

# Gloucestershire Local Skills Improvement Plan (LSIP)

## Prioritised Findings - Construction & Built Environment

### 1. Introduction

The Construction sector is a significant contributor of growth and employment within the UK's economy. In 2021, total Construction revenue streams were valued at £115 billion, while total Construction employment in VAT and PAYE registered businesses accounted for 2.15 million workers across the country.<sup>1</sup> During the next five years, recruitment across the sector will need to increase by around 25% to cover the additional 224,900 extra positions projected to be made available, to meet projected demand.<sup>2</sup>

Within Gloucestershire, Construction related post 16 education and Further Education (FE) provision is delivered through Gloucestershire College, SGS College and Cirencester College, as well as via Industry-Led Training Providers (ITP's) such as the AccXel construction accelerator in Cinderford. Regional provision is also delivered via Bootcamps, SGS College's 'Green Technologies for Construction' Bootcamp being one.

To ensure the sector can deliver to its full potential, two barriers that need to be overcome: greater technology adoption at minimum financial cost; turning potential demand signals (indications of commercial need) into demand (contractual requirements) whilst allowing employers to continue to deliver against existing needs in a comprehensive, whole system approach.

There is huge opportunity for Gloucestershire to demonstrate how the Construction and Build Environment sector can deliver sustainable growth whilst meeting the needs of the UK's Net Zero Strategy<sup>3</sup>, benefiting the wider region as a result.

Three key areas of skills shortages we propose focusing upon\*:

- Skills Shortage Occupations - reflecting the current levels of supply and demand
- Skills for new technologies - integration of specific technological skills into existing and new occupations
- Granular skills requirements - as reported by employers within the region

*\*Please note: At this stage we have not distinguished between new build, refurbishment and civil engineering requirements and capabilities. Further engagements to define sub-sectoral needs will be required and delivery scheduled during future phases of the project.*

### 2. Labour market intelligence trends for the Gloucestershire region

Nationwide trends are broadly replicated for the Gloucestershire region, where the construction sector adds over £1bn to the sub-regional Gross Value Added (GVA).<sup>4</sup> According to the ONS census

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<sup>1</sup> ONS (2022) Construction statistics, Great Britain: 2021

<https://www.ons.gov.uk/businessindustryandtrade/constructionindustry/articles/constructionstatistics/2021>

<sup>2</sup> CITB (2023) The skills construction network: United Kingdom Five Year Outlook 2023-2027

<https://www.citb.co.uk/media/acbnbn5t/csn-national-report-final-report.pdf>

<sup>3</sup>HM Government Net Zero Strategy

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1033990/net-zero-strategy-beis.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033990/net-zero-strategy-beis.pdf)

<sup>4</sup> GFIRST LEP (2022) Jobs and Economic Bulletin <https://www.gfirstlep.com/downloads/economy/gfirst-lep---jobs-and-economic-bulletin---february-2023.pdf>

2021 summary, 32,797<sup>5</sup> people aged 16 or over in Gloucestershire (Cheltenham, Cotswold, Forest of Dean, Gloucester, Stroud and Tewksbury) work in Construction of buildings; Civil engineering; Specialised construction activities and Architectural and engineering activities; technical testing and analysis.

| Lower tier local authorities | Industry (current)   | Observation |
|------------------------------|--|-------------|
| Cheltenham                   | 41 Construction of buildings; 42 Civil engineering; 43 Specialised construction activities | 4072        |
| Cheltenham                   | 71 Architectural and engineering activities; technical testing and analysis                | 913         |
| Cotswold                     | 41 Construction of buildings; 42 Civil engineering; 43 Specialised construction activities | 3845        |
| Cotswold                     | 71 Architectural and engineering activities; technical testing and analysis                | 907         |
| Forest of Dean               | 41 Construction of buildings; 42 Civil engineering; 43 Specialised construction activities | 4451        |
| Forest of Dean               | 71 Architectural and engineering activities; technical testing and analysis                | 543         |
| Gloucester                   | 41 Construction of buildings; 42 Civil engineering; 43 Specialised construction activities | 5896        |
| Gloucester                   | 71 Architectural and engineering activities; technical testing and analysis                | 689         |
| Stroud                       | 41 Construction of buildings; 42 Civil engineering; 43 Specialised construction activities | 5653        |
| Stroud                       | 71 Architectural and engineering activities; technical testing and analysis                | 1293        |
| Tewkesbury                   | 41 Construction of buildings; 42 Civil engineering; 43 Specialised construction activities | 3914        |
| Tewkesbury                   | 71 Architectural and engineering activities; technical testing and analysis                | 621         |

Since exiting the European Union the construction industry has faced shortages in migrant and foreign workers which is previously relied fairly on for roles such as bricklayers and masons. The Office for National Statistics reported a 42% fall in the number of EU nationals working in UK construction between 2017 and the end of 2020, with construction sector vacancies peaking in Q3 2022 at around 50,000 and remaining higher than any period prior to the first half of 2021<sup>6</sup>. The sector has since faced difficulties in finding skilled manual or technical workers with 73% reporting this. It has been reported that the construction industry has requested these roles (bricklayers and masons) be added to the SOL<sup>6</sup>.

### **3. Job postings and forecasts to meet replacement and expansion need (existing staff leaving the sector's workforce either into different sectors or retirements and new employment generation against expected sectoral growth)<sup>7</sup>.**

Below we have incorporated a table from the CITB Construction Skills Network Industry Outlook report<sup>8</sup> showing expected Annual Recruitment Requirement (ARR) by occupation, focussing on the highest need in terms of both percentage and volume. Please note we are aware that in construction in particular, a lot of recruitment is potentially via less formal routes and therefore jobs postings may not present the entire picture in terms of need, but indicates – slightly more weighted towards larger employers – sectoral shortages and needs. These figures from CITB are for the South West region and

<sup>5</sup> From *Office for National Statistics (ONS) Census 2021*  
<https://www.ons.gov.uk/datasets/TS060/editions/2021/versions/3>

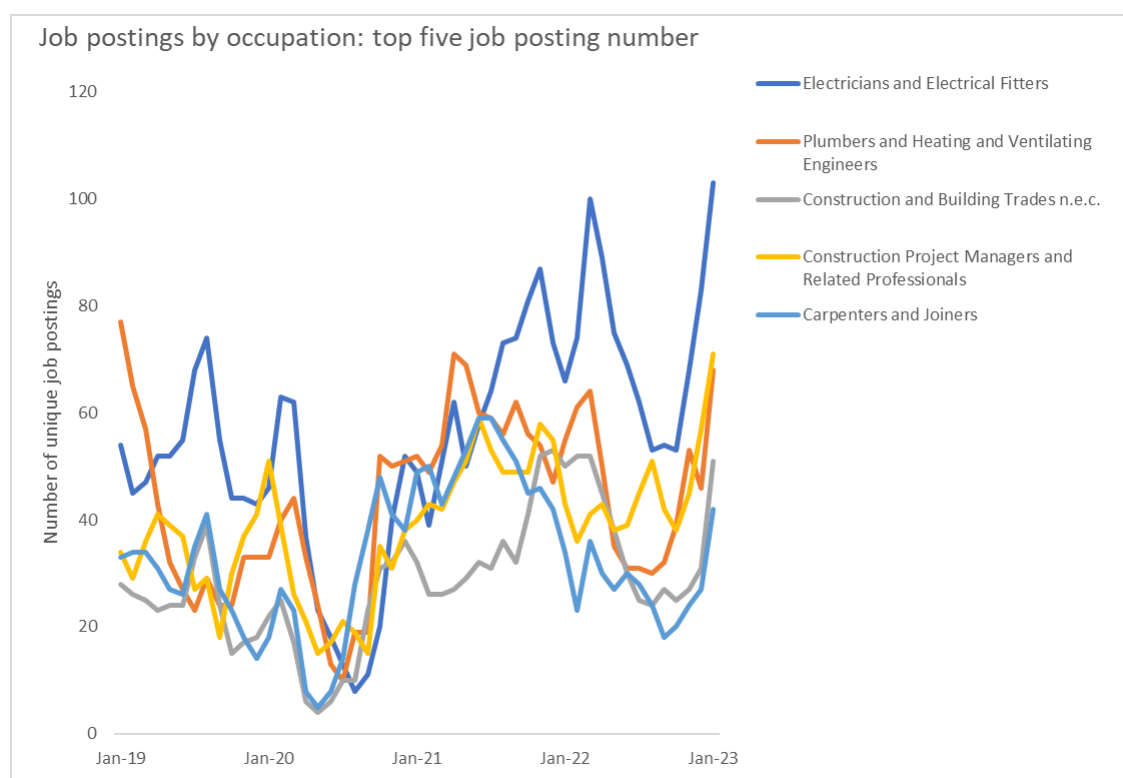
<sup>6</sup>From *ONS Construction Industry Job Vacancies time series*  
<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/timeseries/jp9l/unem>

<sup>7</sup> From *HR Magazine Article 2022*, <https://www.hrmagazine.co.uk/content/news/businesses-face-record-recruitment-difficulties/>

<sup>8</sup> *CITB (2023) The skills construction network: United Kingdom Five Year Outlook 2023-2027*  
<https://www.citb.co.uk/media/acbnbn5t/csn-national-report-final-report.pdf>

not Gloucestershire and therefore some extrapolation is required, but we believe these to be predominantly in line in terms of roles and requirements. Lightcast data provided by GFirst LEP shows regional jobs postings, but due to the nature of this sector and recruitment practises may not represent the full spectrum of need.

| Annual Recruitment Requirement (ARR) - South West                          | ARR as % of 2022 workforce | ARR value per year |
|--|----------------------------|--------------------|
| Wood trades and interior fit-out   | 7.6%                       | 2270               |
| Labourers nec*   | 7.5%                       | 430                |
| Plant operatives   | 7.2%                       | 260                |
| Other construction professionals and technical staff                       | 7.2%                       | 1240               |
| Surveyors  | 5.5%                       | 290                |
| Electrical trades and installation   | 4.7%                       | 900                |
| Roofers  | 4.3%                       | 230                |
| Other construction process managers  | 3.7%                       | 490                |
| Non-construction professional, technical, IT, and other office-based staff | 2.8%                       | 970                |
| Scaffolders  | 2.4%                       | 70                 |
| Plumbing and Heating Ventilation and Air Conditioning (HVAC) Trades        | 1.8%                       | 340                |
| Bricklayers  | 1.3%                       | 90                 |
| Building envelope specialists  | 0.5%                       | 60                 |
| <b>Total ARR Sector (SIC 41-43, 71.1, 74.9)</b>                            | <b>3.20%</b>               | <b>7,640</b>       |



Despite the current downturn and the forecasted slow growth for the British economy in the next 5 years, the construction sector is predicted to contribute to at least 6% of UK GDP, with a workforce of

<sup>9</sup> Chart sourced from Lightcast subscription data, as provided by GFirst LEP

over 2.6m workers and an annual output value of over £170bn.<sup>10</sup> This will partly be driven by replacement demand for traditional occupations as well as the leading role that the industry is expected to play in achieving the country’s net zero targets, which will require new skills in areas such as modern methods of construction, insulation and sustainable buildings. There are additional requirements outside of Post-16 Technical Education that we have not attempted to address within this document, such as access to CSCS cards and introductory adult courses for those looking for work or changing career.

The construction sector is anticipated to increase its demand for green skills as more than a third of green jobs to be created in Gloucestershire by 2030 will be in low carbon heat and energy efficiency – two areas in which construction plays a significant role.<sup>11</sup> The retrofitting of the existing building stock and the implementation of energy efficient and green measures will require over 1,751 additional jobs in the installation of heat pumps and 1,265 additional jobs in installing insulation<sup>12</sup> - there will be a particular need to develop skills in solid wall insulation and heritage property which is some way is already identified and being addressed via funding mechanisms such as regional and national bootcamps, but will require additional delivery within reskilling and existing post 16 technical educational routes.

#### 4. Occupational Priorities (shortages within occupations)

We have attempted below to show some of the existing roles’ needs and forecast requirements to indicate where sectoral needs may be met via existing courses, with or without micro-interventions. Below this we align some forecasting via CITB and LEP/county analysis with potential training needs<sup>13</sup>. We have not as yet looked at these shortages in relation to current supply volumes from colleges and ITPs, therefore these priorities are here for discussion with providers at this stage. There have been steep upticks in recruitment needs since the peak of the pandemic, with all roles reporting higher need than in 2019.

We have attempted to RAG rate needs (Red, Amber, Green, with Red being highest need) in terms of absolute numbers and percentage workforce requirements to highlight to most pressing existing role shortages within this sector. The CITB ‘Construction Skills Network (CSN)’ Industry Outlook Report for the South West<sup>14</sup> provides a further comprehensive overview of expected needs in existing roles forecast to 2024 and 2027.

| Role   | Need forecast   | R | A | G | Priority/possible action and funding source. Growth in:                   |
|--|---|---|---|---|---|
| Woods trades (joiners/carpenters etc) and interior fit out | Although regional jobs postings are lower, CITB figures for the South West suggest highest ARR and total volume in these roles at 213 total roles | x |   |   | Apprenticeships Full time 16-19 Potential for short course programmes/AEB |

<sup>10</sup> CITB (2023) The skills construction needs: South West Five Year Outlook 2023-2027

<https://www.citb.co.uk/media/acbnbn5t/csn-national-report-final-report.pdf>

<sup>11</sup> Ecuity Consulting & Local Government Association (2020) Green Jobs 2030-2050

<sup>12</sup> Local Government Association LG Inform [https://lginform.local.gov.uk/reports/view/lga-research/estimated-total-number-of-direct-jobs-in-low-carbon-and-renewable-energy-sector?mod-area=E10000013&mod-group=AllCountiesInCountry\\_England&mod-type=namedComparisonGroup](https://lginform.local.gov.uk/reports/view/lga-research/estimated-total-number-of-direct-jobs-in-low-carbon-and-renewable-energy-sector?mod-area=E10000013&mod-group=AllCountiesInCountry_England&mod-type=namedComparisonGroup)

<sup>13</sup> From CITB Industry Outlook, January 2023 <https://www.citb.co.uk/about-citb/construction-industry-research-reports/construction-skills-network-csn-2021-25/>

<sup>14</sup> From CITB Labour Market Intelligence report, January 2023 <https://www.citb.co.uk/media/o2nngsgp/csn-lmi-south-west.pdf> Page 10

|  |   |   |   |   |  |
|--|---|---|---|---|--|
|  |   |   |   |   |  |
| Electrical trades                          | Current jobs postings for the region are highest in this category (over 100 per month), slightly higher than the high ARR and total volume as per CITB analysis   | x |   |   | Apprenticeships Full Time 16 to 19 T levels      |
| Bricklayers                                | Estimated South West regional need for additional 800 posts by 2024, approximately 75 for Gloucestershire   | x |   |   | Apprenticeships Full time 16 to 19               |
| Scaffolders                                | Estimated regional need for additional 300 by 2024  |   |   | x | Apprenticeships Full time 16 to 19               |
| Groundswokers/labourers / plant operatives | CITB figures suggest an ARR of over 7% with a combined need within roles of almost 700 at a flat profile we would expect a regional additional need of 25-50 per year   |   | x |   | L2/Boot Camps/AEB programmes including CSCS card |
| Plumbers and HVAC                          | Although ARR is low, the total volume required is high, expected additional needs for Gloucestershire of 30-40 per year. Please note this does not include plumbing roles in new technology (see below) but would cover technologies such as underfloor heating |   | x |   | Apprenticeships Full time 16 to 19 T levels      |

## 5. Occupational Opportunities – Skills for new technologies

We can identify some of the more imminent technological needs within this sector. There is current demand for all of these technologies but it is limited in volume. However it is expected that there will come a point relatively soon, where many of these technologies will grow rapidly in volume. When depends very much on Government policy. We have therefore broken down technological and expected sectoral needs into broad areas or specific to a technology, [alongside some forecasting of expected demand (extrapolated to a regional level where possible or pre-existing)] All of these technologies require some sort of survey and/or assessment prior to installation. Installation then involves specific expertise, either by adding skills to existing trades (often employed by mainstream employers) and/or the creation of new occupations usually working for specialist employers. Finally repair and maintenance represents a third function. We have identified in the table below, the main occupations which are likely to be affected. In the next section of the report we provide a more granular identification of employers stated needs.

Right now our priority is that Colleges and other providers of training for these occupations, gear up their practical facilities and as far as possible and begin (if not already), to offer the upskilling and awareness needed alongside new occupational programmes where there is local demand or expected imminent local demand. We hope to have discussions with providers and stakeholders about how demand could be stimulated further and timing of growth.

| Occupations  | Surveying/Assessing  | Installing and commissioning  | Repair and Maintenance                                    |
|--|--|---|---|
| <b>Technology</b>  |  |   |   |
| Heat pumps/solar thermal<br>Estimated 1,751 additional jobs by 2030 <sup>15</sup>      | Energy/EPC assessors<br>Retrofit assessors<br>Project managers | Plumbing and heating engineers<br>Low carbon heating tech   | Plumbing and heating engineers<br>Low carbon heating tech |
| Solar power/electrical storage   | Energy/EPC assessors<br>Retrofit assessors<br>Project managers | Solar power installers<br>Roofers   | Solar power installers                                    |
| EV charger installation  | Project managers   | Electricians  | Electricians  |
| Insulation including retrofit<br>Estimated 1,265 additional jobs by 2030 <sup>16</sup> | Energy/EPC assessors<br>Retrofit assessors<br>Project managers | Insulation installers<br>Plasterers/dry liners  |   |
| Offsite/modular/Modern Methods of Construction (MMC)                                   | Project managers<br>Site Management                            | Carpenters/joiners<br>Assembly and installation operatives<br>Plumbing and electrical connection/installation/commissioning | Carpenters/joiners  |
| Energy/Performance Assessors, whole unit/fabric  | Energy and Efficiency Assessors and surveyors                  |   |   |

A number of roles have existing skills shortages, and many will need large increases in numbers to meet government targets, including<sup>17</sup>:

- Energy assessors, as the use of Energy Performance Certificates increases.
- Retrofit coordinators will be essential to ensure quality as different systems are installed alongside each other – forecast suggest 50,000 by 2030.
- Project managers with an understanding of the retrofit process – 86,500 required by 2028.
- Insulation installers. Existing installers will need to be upskilled if minimum qualifications are set in PAS2035 – the standards everyone has to follow in retrofitting buildings.
- Heat pump installers. Starting by upskilling existing Gas Safe engineers, existing training needs to be improved and standardised – 50,000 required by 2030.<sup>18</sup>

## 6. Businesses Reported Skills Needs - Granular Business Intelligence via LSIP

<sup>15</sup> From Local Government Association, *Local Green Jobs in Gloucestershire*, Ecuity consulting, 2021 [LG Inform](#)

<sup>16</sup> From Local Government Association, *Local Green Jobs in Gloucestershire*, Ecuity consulting, 2021 [LG Inform](#)

<sup>17</sup> From CITB (2021) *Net Zero and Construction: Perspective and Pathways* <https://www.citb.co.uk/about-citb/construction-industry-research-reports/search-our-construction-industry-research-reports/net-zero-and-construction-perspective-and-pathways/>

<sup>18</sup> From CITB (2021) *Net Zero and Construction: Perspective and Pathways* <https://www.citb.co.uk/about-citb/construction-industry-research-reports/search-our-construction-industry-research-reports/net-zero-and-construction-perspective-and-pathways/>

Please note that the LSIP research will continue until April 2023 in the first phase, with additional needs, refinements, deep dives and any identified new foci to continue longer term until May 2025. These below skills needs findings are based on the initial 5 months of LSIP research and delivery and hopefully indicate (in a no way comprehensive manner) expected 'direction of travel' in the final report. As any additional needs are identified and verified we will share prior to report release with stakeholders in the most appropriate identified means.

The LSIP has worked to gather current in-depth business intelligence on perceived unmet needs, understanding of current delivery and potential economic and technological changes. The intention of the LSIP research methodology is to add current and granular intelligence to existing understanding and not to replace prior research into skills needs, particularly those datasets which could be considered statistically robust.

We have divided these findings into approximated areas of need, and -alongside the sections above on occupational shortages and industrial trends – expect these to form a reasonably comprehensive picture intended to address current and expected unmet needs within the sector, both in terms of interventions in existing provision (micro or modular) and identification of potential new provision (although this falls primarily towards in-work and modular needs due to the methodology utilised in the LSIP primary research phase). The areas these are outlined under are:

- Critical Workplace, Core and Transferable skills
- Core Digital Skills
- Sector Specific, Technological Change and Digitalisation Skills Needs
- Decarbonisation, Sustainability and Alignment to the UK's Net Zero Strategy Skills Needs
- *Systemic/Labour Market/Other reported needs*

We have indicated where we believe businesses have reported these needs most significantly in terms of where they fit within career and occupational progression (from new entrants through to experienced) and believe these are areas of funding and provision that align more or less closely:

| Experienced Current Employees (upskilling, modular, CPD) | Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions) | Career movers from another sector (part experienced and/or direct/linked training eg Boot Camps) | Those in both work and formal training e.g. apprentices | Younger/New Entrants/non-experienced 16-19 and adults              |
|--|--|--|---|--|
| In-house, innovation/AEB/LSIF                            | In-house/bespoke/Innovation/AEB/LSIF   | AEB, Bootcamps, Other DfE e.g. certificates of future technology, In-house, LSIF                 | Apprenticeship  | T Levels, other 16 to 19 vocational, Vocational HE and preparatory |

We do not intend to be prescriptive in suggestions where FE Providers (and others) may see an ability to respond to LSIP skills needs findings, more to indicate where we see opportunities for action that align with occupational progression, life stages and current (particularly mainstream) funding mechanisms. These therefore represent the options we want to discuss with providers.

Employers have expressed a strong view that young recruits are often not work ready in terms of essential skills and work related basic digital skills. It is therefore a priority for us to explore the possible implementation of "Skillbuilder" essential skills system (or similar) into pre-16 and academic post-16 education across the area. We would also aim to build these skills into post 16 vocational programmes and Apprenticeships (where they are not already there) so that employers themselves will also continue to develop these skills in the workplace.

There is wide recognition within the sector that a number of key and reasonably mature technologies are likely to be incorporated into this sector much more comprehensively, although there is some

reticence to adopt too widely until demand signals turn into actual demand, particularly against balancing current demand in traditional needs with lack of available workforce. These roles and technologies are consistently mentioned:

- Retrofit wall insulation – assessor, surveyor, designer, installer
- Heat Pumps – design/assessment, installation, commissioning, service & maintenance – needs for new shorter courses alongside modules within existing courses.
- Solar PV – design/assess, install, commission, service & maintenance
- Building performance evaluators and EPC assessors, with expected stricter requirements in legislative change (within and following PAS2035)
- Domestic energy generation & storage specialists (predominantly solar batteries)
- Construction assembly and installation operative (offsite/modular/MMC)

## Critical Workplace, Core and Transferable Skills

| Need Statement   | PROVISIONAL PRIORITY   | Experienced Current Employees (upskilling, modular, CPD) | Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions) | Career movers from another sector (part experienced and/or direct/linked training eg Boot Camps) | Those in both work and formal training e.g. apprentices | Younger/New Entrants/non-experienced (16-19) and adults |
|--|--|--|--|--|---|---|
| Workplace preparedness/readiness; more need for behavioural-based and pre- and early-work skills such as interview skills (possibly online)  | <b>1.Explore the implementation of Skillbuilder or (similar) and work entry skills in pre-16 and post 16 academic education</b>                        |  |  |  |   | x   |
| New entrants coming to the work environment with appropriate attitudes and willingness to learn on the job is just as important as most skills for most workplaces<br>Workplace readiness, understanding of work ethic, expected behaviours, self-motivation, teamwork | <b>As above</b>  |  |  |  |   | x   |
| Communication skills (articulation and terminology), problem solving, effective communication and listening skills – development in advance of (and to enable) digital skills and adoption   | <b>2.Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/professions</b> |  | x  | x  | x   | x   |
| Teamwork and leadership still perceived as lacking in new entrants/YPs, some appetite for additional leadership training at higher levels (managers and supervisors to formalise in-work   | <b>As above</b>  | x  | x  | x  | x   | x   |



|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| needs), principles of project management   |   |   |   |   |   |   |
| More practical experience during learning within full time vocational education is seen as key   | <b>3.Develop placement opportunities as far as possible (outside of T Levels)</b> |   |   |   |   | x |
| Phone, f2f and email communication all need further development/support – some indicators of communication ‘anxiety’ to be addressed. Understanding of appropriate tone and terminology (for business and difference to social communication). | <b>As 2. above</b>  | x | x | x | X | x |
| There are many jobs and needs in the sector, people do not aspire to be in, nor have awareness of such as sales, procurement, admin  | <b>Explore action in Careers education etc for Stage C of LSIP</b>                |   |   |   |   |   |

## Core Digital Skills

| Need Statement  | PROVISIONAL PRIORITY   | Experienced Current Employees (upskilling, modular, CPD) | Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions) | Career movers from another sector (part experienced and/or direct/linked training eg Boot Camps) | Those in both work and formal training e.g. apprentices | Younger/New Entrants/non-experienced (16-19) and adults |
|---|--|--|--|--|---|---|
| Businesses recognise in more technical/vocational and site roles, digital communication is not effectively replacing face to face communication   | <b>4.Training in basic practical digital skills both in the workplace and in FTE</b> | x  | x  | x  | X   | x   |
| Basic digital skills (Microsoft Outlook and calendar management, collaboration and cloud platforms such as Teams, databases and CRM systems as well as understanding social media and marketing basics) are often reported as lacking among staff in core and non-site facing roles (admin, business etc) | <b>As above</b>  | x  | x  | x  | x   | x   |
| Smaller companies are looking for better incorporation of internal/enterprise digital systems and training to support (individually and systemically)   | <b>As above</b>  |  | x  | x  | x   |   |

|   |                 |   |   |  |  |  |
|---|-----------------|---|---|--|--|--|
| Some employers struggle to get staff to adopt new technology and digitalisation when required.                    | <b>As above</b> | X | X |  |  |  |
| Internal data usage in general outdated – those with digital client facing systems/support can often use as a USP | <b>As above</b> | X | X |  |  |  |

## Sector Specific and Technological Change

| Need Statement   | PROVISIONAL PRIORITY  | Experienced Current Employees (upskilling, modular, CPD) | Experienced/ Occupationally Competent New Employees | Career movers from another sector (part experienced and/or direct/linked training eg | Those in both work and formal training e.g. apprentices | Younger/New Entrants/non-experienced (16-19) and adults |
|--|---|--|---|--|---|---|
| Modular and offsite construction and implications for existing roles (complete change in some)   | <b>5. Understanding and basic skills Training for Carpenters and Joiners in modular (portable and static) building techniques. (see also occupations above)</b> | X  | X   | X  | X   | X   |
| Building performance and gaps – fabric first for efficiency  | <b>6.Training for design staff</b>  | X  | X   |  | X   | X   |
| Modern Methods of Construction (MMC) are all expected to be understood as principles/basics to enable future adoption as required. Businesses know they need to balance new needs with existing demand, but in an economically competitive way | <b>7.MMC awareness training for all trades and professional staff</b>   | X  | X   | X  | X   | X   |
| Learners need to understand suppliers' vested interests when specc'ing/planning e.g. using Worcester Bosch calculator will always lead to a need for a WB product.   | <b>8.Embed commercial knowledge/understanding into training programmes</b>  | X  | X   | X  | X   | X   |
| Some employers see technical and vocational educational courses as too long for requirements on site e.g. L2 and L3 qualifications to do joinery(?)  |   |  |   |  |   |   |
| Impacts of further adoption of digitalisation and digital design - teaching principles of graphic  | <b>As 6. above</b>  | X  | X   |  | X   | X   |

|  |                    |   |   |  |   |   |
|--|--------------------|---|---|--|---|---|
| softwares/CAD more widely as sector moves further towards digital design as the norm (design and build technicians, surveying technicians, design engineers, quantity surveyors) |                    |   |   |  |   |   |
| Expected changes to Gas certification and skills, needs for existing workforce to reskill as legislation impacts, timescales awareness of need                                   |                    | X | X |  |   |   |
| Additional understanding of HVAC and place within fabric first/performance in non-HVAC specific roles  | <b>As 5. Above</b> | X |   |  | X | X |
| Initial understanding of the potential of automation and changes to wider sector   | <b>As 7. above</b> | X | X |  | X | X |
| Development of internal (in-house) training ability  |                    | X | X |  | X | X |

## Net Zero Skills

| Need Statement  | PROVISIONAL PRIORITIES   | Experienced Current Employees (upskilling, modular, CPD) | Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions) | Career movers from another sector (part experienced and/or direct/linked training eg Boot Camps) | Those in both work and formal training e.g. apprentices | Younger/New Entrants/non-experienced (16-19) and adults |
|---|--|--|--|--|---|---|
| Insulation – existing/traditional alongside external and internal retrofit insulation   | <b>9.Establish training for retrofit insulators</b>  |  |  | X  |   |   |
| Fabric first sustainability and measurement   | <b>As 6. above</b>   | X  | X  |  | X   | X   |
| first principles of built environment – Sustainability ‘basics’ to be more appropriately taught e.g. What is best to focus on first? What will this cost? What is the ROI? How do I measure performance? What are the main standards and legislation (and expected legislation) | <b>10.Sustainability awareness training for all professional staff, site supervisors/managers and new entrants</b> | X  | X  | X  | X   | X   |
| Some unclear routes into greener roles (e.g. PV installers, roofing/electrician/surveying/site labour/scaffolder) - current   | <b>11.PV installer training (Boot Camp/AEB)</b>  |  |  | X  |   |   |

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| premium on some green roles and low demand for others   |  |   |   |   |   |   |
| Solar installation, usage and project planning stages   | <b>As 11. above</b>  | x | x |   | x | x |
| Importance of aligning skills needs with commercial viability   | <b>As 8. above</b>   | x | x | x | x | x |
| Understanding potential changes/legislative impacts regarding fossil fuels and plant equipment  | <b>As 10. above</b>  | x | x |   |   |   |
| Pollution, waste and plastics on sites/in delivery. Still needs for culture shift for sustainability as is often behind public appearance. Sustainability is often isolated in roles rather than embedded in delivery roles | <b>As 10. above</b>  | x | x | x | x | x |
| Needs to upskill plumbing and heating technicians as demand increases, recognition of expected future growth within this technology and needs in new and existing workforces  | <b>12.Ensure facilities are available and offer is made for select, install, test, commission, service and maintain, solar thermal and heat pumps.</b> | x | x |   | x | x |

## Local Skills & Labour System Feedback

*Please note that although these are not explicitly skills needs, these are other issues highlighted by employers and stakeholders that may require addressing alongside interventions in provision directly.*

| Need Statement  | PROVISIONAL PRIORITIES  | Experienced Current Employees<br>(upskilling, modular, CPD) | Experienced/Occupationally<br>Competent New Employees<br>(upskilling, skills gaps, new work<br>functions) | Career movers from another<br>sector (part experienced and/or<br>direct/linked training eg Boot<br>Camps. | Those in both work and formal<br>training e.g. apprentices | Younger/New Entrants/non-<br>experienced (16-19) and adults |
|---|---|---|---|---|--|---|
|   |   |   |   |   |  |   |
| Lack of new entrants to sector widely reported, with older employees a key demographic, but ensuring alignment with new skills needs. Issues with retention and lack of willingness to reskill is reported in existing workforces | <b>12. Explore a programme (Boot Camp/AEB) for returners to construction and entrants from other sectors such as Returnships for the over 50s</b> |   |   | x   | x  | x   |

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
| Business don't necessarily accurately reflect their 'soft' skills needs in recruitment alongside technical needs   | <b>13. Develop with providers a "recruitment pack" for construction employers</b>                                    |   | X | X | X | X |
| Mature learners need to unlearn and relearn alongside learning new things  | <b>As 11. Above</b>  | X | X |   |   |   |
| Childcare, cost of living and visa requirements all mentioned as having impacts on ability to recruit learners and workforce   |  |   | X | X | X | X |
| Industry preferences are towards shorter and more flexible courses, with a possible ability to 'stack' into longer qualifications.   |  | X | X | X |   |   |
| Some concern about short term legislative changes and longer term clarity on direction of travel and need  |  | X |   |   | X | X |
| Vacancies in teaching and inability to competitively reward industry professionals in teaching compounds issues with up to date sector knowledge. Some understanding better funding for FE would be beneficial                         | <b>14. Explore with Colleges/ITPs a programme to encourage trades into teaching/training (inc. teacher training)</b> | X | X |   |   |   |
| More focus on work and work experience options earlier could improve recruitment and awareness of the opportunities and pathways<br>Better recognition of pathways for progression would be beneficial, with earlier CAIEG options too | Explore in Stage C of LSIP   |   |   | X | X | X |
| Struggles with mental health, equality and wellbeing in the sector and site roles can lead to a further lack of diversity and inclusion in workforce, which has the potential to be self-perpetuating                                  | <b>15. Embed equality/diversity training into all training programmes/courses</b>                                    | X | X | X | X | X |
| More teacher CPD would assist with learners being prepared for imminent changes to skills needs  | <b>16. Construction trainers CPD visits in sector</b>  | X | X |   |   |   |