37%) whilst a smaller proportion of businesses emphasised that finding applicants with the right academic qualification (14%) as being a key problem. Other key problems underlined by businesses that did not relate to skills include recruiting from the local area (40%) and attracting enough potential applicants (42%).

Businesses were then asked to identify potential actions they would take to overcome these recruiting difficulties. Only two of the eleven options for potential actions related to skills, but the option to offer training as part of the probationary period was the most popular with half of all businesses selecting this. Over a quarter of businesses selected the potential action of increasing/expanding trainee programmes to help overcome recruiting difficulties.

Skills Requirements

Regarding skills requirements 80% of businesses intend to train existing employees to fill any skills gaps over the next 3-5 years. Of the remaining 20% of businesses, 11% were unsure of their intentions regarding training existing staff and only 9% stated they had no intention of training existing staff within the next 3-5 years.

Businesses were then asked if they had an internal training/development plan in place to promote upskilling of existing staff. Half of all businesses stated that they had a full plan in place whilst a further 26% stated they had a partial plan in place. A fifth of businesses indicated they had no training/development plan in place.

A further question was asked of businesses focusing on the types of skills their workforces would need over the next 3 to 5 years with the results being:

• IT & Digital skills – 56%

• Employment skills (employability skills, transferrable skills, communication, attitude, body language) – 52%

• Sector specific technical skills – 44%

• Good careers information, advice & guidance for potential staff so they understand your business/sector – 32%

• Green/low Net Zero technologies – 26%

• English & Maths – 22%

• Automation and robotic operation skills – 12%

Finally, businesses were asked to identify barriers to upskilling their respective workforces with the three most prominent barriers being time available within the business to undertake training (50%), cost of training (33%) and location of training (25%). However, just over a third of businesses stated that there were no barriers to them upskilling their respective workforces.

Training

Further questions were asked regarding the means utilised to train their workforces. Businesses were initially asked what kinds of training and education provider they engage with and over half of all businesses identified that they engaged with Independent Training Providers (53%). Close to half of all businesses engaged with Further Education facilities such as local colleges (47%) and a third engaged with Higher Education facilities (31%).

From this engagement with training and education facilities and providers, businesses responding to the survey stated that the most sought-after services were the provision of business skills development training courses (52%) and support in recruiting new apprentices or the signing up of existing staff onto an appropriate apprenticeship standard/programme (47%).

To deliver these services from training and education providers the businesses were further asked to specify the preferred manner in which this would be delivered. The responses to this question from businesses were consistently spread across the given options as shown below:

• Online training courses and qualifications – 55%

• Short modular courses and qualifications designed for your sector – 52%

• A relationship with training providers who have an understanding of the needs of your business sector and can provide flexible courses - 50%

• Local training provision to upskill staff – 47%

• Tutors that have up to date knowledge of your sector – 47%

Business were also asked what they would like to see from a future skills system that would help their respective business or sector. The most popular responses included a more flexible skills system to meet skills needs (56%), an increase in technical skills training locally (50%) and enhanced engagement with schools/colleges/training providers (48%).

Impact of skills shortages

The online employer survey also questioned businesses about the impact that skills shortages have had on their performance. Four impacts recorded were selected by over a third of respondents to the survey which were:

• Increased workload on staff – 64%

• Reduced profitability – 38%

• Reduced long term plans – 37%

• Reduced output – 31%

Forum Events

Key skills shortages and specific occupation requirements

Following discussions with stakeholders at several forum events across a variety of sectors the following shortages and occupation requirements were identified:

• Hospitality – shortages of staff across the hospitality sector including chefs, bar staff, front of house, even Michelin chefs.

• Creative / Media – shortages of videographers and content creators/producers.

• Health and Social Care – significant current and expected future shortages of nurses which was explained in part by the end of bursary funding. Other shortages in this sector noted were cleaners, housekeepers and maintenance staff.

• Construction – there were identified shortages of Quantity Surveyors, Architects and Project Managers. It was felt these shortages in Stoke-on-Trent and Staffordshire were the result of competition from neighbouring larger cities.

• Public Sector – Town Planners were noted as difficult roles to fill in local authorities.

• Technology – shortages of data managers, network engineers, experts in AI / Automation and cybersecurity.

• Ceramics – All roles including non-ceramics roles such as HR and management were noted as being difficult to recruit.

• Manufacturing / Engineering – engineers of all levels were identified as being difficult to recruit.

• Logistics – noted that there were shortages in warehousing staff and qualified drivers.

• Energy – as an emerging sector, employers emphasised the need for specialist technical skills.

In addition, there were general skills shortages in IT and digital skills, basic Maths and English skills as well as financial and analytical skills expressed by stakeholders across all sectors.

Generic skills issues

There were several key themes of generic skills issues amongst the current workforce which included:

• **A need to improve IT skills** – several employers noted that a proportion of the workforce lacked even basic IT skills that limited their ability to access and operate online systems essential to businesses.

- **Lack of commercial awareness** – especially with younger members of the workforce several stakeholders suggested that there was a lack of commercial and financial awareness that impacted on business performance.

- **Communication** – some stakeholders suggested that a proportion of the workforce had limited communication skills which made it difficult to engage with clients and suppliers.

- **Leadership and management** - businesses noted that there was a need to develop a range of leaderships and management skills to support the growth but also to support the management and development of all staff in their business.

Barriers to employers implementing internal training

The cost of implementing training programmes, both internal and external, was identified as a key barrier to many employers – especially SMEs. Linked with the issue of costs was the barrier of limited knowledge of funding opportunities and grant support available to businesses for the purpose of upskilling workforces.

Several stakeholders suggested that often there was a lack of clarity on what qualifications were relevant or required and that there was poor engagement with further and higher education facilities. High staff turnover was also identified as being a barrier to internal training.

Multiple stakeholders suggested that the inherent difficulties in providing good work experience opportunities to offer young people the ability to gain experience and knowledge of career paths in different sectors was a barrier given the struggle to recruit in certain sectors.

Effectiveness of current training programmes

Many stakeholders stated that apprenticeships were their main source of training but that there was a shortage of candidates and that certain sectors struggled to attract good quality candidates. Several stakeholders also suggested that additional funding to support apprenticeships would be welcomed.

Other stakeholders stated that they had developed their own internal training programmes for new and existing staff. However, other stakeholders could not afford internal training programmes for either resourcing or cost related reasons.

There was consensus from stakeholders that there is a general need for more industry specific training courses and programmes.

Accessibility of the current skills system

There was consensus from stakeholders that the current skills system was too broad and difficult to navigate thus limiting its overall ability to support businesses. There was an emphasis on a lack of knowledge of funding opportunities related to skills development that businesses could access. Some stakeholders noted that there were funding limits on Level 2 qualifications which was having a significant impact on entry level roles in the region.

Many stakeholders stated that they were dependent on the Chamber of Commerce and other employer representative bodies for communication and updates on skills related opportunities in the region. There was a consensus amongst stakeholders that they would prefer to be told directly what skills opportunities were available and which they were eligible for rather than do their own research.

Several stakeholders emphasised their reliance on external independent training providers of which they did not feel there were many reliable operators. Their suggestion was for local authorities and other intermediaries to offer greater advice and support to businesses as well as encourage more engagement between education and skills providers and industry sectors to better understand skills needs.
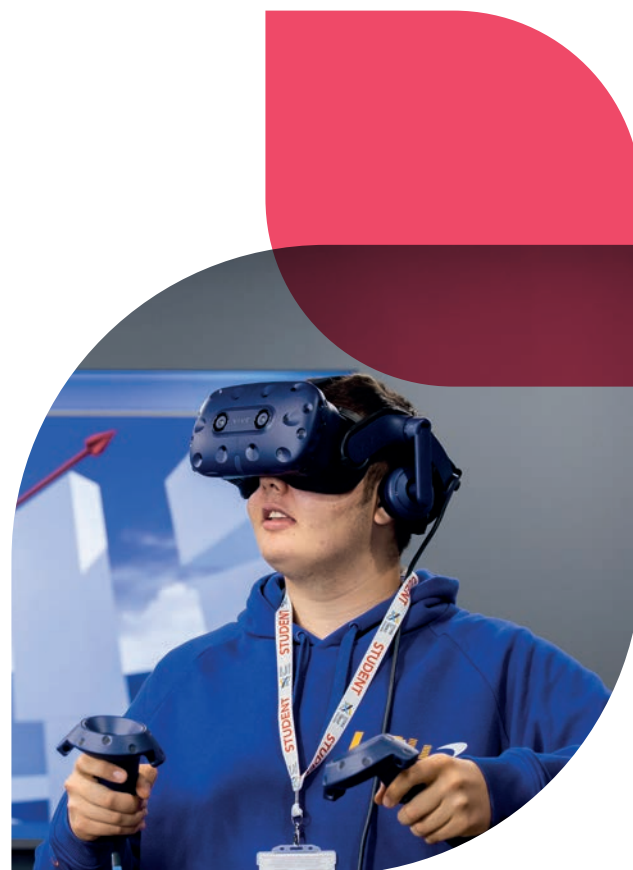
Detailed sectoral analysis for priority growth sectors

As part of the SAPs detailed sectoral research, the SAP along with research partners are currently completing a study to support the LSIP to:

- Identify high value, high growth occupations and skills within the priority growth sectors (Engineering & Advanced Manufacturing, Construction and Advanced Logistics).

- Understand current skills supply provision for these occupations within Stoke-on-Trent and Staffordshire.

- Identify a series of demand and supply side recommendations which will help to further develop the future labour supply required for these occupations.

At the time of writing, the study is still in progress and will be further developed in phase 2 of the LSIP. The study has identified both a long list and a short list of priority high value high growth occupations within the priority growth sectors. The long list of occupations across each of the priority growth sectors is outlined in the figure below.

Engineering and Advanced Manufacturing	Construction	Advanced Logistics
1. Telecommunications Engineers. 2. Design and Development Engineers. 3. Electrical and Electronics Engineers. 4. Electricians and Electrical Fitters. 5. Engineering Technicians. 6. Mechanical Engineers. 7. Rail engineers/ maintenance 8. Vehicle Technicians – EV qualified.	1. Architects. 2. Construction Project Managers and Related Professionals. 3. Chartered Architectural Technologists. 4. Scaffolders, Stagers and Riggers. 5. Bricklayers and Masons. 6. Production Managers and Directors in Construction. 7. Civil Engineers. 8. Chartered Surveyors. 9. Plumbing and heating ventilation and air conditioning (HVAC) trades and engineers. 10. Heat pump engineers.	1. Managers and Directors in Transport and Distribution. 2. Large Goods Vehicle Drivers. 3. Van Drivers. 4. Elementary Storage Occupations. 5. Managers and Directors in Storage and Warehousing. 6. Transport and Distribution Clerks and Assistants. 7. Forklift truck drivers. 8. Data analysts/ data scientists/ software engineers.

Figure 2: Long list of priority occupations within the priority growth sectors

The ultimate short list of high value occupations which represents growth opportunities for Stoke-on-Trent and Staffordshire is identified in the figure below.

Category	Advanced Manufacturing and Engineering	Advanced logistics	Construction
1. High Value High Growth	Design and Development Engineers.	Managers and Directors in Transport and Distribution / Managers and Directors in Storage and Warehousing.	Architects.
2. High Value High Volume	Engineering Technicians.	Transport and Distribution Clerks and Assistants.	Construction Project Managers and Related Professionals.
3. National evidence	Vehicle technicians – EV qualified.	Drivers (Forklift/HGV). Data analysis/software engineers.	Retrofitters (L4). (Heat Pump Engineers).

Figure 3: Short list of priority occupations within the priority growth sectors

4.2

KEY LSIP PRIORITIES

The Stoke-on-Trent and Staffordshire LSIP has been developed following the collation and analysis of a wide variety of primary and secondary data gathered, including engagement with employers and providers. It also builds upon the extensive existing and emerging SAP evidence base. The key priorities identified through this evidence and engagement demonstrate the need for change. Should these be implemented and be successful then it will be meet the needs employers and start the process in reducing the skills shortages locally.

Priority 1 – Improved co-ordination and collaboration

The LSIP evidence base demonstrates strong and positive engagement between business and the skills system. Over half of businesses surveyed engage with private training providers, almost half engage with Further Education Colleges and a third engage with Higher Education providers. Encouragingly, almost half of survey respondents would like enhanced engagement with schools, colleges, universities and training providers. At the same time, employers reported the difficulty of navigating the skills system and a desire for independent, impartial advice signposting to access the most appropriate support to address their skills needs. There is a need to improve employers' understanding of the range of skills support available through full-time, part-time, HE, apprenticeships and costed models of support.

There are opportunities to build on the strong collaborative working between providers and business support agencies as demonstrated by the Stoke-on-Trent and Staffordshire Institute of Technology and the Staffordshire Providers for Employment and Skills (SPES) network.

Co-ordination and collaboration could be used to also deliver an independent Information Advice and Guidance Service across Stoke-on-Trent and Staffordshire. The following recommendations are proposed to build on the collaborative working already taking place across Stoke-on-Trent and Staffordshire:

- To continue to develop a strategic partnership approach across the sub region. Providers, employers, and stakeholders should collaborate to ensure employers have ready access to the skills information on training provision in the area, drawing and evaluating the experiences of other regional and national initiatives. Promotion and strengthening of the SPES network to ensure it includes all training providers and stakeholders as part of its formalised strategic partnership. A collaborative awareness campaign to raise provider's offer, including case study examples of successful collaboration between providers and industry to provide responsive skills offer; the pathways of support available for employers; and the benefits that engagement with the skills system can deliver for businesses. Enhanced collaborative data sharing and research intelligence projects, co-ordinated through bringing together the SPES and the SAP Data Group. This should build on the existing SAP data, Training Provider data, LSIP Insights Dashboard, Future Skills Unit, to drive further improvements of local understanding and support future curriculum development. It should also roll-out the approach to skills and occupational mapping to all priority sectors and occupations, including occupations at lower and mid skill levels,

and ESOL provision essential for the crucially important migrant workforce in Stoke-on-Trent and Staffordshire, featured in Section 2 of this document and in Appendix D. The collaborative approach would seek to share intelligence and data, using the strategic partnership's website.

- Providers and stakeholders should collaborate to share specialist staff expertise to ensure learners across the region benefit from expert training such as by jointly developing collaborative approaches to planning and delivering training, cross-provider specialist staff updating to upskill teachers from across the region and/or developing a cross-provider 'specialist skills agency'. Providers, employers and stakeholders should collaborate to ensure employers are well-supported to identify the skills training they need for their businesses now and in the future and are able to access it such as through the creation of a one-stop-shop coordinated sign-posting process.

- Building and expanding on the LSIPs use of the representative business voices to develop employer engagement in the support of the emerging skills landscape. This should include:

  - Development of priority sector-based collaboration groups (employers, providers, stakeholders) to shape and implement relevant skills provisions now and in the future from foundation skills through to higher levels.

  - Promoting and strengthening the collaboration taking place through the Institute of Technology, which will address a number of skills and occupation gaps featured in the LSIP.

Priority 2 – Simplified and flexible skills system – more responsive to employers needs

Providers in Stoke-on-Trent and Staffordshire are already working flexibly and pro-actively to address employer needs within the parameters of the skills funding system. Evidence collected as part of this LSIP confirms 56% of employers demand for increased flexibility and responsiveness within the skills system. Along with this half of the employers requested a need for an increase in technical skills training locally and enhanced engagement with schools, colleges, and training providers.

This request links to employers prioritising specific skills within their workforce rather than qualifications; the demand for modularity or the ability to 'pick and mix' skill areas from a qualification, without the need to complete other parts; and the difficulty for employers to commit to apprenticeships when only certain aspects of the qualification are relevant to an employee's role.

Providers are willing to introduce new, specialist provision to meet these needs but only where student recruitment (including via employers workforce) is sufficient to make it viable. However, it can be hard to generate the numbers required in specialist skills areas to enable these programmes to run within the currently available public funding.

Five actions are proposed to build on these existing strengths:

- Promote existing standalone, sector specific, courses offered and seek to develop and deliver additional standalone courses.

- Explore and develop innovative ways of delivering flexible training such as a micro-credentials or a pick and mix approach across FE and HE. These could be piloted around key priority sectors and the cross-cutting themes of digital and net zero/green skills.

- To develop a partnership to explore funded and costed (full/part) models of accredited and non-accredited skills training for employers. This could include for example the use of Local Skills Improvement Fund (LSIF), UK Shared Prosperity Fund, Skills Bootcamps or the Lifelong Learning Entitlement

- To explore methods of how aggregated sub-regional demand for sector specific courses and qualifications can be captured, to ensure that this demand can then be realised by the most appropriate training provider.

- To develop a Stoke-on-Trent and Staffordshire Investment and Infrastructure Skills group (employers, providers, stakeholders) to consider the skills needed to support current and future local and national infrastructure projects.

Priority 3 – Addressing staff recruitment and challenges in education

Feedback from Stoke-on-Trent and Staffordshire's providers identified the challenge of recruiting staff to deliver provision across priority sectors and growth occupations. This includes teaching professionals in engineering, construction trades and digital, driven by the wider economic context, skills shortages in industry and resulting wage inflation. As a result, some providers are reducing courses or restricting enrolments on provision which will only exacerbate skills shortages in the medium and longer term and potentially restrict the economic potential of Stoke-on-Trent and Staffordshire's economy. Providers have demonstrated flexibility to address this issue by collaborating to draw in tutors from other providers, an approach that should be more formalised and rolled out.

In addition, both employers and providers have raised challenges in terms of ensuring tutors possess up-to-date knowledge of the latest industry trends and working practices. This is particularly important as the pace of technological change increases across Stoke-on-Trent and Staffordshire's priority sectors. There is an opportunity to address these challenges by:

- Providers and stakeholders should collaborate to share specialist staff expertise to ensure learners across the region benefit from expert training such as by jointly developing collaborative approaches to planning and delivering training, cross-provider specialist staff updating to upskill teachers from across the region and/or developing a cross-provider 'specialist skills agency'..

- Providers, employers and stakeholders should collaborate to strengthen employers' contribution to curriculum delivery. To be piloted and evaluated such as through mentoring, expert masterclasses, development of learning activities and projects and staff up-skilling and work-placements. Attract additional skilled teachers to support the delivery of technically focussed qualifications and apprenticeships through local collaborative marketing campaigns.

- Working with businesses adopting the Stoke-on-Trent and Staffordshire Employer Pledge (see Priority 6) to provide more CDP opportunities, visits, briefing sessions and placements for tutors and teachers.

Priority 4 – Development of Skills Growth Maps on cross-cutting themes

Through the LSIP process businesses demonstrated they have some awareness of increasing skills needs in digital and green roles, but that there remains little understanding of the exact nature of these. The ever-changing landscape with both of these cross-cutting themes is prohibitive in businesses planning for growth and the skills they will need to achieve it.

To support businesses in understanding this constant changing world of digital skills and to move towards net zero. There is an opportunity to address these challenges by working with employers, providers and stakeholders to establish skills growth maps for businesses to help them understand the fast-moving developments in digital, net zero transition, how they impact their businesses and the skills and training required to maximise the benefits.

Priority 5 – Unlocking further opportunities in apprenticeships

Evidence collected to support this LSIP has identified a demand from employers for support in recruiting new apprentices or the signing up of existing staff onto an appropriate apprenticeship programme including Higher-Level Apprenticeships. Employers also voiced requests for additional funding to support apprenticeships and to maintain and strengthen a strong training pipeline at levels one and two to provide routes to the higher-level skills.

Whilst apprenticeship levels are strong across Stoke-on-Trent and Staffordshire, more could be done to unlock the potential available through levy transfers. This would lead to further increases in the number of apprenticeships, growing the local economy, increasing productivity and innovation. It will also support the creation of clear career pathways from Level 2 through to Higher-Level Apprenticeships improving higher skills attainment and leading to better paid jobs.

The development of a local apprenticeship service or brokerage could help to raise awareness of apprenticeship opportunities for new and existing staff, link employers to local providers, capture market demand information and to act as a brokerage service between levy paying businesses and non-levy paying businesses to reduce the costs of apprenticeships for all.

The update of apprenticeships across Stoke-on-Trent and Staffordshire should be facilitated by:

• Providers, employers, and stakeholders to collaborate and explore innovative activities to ensure employers are able to access impartial information about apprenticeship provision such as through shared/coordinated information, support in accessing the Apprenticeship Service (and other information portals) and, if required, the creation of cross-region signposting/brokerage. Facilitate and promote apprenticeship levy sharing via a branded Stoke-on-Trent and Staffordshire Levy Share Scheme promotional campaign and the Stoke-on-Trent and Staffordshire Employer Pledge (see Priority 6).

• To engage with and advocate for existing local schemes that promote apprenticeships, support the underrepresented communities such as the Ladder for Staffordshire, to share best practice and ensure greater engagement of business, providers, and stakeholders across the region.

• Work with employers to understand and facilitate the progression pathways of apprenticeships, opening opportunities in higher-level apprenticeships and higher technical qualifications to increase the breadth of skills in the local workforce and benefitting growth, productivity and innovation.

Priority 6 – Promoting and developing best practice in business

Employers identified skills challenges within their workforce including soft skills as well as leadership and management skills. There is a recognition that developing such skills requires in house support, continued professional development and training to, for instance, support the transition from education to work and from technical or operational roles to management and leadership positions.

A 'Stoke-on-Trent and Staffordshire Employer Pledge' should be introduced to encourage an on-going commitment to training and development of employees and promote best practice across the sub region, signalling a commitment to:

- Ensuring support staff are skilled in mentoring and supporting the ongoing development of new staff especially apprentices

- Giving appropriate time and allowances on productivity to staff who are supporting trainees and apprentices – to allow for the time it takes to train and demonstrate.

- Guidance for managers to navigate the curriculum and discuss where there is flexibility, where using their business requirements can be used as part of the curriculum.

- Flexible approach for employees to undertake and attend training courses or online learning in work time as well as including a commitment to support apprentices to undertake at least 20% off the job training.

- Volunteer time to engage with schools, colleges, providers and universities and young people to raise awareness of local employment opportunities and provide training in the soft skills (interview techniques, communication, prioritising tasks, collaborative working) needed upon entering work.

- Supporting the sharing or uptake of the apprenticeship levy via the Stoke-on-Trent and Staffordshire Levy Transfer.

- To support students who are accessing T-Levels through providing meaningful industry placements, where students can put into action the skills learnt in the classroom.

- Offering the opportunity for work shadowing or site visits for tutors to support their continuous professional development and knowledge of the latest developments in industry.

- Encourage employers to engage with non-traditional recruitment groups, creating inclusive job opportunities from vulnerable sections of the population, creating productive employment in the labour market.

- Supporting employers to work with providers and stakeholders, to develop training plans to help to articulate their short, medium and long term skills needs.

- To develop an accreditation that sits alongside this pledge which recognises the best practice and success of businesses who are investing in their staff and young people of the region.

This Employer Pledge will be co-ordinated by Staffordshire Chambers of Commerce and should be free for employers and provide opportunities to promote best practice, access training resources and provide links to local providers.

Priority 7: Careers Transition Period

Through the work of the LSIP, there have been consistent concerns raised on the small number of school learners choosing subjects where there is a current or future regional skills shortage.

Recommendations will be made from the study currently being completed by the SAP to identify supply and demand side policies to ensure sufficient future skilled labour supply for priority high-value occupations identified within its priority growth sectors. The study is currently being progressed and is expected to be completed by July 2023. At the time of writing Stages 1 and 2 (demand side analysis) have been completed and Stages 3 and 4 (supply side analysis) are in progress. Whilst this will be developed in further detail as part of phase 2 of the LSIP the following provides a summary of emerging areas of action from the SAP study for the priority sectors:

- Therefore, an ongoing partnership needs to be aligned with the local Careers Enterprise Company, CEIAG providers, employers and providers to ensure there is a clear link between secondary education, technical education, and career pathways to ensure any current and future key skills shortages are addressed. This should be facilitated by: Improving the visibility of careers pathways to students at primary and secondary level education and improve the awareness of the potential opportunities that exist within the priority sectors.

- Working with schools, colleges, and other providers to continue to raise the quality of careers provision, connecting to the needs of the local economy and business networks - with a focus on targeted interventions for disadvantaged groups. Improving engagement from employers and education providers within primary and secondary education to promote skills and occupations within priority sectors and alter pre-existing perceptions that exist to attract the demand from students in the future.

- Amplifying technical and vocational routes including apprenticeships and t-levels across all education – including supporting the implementation of the Provider Access Legislation (PAL) Connecting careers provision in schools and colleges to the needs of local economies – utilising systems such as the Stoke-on-Trent and Staffordshire Careers Hub as a key driver for careers education system change. Developing and delivering the Employers Standards for Careers Education to support employers to understand and deliver best practice in careers education. This will ensure meaningful CEIAG interactions are taking place between employers and the education sector locally. Further roll out of Employer Competency Frameworks to embed employer competencies in all stages of the curriculum. Supporting the creation of clear progression pathways, for SEND students, those from disadvantaged backgrounds and underrepresented communities and those at risk of NEET, from education into higher education or employment and support.

Priority 8 – Challenge and lobby national structural barriers within the skills system

Engagement with industry and providers as part of the Stoke-on-Trent and Staffordshire LSIP development process has focused on the importance of several structural and legislative barriers within the skills system that are impacting on the responsiveness of providers and delivery. These include changes to Level 2 and 3 provision; the need to prioritise skills over qualifications, barriers with T-Levels and the time required for work placements; changes in BTECs and restrictions attached to Adult Education Budgets that restrict local flexibility.

A co-ordinated lobbying response to UK Government from partners across Stoke-on-Trent and Staffordshire should be undertaken, building on the collaborative work that underpins this LSIP. Lobby activity should involve direct representation to UK Government as well as via the British Chamber of Commerce (BCC) and other representative bodies to provide a cross LSIP response.

Governance and managing effective delivery

The LSIP Governance has been successful in bringing together employers and providers to discuss the findings of the LSIP and help drive the report to completion. Through phases 2 & 3 it is essential we maintain and build upon our established Board and Forums through the implementation stage, reviewing the employers, providers and stakeholders involved and adding further support from our priority sectors through the creation of sector specific collaboration groups.

The LSIP has a direct impact on further education colleges in terms of their accountability therefore a strong working partnership will continue to be developed, with quarterly updates will be introduced for FE Colleges. This will include a direct update from the lead applicant for the LSIF and so there is a clear and open monitoring of the funding spend. Along with greater collaboration with employers and providers, Local Authorities will be a key stakeholder in ensuring regionally needs are adhered to.

Benefits Realisation

The priority actions contained within this LSIP are designed to address the issues within the skills system identified by employers, providers and partners and re-shape training provision across Stoke-on-Trent and Staffordshire. Staffordshire Chambers will develop a monitoring and evaluation framework to assess the impact of the actions contained within this document. The evaluation framework will be used to assess performance and impact using two approaches:

- Six monthly monitoring of Stoke-on-Trent and Staffordshire LSIP outputs indicators – outputs indicators will be designed to monitor each priority on a six-monthly basis with progress reports presented to the LSIP Board meetings. Output indicators will include:

  - Number of colleges, providers and partners committed to the ongoing strategic partnership.

  - Number of employers/employees participating/ benefitting from training

  - Number of adult & younger learners applying for/ requesting specialist courses

  - Number of infrastructure, green economy and digital academy sessions delivered and number of people and businesses attending.

  - Number of businesses signing up to the Stoke-on-Trent and Staffordshire LSIP Employer Pledge.

  - Number of businesses providing CPD or mentoring to tutors and teachers.

  - Number of businesses developing training/skills development plans

  - Amount of levy shared and taken up via the Stoke-on-Trent and Staffordshire Levy Share Scheme.

- An independent process and impact evaluation of the Stoke-on-Trent and Staffordshire LSIP – A process evaluation will assess the effectiveness of the approach to developing and delivering the priorities within this LSIP. The impact evaluation will build on the LSIP indicators above by proving a qualitative and quantitative assessment of change delivered by LSIP funding in Stoke-on-Trent and Staffordshire.

APPENDICES

APPENDIX A
Delivering LSIP priorities – Roadmap for Change

This section of the Stoke-on-Trent and Staffordshire LSIP summaries the roadmap for change to improve the delivery of skills provision. The priorities and actions have been identified based on engagement and research conducted with employers, training providers and stakeholders. It identifies a lead organisation(s) for each priority and a set of actions before describing the process for managing effective delivery, reviewing progress and realising the expected benefits. The Roadmap for Change looks to achieve the objectives set for the Stoke-on-Trent and Staffordshire LSIP:

Objective 1: Ensure a more comprehensive match between the demand for, and supply of, the skills that employers most need to thrive and boost their growth and productivity.

Objective 2: Help support collaboration between providers, businesses, and public sector stakeholders to deliver a more responsive and future-facing skills system in the region.

Objective 3: Increase awareness and accessibility of provision and address barriers to progression, especially for the adult workforce and those from diverse backgrounds, disadvantaged communities, and under-represented groups.

Objective 4: Recognise that improving the supply of skill must be accompanied by demand-side measures with greater employer engagement and understanding of the benefits of training.

Objective 5: Ensure that there are effective pathways for learners to achieve their potential and ambitions, from foundation through to higher technical qualifications.

Objective 6: Support individuals in Stoke-on-Trent and Staffordshire through enhanced careers guidance to gain the best skills to realise their aspirations and potential to find employment in the area.

Stoke-on-Trent and Staffordshire LSIP - Roadmap for Change					
Priority	Action	Lead organisations	Timeframe	Milestone	Potential Barriers
1. Improved co-ordination and collaboration. Objectives this priority meets: Objective 1 Objective 2 Objective 4	1.1 To continue to develop a strategic partnership approach across the sub region. Providers, employers, and stakeholders should collaborate to ensure employers have ready access to the skills information on training provision in the area, drawing and evaluating the experiences of other regional and national initiatives.	• SPES • Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • Local Authorities	QTR4 2023	Review of existing information/resources available. Gather employer feedback on existing information. Suggest potential changes and develop consistent messaging across providers. Evaluate existing and previous regional and national initiatives such as the College West Midlands approach.	• Establishing a feedback process from employers. • Developing consistent messaging that providers are happy with.
	1.2 Promotion and strengthening of the SPES network to ensure it includes all training providers and stakeholders as part of its formalised strategic partnership.	• SPES • FE/HE/Providers • Local Authorities	QTR3 2023 (On-going)	Identify gaps in SPES network membership. Evaluate success and impact of SPES. Develop a communication/marketing plan to approach new members. Undertake a review SPES membership structure.	• Attracting new members to join SPES through a fee-membership structure. • Engaging new members.
	1.3 A collaborative awareness campaign to raise provider's offer, including case study examples of successful collaboration between providers and industry to provide responsive skills offer; the pathways of support available for employers; and the benefits that engagement with the skills system can deliver for businesses.	• Staffordshire Chambers and Employer Representative Bodies • SPES • Local Authorities	QTR1 2024	Develop a collaborative communication/ marketing plan to showcase local offer. Identify the funding available and eligibility/ process included. Review impact in terms of improvements in take up of providers offer.	• Appropriate content provided. • Receiving case studies to incorporate • Only received from a small cross-section of the provider group
	1.4 Enhanced collaborative data sharing and research intelligence projects, co-ordinated through bringing together the SPES and the SAP Data Group. This should build on the existing SAP data, training provider data, LSIP Insights Dashboard, local authority data, Future Skills Unit and others to drive further improvements of local understanding and support future curriculum development.	• Staffordshire Chambers and Employer Representative Bodies • SAP • SPES • Careers Hub • Local Authorities	QTR4 2023 (On-going)	Review current data sets that are available. Identify any gaps in current data and how this will be resolved. Develop the approach to skills and occupational mapping recently to all priority sectors and occupations at all levels. Create infrastructure of how data can be shared safely and effectively. Review and build upon the Stoke-on-Trent and Staffordshire LSIP Insights Dashboard	• Highlight how the data can show case career progression. • Ensuring the data is meaningful and data gaps resolved. • Disseminating the information to the groups that need it to help decisions on training for future careers – providers, employers, stakeholders etc.
	1.5 Providers and stakeholders should collaborate to share specialist staff expertise to ensure learners across the region benefit from expert training such as by jointly developing collaborative approaches to planning and delivering training, cross-provider specialist staff updating to upskill teachers from across the region and/ or developing a cross-provider 'specialist skills agency'.	• SPES • FE/HE/Providers	QTR1 2024 (On-going)	Develop and pilot a mechanism for a collaborative approach to planning and delivering training. Create a timetable for cross-provider specialist staff updates/upskilling and evaluate impact. Develop a specialist skills agency approach and evaluate impact.	• Resource challenges for providers and stakeholders. • Wider take-up of the collaborative approach to include independent training providers as well as FE/HE.

	1.6 Providers, employers and stakeholders should collaborate to ensure employers are well-supported to identify the skills training they need for their businesses now and in the future and are able to access it such as through the creation of a one-stop-shop coordinated sign-posting process.	• Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • SAP • SPES • Local Authorities	QTR3 2023 (On-going)	Develop and pilot a mechanism for a collaborative approach to understand the skills training they need for their business. Utilise the establishment of priority sector-based collaboration groups (employers, providers, stakeholders) to test ideas and understand impact. Commission a feasibility study around the need for a one-stop shop or coordinated sign-posting service.	• Engagement from businesses of all sizes. • Evaluating the impact this is having on businesses.
	1.7 Building and expanding on the LSIPs use of the representative business voices to develop further employer engagement in the support of the emerging skills landscape.	• IoT Partners and Stakeholders • Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers • SAP • SPES • Local Authorities	QTR3 2023 (On-going)	Identify any gaps in employer engagement that needs and create a communication plan to engage them in the LSIP. Establishment of priority sector-based collaboration groups (employers, providers, stakeholders). Strengthening the collaboration through the Institute of Technology to address the skills and occupation gaps highlighted in the LSIP. To identify any additional new/emerging/key sectors to undertake further deep dives and skills analysis with. To set key outputs and outcomes for the collaboration groups to achieve.	• Employers articulating the skills landscape for their needs. • Engagement from micro-businesses due to issues with resource such as time.
1. Simplified and flexible skills system - more responsive to employers needs Objectives this priority meets: Objective 1 Objective 2 Objective 3 Objective 4 Objective 5	2.1 Promote existing standalone, sector specific, courses offered and seek to develop and deliver additional standalone courses	• IoT Partners and Stakeholders • Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers • SAP • SPES • Local Authorities	QTR3 2023 (On-going)	Review of current standalone, sector specific courses and they key sectors and businesses that would benefit from the support. Develop a communications plan to promote the stand alone, sector specific courses to employers. Work with providers to identify gaps and how to develop and deliver these additional standalone courses.	• Ensuring there is sufficient learner demand to deliver the standalone courses. • Capturing the vast range of standalone courses that are available.
	2.2 Explore and develop innovative ways of delivering flexible training such as a micro-credentials or a pick and mix approach across FE and HE. These could be piloted around key priority sectors and the cross-cutting themes of digital and net zero/green skills.	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers	QTR1 2024 (On-going)	To assess and evaluate current methods of delivering flexible training. To develop new and innovative ways of delivering flexible training such as a micro-credential approach and how this could be funded. To identify the key sector which any pilot programmes could be targeted to and the range of courses that could be piloted.	• Identifying the appropriate funding to deliver flexible training and innovative ways of delivery. • Ensuring there is sufficient learner demand to deliver the flexible training options.

	2.3 To develop a partnership to explore funded and costed (full/part) models of accredited and non-accredited skills training for employers. This could include for example the use of Local Skills Improvement Fund (LSIF),UK Shared Prosperity Fund, Skills Bootcamps or the Lifelong Learning Entitlement	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers	QTR1 2024 (On-going)	To develop opportunities for full or part costed models of delivery so employers can buy what they need and when they need it. Review existing and future skills funding models and how they could be utilised for accredited and non-accredited skills training for employers. Undertake a detailed analysis of how employers utilise their own resources for training, where they access it compared to what they use FE and HE support for. Deep dive discussions with employers around costings spent on training outside of funded training. Utilise existing employer groups and the priority sector-based collaboration groups to assess internal training needs.	• Identifying the appropriate funding to deliver flexible training and innovative ways of delivery. • Lack of interest from business for full/part costed models of training. • Accessing data to understand businesses own resources to access training.
	2.4 To explore methods of how aggregated sub-regional demand for sector specific courses and qualifications can be captured, to ensure that this demand can then be realised by the most appropriate training provider.	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers	QTR4 2023	Utilise existing demand data from key providers and stakeholders to identify any quick win opportunities.	• Bringing together the various data sources to showcase the aggregated demand. • Challenges around data sharing.
	2.5 To develop of a Stoke-on-Trent and Staffordshire Investment and Infrastructure skills group (employers, providers, stakeholders) to review to consider the skills needed to support local and national infrastructure projects	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers	QTR4 2023 (On-going)		
3. Addressing staff recruitment and challenges in education Objectives this priority meets: Objective 1 Objective 2 Objective 4 Objective 5 Objective 6	3.1 Providers and stakeholders should collaborate to share specialist staff expertise to ensure learners across the region benefit from expert training such as by jointly developing collaborative approaches to planning and delivering training, cross-provider specialist staff updating to upskill teachers from across the region and/or developing a cross-provider 'specialist skills agency'.	• FE/HE/Providers	QTR1 2024 (On-going)	Produce a matrix of the skill expertise areas – to be share amongst providers and stakeholders. Develop a mechanism to create collaborative approaches to planning and delivering training. Explore the ideas of a cross-provider "specialist skills agency" To evaluate the impact of the collaboration.	• Sharing of skills area expertise to potential competitors. • Resource challenges for providers and stakeholders.
	3.2 Providers, employers and stakeholders should collaborate to strengthen employers' contribution to curriculum delivery. To be piloted and evaluated such as through mentoring, expert masterclasses, development of learning activities and projects and staff up-skilling and work-placements.	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers	QTR1 2024 (On-going)	Produce a matrix of the skill expertise areas from employers – to support contributions to curriculum delivery. Promote opportunities for curriculum delivery support through stakeholders including employer representative bodies. Identification of potential employers who meet the required skills set. To agree a process of how a pilot could be delivered and funded. To evaluate the impact of the collaboration.	• Sharing of skills area expertise to potential competitors. • Resource challenges for employers to release staff to support activities.

	3.3 Attract additional skilled teachers to support the delivery of technically focused qualifications and apprenticeships.	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers	QTR1 2024 (On-going)	Produce a joint local marketing campaign to encourage additional skilled teachers to support the delivery of qualifications. Targeted support to businesses who may have part-time/retiring experienced staff who could become potential teachers.	• Sufficient demand in the market to attract additional skilled teachers.
	3.4 Working with businesses adopting the Stoke-on-Trent and Staffordshire Employer Pledge (see Priority 6) to provide more CDP opportunities, visits, briefing sessions and placements for tutors and teachers.	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers • Careers Hub	QTR1 2024 (On-going)	ERBs and other stakeholders to integrate growth maps into wider business support to raise awareness with employers. Identifying key employers and stakeholder to support the establishment of the growth map for businesses. To identify the skills required build on the outputs of the growth maps and how to address any gaps in training. Develop a strong training and skills offer to deliver the growth maps.	• Keep up to date with the ever changing digital/technological advancements. • Changes in legislation around net-zero and green skills.
5. Unlocking further opportunities in apprenticeships Objectives this priority meets: Objective 3 Objective 4 Objective 5 Objective 6	5.1 Providers, employers, and stakeholders to collaborate and explore innovative activities to ensure employers are able to access impartial information about apprenticeship provision such as through shared/coordinated information, support in accessing the Apprenticeship Service (and other information portals) and, if required, the creation of cross-region signposting/brokerage.	• Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • Local Authorities	QTR4 2023 (On-going)	Develop shared/coordinate impartial information and resources to be shared amongst providers and employers. Promotion of existing structures both locally and nationally including the Apprenticeship Service, JET, Staffordshire Jobs and Careers and the Ladder for Staffordshire. Commission a feasibility study for an impartial independent brokerage service. Commission a feasibility study about training staff in colleges, universities, and other providers for cross-regional brokerage. To evaluate the impact of the activities on apprenticeship numbers.	• Developing a consistent message and resources. • The demand and data to successfully undertake the feasibility studies.
	5.2 Facilitate and promote apprenticeship levy sharing via a branded Stoke-on-Trent and Staffordshire Levy Share promotional campaign and the Stoke-on-Trent and Staffordshire LSIP Employer Pledge (see Priority 6).	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers • Local Authorities	QTR4 2023 (On-going)	Produce target lists for levy payers to be part of network to support Staffordshire businesses. Design a process to match those sharing with wanting to receive. Produce guide on sharing and navigating the DAS system. Promote the service through all ERB's and stakeholders.	• Levy paying employers willing to engage in levy transfers. • Resource challenges for employers to release staff to support activities. • Challenging and complex national systems.

	5.3 To engage with and promote existing local schemes that promote apprenticeships	• Ladder for Staffordshire • Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers • Local Authorities	QTR3 2023 (On-going)	Increase the FE/HE/Provider engagement on existing local scheme such as the Ladders for Staffordshire Share best practice on apprenticeships onboarding process. Share positive success stories across the region.	• Not all FE/HE/Provider are part of the Ladders for Staffordshire referral process.
	5.4 Work with employers to facilitate a long-term increase in the proportion of apprentices completing higher-level apprenticeships to increase the higher-level technical skills in the local workforce and benefit growth, productivity, and innovation.	• Ladder for Staffordshire • Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • Local Authorities	QTR3 2023 (On-going)	Review data available on the number of apprenticeships over the last 5 years – to have a starting base for increase. Monitor employer knowledge around higher level apprenticeships. Develop a series of activities to increase the awareness of higher-level apprenticeships and the benefits for career progression. Levy sharing scheme developed for Staffordshire to be actively shared to employers. Review as part of Employer pledge (Priority 6).	• Employer commitment to engage with higher level apprenticeships. • Sufficient data available in terms of apprenticeship numbers – at all levels – locally
6. Promoting and developing best practice in business. Objectives this priority meets: Objective 2 Objective 3 Objective 4 Objective 5 Objective 6	6.1 Introduce a 'Stoke-on-Trent and Staffordshire Employer Pledge' to:- • Support employers to absorb the short-term impact on productivity that training can have. • Support recruitment of a diverse current and future skilled workforce	• Staffordshire Chambers and Employer Representative Bodies • Employers • FE/HE/Providers • Local Authorities	QTR1 2024 (On-going)	Review the requests in the pledge, aligning to employer responsibility. Decide on the format the pledge will be agreed and how actions will be monitored. ERBs and stakeholder to discuss and promote the pledge to businesses. Evaluate the use of an accreditation linked to training and development that business can be awarded.	• Employer engagement in the Employer Pledge. • Effective monitoring businesses working towards the Employer pledge • Assessing if nay existing similar scheme are available locally and nationally.
7. Careers Transition Period Objectives this priority meets: Objective 1 Objective 2 Objective 3 Objective 4 Objective 5 Objective 6	7.1 Improve the visibility of careers pathways to students at primary and secondary level education and improve the awareness of the potential opportunities that exist within the priority sectors.	• Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • Careers Hub • Local Authorities	QTR3 2023 (On-going)	Review the LSIP Data Dashboard and other available data to demonstrate pathways to students and parents.	• Establish the LSIP Data Dashboard and ensure it is being utilised by all stakeholders.
	7.2 Improve engagement from employers and education providers within primary and secondary education to promote skills and occupations within priority sectors and alter pre-existing perceptions that exist to attract the demand from students in the future.	• Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • Primary/Secondary Education • Careers Hub • Local Authorities • Employers	QTR3 2023 (On-going)	Create clear pathways for the sectors. Link with the employer sector forums (priority 1)	• Future progression unclear due to the constant advancement in technology. • Updating resources to ensure always relevant and accurate to local needs.

	7.3 Working with schools, colleges, and other education providers to continue to raise the quality of careers provision, connecting to the needs of the local economy and business networks - with a focus on targeted interventions for under-represented groups.	• FE/HE/Providers • Primary/Secondary Education • Careers Hub • Local Authorities	QTR3 2023 (On-going)	Review teacher survey on knowledge around apprenticeships, technical and vocational routes. Develop CPD develop to expand teachers' awareness on options. Review parents' awareness on options	• Willingness of schools and teachers to sign up to the CPD sessions.
	7.4 Amplifying apprenticeships, technical and vocational routes – including supporting the implementation of the Provider Access Legislation (PAL)	• FE/HE/Providers • Primary/Secondary Education • Careers Hub • Local Authorities	QTR3 2023 (On-going)	Monitor the school results on completing the 6 encounters through the schools. Review the impact the increase of interventions has on the uptake on the technical and vocational routes	• Not all schools are registered with careers hub in Staffordshire.
	7.5 Connecting careers provision in schools and colleges to the needs of local economies – utilising systems such as the Stoke-on-Trent and Staffordshire Careers Hub as a key driver for careers education system change.	• FE/HE/Providers • Primary/Secondary Education • Careers Hub • Local Authorities	QTR3 2023 (On-going)	Monitor the increase in schools involved with the career's hub. Employers create more opportunities to work and support schools to demonstrate their employment needs	• Employers' commitment to working with schools.
	7.6 Employers Standards - increase the number of Staffordshire businesses signed on to the employer standards and monitor the collaboration of employers and education sector locally.	• Careers Hub • Staffordshire Chambers and Employer Representative Bodies • Employers	QTR3 2023 (On-going)	Report regularly the number of Staffordshire based organisation signed up. Link to the Employer Pledge	• Employers' willingness to sign up to the Employer Standards.
	7.7 Employer Competency Framework – to roll out the embedding of employer competencies in all stages of the curriculum.	• Careers Hub • Staffordshire Chambers and Employer Representative Bodies • Employers	QTR1 2024 (On-going)	Gain feedback from employer on the impact of the framework and an increase in the competency skills of school leavers starting employment. Link to the Employer Pledge	• Employers' willingness to sign up to and follow the Employer Competency Framework.
	7.8 SEND and under-represented candidates – Establish clear progression pathways from education into further education or employment to provide ongoing support to learners to enable them to continue with their progress and learning.	• Careers Hub • Staffordshire Chambers and Employer Representative Bodies • Employers	QTR3 2023 (On-going)	Create a clear pathways route to ITP for SEND candidates	• Provider challenges around funding to support SEND and under-represented candidates.
8. Challenge and lobby national structural barriers within the skills system Objectives this priority meets: Objective 2 Objective 3 Objective 5	8.1 A coordinated lobbying response to UK Government from partners across Stoke-on-Trent and Staffordshire and national institutions to call for changes to key structural issues within the education and skills system including support to develop a more flexible skills funding system to meet the need of employers.	• Staffordshire Chambers and Employer Representative Bodies • FE/HE/Providers • Local Authorities • Employers	QTR3 2023 (On-going)	Monitor and share response feedback submitted for lobbying. Review the feedback to the BCC following requests. Forum minutes where skills are used as a cross-cutting theme in other areas.	• Willingness to change/simplify the skills system to meet the needs of Stoke-on-Trent and Staffordshire.

B APPENDIX B
Local strategic context

Policy	Overview	Fit with the Stoke-on-Trent and Staffordshire LSIP
National Policy		
The UK Science and Technology Framework	This Science and Technology Framework sets out the government's goals and vision for science and technology in an enduring framework that will see us through to 2030. It has been developed in close collaboration with the UK science and technology sector, and represents a commitment to scaling our ambition and delivering the most critical actions needed to secure strategic advantage through science and technology.	Regarding skills the Science and Technology Framework presents a vision that by 2030 the UK "has a large, varied base of skilled, technical and entrepreneurial talent which is agile and quickly responds to the needs of industry, academia and government. This includes talent in STEM, digital and data, commercialisation and national security". The Science and Technology Framework also sets out several outcomes that will be delivered by 2030 which include: • Creating an agile and responsive skills system, which delivers the skills needed to support a world-class workforce in stem sectors and drive economic growth. • Recruit and retain high-quality fe and school teachers in stem-related subjects. • Expand opportunities for participation in stem and ensured that a more diverse range of people enter the science and technology workforce. • Establish competitive advantage in attracting international talent to the uk. • Given people the opportunity to train, retrain and upskill throughout their lives to respond to changing needs. We will create proactive career advice programmes which establish links between stem training or education at 16 and well-paid jobs. This includes revolutionary initiatives like the lifelong loan entitlement, especially important given 80% of the 2030 workforce is already in work
Levelling Up	Levelling up is a moral, social and economic programme for the whole of government. The Levelling Up White Paper sets out how we will spread opportunity more equally across the UK.	One of the Levelling Up Missions relates to skills and states that by "2030, the number of people successfully completing high-quality skills training will have significantly increased in every area of the UK. In England, this will lead to 200,000 more people successfully completing high-quality skills training annually, driven by 80,000 more people completing courses in the lowest skilled areas." The Levelling Up White Paper states that the funding of courses and the governance of colleges will be overhauled in line with employers' needs. Local Skills Improvement Plans, together with supporting funding, will be set up across England to set out the key changes needed in a place to make technical skills training more responsive to skills needs. Nine new Institutes of Technology with strong employer links will be established in England, helping to boost higher technical skills in STEM subjects.

Build Back Better: Our Plan for Growth	Build Back Better: Our Plan for Growth sets out the government's plans to support growth through significant investment in infrastructure, skills and innovation, and to pursue growth that levels up every part of the UK, enables the transition to net zero, and supports our vision for Global Britain.	Build Back Better: Our Plan for Growth consists of three core pillars for growth including skills. The main priorities of this plan in relation to skills are to: • Support productivity growth through high-quality skills and training: transforming Further Education through additional investment and reforming technical education to align the post-16 technical education system with employer demand. • Introduce the Lifetime Skills Guarantee to enable lifelong learning through free fully funded Level 3 courses, rolling out employer-led skills bootcamps, and introducing the Lifelong Loan Entitlement. • Continue to focus on the quality of apprenticeships and take steps to improve the apprenticeship system for employers, through enabling the transfer of unspent levy funds and allowing employers to front load apprenticeship training.
Skills for Jobs: Lifelong Learning for Opportunity and Growth	This White Paper sets out how the Government will reform further education so it supports people to get the skills the economy needs throughout their lives, wherever they live in the country. Focusing post-16 skills on this core mission will increase productivity, support growth industries, and give individuals opportunities to progress in their careers.	This White Paper will deliver this focus on jobs and growth through skills by: • Putting employers at the heart of the system so that education and training leads to jobs that can improve productivity and fill skills gaps. • Investing in higher-level technical qualifications that provide a valuable alternative to a university degree. • Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support. • Reforming funding and accountability for providers to simplify how funds are allocated, give providers more autonomy, and ensure an effective accountability regime which delivers value for money. • Supporting excellent teaching in further education.
Local Policy		
Stoke-on-Trent & Staffordshire LEP Strategic Economic Plan	The Stoke-on-Trent & Staffordshire Strategic Economic Plan (SEP) was refreshed in April 2018 to ensure that it meet the evolving economic and political landscape that is developing in the region. One of the recent achievements of this SEP has been the establishment of the Growth Hub and its Business Helpline. This has subsequently expanded, supported by City Deal, EU and Government funding, to act as a gateway to a range of business support services. One of the core objectives of the SEP is to ensure that the future economy is underpinned by an outstanding skills system that focuses on the skills pathway of individuals as they go through life, enabling individuals to make informed choices about the best route for their learning, career development, re-skilling and upskilling.	The Stoke-on-Trent & Staffordshire SEP sets out the priorities and action areas for three areas related to skills: Apprenticeships: • Create 80,000 apprenticeship starts in the next five years • Create an Apprenticeship Hub which brings together the initiatives we already have and raise the prestige and promote the value of apprenticeships; improve apprenticeship information advice and guidance; develop clear progression pathways; and establish a private sector-led apprenticeship network. • Develop an Apprenticeship Hub Growth Plan which ensures that we have the right facilities and infrastructure to support such a hub. Career education, guidance and employability : • Create an All Age Career Guidance and Employability Framework to support delivery of our 50,000 job target • Set a single standard for careers guidance in Stoke-on-Trent & Staffordshire • Establish a virtual career guidance hub • Roll out the Locality Projects • Establish a network to promote quality and develop the capacity for career guidance activities backed by an annual programme of events, competitions, jobs and career fairs World class skills system: • create a Staffordshire Skills Hub, which will provide clear access for employers on all skills issues, offering a brokerage and support service and be a key source of labour market intelligence to inform skills commissioning and careers guidance.

Stoke-on-Trent and Staffordshire Local Industrial Strategy	The purpose of the Local Industrial Strategy (LIS) is to support businesses to grow and develop, to increase productivity through innovation and higher-level skills and to benefit the people and businesses of Stoke-on-Trent and Stafford-shire. The LIS is based on four broad themes: **Future Workforce** – providing satisfactory work for all with a pipeline of opportunities for progression, ensuring our businesses have access to the skills and talent they need to grow. **Growing Business** – accelerating business evolution for start-ups and growing companies and creating a place of choice for inward investment. **Innovation** – developing world class innovation and increasing demand and capacity for innovation across our whole business base. **Place** – place-making and promoting the area as the best place to live, learn, work and do business.	The LIS identifies skills as being one of the core challenges facing the Stoke-on-Trent and Staffordshire region. The LIS acknowledges that performance and qualifications at key stage 4 and 5 is too low and that there are lower levels of higher-level skills and specific gaps in relation to digital and construction skills. The LIS outlines the aims of Stoke-on-Trent Local Enterprise Partnership to: • Ensure greater collaboration between skills providers and businesses to meet market need. • Create new flexible provision for digital skills and retraining at all ages. • Develop improved pathways for the changing skills our economy needs and develop new curriculum modules based on specific partnerships between businesses and local providers. • Work with Government to improve the targeting and effectiveness of the apprenticeship levy and on-going capital investment and funding. • Expand and build upon the facilitation and support given to school leaders and businesses, in the design and delivery of the careers and employability curriculum, including the provision of high-quality careers and employment information, advice and guidance.
Powering Up Stoke-on-Trent	Before COVID-19, Stoke-on-Trent was undergoing the most significant transformation in its economic fortunes it has experienced for over 30 years. Having been among the fastest local economies to rebound from the last recession, the city had continued to outstrip swathes of the UK in terms of economic growth, job creation and innovation. Powering Up Stoke-on-Trent provides a new prospectus for the city with the aim to secure partnership and investment and agree with Government a single set of priority projects and interventions that are right for Stoke-on-Trent and deliverable in the next few years. The core purpose of this joint endeavour is to drive economic development by fostering high growth sectors, creating the high skilled well-paid jobs Stoke-on-Trent needs.	One of the core aims of this prospectus is to have one of the best technical education and skills offers in the country, properly aligned to needs of priority growth sectors. To achieve this provide intense support to improve the quality of the further education offer in the city, including securing an Institute of Technology to strengthen this offer, allowing more people to access higher level skills and meet the skills needs of local growth sectors.
Silicon Stoke Prospectus	This Prospectus establishes a strategic vision and framework for making Stoke-on-Trent the most digitally advanced city in the UK, achieving once again the renown it already enjoys for ceramics.	The Silicon Stoke Prospectus identifies the expanded provision of digital vocational skills linked to work opportunities as one of the key digital opportunities in Stoke-on-Trent. The means of making the most of this opportunity is the successful establishment of a Full Fibre Academy and then expansion into other technical provision, including establishment of an Institute of Technology. To achieve this the Silicon Stoke Prospectus suggests that full support from DfE and commissioners is needed to be secured to allow these ambitions to improve the vocational offer.
Young People Learning and Skills Strategy 2022 - 2027	This document presents a strategy for learning and skills in the city of Stoke-on-Trent over the next five years, focusing on young people aged between 14 and 25.	One of the key impact areas identified by this strategy is for employers to become leaders in the local skills system. The priority is to strengthen the local economy by ensuring young people develop the skills employers need.

Staffordshire Economic Strategy 2023-2030	The Staffordshire Employment and Skills Strategy 2023-2030 outlines the future ambitions for the Staffordshire economy as well as identifying targeted priorities and actions that will tackle current challenges and enable opportunities to be realised. The priorities include: • Town Centre / High street regeneration • Higher skilled, higher paid workforce • Supporting start-up and step-up businesses • Innovation • Developing investment ready projects Strategic corridors	According to the Staffordshire Employment and Skills Strategy 2023-2030 low levels of skills are prevalent within Cannock Chase, Tamworth, and parts of Newcastle-under-Lyme. To improve levels of skills attainment across the region and especially in these areas Staffordshire County Council will: • continue to support residents into, or to remain in, sustainable employment including through services and programmes to better connect people to jobs, providing services to navigate the complexities of employability and skills training and helping employers to recruit. • support skills providers in creating rapid-retraining programmes by building on its collaborative partnership approach across the county; supporting people to find employment in those sectors where there are the greatest numbers of job vacancies. • generate opportunities for greater levels of lifelong learning and support to upskill and reskill people throughout their working lives. • enable the creation of those jobs within the county that will form an important part of our future economy.
Staffordshire Employment and Skills Strategy 2023-2030 (Draft)	The Staffordshire Employment and Skills Strategy outlines the vision and priorities to deliver the united economic vision for the Staffordshire economy. It will look to ensure a county-wide workforce that is equipped, not only to weather the storms of economic shocks such as a global pandemic but to thrive and grow in a pioneering county. It will deliver the digital skills needed to embrace the power of technology and digital transformation in our priority sectors and the green skills needed to achieve net zero by 2050. The key priorities of the strategy include:- • Creating an aspiration and active workforce • Providing inspiration careers advice • Developing technical skills to drive productivity and growth Developing technical skills to drive productivity and growth • Supporting innovation and enterprise • Creating a place of learning	The strategy identifies key areas and priorities that are key considerations for the Stoke-on-Trent and Staffordshire LSIP. It is looking forward over 7 years how the County Council will develop a diverse, inclusive and sustainable economy across Staffordshire by developing local skills which enable more people to access higher value, better paid jobs across a wide range of priority sectors.

APPENDIX C
Background and Methodology

A.1 Project Governance

The intention is for the LSIP to be developed and implemented in a way which ensures genuine collaboration and cooperation in the best interests of Stoke-on-Trent and Staffordshire, and ensuring that it is openly employer led, while working constructively with the range of stakeholders.

A.1.1 GOVERNANCE STRUCTURE

To ensure that the LSIP is developed in the manner envisioned a robust governance structure has been put in place that is based on the creation of four LSIP Forum Groups. The four LSIP Forum Groups are:

- LSIP Governance Board

- Stoke-on-Trent Subgroup

- Providers Forum

- Employer Forum

The purpose of the LSIP Forum Groups is to support successful development and delivery of the LSIP for Stoke-on-Trent and Staffordshire. Phase 1 of a full local skills improvement plan submitted to the Secretary of State in May 2023. Phase 2 is the implementation of the plan and its Roadmap for Change through to 2025.

The table below summaries the membership, roles and responsibility of each LSIP Forum Group.

Table C1: LSIP Forum Group Summary

LSIP Forum Group	Membership	Role and Responsibility
LSIP Governance Board	- Chamber Chief Executive) - LSIP Project Manager - Providers Forum representative - Higher Education x2 - Further Education - Training Providers - Skills Advisory Panel Representative - Employer Forum representatives x 8 - x Large x 2 4 Medium x 4 - x Small/Micro x 2	- Provide direction and support delivery - Review and comment on implementation and delivery plans and progress - Ensure activity covers the requirements of the LSIP Guidance - Represent the interests of the range of stakeholders and, in particular (where this applies) the Forum(s) they represent, and to feed back to those groups - Support the LSIP Project Team in identifying and mitigating key relevant delivery risks - Develop the actionable points for different stakeholders to achieve, ensuring they demonstrate impact and can be measurable. - The Chamber of Commerce is the contract holder and has full financial responsibility for the LSIP contract. As such, this is an advisory group and, while the Chamber will take full cognisance of the views of the Governance Board, final decisions will always lie with the Chamber.

Stoke-on-Trent Subgroup	• Stoke-on-Trent City Council • Stoke-on-Trent College • Stoke 6th Form College • Stoke based Employers x 7 • Careers and Enterprise Company	• Identify the key differences for employees based in Stoke • Ensure actions points made for the LSIP are achievable for Stoke-on-Trent Colleges to achieve • Review the 14-25 action plan and how can be incorporated into the LSIPs • Ensure the LSIP works to achieve the Stoke-on-Trent Levelling up agenda.
Providers Forum – in partnership with the Staffordshire Partnership for Employment and Skills.	• Chair(s) – The members from the group that are on the Governance board • Higher education x 2 • Further education x 5 • Training Providers x 25 • Local Authorities x 2 • Independent/Specialist trainers x 5	• Offer sector knowledge and guidance on current skills structures • Current training plans and structures • Review the data gathered from the different groups - reviewing the cross-cutting themes • Participate in open discussion that will be used to develop the Improvement Plan for Staffordshire • Participants pledge to action the plan to help enable to the success of the project. • Identify what we mean by skills shortages so actionable points can be derived. These need to be measurable and demonstrate impact • Establish the connection between training, development, and productivity. • Ensure long term plans for skills are identified, not just focusing on 'todays' demands.
Employer Forum	• Chair(s) – The members from the group that are on the Governance board • Open call to all businesses based in Stoke-on-Trent and Staffordshire ensuring representation covering all priority sectors and particular factors: • Engagement in all 9 regions of the county • Businesses of all sizes engaged, reflecting the ratio of registered businesses in the county • Different sector organisations • Membership organisations representing key areas	• Offer sector knowledge and guidance on current skills structures • Current training plans and structures • Review of data gathered from the different groups - identifying the cross-cutting themes • Participate in open discussion that will be used to develop the Improvement Plan for Stoke-on-Trent and Staffordshire • Participants pledge to action the plan to help enable to the success of the project. • Identify what we mean by skills shortages so actionable points can be derived. These need to be measurable and demonstrate impact • Establish the connection between training, development, and productivity. • Ensure long term plans for skills are identified, not just focusing on 'todays' demands.
Support Services Forum	• Employability Providers • Probation Services • Refugee Support Groups • Disability Awareness Support Groups • Careers and Enterprise Company • JCP/DWP	• Representatives from the non-traditional recruitment methods. • Review the need of skills and training for the different sector groups represented • How training would support transitions into sustainable employment.
College Principles Group	Representatives from the 6 colleges throughout the county	• Discussed the emerging priorities document. • Feedback consultations on draft reports produced. • Review LSIF process.

Individuals are allowed to be a member of multiple LSIP Forum Groups as required.

The governance structure and membership of each LSIP Forum Group will be reviewed for the commencement of Phase 2 to ensure that it is set up to support in the achievement of the Roadmap for Change.

C.1.2   FREQUENCY OF MEETINGS

Throughout the duration of the development and implementation of the LSIP, the LSIP Forum Groups have committed to regular meetings to ensure efficient project management, communication of key topics and updates on progress. The schedule of meetings for the LSIP Forum Groups are as follows:

• Phase 1 (Oct 22-May 23) Monthly meetings

• Phase 2 (May 2023-May 2025) Quarterly meeting (subject to review)

• Governance Board – 2nd Friday of the month 8.30-10am (Online/)

• Providers Forum – 3rd Friday of the month 8.30-10am (Supported by Staffordshire Partnership for Employment & Skills SPES)

• Employer Forums – 4th Friday of the month 8.30-10am (Various locations throughout the county)

• Learners Forums – Various dates/locations. Centred around Providers support

• Stoke Sub-group – various key points through the LSIP process

Support Services Forum – various key points through the LSIP process. A note of each meeting (recording key points of discussion, decisions made, and actions agreed) and an action log will be produced and maintained by the Project Team.

C.2   Priority sectors

The priority sectors for the Stoke on Trent and Staffordshire were included in the initial plan submitted as part of the full application in October 2022. The priority sectors were then addressed during the opening presentations at all the different forum groups. The details of which were also circulated to all stakeholders involved. These were based on:

• SAP data evidence for the skills agenda.

• Future large-scale projects for the region creating employment opportunities.

During the implementation stages the priorities were discussed with the governance including the key stakeholders (SAP, LEP, FE, HE, TP and key businesses).

Initially there was 4 keys areas decided upon:

• Engineering and Advanced Manufacturing inc. Ceramics

• Advanced Logistics

• Health and Social Care

• Decarbonisation and Energy Distribution

During the evidence review period the providers and other stakeholders confirmed a further priority needed to be included in Phase 1. Construction skills needs were strongly represented through the evidence, demonstrating a high demand for the sector. A decision has been made to add this as a key priority sector.

C.3   Data and Evidence Collation Methodology

One of the key priorities in collecting our data was to ensure there was a clear representation of the county included sector and business. This has led to several primary and secondary data collection methodologies being utilised.

Further details are provided in the following sub-sections on the employer events / one to ones and the online employer survey and the efforts to ensure a robust representation of business and sectors across Stoke-on-Trent and Staffordshire.

C.3.1   PRIMARY DATA – ONLINE SURVEY OF EMPLOYERS METHODLOGY

Staffordshire Chambers of Commerce developed an online employer survey using Microsoft Forms[16] to capture the opinions of the local business community. The survey was circulated to businesses using the Chambers of Commerce contact database; and by distributing the survey to the networks and contacts of partner organisations across the sub regions. The distribution of the survey was promoted by the opportunity for partners to receive branded adverts to accompany marketing and promotion of the survey and via promotion by Staffordshire Chambers at employer events.

Survey responses were further encouraged by commissioning HBM Telemarketing to directly contact employers across Stoke-on-Trent and Staffordshire. The Chambers of Commerce provided a list of businesses to be surveyed that included members and non-members that was supplemented by purchasing an extract from a business contact database (e.g. Fame).

Working collaboratively with the telemarketing company in selecting key SIC codes to target. These were selected to reflect the priority sectors as hi-lighted previously:

- Section C: Manufacturing

- Section D: Electricity, Gas Steam and Air Conditioning supply

- Section E: Water Supply, Sewerage, Waste Management and Remediation Activities

- Section F: Construction

- Section H: Transportation and Storage

- Section I: Accommodation and Food Service Activities

- Section M: Profession, Scientific and Technical Activities

- Section Q: Human Health and Social Work Activities

This data comprised over 9,000 business contacts, with over 3,000 containing email addresses. The use of this data has been used in several different targeted approaches:

- Email links to LSIP employer events and survey

- Telemarketing campaign for key sectors

- Paper mailer including leaflet promoting the LSIP and a link to the survey

A subscription has been purchased for Data City. This is a data service enabling a greater targeted approach to businesses. This data will be further utilised though phase 2 of the LSIP.

Section 1 – Company Information through the online employer survey over 200 businesses in total took part with approximately 50% of these businesses being members of the Chamber and 50% being non-members. Stoke-on-Trent and Staffordshire is made up of 9 local regions comprising of Stoke-on-Trent City Council, and the 8 Local Authorities making up the county of Staffordshire. The businesses engaged in the survey are located across the region

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[16] **Local Skills Improvement Plan - Employer Survey (office.com)**

Local Authority	Responses	% of SSLEP Total Business
Cannock District Council	9%	9%
East Staffordshire Borough Council	9%	12%
Lichfield District Council	10%	12%
Newcastle Under Lyme	13%	9%
South Staffordshire	7%	12%
Stafford Borough	18%	14%
Staffordshire Moorlands	12%	11%

The following profile of responses by size of business has been recorded:

Business Size	LSIP Responses	SSLEP Figures
0-9	35%	88.74%
10-49	40%	9.31%
50-249	18%	1.56%
Large (250+)	8%	0.40%

The responses from employers were heavily weighted toward small and medium sized organisation, rather than micro-business. This is an area we will look to improve in Phase 2 of the LSIP with a more targeted approach to capture the views of micro businesses operating within the region.

Stoke on Trent and Staffordshire have a wide spectrum of industries, and this is reflected in the responses. Strong representation was recorded in our key priority sectors including Manufacturing and Engineering, Health and Social Care and Construction. Areas such ceramics and logistics although underrepresented in the survey results were involved in their own roundtable discussions to ensure effective engagement took place.
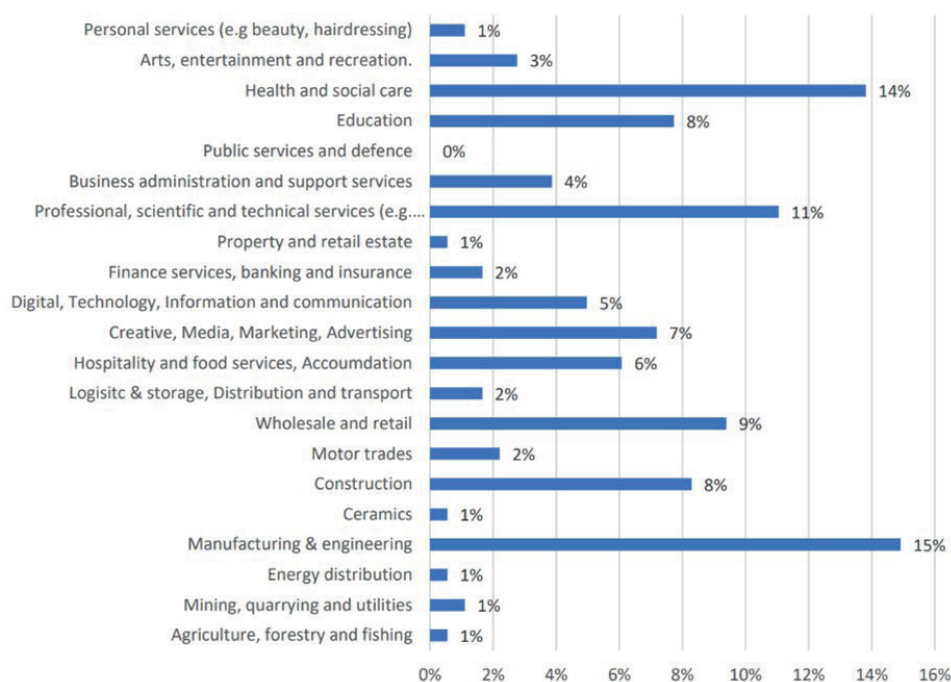
Staffordshire is a rural county, currently the agricultural, forestry and fishing sector is an underrepresented area contained within the LSIP responses, along tourism which is a further key sector for the region. Through Phase 2 of the LSIP and with support from colleges and employer representative bodies who specialise in these areas, further deep dives into their skills needs will be undertaken to support providers with curriculum planning and delivery.

Section 2 – Current staff/Recruitment:

A high percentage of the survey responses indicated that their current workforce had the required skill set. If they were to forecast over the next 3-5 years this dropped, with an increase of businesses unsure if they have the right skill sets currently.

Looking at your current staff, to what extent do you agree they have the skills required?				
	To meet current needs:		Needs in the next 3-5 years:	
Strongly agree	69	32%	46	21%
Agree	114	53%	110	51%
Disagree	19	9%	28	13%
Strongly disagree	4	2%	9	4%
Not sure	10	5%	23	11%

Using the raw data in Phase 2, this will be reviewed and businesses who identified that they don't currently have issues with skills needs, have forecast this will change, further deep dive sessions will be undertaken to identify any gaps businesses believe could become an issue for their business moving forward.

For growth and development in Staffordshire there are positives signs for businesses in their need to recruit.

Are you currently recruiting/plan to recruit in the next 12 months?

Are you currently recruiting/plan to recruit in the next 12 months?		
Yes	145	67%
No	40	19%
Not sure	31	14%

There are wide variety of methods that can be used to support successful recruitment. 50% of businesses stated they would look at including training as part of the advert and incorporate in their probationary period. Through Phase 2 collaborative partnerships will be supported between providers and employers to ensure the correct training packages are in place from the start.

Through phase 2 of the LSIP further support in developing the use of non-traditional methods of recruitment, further enhancing the underrepresented groups in our region.

In terms of the issues in recruitment it does bring into focus some key areas that need to be addressed.

What problems do you experience when recruiting?
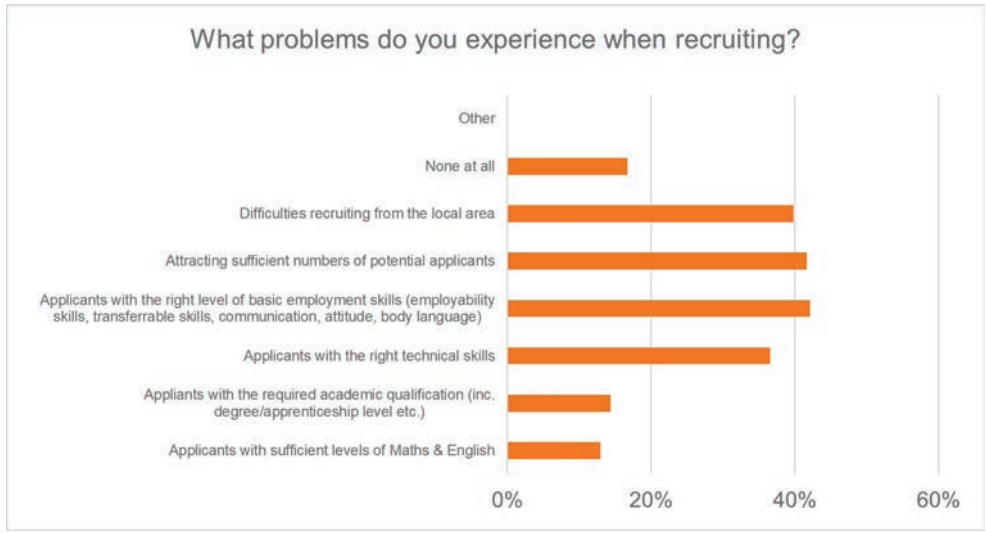
Section 3 – Retention:

Training plans can positively support staff retention when connected to a career progression within the organisation.

With regards to staff retention, do you have an internal Training/Development plan in place to promote upskilling of existing staff?
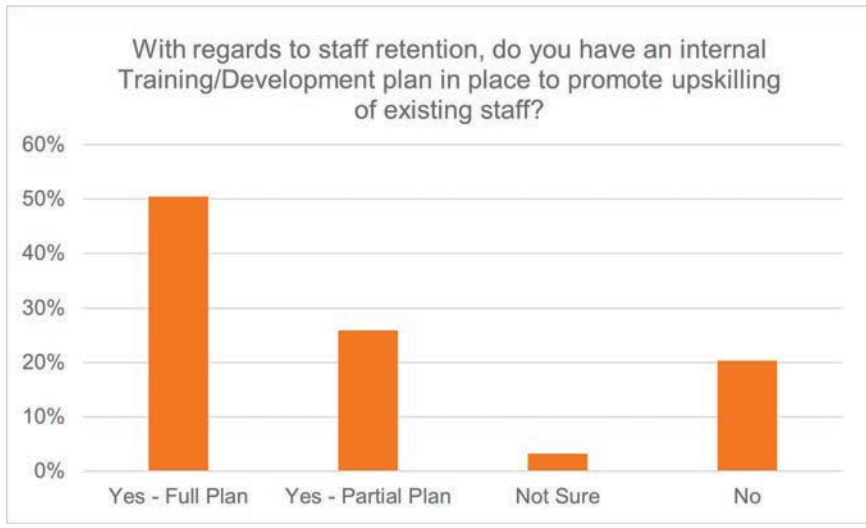
Section 4 – Skills Gaps

A high percentage intend to invest in training in the next 3-5 years.

Does your company intend to train existing employees to fill any skills gaps over the next 3-5 years?
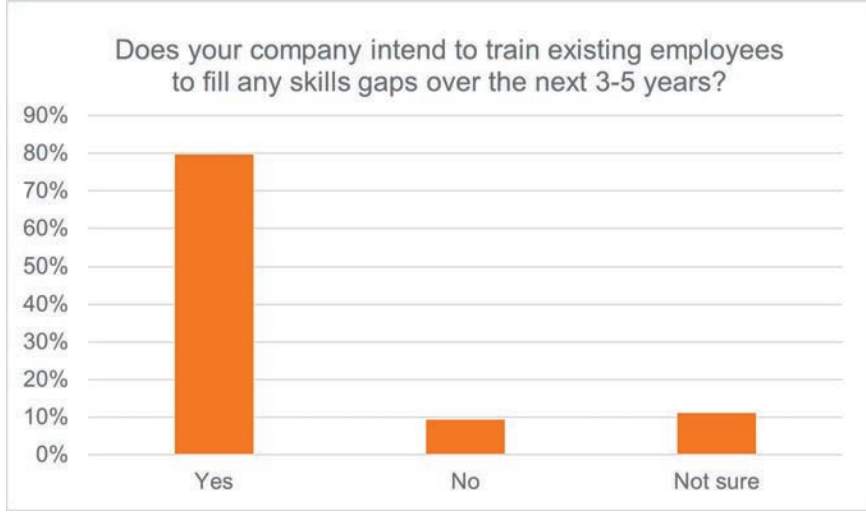
A cross-section of skills is identified that require training over the next 3-5 years.
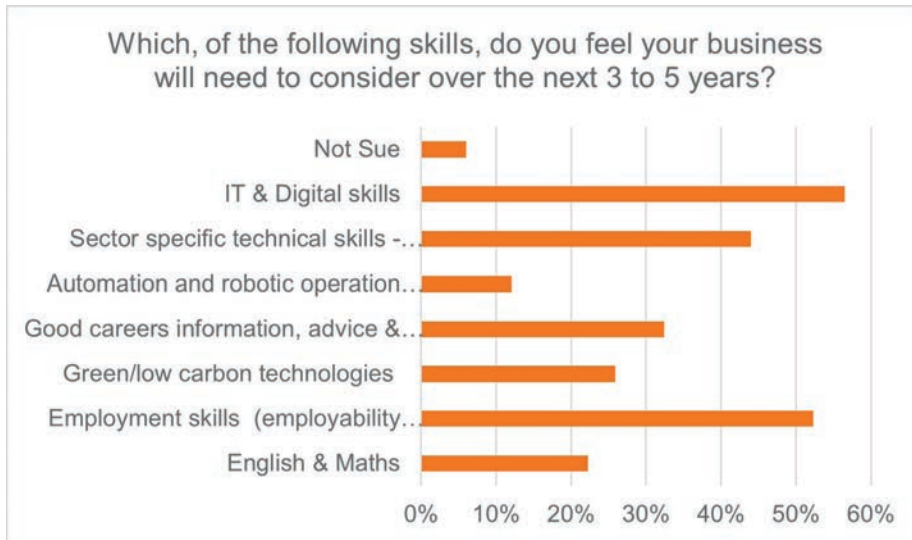
Training investment will increase and so providers need to be prepared to support that employers will be requiring.
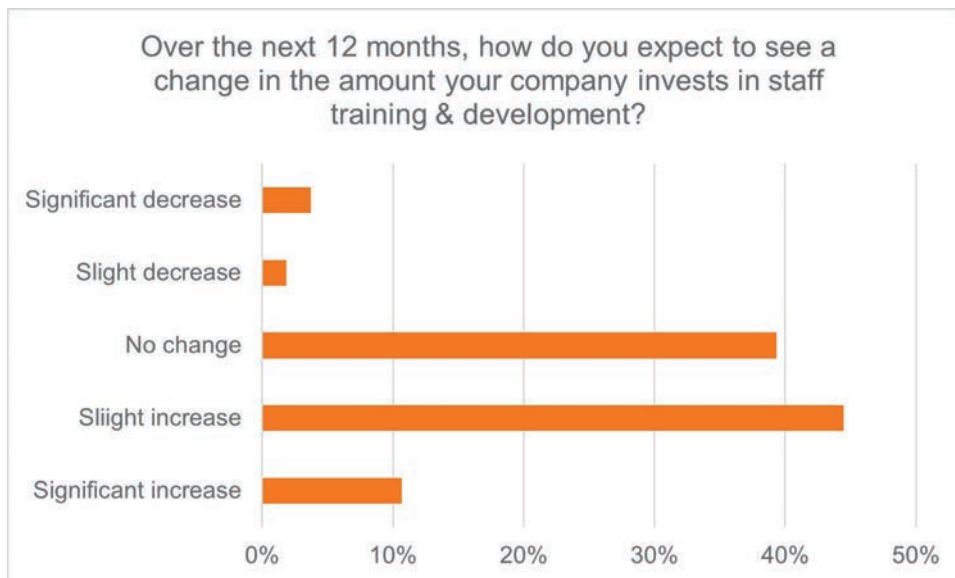
Providers having the correct skills set is important to the employers to ensure their staff have the most up to date training. A high number of the employers are prepared to support in developing this either through the curriculum or direct training involvement.

What approaches would improve the access to skills and training for your business?

Would your organisation be prepared to invest the following, in skills that will support your company?
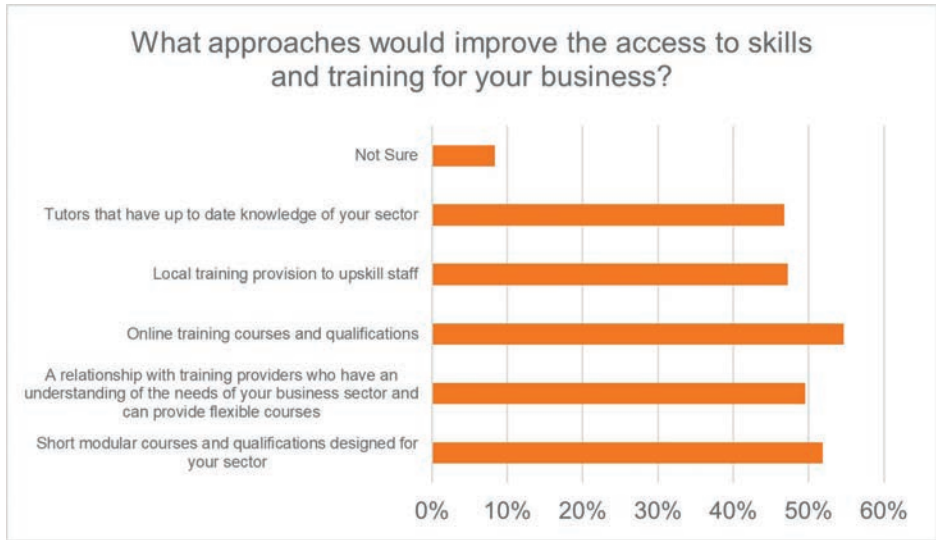
Section 5 – Training Providers?

Does your business engage with any of the following?

What specific services from training providers, further education (colleges) and/or higher education (universities) would be useful for your business?

In an ideal world what would you like to see from a future skills system that would help your business/sector?
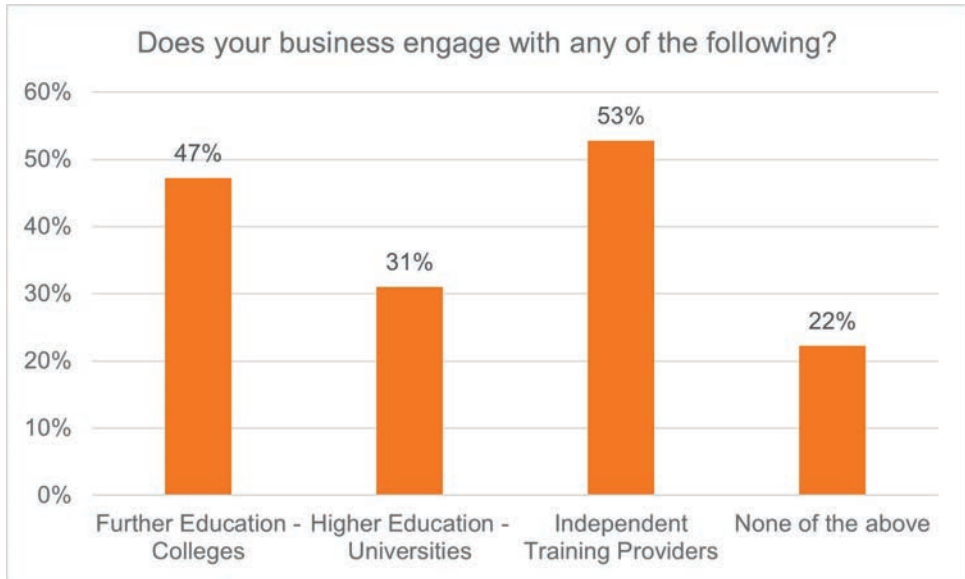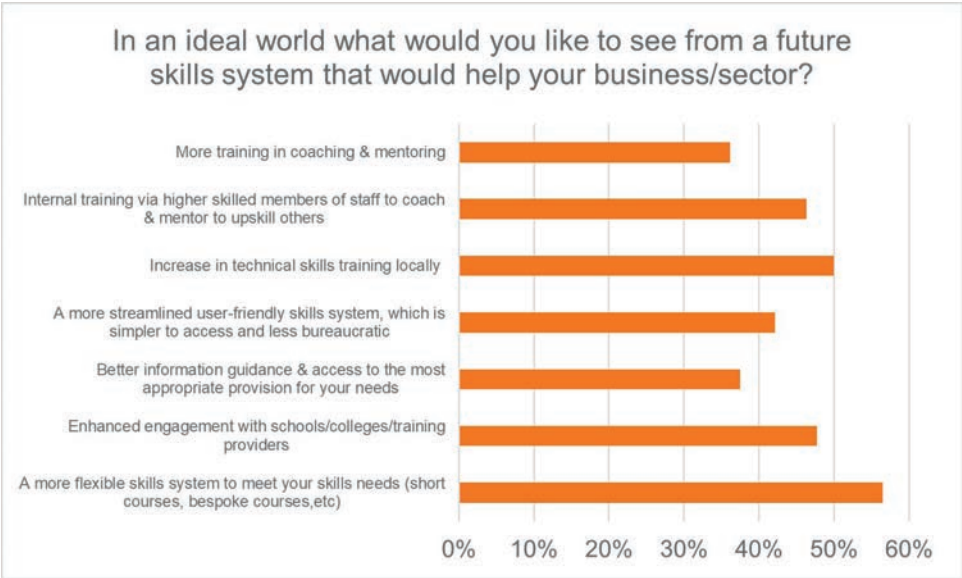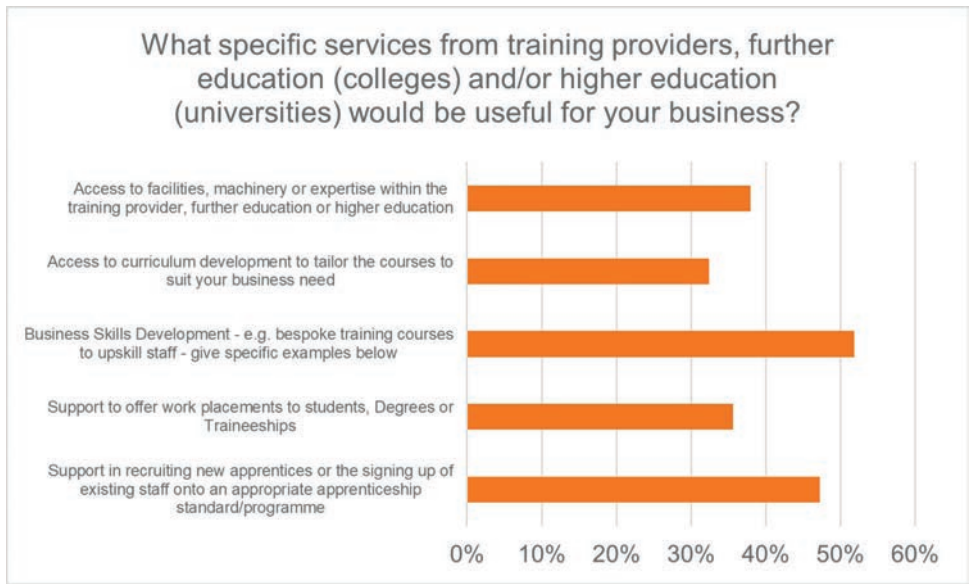
C.3.2   EMPLOYER EVENTS / ONE TO ONE INTERVIEW METHODOLOGY

The Staffordshire Chambers of Commerce attended several events and policy forums across the region as well as leading specific LSIP events hosted at local further education facilities in the region. These events were attended by representatives from further and higher education facilities in the region, training providers and major businesses.

Attendees at these events and policy forums were asked a series of agreed questions relating to a range of topics relevant to the LSIP by members of Staffordshire Chambers of Commerce. This consultation programme consisted of a combination of group interview sessions and one to one interviews/discussions.

The key questions asked during the consultation events were:

- What are the key skills gaps?

- What are the generic skills issues?

- Are there any barriers to prevent you as an employer taking up training?

- What training is currently undertaken & how effective is it?

- How accessible is the current skills system?

Table C2: Employer Forums – LSIP primary evidence gathered.

Event Title	Date	Sector	Location	In Partnership
Skills Summit	Nov 2022	All	Stoke-On-Trent	Staffordshire University
Recruit, Train, Retain	Dec 2022	All	Stafford Borough	Popcorn Media
What do we mean by soft skills?	Jan 2023	All	East Staffordshire	Careers Hub
Deep Dive Health and Social Care	Jan 2023	Care sector	Stafford borough	Care Market Development Team
Creating a Culture of Internal Training	Feb 2023	All	Staffordshire Moorlands	Strategi Solutions
Deep dive – Energy Distribution	Mar 2023	Energy	Newcastle-Under-Lyme	Keele University
The value of free training	Mar 2023	All	Stoke on Trent	Staffordshire Chambers – HR, Employment & Skills Forum
Deep dive – Construction	Mar 2023	Construction	Stafford Borough	CITB
Deep Dive – Ceramics	Mar 2023	Ceramics	Stoke-on-Trent	British Ceramics Confederation
Provider Lead Event	Mar 2023	All	Stoke-on-Trent	Stoke-on-Trent College
Skills shortages roundtable	Mar 2023	All	Tamworth	GBCC
Skills shortages roundtable	Mar 2023	All	East Staffordshire	GBCC
Early Years	Mar 2023	Child Care	Stoke-on-Trent	Equality Training
Provider Lead Event	Mar 2023	All	East Staffordshire	Burton College
Provider Lead Event	April 2023	All	Newcastle-Under-Lyme	NSCG
Deep dive - Engineering	April 2023	Engineering	Stoke-on-Trent	NSEG
Provider Lead Event	April 2023	All	Newcastle-Under-Lyme	Keele University
Skills shortages roundtable – Logistics	April 2023	Logistics	Lichfield	GBCC/Palletways
Skills shortages roundtable	April 2023	All	Cannock	GBCC/Performance Through People
Provider Lead Event	April 2023	Care Sector	Stoke-on-Trent	Acacia Training
Provider Lead Event	Mar 2023	All	East Staffordshire	Burton College

Table C3: Event – LSIP Agenda item

Event Title	Date	Sector	Location	In Partnership
Rural Forum	Oct 2022	Rural based businesses	Stoke-on-Trent	Staffordshire Chambers of Commerce
BNI – Chapter 10	Oct 2022	All	Stoke-on-Trent	BNI
FSB	Oct 2022	All	On-line	FSB
SPES AGM	Nov 2022	All	Stafford	SPES
HS2 Forum	Oct 2022	Transport/logistics	Stoke-on-Trent	Staffordshire Chambers of Commerce
Digital Forum	Oct 2022	Digital	Newcastle-Under-Lyme	Staffordshire Chambers of Commerce
Transport Forum	Oct 2022	Transport	Stok-on-Trent	Staffordshire Chambers of Commerce
Network to Network	Oct 2022	ERBs	On-line	Stoke-on-Trent & Staffordshire LEP
Piano Bar – Regent Theatre	Nov 2022	All	Stoke-on-Trent	DWP
BNI Stafford	Nov 2022	All	Stafford Borough	BNI
South Staffordshire Employment Board	Nov 2022	All	South Staffordshire Focus – online	South Staffordshire Council
Positive HR Conference	Dec 2022	All	Stoke-on-Trent	Positive HR
WMAAN - Stoke & Staff	Dec 2022	All	On-line	WMAAN - Stoke & Staff
Electrotechnical Contractors, Engineer & Installers	Jan 2023	Electrical engineers	On-line	ECA
Meeting with DWP	Jan 2023	All	Stoke-on-Trent	DWP
Enterprise Advisors	Jan 2023	All	On-line	Careers Hub
Positive HR	Feb 2023	All	Stoke-on-Trent	Positive HR
Social Value Forum	Feb 2023	All	Stoke-on-Trent	Staffordshire Chambers of Commerce
Finest Event	Feb 2023	Professional Services	Stafford Borough	Staffordshire Chambers of Commerce

Business Breakfast	Feb 2023	All	East Staffordshire	Burton Chambers
Employer event	Feb 2023	All	Stoke-on-Trent	DWP
Business Breakfast	March 2023	All	Lichfield	Lichfield Chamber
Business Leaders	Mar 2023	All	Stoke-on-Trent	Staffordshire Chambers of Commerce
We are Staffordshire	April 2023	All	Alrewas	Staffordshire University
Adult & Childrens Care	April 2023	All	Stafford	Staffordshire County Council
Positive HR	April 2023	All	Newcastle-Under-Lyme	Positive HR
Employment Policy – BCC	April 2023	Ceramics	Stoke-on-Trent	British Ceramics Confederation
Business Breakfast	May 2023	All	Cannock	Cannock Chase Chambers

Through the numerous employer facing events and one to ones , over 250 businesses were engaged with in total. Approximately 65% of these businesses were members of the Chambers of Commerce and the remaining 35% of businesses being non-members.

Almost half of all businesses engaged with were located in Stoke-on-Trent (43%) with the next most popular location for businesses were Stafford (20%) and Newcastle-under-Lyme (14%). Other locations of businesses engage with included East Staffordshire (8%), Lichfield (4%), South Staffordshire (11%), Staffordshire Moorlands (4%), Cannock Chase (3%) and Tamworth (1%).

There was an event split of business sizes that were engaged with through these events including:

•   Large Business (250+) – 29%

•   Medium (51-249) – 22%

•   Small (6-50) – 26%

•   Micro (0-5) – 22%

Feedback from the range of employer engagement events has identified the following future skills and occupation requirements across each of the priority sectors outlined in the figure below.

Figure C1: Summary of feedback from employer engagement events

Advanced Manufacturing and Engineering skills and occupations	Advanced Logistics skills and occupations	Health and Social Care skills and Occupations	Digital skills and occupations	Net Zero/ Green skills and occupations	Additional skills and occupations
Production Managers and Directors in Manufacturing	Robotics – maintenance/ development	Care Managers	Cyber Security Specialist Level 7	EV Charging Point Installers (domestic and public contractors Level 3)	Quantity Surveyors Level 6
Engineering Technicians	Transport manager	Healthcare Support Worker and Senior Level 2/3 Apprenticeships	Artificial Intelligence Specialist Level 7	EV Mechanics	Basic Leadership and Management
Engineering Level 4/5	Advanced driver CPD	Nursing Associate Level 5/ Assistant Practitioner Level 5	Data Analysts, Data Scientists and Data Engineers Level 3 / Level 4	Low Carbon Heating Technician Level 3 and Plumbing and Heating Technician Level 3 (Ground/ Air Source Heat Pumps Installers)	Basic Accounting Skills
Health and Safety		Senior Care Workers	Basic Digital Skills – Sage, Excel, Word, Coding/ Programming skills, Graphic Design, Online Marketing/ Social Media		
Welding and Fabrication					

C.3.3   SAP PRIORITY SKILLS AND OCCUPATIONS STUDY

The SAP and partners are currently completing a study in support of the LSIP to complete the following:

1.   To identify and agree on the main Stoke-on-Trent and Staffordshire wide occupations and skills requirements within the priority growth sectors which are scalable, including existing unmet need and future skills need.

2.   To review current skills supply in those priority areas of need.

3.   To identify a series of demand and supply side recommendations which will further develop a labour supply equipped with the necessary skills and experience required to further support the priority occupations.

The study aims to focus explicitly on high value occupations which are in demand and growing, as well as future high value growth occupations which are not currently reflected within the existing labour market but represent strategically important growth opportunities for Stoke-on-Trent and Staffordshire

The study has been used to inform this LSIP and is expected to be expanded as part of phase 2 of the LSIP. A summary of the methodology of the study is shown below:

Stage 1

Demand
• Desk review latest skills demand evidence – Advance manufacturing, Construction and Logistics.
• A long list of occupations and skills requirements.

Stage 2

Demand
• Consultation – ERB Employer Priority Growth Sectors.
• Three workshops to agree a short list of **three** occupations and skills requirements per sector.

Stage 3

Supply
• Desk based assessment of existing skills supply and provision aligned to priority sectors.

Stage 4

Supply
• Provider consultation to understand provision in priority occupations and skill requirements.
• Focus on delivery, capital and physical resources.

Stage 5

Supply and demand
• Reporting.
• Options and recommendation for skills supply – new provision, facilities, revenue investment

The study is currently being progressed and is expected to be completed by July 2023. However, at the time of writing Stages 1 and 2 (demand side analysis) have been completed and Stages 3 and 4 (supply side analysis) are in progress the results of which are outlined within section 4 of the LSIP.

Stage 1 of the SAP study has identified a long list of high value high growth, and high value occupations/skills which are well represented within Stoke-on-Trent and Staffordshire. Occupations have been identified by analysing historical employment and vacancy data (Lightcast) combined with a qualitative review of sector level reports on future potential growth opportunities. This process has ensured that both short- and long-term growth occupations and skills areas have been identified across each of the priority growth sectors. During stage 2 of the SAP study a shortlist of 3-4 priority occupations has been identified from the long list based upon feedback provided by key sector public bodies during online consultations (e.g. Make UK, the Chartered Institute for Logistics and Transport and the Construction Industry Training Body). The evidence gathered to date from this study has been included within this section and further evidence will be collated as part of phase 2 of the LSIP.

The long list of occupations across each of the priority growth sectors is outlined in the figure below.

Engineering and Advanced Manufacturing	Construction	Advanced Logistics
1. Telecommunications Engineers 2. Design and Development Engineers 3. Electrical and Electronics Technicians 4. Electricians and Electrical Fitters 5. Engineering Technicians 6. Mechanical Engineers 7. Rail engineers/ maintenance 8. Vehicle technicians – EV qualified	1. Architects 2. Construction Project Managers and Related Professionals 3. Chartered Architectural Technologists 4. Scaffolders, Stagers and Riggers 5. Bricklayers and Masons 6. Production Managers and Directors in Construction 7. Civil Engineers 8. Chartered Surveyors 9. Plumbing and heating, ventilation and air conditioning (HVAC) trades and engineers 10. Heat pump engineers	1. Managers and Directors in Transport and Distribution 2. Large Goods Vehicle Drivers 3. Van Drivers 4. Elementary Storage Occupations 5. Managers and Directors in Storage and Warehousing 6. Transport and Distribution Clerks and Assistants 7. Forklift truck drivers 8. Data analysts/ Data scientists/ software engineers

The ultimate shortlist of high value occupations which represent growth opportunities for Stoke-on-Trent and Staffordshire is identified in the figure below.

Occupation type	Advanced Manufacturing and Engineering	Advanced logistics	Construction
1. High Value High Growth	Design and Development Engineers	Managers and Directors in Transport and Distribution / Managers and Directors in Storage and Warehousing	Architects
2. High Value High Volume	Engineering Technicians	Transport and Distribution Clerks and Assistants	Construction Project Managers and Related Professionals
3. National evidence	Vehicle technicians – EV qualified	Drivers (Forklift/HGV) Data analysts/ Data scientists/ software engineers	Retrofitters (L4) Heat Pump Engineers

In Phase 2, further engagement activities including the creation priority sector deep dives and the development of priority sector-based collaboration groups will take place This will ensure that further evidence is captured to support the understanding of key skills and occupation gaps.

Work will also be undertaken to review any further key sectors that might need to be considered as part of future LSIP development. We will also, through Phase 2, look to address further engagement with micro-business and those that have been underrepresented. This will be through continued engagement with key employers, providers, sector bodies and stakeholders including local authorities.

C.3.4   SEDONDARY DATA ANALYSIS

The Stoke-on-Trent and Staffordshire LSIP has drawn on the area's extensive skills and labour market evidence base to identify the key challenges, issues and opportunities. The evidence base has been developed collaboratively by partners across Stoke-on-Trent and Staffordshire and includes:

• The Skills Action Plan evidence base – The Stoke-on-Trent and Staffordshire Employment and Skills strategy was led by the Skills Advisory Panel (SAP) to drive this improvement and help deliver the skills required for our future success. The strategy is underpinned by a suite of supporting documents and evidence on the SAP website that have also supported the analysis presented in this document. This includes a Local Skills Report, a comprehensive Stoke-on-Trent and Staffordshire Economy, Skills and Labour Market Information report as well as sector, locality and thematic reports.

- The Stoke-on-Trent and Staffordshire Skills for Growth Survey 2022 – The aim of the Skills for Growth Business Survey centred around furthering our understanding of skills demand, supply and mismatch within our local economy by identifying occupations and skills requirements of businesses. A total of 780 businesses were surveyed by Metro Dynamics and IBP Strategy and Research between February and July 2022, ensuring the research the LSIP is based on is representative of the local area. A broad range of local business were surveyed with a specific focus on priority growth sectors including Engineering and Advanced Manufacturing, Construction, Advanced Logistics and Health and Social Care and skills areas including digital and green skills.

- Stoke-on-Trent and Staffordshire Labour Market Reports – The LSIP has drawn upon job vacancy trend data to identify occupations in demand within priority sectors.

- Stoke-on-Trent and Staffordshire LSIP data review – produced by Staffordshire University, the data review provides a desk-based assessment the areas local labour market; education and training provider; and skills data. This includes an assessment of trends in occupations, sectors, earnings, qualifications, economic inactivity, provider location, apprenticeship starts, skills shortages by occupations, technical skills shortages and the impacts of shortages. Information for this review was gathered from sources including: -

    - [Office of National Statistics](#)

    - [Unit for Future Skills](#)

    - [Annual Population Survey](#)

    - [DWP Benefit Data](#)

    - [NESTA Open Jobs Observatory](#)

    - [Employer Skills Survey for England 2019](#)

    - [Apprenticeship Data](#)

    - [Students Destination Data](#)

    - [Further Education Data](#)

    - [Higher Education Data](#)

    - [Stoke-on-Trent and Staffordshire Skills for Growth Survey 2022](#)

    - [Stoke-on-Trent and Staffordshire Skills Advisory Panel Evidence Base](#)

    - [SAP Additional Data Source](#)

APPENDIX D
Priority sectors, occupations – IfATE mapping

D.1 Advanced Manufacturing and Engineering

IfATE mapping has been completed as a result of feedback from employers from the forums and one to one sessions held. We recognise that there are further occupational areas in the priority sectors, however the occupations listed are the ones highlighted as being in demand, difficult to recruit to or difficult for employers to retain the workforce.

It is important to note that the implementation of the local Institute of Technology will address the current short fall of the higher technical qualifications at Level 4 and Level 5, in the engineering, digital and logistics sectors.

Occupation	IfATE Technical Occupations	IfATE Higher Technical Occupations	IfATE Professional Occupations	
	Potential Action	Engineering Manufacturing Technician (L4) Production Development Manager (L4) (in development)	Control Technical Support Engineer (L6) Postgraduate Engineer - Engineering Business Manager (L7) Manufacturing Engineer (L6)	Further sector development required for specific technical, higher technical and professional qualifications to support the development of the advanced manufacturing and engineering sectors.
Engineering Operative Engineering Technicians	Engineering operative - Engineering Operatives Working Within a Materials, Processing or Finishing (L2) Mechatronics Maintenance Technician (L3) (in development) Product design & Development Technician (L3) (in development) Maintenance & Operations Engineering Technician (L3) (currently under review) Engineering Fitter (L3)	Process Leader (L4)		Institute of Technology will develop and support the short fall of the higher technical qualifications at Levels 4 and Levels 5 in the engineering and manufacturing sectors.
Mechanical Engineers	Engineering Design & Draughtsperson (L3)	Engineering Manufacturing Technician (L4) Product Development Manager (tbc) Senior Card Engineer (tbc) Space Engineering Technician (L4)	Aerospace Engineer (L6) Aerospace Software Development Engineer (L6) Mechanical Engineer (tbc) Postgraduate Engineer (L7) Robotics Engineer (L6) Power Engineer (tbc) Product Design & Development Engineer (L6) Simulation & Modelling Engineer (tbc) Space Systems Engineer Engineering Compliance Manager (tbc) Quality Manager (Tbc)	Institute of Technology will develop and support the short fall of the higher technical qualifications at Levels 4 and Levels 5 in the engineering and manufacturing sector.

Electrical Engineers	Maintenance & Operations Engineering Technician (L3) (currently under review)			
Environmental Engineer			Environmental Practitioner (L6)	
Machining Technician	Machining Technician (L3)	Engineering Manufacturing Technician (L4)		
Health and Safety	Improvement Technician (L3)		Risk and safety management professional (L7)	
Welding and fabrication	Fenestration Fabricator (L2) General Welder (Ark Processes) (L2) Metal Fabricator (L3) Pipe Welder (L3) Plate Welder (L3)	Welding Technologist	Materials Process Engineer (L7)	
(Ceramic) Manufacturing operator	Lean Manufacturing Operative (L2) Improvement Technician (L3)		Materials Science Technologist (L6) Manufacturing Engineer (L6)	Further sector development required for specific technical and professional ceramic qualifications.
Environmental compliance technician (Ceramic) Process technician (Ceramic) Senior Improvement leader (Ceramic)	Improvement Technician (L3)	Improvement Practitioner (L4)	Improvement Specialist (L5) Improvement Leader (L6) Materials Science Technologist (L6)	Further sector development required for specific technical and professional ceramic qualifications.
Team Leader/Supervisor Senior Manager	Team Leader – Supervisor (L3)	Improvement Specialist (L5) Operations or Department Manager (L5)	Project Manager (L6) Chartered Manager (L6) Senior Leader (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill into a team leader/supervisory role
Risk Management			Improvement Leader (L6) Company Secretary (L6) Risk and Safety Management Professional (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill/ develop risk management skills.

D.1.1 SKILLS GAPS

Skills shortages are mainly due to the increased demand for staff in a sector which finds it difficult to recruit to and has an ageing workforce. Feedback from employers in this sector is that new entrants often lack the relevant work readiness skills being sought. Reported skills gaps in the sector are in supervisory management, where workers are being promoted owing to their technical skills but lack the required supervisory/management skills. Lack of ceramic accredited standards in Levels 3,4 & 5, contribute to the perception that this area of manufacturing is not an area to pursue for students looking to enter ceramics in the local economy.   Employers are using the Lean Manufacturing/Improvement Technician route to train their staff, with progression onto the Material Science Technologist at Level 6 for further progression with ceramics. The emerging need to improve digital skills to increase efficiencies & keep up to date with technological advancements is key, particularly for the traditional ceramic sector.

Skills Gap	Potential Solutions
Robotics	Institute of Technology to develop and support the delivery of robotics learning as part of the higher technical qualifications at Levels 4 and Levels 5 to drive automated production.
Artificial Intelligence	Accredited and short modular courses (micro credentials) to support employers to become more digital intelligent, to improve with problem solving and decision making.
Data Analytics	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and better influence on accuracy of outcomes/production, to drive productivity and growth.
Virtual Design modelling and production	Accredited and short modular courses (micro credentials) developing employers to use innovative technology.
Electrical/electronic engineering design	Accredited and short modular courses (micro credentials) to provide employers with the skills to make improvements to drive quality and innovation.
Team Leader & leadership skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Senior Leadership Skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Numeracy	Functional Skills supported by the education provider and embedded into the delivery of accredited qualifications, to raise aspirations and achievement. Multiply Programmes

D.2 Advanced Logistics

Occupation	IfATE Technical Occupations	IfATE Higher Technical Occupations	IfATE Professional Occupations	Potential Action
Robotics - maintenance/development	Mechatronics Maintenance Technician (L3) (in development)		Robotics Engineer (L6)	Institute of Technology will develop and support the short fall of the higher technical qualifications at Levels 4 and Levels 5 in the advanced logistics sector.
Transport Manager		Fleet Manager (L4) Logistics Operations Maintenance Manager (L4) (tbc)	Supply Chain Leadership Professional (L6) Express Delivery Manager (L6)	Further sector development required for specific technical and professional logistics qualifications.
Advanced driver CPD	Large Goods Vehicle (LGV) Driver C+E (L2)			Further sector development required for specific technical and professional logistics qualifications.
Delivery Operative	Express Delivery Operative (L2)			
Supply Chain Operators	Supply Chain Operator – traffic office (L2)	Supply Chain Manager (L4) (tbc)	Supply Chain Leadership Professional (L6)	
Supply Chain Warehouse	Supply Chain Warehouse Operative (L2)	Supply Chain Warehouse Manager (L4) (in development)		
Supply Chain Supervisors	Warehouse Operations Supervisor (L3) (in development)	Supply Chain Manager (L4) (tbc) Logistics Operations Warehouse Manager (L4) (tbc)		
Team Leader/Supervisor Senior Manager	Team Leader – Supervisor (L3)	Improvement Specialist (L5) Operations or Department Manager (L5)	Project Manager (L6) Chartered Manager (L6) Senior Leader (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill into a team leader/supervisory role
Risk Management			Improvement Leader (L6) Company Secretary (L6) Risk and Safety Management Professional (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill/ develop risk management skills.

D.3 Skills Gaps

The high number of warehouse & logistics jobs within the region demonstrates the importance of the sector within Stoke-on-Trent & Staffordshire as a strategic location in the logistics sector. Sustainable development – low carbon is driving innovation in more sustainable products and equipment; however, employers need to invest & require expert training/support & guidance to increase digital efficiencies for the sector.

Skills Gap	Potential Solutions
Robotics/Automation/	Institute of Technology to develop and support the delivery of robotics learning as part of the higher technical qualifications at Levels 4 and Levels 5 to drive automated production.
Computer programming	Accredited and short modular courses (micro credentials) to support ongoing development of coding and programming in all key sectors to improve business analytics, problem solving.
Data analysts	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and inform sustainable and efficient logistics systems.
Procurement	Accredited and short modular courses (micro credentials) to support and enable employers to develop in house procurement skills. This could lead on to higher level qualifications.
Supply Chain & Logistics Operations Management	Accredited and short modular courses (micro credentials).
Team Leader & leadership skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Senior Leadership Skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Numeracy	Functional Skills supported by the education provider and embedded into the delivery of accredited qualifications, to raise aspirations and achievement. Multiply Programmes

D.4 Health and Social Care

Occupation	IfATE Technical Occupations	IfATE Higher Technical Occupations	IfATE Professional Occupations	Potential Action
Care Managers			Robotics Engineer (L6)	Institute of Technology will develop and support the short fall of the higher technical qualifications at Levels 4 and Levels 5 in the advanced logistics sector.
Care Workers	Adult Care Worker (L2) Lead Adult Care Worker (L3)	Fleet Manager (L4) Logistics Operations Maintenance Manager (L4) (tbc)	Supply Chain Leadership Professional (L6) Express Delivery Manager (L6)	Further sector development required for specific technical and professional logistics qualifications.
Healthcare Support Worker Community Worker	Community Health & Wellbeing (L3)			Further sector development required for specific technical and professional logistics qualifications.
Team Leader/Supervisor Senior Manager	Team Leader – Supervisor (L3)	Supply Chain Manager (L4) (tbc)	Supply Chain Leadership Professional (L6)	
Risk Management		Supply Chain Manager (L4) (tbc) Logistics Operations Warehouse Manager (L4) (tbc)		
Team Leader/Supervisor Senior Manager		Improvement Specialist (L5) Operations or Department Manager (L5)	Project Manager (L6) Chartered Manager (L6) Senior Leader (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill into a team leader/supervisory role
Risk Management			Improvement Leader (L6) Company Secretary (L6) Risk and Safety Management Professional (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill/develop risk management skills.

D.4.1 SKILLS GAPS

Overall, the health & social care sector is having difficulty in recruiting & retaining staff, partly due to the perception of the sector post covid & the poor/complex payment systems of the local authorities when providing payment for health & social care provision. Employers do not feel there is a shortage of training to support staff development or upskilling. Accredited progression opportunities are available at all levels to ensure the sector meets the CQC regulatory requirements. Limited digital investment/skills are restricting improvements in working practices and staff retention.

Skills Gaps	Potential Solutions
Mobile/Digital monitoring technologies	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and better influence efficiencies.
Data Analytics	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and better influence efficiencies.
Digitalised working practices	Accredited and short modular courses (micro credentials) to support and enable employers to digitise working practices to drive increased productivity
Client Safety & Wellbeing Management	Accredited and short modular courses (micro credentials) to support and enable employers to digitise working practices to drive increased productivity
Mental Health (inc First Aid)	Accredited and short modular courses (micro credentials) to support and enable employers to digitise working practices to drive increased productivity
Team Leader & leadership skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Senior Leadership Skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Numeracy	Functional Skills supported by the education provider and embedded into the delivery of accredited qualifications, to raise aspirations and achievement. Multiply Programmes

D.5 Construction

Occupation	IfATE Technical Occupations Potential Action	IfATE Higher Technical Occupations	IfATE Professional Occupations	Milestone
Industrial Roofing	Roofer - Sheeter & Cladder (L2) in development Roofer - Sheeter & Cladder (L2) tbc Roofer – Slater & tiler (L2) tbc (in development) Roofer – waterproof membranes installer (L2) (in development)	Construction Site Supervisor (L4)	Construction Site Management (L6) Risk and Safety Management Professional (L7)	Further sector development required to address the technical gap in roofing for Level 2 to support development of technical and higher technical occupations.
Plumbers	Plumbing and Domestic Heating engineer (L3) Plumbing and Domestic Heating – Environmental Technologies (L3) Low Carbon Heating Technician (in development) Low Carbon Heating Technician L3)			Further sector development is required to address the technical gap for higher technical and professional occupations within this area.
Electricians	Domestic Electrician (L3) Installation and Maintenance Electrician (L3)			Further sector development is required to address the technical gap for higher technical and professional occupations within this area.
Gas engineers	Gas Engineering Operative (L3)			Progression is limited in this sector, moving forward the traditional gas engineering will be replaced/amalgamated with the development of hydrogen & other more energy efficient resources.
Bricklayers	Bricklayer (L2)	Construction Site Supervisor (L4)	Construction Site Management (L6)	Automation will reduce the workforce numbers required for this occupational area moving forward.
Carpenters	Carpentry and Joinery – Architectural Joiner (L2) Carpentry and Joinery – Site Carpenter (L2) Advanced Carpentry and Joinery (L3) - Advanced Architectural joiner (Limited demand) Advanced Carpentry and Joinery – Advanced site Carpenter (L3)	BEMS Building Energy Management Systems (L4) Construction Contracts Manager (L4) Construction Site Supervisor (L4)	Construction Site Management (L6)	Limited demand for the carpentry qualifications, restricts provision within the education providers.
Mechanical Engineers (air con)	Refrigeration Air Conditioning and Heat Pump Engineering Technician (L3) Smart Home Technician (L3)			Further development is required by the employers and education providers in the sector to develop higher technical & professional qualifications.
Architects	Construction Support Technician (L3)	Construction Design and Build Technician (L4)	Architectural Assistant (L6) Architect (L7)	Occupational area is in high demand, employers to look to making the role more attractive to retain staff.
Quantity Surveyors	Surveying Technician – Building Surveying(L3) Surveying Technician – Commercial Property Surveying (L3) Surveying Technician -(Professional) Project Management (L3) Surveying Technician – Consultant (Professional) Quantity Surveying (L3)	Construction Quantity Surveying Technician (L4)	Building Services Design Engineer (L6) Chartered Surveyor – Building Surveying(L6) Chartered Surveyor – Quantity Surveying and Project Management (L6) Construction Quantity Surveyor (L6) Design and Construction Management (L6)	Occupational area is in high demand, employers to look to making the role more attractive to retain staff.

Occupation	IfATE Technical Occupations Potential Action	IfATE Higher Technical Occupations	IfATE Professional Occupations	Milestone
Construction Assemblers	Construction Assembly and Installation Operative – Concrete (L2) Construction Assembly and Installation Operative – Permanent and Modular (L2) Construction Assembly and Installation Operative – Relocate Modular and Portable (L2) Construction Assembly and Installation Operative – Timber (L2)			Further development is required from the sector to develop higher technical and professional qualifications in this occupational area.
Building Services	Building Services Engineer Installer (L2) Building Services Engineering Service and Maintenance engineer (L3) Building Services Engineering Technician (L3)	Building Services Engineering Senior Technician (L4)	Building Services Site Management (L6)	Limited demand for the building services qualifications, restricting provision within the education providers.
Retrofitting	Solar Panel installers Smart meter installers Sustainable heating & water systems installers/ engineers Energy sustainable officers Asset Managers			Sector development is required to address the technical gap to support development of technical and higher technical occupations in this sector. Funded accredited qualifications are available for employers, however there are no specific Apprenticeship standards.
Team Leader/Supervisor Senior Manager	Team Leader – Supervisor (L3)	Improvement Specialist (L5) Operations or Department Manager (L5)	Project Manager (L6) Chartered Manager (L6) Senior Leader (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill into a team leader/supervisory role
Risk Management			Improvement Leader (L6) Company Secretary (L6) Risk and Safety Management Professional (L7)	Further sector development required to address the technical gap for Level 2 to support those staff who wish to upskill/ develop risk management skills.

D.5.1 SKILLS GAPS

Feedback from employers in the Stoke-on-Trent and Staffordshire region confirms they have recruitment difficulties in this sector and a range of skills issues and shortages. The demand for construction recruits is high and is also increasing in associated occupations, the average salaries have decreased locally below national averages, which makes recruitment difficult as applicants request higher wages. It is expected to see an increase in demand for skills resulting from large infrastructure projects such as WMI and HS2.

Due to the changes in the built environment, modern methods in housing and infrastructure employers need to find a balance between recruiting and providing existing workers with the right digital and technological skills to drive the technological advancements to reflect the changes in sustainable net zero, as well as retaining enough workers with traditional skills to replace workers leaving the sector.

Retrofitting skills within construction are in high demand, due to the Governments target of the UK being Net Zero by 2050. Commonly used methods of sustainably retrofitting properties including the integrating of renewable energy sources i.e. – fitting of solar panels, installing of smart meters and sustainable water and heating systems, requires installation and maintenance skills to monitor and maintain their energy efficiency.

Skills Gaps	Potential Solutions
Retrofitting - Solar Panels, sustainable heating & water systems, wall insulation	Accredited an non accredited training to support the development of this occupational area.
MMC – prefab and steel construction	Institute of Technology to develop and support development of MMC as part of the higher technical qualifications at Level 4 and 5, to support innovation, enterprise and productivity.
Digital Construction design – AI/VR	Integration of digital into the Accredited and short modular courses (micro credentials) developing employers to use innovative technology.
Team Leader & leadership skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Senior Leadership Skills	Accredited & short modular courses to enhance and upskill workforce to support innovate practices.
Numeracy	Functional Skills supported by the education provider and embedded into the delivery of accredited qualifications, to raise aspirations and achievement. Multiply Programmes

D.6 Digital Skills

Businesses, across all priority sectors, identified a variety of digital skills and roles as being fundamental to develop their growth, productivity and supporting innovation. These skills ranged from basic digital skills such as Microsoft application through to more specific, higher-level skills such as web design, graphic design and programming skills.

Occupation	IfATE Technical Occupations Potential Action	IfATE Higher Technical Occupations	IfATE Professional Occupations	Milestone
Cyber Security Technician	Cyber Security Technician (L3)	Cyber Security Technologist – Cyber defend & respond (L4) Cyber Security Technologist – Cyber risk analyst (L4) Cyber Security Technologist - Cyber risk engineer (L4)	Cyber Security Technical Professional (L6)	Further sector development required for specific technical and higher technical digital qualifications.
Digital administrator Artificial Intelligence Specialist		Intelligence Analyst (L4)	Artificial Intelligence AI Data Specialist (L7)	
Data analysts, scientists, and engineers	Digital Support Technician- digital service (L3) Digital Applications Technician – (L3) Digital Device Repair Technician (L3) Information Communication Technician (L3) Digital Information Communication Technician (L3) Network Information Communication Technician (L3) – support IT Solutions Technician (L3) – hardware IT Solutions Technician – (L3) – software Network Cable Installer (L3) Software Development Technician (L3)	Network Engineer (L4) Intelligence Analyst (L4)	Digital User Experience Professional (L6) Game programmer (L6) – game software & technology Digital and Technology Solutions Professional - IT Consultant (L6)	
Digital Marketer	Marketing Assistant (L3) Digital Marketer (L3)	Marketing Executive (L4) Marketing Research Executive (L4) Data Analyst (L4) E Commerce Manager (L4)	Marketing Manager (L6) Digital Marketer (L6)	
Social Media consultant	Advertising and Media Executive - Advertising & Media Executive Media Specialist (L3) Advertising and Media Executive - Advertising & Media Executive Creative Specialist (L3)	Marketing Executive (L4)	Social Researcher (L6)	
Graphic designer	CAD Technician (L2) Creative Artworker (L2)	Senior CAD Engineer (L4) tbc	Creative Digital Design Professional (L6)	
Coding/programming	Software Development Technician (L3)	Software Tester (L4) Software Developer (L4)		

D.6.1 SKILLS GAPS

Sustainable development – the path to low carbon, net zero is driving innovation in the regions key priority sectors. Feedback highlighted that there are SME employers across all key sectors who need to enhance & increase investment in their digital infrastructure in order to be more effective/efficient. Accredited qualifications are available to support the improved knowledge & skills required, however there is reluctance and financial pressure to make the investment required.

Basic digital skills in Excel, Word, Sage, graphic design and online marketing have been identified as lacking particularly in school leavers.

Skills Gaps	Potential Solutions
Basic Digital - Sage, Excel, Word, coding/programming skills, graphic design, online marketing/social media	Accredited & short modular courses to enhance and upskill workforce.
Augmented/virtual reality	Institute of Technology to develop and support the delivery of AR and VR and embed learning as part of the higher technical qualifications at Levels 4 and Levels 5.
Coding/programming	Accredited and short modular courses (micro credentials) to support ongoing development of coding and programming in all key sectors to improve business analytics, problem solving.
Data Analytics/Data Science	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and better influence on accuracy of outcomes.
Artificial intelligence	Accredited and short modular courses (micro credentials) to support employers to become more digital intelligent, to improve with problem solving and decision making.
Cybersecurity/Information Security	Accredited and short modular courses (micro credentials) to improve data management and system vulnerability.
Network cloud system design and integration	Accredited and short modular courses (micro credentials) to provide employers with skills on how to improve data storage.
Basic application of digital skills to drive business productivity and innovation	Accredited and short modular courses (micro credentials) to develop skills to drive improvement and support innovation within businesses.
Digital Product Management	Accredited and short modular courses (micro credentials).

D.7 Net Zero/Green Skills

Occupation	IfATE Technical Occupations Potential Action	IfATE Higher Technical Occupations	IfATE Professional Occupations	Milestone
EV charging point installers – Domestic and public/contractors	Domestic Electrician (L3) Installation and Maintenance Electrician (L3) Battery Manufacturing technical (L3) (in development) Installation electrician and maintenance electrician (L3) (currently under review) to support engineers to be able to install and maintain EV charging points			
EV mechanics	Motor Vehicle Service & Maintenance Technician (L3)			
Low Carbon Heating Technicians Plumbing and Heating Technicians (Ground/Air Source Heat Pumps installers)	Plumbing & Domestic Heating Technician (L3) Refrigeration, Air conditioning & Heat Pump Engineering Technician (L3) Smart Home Technician (L3) Low Carbon Heating Technician (L3) (in development)	Building Services Engineer (L4)	Building Services Site Management (L6)	Institute of Technology will develop and support the short fall of the higher technical qualifications at Levels 4 and Levels 5 in this emerging sector.
Hydrogen heating engineers/technicians				Development of technical, higher technical and professional qualifications is required to support the progression of this emerging sector.

D.7.1 SKILLS GAPS

Hydrogen will play an essential part in Britain's future energy supply, providing locally produced, low-carbon heat and power to millions of businesses and homes.

Accredited training is to be developed to create a sustainable future with hydrogen technologies to inform installers and engineers on how hydrogen is produced, stored, and utilized for energy applications.

Skills Gaps	Potential Solutions
Data Analysis	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and better influence on accuracy of outcomes/waste reduction.
Artificial Intelligence	Accredited and short modular courses (micro credentials) to support employers to become more digital intelligent, to improve with problem solving and decision making regarding sustainability.
Carbon literacy	Accredited and short modular courses (micro credentials) to support and enable employers to be able to use data to problem analyse and better influence on accuracy of outcomes.
Energy/waste management	Accredited and short modular courses (micro credentials) to enable employer to make more informed decisions on how to be more effective.
Carbon/environmental impact measurement	Accredited and short modular courses (micro credentials) to drive the changes required in order for businesses to become Net Zero.
Sustainable procurement	Accredited and short modular courses (micro credentials) to inform businesses on how to improve upon sustainable procurement. Learing
EV/hybrid automated plant	Accredited and short modular courses to address the changing nature of the businesses priorities in development of more sustainable automated plant.
Bio-Diversity	Accredited and short modular courses to address the changing nature of the businesses priorities in regarding the biodiversity of their industry/sector.
Digitisation of workflows	Accredited and short modular courses to address the changing nature of the businesses priorities in development of digitised workflows and processes.

APPENDIX E
Appendix E Priority sector profiles

E.1 Priority sectors

The priority sectors identified in Stoke-on-Trent and Staffordshire LSIP build on the research undertaken by the Stoke-on-Trent and Staffordshire Local Enterprise Partnership (SSLEP) and it's Skills Advisory Panel (SAP) which is a partnership between employers, educators, providers, local authorities, and the voluntary sector. The SAP brings together local employers and skills providers to pool knowledge on skills and labour market needs, and to work together to understand and address key local challenges. Its purpose is to drive improvement in educational attainment and raise skill levels within Stoke-on-Trent and Staffordshire to ensure future economic prosperity.

The SAP has developed a significant evidence base to inform the skills agenda which has supported the resulting LSIP key priority sectors including: -

•   Engineering and Advanced Manufacturing

•   Advanced Logistics

•   Health and Social Care

•   Construction including modern methods of construction

•   Decarbonisation and Energy Distribution

In addition, the LSIP, through the evidence base of the SAP has identified the cross sector need for new and emerging digital skills, skills for new technology adoption including AI, automation and machine learning as well as basic digital and IT skills requirements and also the need for new skills and roles to support the development of the Net Zero and Green Economy.

The following section draws on the evidence collated by the SAP to identify the key opportunities and threats for the priority LSIP sectors within Stoke-on-Trent and Staffordshire as well as featuring the key occupational and skills gaps

E.2 Engineering and advanced manufacturing, including ceramics

The UK manufacturing sector employs an estimated 2.5m people and generated an estimated £183bn of output in 2022[17]. Advanced manufacturing and engineering involves the design and manufacture of advanced products, applications and processes for sub sectors including aerospace, automotive, chemical, computing, defence, electrical electronics, environmental, infrastructure, instrumentation, control systems, mechanical, power, rail and telecoms.

The manufacturing sector nationally offers significant growth potential with over half (52%) of manufacturers intending to growth their business by over 20% in the next five years while just over a fifth expect employment to increase by the same proportion. Opportunities for growth include the adoption of new technologies such as AI and automation and the green economy including through the adoption of electric vehicles as well as Net Zero and renewable energy.

Key to this growth is addressing challenges and capitalising on opportunities that face the sector. These are wide ranging and include increasing automation and AI that require investment but provide opportunities for new products, increased efficiency and will drive demand for digital skills and workforce re-skilling. Make UK have also reported an increasing trend of 're-shoring' within the manufacturing sector to mitigate against pandemic and BREXIT related trade impacts whilst the manufacturing sector in general faces challenges related to its ageing workforce, replacement demand and retraining to adopt new technologies.

[17] Source: UK manufacturing. The Facts: 2022. Make UK

The Stoke-on-Trent and Staffordshire area has a strong history of advanced manufacturing and engineering across numerous sub sectors including a world-leading ceramics cluster, machinery & automotive manufacturers and food manufacturing specialisms. The importance of manufacturing and engineering is reflected in the key sectors and sub sectors identified within Stoke-on-Trent and Staffordshire's Strategic Economic Plan that include:

- **Auto-Aero** - Capitalising on the supply-chain opportunities emerging from global businesses such as JCB, Michelin, Jaguar Land Rover, Moog, and Zytek in our area.

- **Applied Materials** - Building upon our recognised heritage in metals and ceramics and word class facilities offered by the Applied Material research, Innovation and Commercialisation Company (AMRICC) material to develop. Stoke-on-Trent and Staffordshire can exploit opportunities for advanced ceramics in innovative technologies such as energy efficient jet engines for aerospace, as well as clean energy system such as fuel cells and batteries and electronic components for 5G telecommunications[18].

Stoke-on-Trent and Staffordshire's supporting evidence base for the SAP summarises the strengths, opportunities and challenges of the engineering and advanced manufacturing sector in the sub region. This demonstrates the sector's importance locally, accounting for 60,000 jobs across more than 2,700 businesses. Large shares of employment in occupations including engineering activities and related technical consultancy, advanced ceramic related occupations, manufacture of motor vehicles and machining. In total, the sector accounts for over 12% of jobs locally, above the national and regional average, and 14% of GVA, second only to the wholesale and retail sector.

The sector recorded a decline in jobs in the years leading up to the financial crisis, mirroring national sector trends. However, between 2011 and the COVID pandemic, Staffordshire's engineering and advanced manufacturing sector recorded a slowing in the decline of job numbers to less than 10% per annum since 2003, a much slower rate of decline compared to the national and West Midlands average. The rate of decline recorded in the sector across Stoke-on-Trent stabilised over the same period.

Labour market job vacancy data across Stoke-on-Trent and Staffordshire[19] demonstrates a high demand (over 1,000 vacancies) for occupations including:

Metal working production and maintenance.	Welding trades
Vehicle technicians, mechanics, and electricians	Mechanical engineers and engineering technicians
IT analysts	Electrical and electronic trades
Architects and systems designers	Engineering technicians
Design and development engineers	

Particularly high levels of growth in job vacancies between 2019-2024[20] have been recorded in occupations such as vehicle technicians, mechanics & electricians (+17%), vehicle body builders & repairers (15%), IT engineers (38%); electrical & electronics technicians (12%) and civil engineers (11%).

The Stoke-on-Trent and Staffordshire Skills for Growth Survey[21] emphasises several key skills challenges for the engineering and manufacturing sector across the sub region. These include:

- The highest proportion of companies using apprenticeships, higher than average demand for apprenticeships but a reduction in the intended future use of apprenticeships.

- Recruitment difficulties driven by a lack of candidate interest in entry and training roles. This was a particular challenge in specialist engineering and manufacturing skills that are leaving the labour force due to retirement.

- Employers in the sector were more likely than average to have offered job specific training although the sector had the largest proportion of companies reporting an inability to spare staff time and cost for training.

- Training and re-skilling ageing workforces to adopt new technologies and emerging digital skills, resulting in digital skills gaps being most pronounced in the engineering and manufacturing sector.

- Growing demand for technological skills such as robotics, electronics, engineering and design skills related to machining and additive manufacturing.

[18] **Advanced Ceramics – Midlands Industrial Ceramics Group (micg.org.uk)**
[19] **Home | SSCareers Hub LMI (stokestaffscareers.wixsite.com)**
[20] https://stokestaffscareers.wixsite.com/stokestaffslmi
[21] Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

E.3 Construction

The UK constructions sector is a key driver of productivity and skills needs across the UK. It employs 1.4m workers with new orders in the sector valued at £72,578m in 2021, up by 30% from the previous year as the sector recovered from the Covid-19 pandemic[22]. The construction sector is facing growth opportunities driven by factors including continued infrastructure investment and the adoption of new digital technologies that drive growth in modern methods of construction including off-site modular construction. The house building sector is expected to experience growth resulting from increased demand for green construction including retrofit, building new energy-efficient homes, heat pumps, smart devices and controls, heat networks and hydrogen boilers[23].

The CITB estimate the sector will require 224,900 extra workers between 2023 and 2027 to meet forecast construction output. This would take the construction workforce to an estimated .67m people driven by demand for labour from investment in private housing, infrastructure and repair and maintenance[24].

The Construction sector in Stoke-on-Trent employs an estimated 24,000 people, accounting for over 5% of total employment in the area. The sector contributed £1.6bn to the sub region's GVA, accounting for 8% of total Gross Value Added and experiencing growth of 27.1% over a five-year period, the sector largest sector growth rate for the area[25].

Major employers within the sector across Stoke-on-Trent and Staffordshire include Novus Property Solutions, Unitas Stoke-on-Trent, J Murphy & Sons, and Taylor Wimpey. Major companies such as Seddon, Kier, Enterprise, Amey UK, Homeserve and Balfour Beatty also have a presence in the area[26].

Stoke-on-Trent and Staffordshire's supporting evidence base for the SAP summarises the strengths, opportunities and challenges of the construction sector in the sub region. It highlights strengths such as the sector's size and growth of over 5,000 jobs since 2011. Opportunities for growth at a local level are driven by the scale of infrastructure investment taking place in Stoke-on-Trent and Staffordshire from projects such as HS2, the West Midland's Interchange and the forecast growth in house building identified within Local Plans. However, challenges exist particularly related to the profile of the workforce such as a lack of diversity, low levels of adult skills and an ageing workforce with high levels of replacement demand.

Labour market job vacancy data across Stoke-on-Trent and Staffordshire demonstrates a high demand (over 1,000 vacancies) for occupations including:

Electricians and Electrical Fitters.	Construction Project Managers and Related Professionals.
Fork Lift truck Drivers.	Assemblers and Routine Operatives.
Production managers and Directors in Construction.	Construction Building Trades.

Particularly high levels of growth in job vacancies between 2019-2024 have been recorded in occupations such as Architects (+23.6%), Chartered Architectural Technologist (+23.8%), Architectural and Town Planning Technicians (18.6%), and Floorers and Wall Tilers (12.0%).

The Stoke-on-Trent and Staffordshire Skills for Growth Survey[28] identifies several key skills challenges for the construction sector across the sub region. These include:

• Construction businesses are focused on increasing revenue and profitability (80%) of businesses, followed by better customer service, upskills teams and investing in innovation.

• Over four-in-ten businesses had recruited over the past 12 months, with half reporting recruitment difficulties, primarily driven (80% of instances) by a lack of suitable candidates with the required skills or experience.

• The primary demand for digital and green roles or skills in the future are computer literacy; MS Office skills; Sustainability manager roles; and Energy Managers, Engineers and Technicians.

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[22] https://www.ons.gov.uk/businessindustryandtrade/constructionindustry
[23] Source; Green Skills Taskforce Report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003570/gjtf-report.pdf
[24] https://www.citb.co.uk/media/acbnbn5t/csn-national-report-final-report.pdf
[25] https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/gvaforlocalenterprisepartnerships/current
[26] Source: Stoke-on-Trent and Staffordshire LEP Sector reports
[27] Home | SSCareers Hub LMI (stokestaffscareers.wixsite.com)
[28] Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

E.4 Advanced logistics

Logistics is a diverse sector covering road, rail, sea and air industries. The sector is a key part of the growing service economy with other sectors heavily reliant on freight services such as retailers and manufacturers whose businesses depend on the efficient movement of goods. It covers all aspects of supply chain management and involves the science of obtaining, producing and distributing materials and products to their destination.

A combination of market disrupters such as Brexit, technological advancements and labour market shortages have driven changes in the way goods move through the supply chain and logistics has never been more important to the UK economy. Nationally, around 2.7 million people in the UK work in logistics which equates to approximately 8.7% of total jobs in the UK. The logistics sector is one of the largest sectors in the UK economy with an annual turnover of £942.5 billion contributing £124 billion GVA per annum to the UK economy representing 10% of the contribution to the UK non-financial business economy. Despite this growth, there is currently low productivity within manual distribution elements of the sector, and 19% of the businesses have struggled to fill these roles. Similarly, 13% of businesses have identified skills gaps and low adult skills as a key barrier for advanced roles and Brexit has created increased demand for HGV drivers[29].

The growth in the industry has been accelerated by a shift in consumer behaviour and the rising popularity of e-commerce, particularly evidenced since the Coronavirus pandemic. The emergence of new technologies and ways of working such as automation and AI are changing the shape of the industry and providing new opportunities for growth in advanced logistics through enhanced productivity and efficiency. This represents growth opportunity both nationally and for Stoke-on Trent and Staffordshire.

Stoke-on-Trent and Staffordshire have a central location with strong connectivity, access to land and premises to support growth. This is evidenced by the 14,000 jobs increase since 2011, the 21,700 available roles now and the £1.3bn in GVA per annum the sector provides to the area. With GVA growing by £444m in total since 2011, becoming 5.5% of the total area GVA.

The prominence of the sector within Stoke-on-Trent and Staffordshire can also be shown by the region through the number of major couriers who have located within the region including DHL, Amazon, Fedex, Pets at Home and Royal Mail as well as several freight, warehousing and haulage businesses including Browns Distribution, Hawkins Logistics and Wincanton. It also supports the significant manufacturing and engineering sector across the region.

The advanced logistics sector in Stoke-on-Trent and Staffordshire will be bolstered by the planned delivery of several major projects that will support growth in the sector including the West Midlands Interchange and Chatterley Valley. The West Midlands Interchange is a £1bn infrastructure project that will create a new Strategic Rail Freight Interchange that spans 734 acres and will deliver c.8 million sq.ft of prime logistics space. The Employment, Skills and Training Plan published in 2019 sets out employment and career development opportunities arising from the development and identifies the potential to create 8,500 direct full-time jobs and a further 8,100 indirect and induced jobs via the supply chain and consumption related impacts. At least 40% of these jobs will be higher skilled jobs including managers, engineering and technical professionals and skilled trades, as well as administrative and customer service roles requiring a degree or equivalent 5-10 years' experience.

Labour market job vacancy data across Stoke-on-Trent and Staffordshire[30] demonstrates a high demand for certain occupations in the advanced logistics sector including:

Elementary storage occupations.	Purchasing managers and directors.
Van drivers.	Managers and directors in transport and distribution.
Large goods vehicle drivers.	Postal workers, mail sorters, messengers, and couriers.
Managers and directors in storage and warehousing.	Rail transport operatives.
Transport and distribution clerks and assistants.	Other drivers and transport operatives.
Fork-life truck drivers.	Importers and exporters.
	Air Transport Operatives.

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[29] **Microsoft PowerPoint - E&S Strategy - Full Evidence Base - Latest to use - SSLEP (stokestaffslep.org.uk)**
[30] Source: Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP

The Stoke-on-Trent and Staffordshire Skills for Growth Survey[31] highlights several key skills challenges for the advanced logistics sector across the sub region. These include:

• The logistics sector was found to have the lowest proportion of apprenticeships within its workforce at only 20%.

• 50% of businesses in the logistics sector surveyed stated that they had experienced difficulties recruiting for vacant roles in the last 12 months.

• 60% of businesses in the logistics sector surveyed stated that the most common reason for hard to fill vacancies was a lack of skilled operational staff.

• 35% of businesses in the logistics sector stated that key future skills needed in the long term were transferable skills, whilst another 22% of businesses identified sector-specific technical skills as being their key future skills need.

E.5 Health and social care

The Health and Social Care sector comprises all organisations which provide healthcare support to people and includes hospitals, dentists, and specialist support like physiotherapy, social care, nursing homes, foster caring, and nurseries. In short, it includes any organisation or service which helps people live more independent and healthier lives. There are currently over 100,000 businesses and approximately 4.5 million people working within the Health and Social Care sector in the UK which is estimated to be worth £145 billion GVA to the national economy. The NHS in itself is Europe's biggest employer and the fifth biggest employer in the world interacting with nearly 1.5 million patients every 24 hours.

The health and social care sector is fundamental to the health of the population and for ensuring that we have a healthy and productive workforce to support all sectors of our economy. The sector however, is currently facing a set of unprecedented challenges which are creating pressures at the point of delivery. Key demographic changes such as a growing and aging population has increased demand for health and social care services whilst the size of the sector has not been able to keep pace.

Consequently, the sector faces significant labour shortages and skills gaps across most occupations. This is evidenced within the NHS at a national level where at any one time there are over 100,000 vacancies, and within adult and social care where there are over 122,000 vacancies and rising. There is a clear opportunity both nationally and in Stoke-on-Trent and Staffordshire within this sector as demand for health and social care is only likely to increase due to continued population growth and an aging population. The influence of new technologies such as automation and AI will also drive future growth in the sector.

At a local level the health and social care sector within Stoke-on-Trent and Staffordshire consists of approximately 1,400 businesses, over 64,000 employees and contributes approximately £2.3bn per annum to the area in GVA, which is 9.8% of the total GVA in the Stoke-on-Trent and Staffordshire region. The sector within Stoke-on-Trent and Staffordshire has grown significantly since 2011 where there has been an increase of £530m in GVA per annum.

There are several major investment opportunities in infrastructure supporting the health and social care sector in Stoke-on-Trent and Staffordshire that will facilitate future growth in the sector.

• Staffordshire University is aiming to create a healthcare cluster around a new innovation centre. The £5.8m Centre for Health Innovation at the University's Stafford campus was recently completed, and it will allow medical products to be tested 'in the field' by offering an immersive demonstration environment for skills and business development.

• Stoke-on-Trent College have been awarded a further £1.5 million to develop new T Level facilities of which £750,000 is for Health and Science

• Research and development activity at Keele University including the Commitments in the Keele Deal: Health to address workforce challenges in the health and social care sector; drive collaborative research and innovation; and drive quality care through evidence-based service transformation[32].

• Capital investment to expand Burton and South Derbyshire College's campus to include a Health and Social Care Realistic Working Environment.

[31] Metro Dynamics on behalf of Stoke-on-Trent and Staffordshire LEP
[32] https://www.keele.ac.uk/society/keeledeals/keeledealhealth/keele-deal-health-launch-presentation.pdf

Labour market job vacancy data across Stoke-on-Trent and Staffordshire demonstrates a high demand for certain occupations in the health and social care sector including:

Nurses.	Nursery nurses and assistants.
Care workers and home carers.	Occupational therapists.
Nursing auxiliaries and assistants.	Psychologists.
Residential, day and domiciliary care managers and proprietors.	Health services and public health managers and directors.
Medical practitioners.	Physiotherapists.
Senior care workers.	Pharmaceutical technicians.
	Welfare and housing associate professionals.

Particularly high levels of growth in job vacancies between 2019-2024 have been recorded in occupations such as Human Resources and Industrial Relations Officers (+117%), Dental Practitioners (+13%), Paramedics (+11%), Podiatrists (+10%) and Speech & Language Therapists (+9%).

The Stoke-on-Trent and Staffordshire Skills for Growth Survey highlights a number of key skills challenges for the health and social care sector across the sub region. These include:

- 73% of businesses surveyed in the Health and Social Care sector were actively recruiting for vacant roles and 71% of those businesses had experienced difficulties in recruitment during the last twelve months.

- For sector specific roles, health and social care employers reported that the top hard to fill vacancies include care assistants (with 21% of employers reporting) and care workers and home carers (with 14% of employers reporting).

- 97% of businesses surveyed in the Health and Social Care sector reported that there were no green skills gaps in their workforce.

- Businesses in the Health and Social Care sector identified three key future skills needs in the long-term including sector-specific technical skills (32%), transferable skills (37%) and digital skills (25%).

E.6 Decarbonisation and Energy distribution

The transition to net zero is expected to generate substantial new employment opportunities. The Energy Innovation Needs Assessment (EINA) identifies a £27bn GVA opportunity in 2050 from decarbonising the UK domestic market by 80% compared to 1990 emissions levels, supporting around 300,000 jobs. Nationally, there is also potential to capture export-related opportunities estimated to be worth £26 billion to UK GVA and supporting approximately 200,000 jobs in 2050[33].

The importance of the emerging Net Zero economy is reflected within policy priorities across Stoke-on-Trent and Staffordshire. The SEP recognises the importance of the energy sector, building on the long-standing presence of Alstom, Hitachi Energy and Siemens Wind Power. The drive towards net zero also offers cross-sectoral employment opportunities, building upon key projects and strategic initiatives to drive economic growth and diversity including:

- **Keele University** - Keele University has been recognised as the leading university in the world for sustainability having been awarded the Global Sustainability Institution of the Year in 2021. It was one of the first UK universities to declare a climate emergency and is at the forefront of the hydrogen economy through leading research and developing activity including:

  - The Smart Energy Network Demonstrator (SEND) project provides an 'at scale' environment that allows energy generation, distribution and storage, forecasting and balancing conducted using the university campus as a 'living laboratory'. The project will provide better energy management and reduce reliance on fossil fuels.

  - The HyDeploy project – The UK's first live pilot to inject zero carbon hydrogen into the gas network using the University's closed gas network, demonstrating the potential of injecting 20% hydrogen into the gas network to power domestic and commercial properties.

  - Town Deal funded feasibility assessment of the potential to green the bus fleet serving the A525 Keel Corridor.

[33] BEIS (2019), Energy Innovation Needs Assessment.

- Staffordshire University's Centre for Renewable and Sustainable Engineering provides skills and research expertise in novel approaches to local and low carbon energy generation and storage. This including solar, photovoltaic, thermal energy, organic solar cells, hydrogen, micro combined heat and power. The Centre's is a gateway to higher level skills, driving Net Zero related innovation, by bringing together industrial design; materials expertise; as well as control, optimisation and condition monitoring of engine performance.

- **Zero Carbon Rugeley** – The £3m Innovate UK funded project to design a blueprint for a smart local energy system at scale for Rugeley, including the 2,300 new homes being built on the former Rugeley coal fired power station. Zero Carbon Rugeley is seeking to act as a catalyst for change in achieving a sustainable and affordable energy system in Rugeley and provide innovative solutions for other areas of the UK.

- **A50-A500 Hydrogen Technologies Corridor** – There are aspirations to develop a Hydrogen Technologies Corridor along the A50-A500 that builds on key anchor employers such as JCB, Toyota UK, General Electric, Rolls Royce and Bentley. The package of investment along the county's key transport corridors could create a £12bn economic boost and help to unlock over 12,000 jobs[34].

- **Further Education Investment** – Investment within the further education sector such as South Staffordshire College's Rodbaston Green Village that will provide a new training and development centre for Net Zero, localised smart-energy management delivery, including electrical vehicle servicing courses with electric farm vehicle servicing and land robotics courses.

These strategic local developments and prospects support the opportunities in the sectors identified by the Government's Green Skills Taskforce[35] as crucial to meeting net zero in the UK. These are:

- Power – including renewables (such as wind, solar and hydropower), and energy storage and smart systems technology.

- Business and industry – including hydrogen production and industrial use.

- Homes and buildings – including retrofit, building new energy-efficient homes, heat pumps, smart devices and controls, heat networks and hydrogen boilers.

- Transport – including low or zero emission vehicles, rail, public transport and walking or cycling.

- Natural resources – including nature restoration, tree planting, waste management and recycling.

- Enabling decarbonisation – including science and innovation for climate change, green finance, circular economy, and energy networks.

- Climate adaptation – Retrofitting of buildings to be resilient to extreme events, nature-based.

This is an emerging sector for Stoke-on-Trent and Staffordshire but has the potential to be a significant industry and employer, requiring innovative and high-level skills. This is an area in which we will continue to deep dive as part of Phase 2 and the implementation of the Stoke-on-Trent and Staffordshire LSIP.

[34] **Source: Midlands Connect | A50/A500 corridor**
[35] **Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003570/gjtf-report.pdf**

F APPENDIX F
Employer Standards for Careers Education

Employer Standards for Careers Education

THE CAREERS & ENTERPRISE COMPANY

The Careers & Enterprise Company have established a set of "Employer Standards for Careers Education" (the 'Standards').

Developed in consultation with employers and related stakeholders the nine Standards set out "what good looks like" in careers education – both for a young person and a business. By taking part, participants will help to create a national picture of the current careers education offer from employers, highlighting where The Careers & Enterprise Company can support further improvement.

Inspire young people for their best next step
- Provide meaningful opportunities
- Be inclusive
- Evaluate and improve

Prepare young people to be career ready
- Build essential skills and explain their relevance
- Prepare young people for application processes
- Raise awareness of pathways into work

Collaborate for success
- Engage over the long term
- Partner with others
- Value the engagement

Employers (and sole traders) can assess themselves against the Standards by using a free online self-assessment survey. This enables participants to:

- **Assess** current activities, receiving a ranking of 'aspiring, achieving or exceeding' for each Standard
- **Benchmark** against sector and national averages, and by business size
- **Track** progress over time, with historic submissions saved in our secure portal
- **Improve** by learning from best practice

Participants will receive:
- A real-time results and recommendations report
- An evidence pack underpinning each Standard to support your business case
- Inspirational case studies from other businesses already 'achieving or exceeding' in each Standard
- Curated resources to improve the quality of their careers education outreach

By following the recommendations, participants will contribute to a world class careers education system whilst meeting key business objectives, including talent attraction, highlighting career opportunities within your sector and giving back to the local community.

Register your interest

The Employer Standards free online self-assessment survey and recommended resources will be available nationally in the autumn.

Sign up for more information.

APPENDIX G
Employer Skills
Competency Framework

Introduction

WHY: We have developed our Careers Hub Employer Skills Competency Framework as a response to gaps identified, to better support the young people of Stoke and Staffordshire to 'Effectively Transition' from education into the world of work.

There are a number of Skills Frameworks available online via a number of different organisations but this framework, has been developed with consultation with over 30 Careers Hub Enterprise Advisers, leaders from businesses across Stoke-on-Trent and Staffordshire and over 60 Careers Leaders from the schools and colleges in the Stoke-on-Trent and Staffordshire Careers Hub.

WHO: The purpose of this framework and resource pack is to share with anyone who interacts with young people in school or college (including careers practitioners and teaching staff) to create a universal language on the key skills that local businesses want and need to help their businesses grow and thrive.

Skills are an integral part of careers development, not only in starting a career but also keeping and progressing in a career. Our aim is to ensure our young people are better prepared for life beyond the school gates.

HOW: Our Framework will be focusing on the top three skills identified by our businesses as 'necessary skills' that all businesses need and look for through competency-based examples and how they can demonstrate these skills in their organisations.

Using the Learn-Apply-Grow framework our young people will be able to gain and develop the necessary skills to Get, Keep and Progress in the world of work.

- Learn it- Gaining the knowledge and understanding of a required skill to showcase the competency of the skill to an employer.

- Apply it- Being able to demonstrate and articulate the competency of the skill.

- Grow it - Continuous self- improvement in the work place to succeed and progress in a career.

Our mission is to help every young person to find their best next step

TOP 10 SKILLS IDENTIFIED BY LOCAL BUSINESSES IN ORDER OF IMPORTANCE

1 TIME MANAGEMENT	A good understanding of turning up on time and the consequences of not doing so, but also the commitment shown through attendance. Planning for traffic delays and being ready for work at a given time, not just walking in the door. Staying focused to your prioritised tasks and not getting derailed by unimportant distractions.
2 COMMUNICATION	Verbal and non-verbal communication skills. To ask for help if needed. Communicate with other team members of all ages. To have the ability to talk about yourself and with others; in person, email, telephone and social media.
3 RESILIENCE	An understanding that getting things wrong is part of learning, and not the end of the world. Bouncing back and recovering in difficult situations. Staying solution focussed.
4 CAN-DO ATTITUDES	Confident and willing to learn new tasks with a positive can-do attitude towards learning. An enjoyment in new challenges.
5 SELF-AWARENESS	An awareness of what work is actually like in comparison to school life. Thinking about what you want from work and what you have to offer. Your strengths and weaknesses.
6 HONESTY	Take responsibility for your actions. Keep to commitments and be honest when you need to raise concerns. Having and demonstrating good values.
7 POSITIVITY	Being optimistic even when faced with adversity. Positive thinking and a positive mindset - looking for solutions.
8 CONFIDENCE	Understanding that you are on a learning journey, having the confidence to give things a go and if mistakes are made they are learnt from. A trust in your own abilities and strengths.
9 TEAM WORK	Understanding team work from a real-life working perspective. Working towards a mutual goal and understanding your role, strengths and weaknesses when working alongside others. Communication.
10 PROBLEM SOLVING	Understanding that issues will always arise but having the ability to recognise them, address them and identify solutions. Having the confidence to voice ideas.

Time Management...

What is meant by this? The ability to use your time effectively or productively, especially at work. "Time management is the key to efficient working". The process of organising and planning how to divide your time between different activities. Work smarter, not harder, to get more done in less time.

KEY THEMES – Articulating what this skill is?

- Ability to prioritise (a matrix of urgency and importance).
- Ability to meet deadlines and expectations.
- Ability to turn-up on time.
- Ability to prepare for adversity.
- Ability to organise, plan your actions.

KEY THEMES – Using this skill effectively?

- Planning journeys and preparing for unexpected delays making sure you can get there in advance and on time. i.e. bus timetable.
- Setting reminders for tasks i.e. I use a diary and a daily planner.
- Understanding strengths and weaknesses and allocating time accordingly. i.e. I can take time to wake up, so set an early alarm.
- Organising and setting goals, preparing in advance, ensuring tasks are RAG rated i.e. homework and coursework submission.
- Using time management techniques i.e. I schedule study time for examinations using daily and weekly planners.

KEY THEMES – How I can develop this skill?

- Long term prioritising planning - life balance i.e. driving lessons.
- Learn new skills that can help you prioritise i.e. delegation.
- Learn to work without all the detail.
- The art of saying 'no'.
- Review and evaluation of time management systems (apps).
- Productive action planning theory and methods i.e. 3T, 100 day.
- Looking for the bigger picture – how you and your tasks fit into the bigger picture.

Communication...

What is meant by this... The imparting or exchanging of information by speaking, writing, or using some other medium. "Emailing is an effective means of communication". Communication is simply the act of transferring information from one place, person or group to another.

KEY THEMES – Articulating what this skill is?

- Ability to use interpersonal skills such as Speaking, Listening, Reading, Writing, Non-Verbal.
- Ability to effectively interact and adapt communication style for varying audiences, people and groups.
- Ability to use external tools that can help with communication i.e. Microsoft Office.

KEY THEMES – Using this skill effectively?

- Writing formally and informally i.e. handing in homework, emailing teachers.
- Using social media platforms appropriately and responsibly i.e. linked in as a tool for professional development.
- Understanding communication styles to work alone, lead a team or to influence as a team player i.e. delivering presentations in class, attending interviews, language to motivate sports team.
- Following instructions unsupervised to complete a task effectively i.e. homework tasks.
- Asking for assistance when needed to solve problems effectively.
- Using language to influence situations i.e. anger management, supporting others in their work.

KEY THEMES – How I can develop this skill?

- Identifying positive role models in the work place to take inspiration from their communication style.
- Use motivating and positive language through-out the work force to ensure you lead from the front and influence others.
- Practice explicit communication including active listening and instruction writing – providing clear instructions for specific tasks can motivate and assist other workers in their jobs.

Resilience...

What is meant by this... The capacity to recover from setbacks, adapt well to change, and keep going in the face of adversity.

KEY THEMES – Articulating what this skill is?

- Ability to overcome challenges and problems
- Ability to learn from mistakes and failures.
- Ability to be aware of a situation and your own emotional reaction
- Ability to know how to handle a stressful situation (Competence)
- Ability to cope effectively and be self-confident

KEY THEMES – Using this skill effectively?

- Reflective behaviour - Learn from mistakes and failures. Don't let a failure stop you from progressing. Try, try and try again! i.e. examples in school when things have gone wrong.
- Set brave goals to help build your self-confidence and encourage responsible risks. i.e. challenge yourself with class presentations.
- Seeing change as an opportunity or challenge (rather than a setback) stay self-confident that you will succeed. i.e. changing classes at school.
- Maintain perspective. If you do fail, it isn't the end of the world. We often learn more about ourselves if we fail at something.
- Goal setting is key and driving towards your goals regardless of set-backs and it can serve as a kind of template for enduring difficulty.

KEY THEMES – How I can develop this skill?

- Self-confidence can allow you to stay focussed on the end goal of success. When you feel any doubt about your ability to succeed, try to remind yourself of past successes, which can show that you have succeeded before and can succeed again. This can help you to emphasise your own strengths rather than compare yourself to others.
- Practice patience – this allows you to handle complications and discomfort with control over your emotions.