

Swindon and Wiltshire – Construction LSIP Stage Two Update

Introduction

There are three sections to this document:

1. Labour Market Intelligence and Economic Trends
2. Employers Reported Skills Needs (delineated Stage 1 and new Stage 2 findings)
3. Roadmap Priority Actions from Stage 1 Report

We are publishing the update for sectors within each region separately, all available [here](#). The previous published outputs for Stage 1 are also still available for reference - [Swindon & Wiltshire LSIP Report and Roadmap 2023](#) and [Priority Findings](#).

The below Employers Reported Skills Needs findings are based on Stage 2 LSIP employer engagement conducted through deep dive interviews and focus groups, following the identification of new foci during Stage 1 of the LSIP. These skills needs are presented alongside the Stage 1 findings that are still being reported by employers, we have highlighted the Stage 2 findings in green to differentiate from the original reported unmet needs.

We will continue to explore these foci and identify any new employer’s skills needs through continued research until May 2025. These findings are supported by updated Labour Market Intelligence for the sector in region.

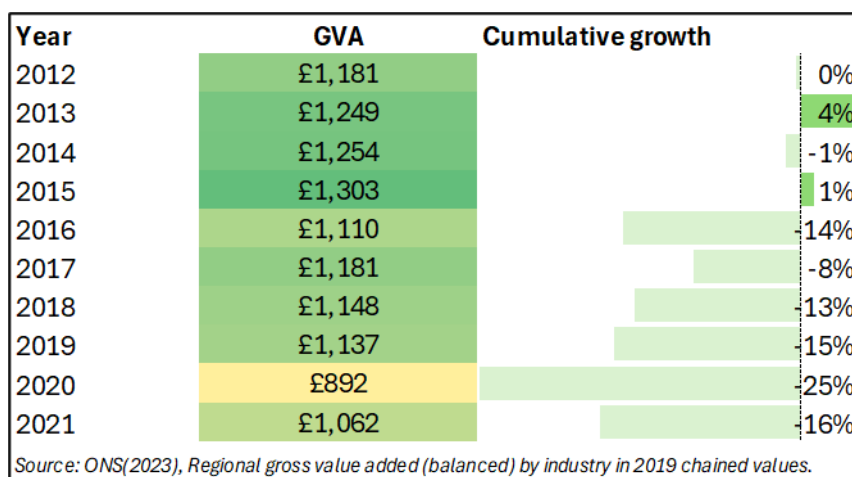
Roadmap Priority Actions from Stage 1 have been included below to provide progress on any actions, updates on aligned activities and encourage response from the region’s stakeholders.

The updated LSIP Progress report is due to be published at the end of June 2024.

1. Labour Market Intelligence and Economic Trends

Gross Value Added

The Construction sector in Swindon and Wiltshire is of strategic importance to the regional economy, as shown by its capacity to recover from downturns and maintain a relatively stable share of the region’s total GVA. The sector's volatility suggests sensitivity to external shocks, yet its positive performance in 2021 highlights a robust comeback that could be leveraged in future strategic and economic planning for the region.



The Construction sector in Swindon and Wiltshire has experienced fluctuating growth over the observed period, as indicated by the GVA. The sector's percentage of the region's total GVA has largely hovered around 5%, demonstrating a consistent contribution to the local economy.

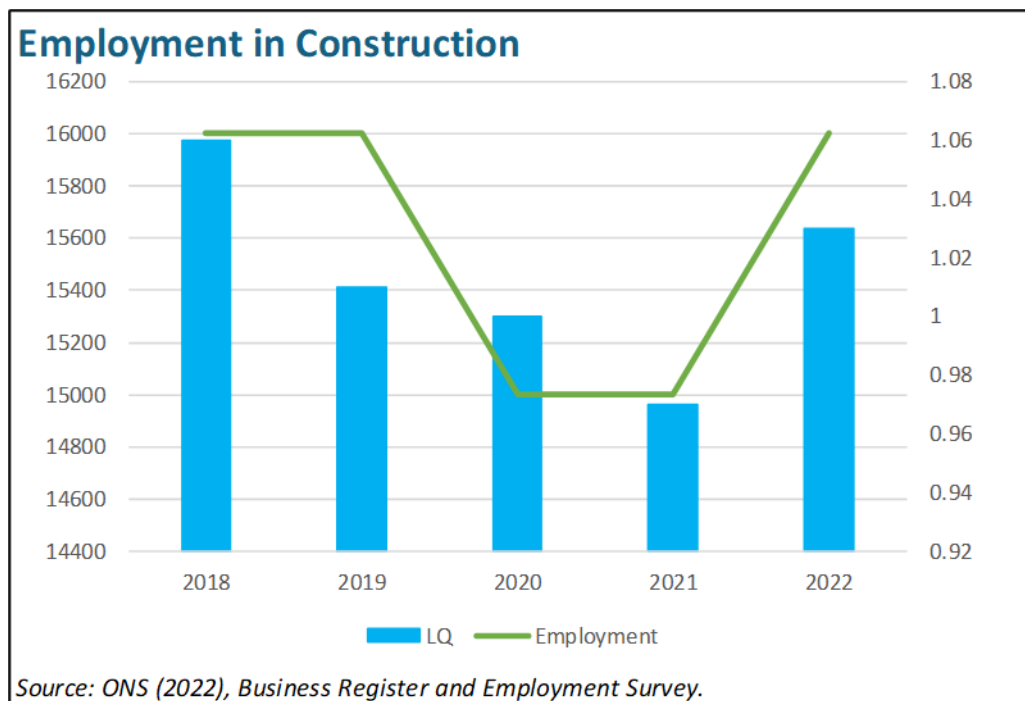
The sector showed signs of recovery in 2017, with GVA climbing once again, but faced another downturn in the following years, culminating in a substantial decline in 2020. The drop in 2020 can be possibly attributed to the impact of the COVID-19 pandemic, which affected many sectors globally through disruptions in supply chains and reduced labour availability.

Despite the challenges faced in 2020, the Construction sector demonstrated resilience with a notable rebound in 2021, increasing its GVA by nearly 20% from the previous year. This recovery signifies a potentially strong adaptive response to the preceding economic difficulties.¹

Employment

The employment data for the Construction sector in Swindon and Wiltshire from 2018 to 2022 shows resilience despite minor fluctuations. The figures present a sector which is a key driver for employment creation and possibly a strategic player in overall economic development.

By the end of period, employment bounced back to 16,000, and the LQ rose to 1.03, signalling a recovery and a slight increase in regional specialisation in Construction. This could indicate the sector's ability to overcome economic challenges and suggests the potential for targeted regional support and investment.²



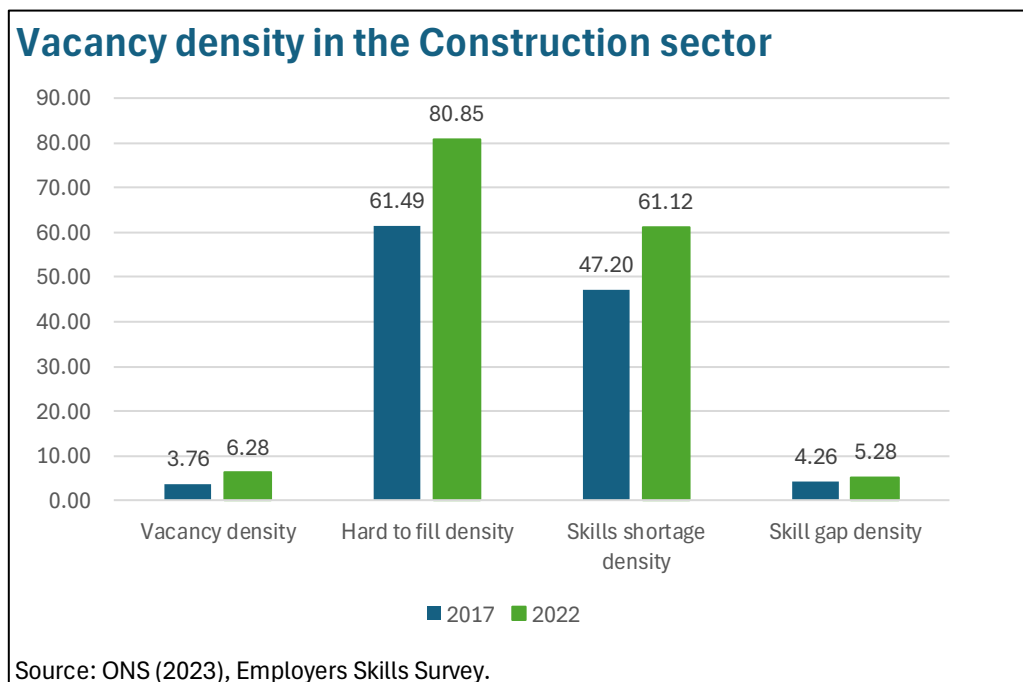
¹ Regional gross value added (balanced) by industry: local authorities by NUTS1 region - Office for National Statistics. (2019, December 19).

<https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedbalancedlocalauthoritiesbynuts1region>

² Business Register and Employment Survey - Office for National Statistics. (n.d.).

<https://www.ons.gov.uk/surveys/informationforbusinesses/businesssurveys/businessregisterandemploymentsurvey>

Vacancies



The data reveals significant trends in the Construction sector in the South West of England from 2017 and 2022. There's been a notable increase in the number of vacancies, nearly doubling from 3,914 to 7,538, suggesting a booming sector with growing employment opportunities. Correspondingly, the vacancy density has risen from 3.76% to 6.28%, indicating vacancies are a larger proportion of total employment. Hard-to-fill vacancies and skill-shortage vacancies have also grown, both in absolute numbers and as a percentage of total vacancies, suggesting increasing difficulty in finding skilled labour. Skill gaps among employees remain a concern, with an increase in both number and density, indicating a growing need for upskilling and training within the sector.³

Participation in Further Education

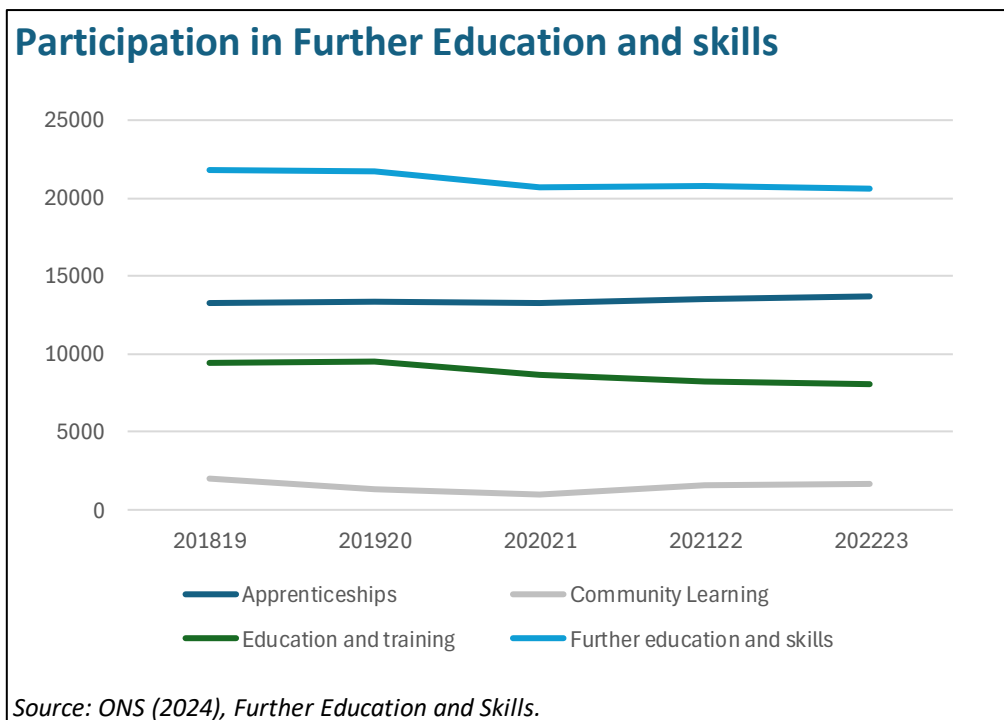
The post-16 technical education participation figures for Swindon and Wiltshire reveal varied trends across different education streams from the academic year 2018/19 to 2022/23. Apprenticeships show a modest upward trajectory, increasing from 13,300 to 13,730 participants.

In contrast, Community Learning faced a significant drop from 2,030 to 1,020 between 2018/19 and 2020/21 but has since shown recovery, reaching 1,680 by 2022/23.

Education and training have experienced a consistent decline over the five-year period, dropping from 9,440 to 8,050 participants, which might reflect changing preferences, needs, or availability of training programs.

Further education and skills, the largest category by participation, initially decreased from 21,860 to 20,700 by 2020/21, but participation levels out in the subsequent years, ending slightly lower at 20,610.

³ Employer Skills Survey, Calendar year 2022. (2023, September 28). <https://explore-education-statistics.service.gov.uk/find-statistics/employer-skills-survey/2022>



Online job postings

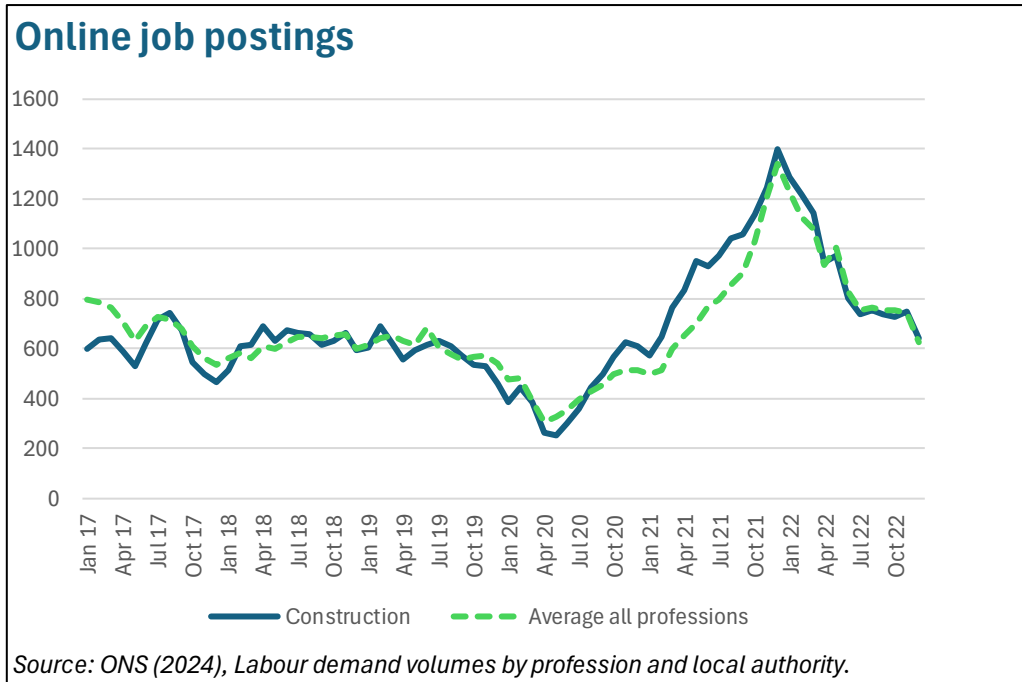
The online job postings for Construction professions in Swindon and Wiltshire show a trend that generally mirrors the broader job market patterns, but with specific nuances to the sector.

Throughout 2018 and into 2019, there's a fluctuating yet stable presence of job ads, suggesting a consistent demand for labour within the Construction sector. This steadiness diverges sharply in early 2020, likely as a direct consequence of the COVID-19 pandemic's impact on the economy and the restrictions imposed on many sectors, including Construction.

A significant rebound in postings during 2021 indicates a recovery phase, surpassing pre-pandemic levels. This could reflect pent-up demand for Construction projects that were delayed during the pandemic, as well as stimulus measures supporting economic recovery.

It's important to note that online advertisements may not fully represent the recruitment activity in the Construction sector, as many roles might be filled through alternative methods such as word-of-mouth, direct recruitment, or specialised trade networks. This caveat suggests the data could underreport the actual employment activity within the sector, and hence, while indicative of trends, it should not be taken as an exhaustive measure of employment opportunities.⁴

⁴ Vassilev, G. (2023, February 13). Labour demand volumes by profession and local authority, UK - Office for National Statistics. <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/labourdemandvolumesbyprofessionandlocalauthorityuk/january2017todecember2022>



2. Employers Reported Skills Needs

We have continued to divide findings into approximated areas of need, and 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:

- Sector Specific Skills, Technological Change and Digitalisation Skills Needs
- Critical Workplace, Core and Transferable skills
- Core Digital Skills
- Decarbonisation, Sustainability and Alignment to the UK's Net Zero Strategy Skills Needs

We have switched the order in which these sections are displayed as overwhelmingly critical and core skills needs have remained similar.

Please note the 'Systemic/Labour Market/Other reported needs' as contained within Stage 1 LSIP Priority Findings documentation will be covered in the LSIP Progress Report

We have continued to indicate where we believe businesses have reported these needs most significantly within career and occupational progression (from new entrants through to experienced) and believe there 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)	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced 16-19 and adults
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		training e.g. Boot Camps		
For Example: In-house, innovation/AEB/LSIF	For Example: In-house/bespoke/Innovation/AEB/LSIF	For Example: AEB, Bootcamps, Other DfE e.g. certificates of future technology, In-house, LSIF	For Example: Apprenticeship	For Example: T Levels, other 16 to 19 vocational, Vocational HE and preparatory

We do not intend to be prescriptive with how Education and Training Providers (and others) should respond to LSIP skills needs findings but to indicate where we see current potential opportunities.

NB: Stage 2 Findings are indicated in the table below via the shaded background – where we have kept Stage 1 findings these are still being significantly reported with no new requirements being highlighted.

Sector Specific and Technological Change

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 e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced (16-19) and adults
Problem solving and tracking the post-work performance of buildings.	Develop short course provision towards relevant staff post-work/construction performance measurement and problem solving	x	x			
Modular and offsite construction and implications for existing roles (complete change in some)	Understanding and basic skills Training for Carpenters and Joiners in modular (portable and static) building techniques. (see also occupations above)	x	x	x	x	x

Building performance and gaps – fabric first for efficiency	Training for design staff	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	MMC awareness training for all trades and professional staff	x	x	x	x	x
Learners need to understand suppliers' vested interests when spec'ing/planning e.g. using Worcester Bosch calculator will always lead to a need for a WB product.	Embed commercial knowledge/understanding into training programmes	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 software's/CA D more widely as sector moves further towards digital design as the norm (Design and Build Technicians, Surveying Technicians, Design Engineers, Quantity Surveyors)	Training for design staff	x	x		x	x
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	Understanding and basic skills Training for Carpenters and Joiners in modular (portable and static)	x			x	x

first/performance in non-HVAC specific roles	building techniques. (see also occupations above)					
Initial understanding of the potential of automation and changes to wider sector	MMC awareness training for all trades and professional staff	X	X		X	X
Development of internal (in-house) training ability		X	X		X	X

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 e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/ New Entrants/ non-experienced (16-19) and adults
Core skills identified: <ul style="list-style-type: none"> Commercial awareness Coordination / Project management Customer relations 	Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/professions				X	X
Workplace preparedness/readiness:	Explore the implementation of					X

more need for behavioural-based and pre- and early-work skills such as interview skills (possibly online)	Skillbuilder or (similar) and work entry skills in pre-16 and post 16 academic education					
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. Workplace readiness, understanding of work ethic, expected behaviours, self-motivation, teamwork	Explore the implementation of Skillbuilder or (similar) and work entry skills in pre-16 and post 16 academic education					X
Communication skills (articulation and terminology), problem solving, effective communication and listening skills – development in advance of (and to enable) digital skills and adoption	Ensure essential skills and work entry skills are fully embedded in all post-16 vocational programmes for all Construction trades/professions		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 needs), principles	Ensure essential skills and work entry skills are fully embedded in all post-16 vocational programmes for all Construction trades/professions	X	X	X	X	X

of project management						
More practical experience during learning within full time vocational education is seen as key	Develop placement opportunities as far as possible (outside of T Levels)					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.	Ensure essential skills and work entry skills are fully embedded in all post-16 vocational programmes for all Construction trades/professions	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	Explore action in Careers education etc for Stage C of LSIP					

Core Digital Skills

Need Statement	Provisional Priority	Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occasionally Competent New Employees (upskilling, skills gaps, new work functions)	Career movers from another sector (part experienced and/or direct/linked training)	Those in both work and formal training e.g. apprentices	Younger/ New Entrants/ non-experienced (16-19) and adults

				e.g. Boot Camps		
Businesses recognise in more technical/vocational and site roles; digital communication is not effectively replacing face to face communication	Training in basic practical digital skills both in the workplace and in FTE	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)	Training in basic practical digital skills both in the workplace and in FTE	x	x	x	x	X
Smaller companies are looking for better incorporation of	Training in basic practical digital skills both		x	x	X	

internal/enterprise digital systems and training to support (individually and systemically)	in the workplace and in FTE					
Some employers struggle to get staff to adopt new technology and digitalisation when required.	Training in basic practical digital skills both in the workplace and in FTE	x	x			
Internal data usage in general outdated – those with digital client facing systems/support can often use as a USP	Training in basic practical digital skills both in the workplace and in FTE	x	x			

Net Zero Skills

Need Statement	Provisional Priorities	Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occupationally Competent New Employees (upskilling, new work functions)	Career movers from another sector (part experienced and/or direct/linked training e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced (16-19) and adults
Some demand for awareness around wind power and usage	Develop short course provision towards relevant staff in wind	x	x			

	power usage and installation					
Internal business sustainability and performance, including specific SME pathway	Sustainability awareness training for all professional staff, site supervisors and managers	x	x			
Environmental impact of the sector supply chain	Sustainability awareness training for all professional staff, site supervisors and managers	x	x			
Further integration of emerging green skills into or alongside apprenticeship standards	Sustainability awareness and practical application training for new entrants			x	x	x
Insulation – existing/traditional alongside external and internal retrofit insulation	Establish training for retrofit insulators			x		
Fabric first sustainability and measurement	Training for design staff	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)	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x	x	x	x
Some unclear routes into greener roles (e.g. PV Installers, roofing/electrician/surveying/site labour/scaffolder) - current premium on	PV Installer training (Boot Camp/AEB)			x		

some green roles and low demand for others						
Solar installation, usage and project planning stages	PV Installer training (Boot Camp/AEB)	x	x		x	x
Importance of aligning skills needs with commercial viability	Embed commercial knowledge/understanding into training programmes	x	x		x	x
Understanding potential changes/legislative impacts regarding fossil fuels and plant equipment	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	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	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	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	Ensure facilities are available and offer is made for select, install, test, commission, service and maintain, solar thermal and heat pumps.	x	x		x	x

3. Roadmap Priority Actions for the Region

Please find below a summarised table of the actions developed in the Stage 1 LSIP. This has been taken from various sources, predominantly the [Swindon & Wiltshire LSIP Report and Roadmap 2023](#) and sectoral [Priority Findings](#) documentation, but also where appropriate has incorporated identified opportunities and actions from the ongoing strategic planning in collaboration, as guided during 2023 via the SWLEP Skills and Talent Subgroup.

Actions have been categorised as follows:

- Systemic Needs within the wider skills system (provision, support, funding)
- Improving Employer Engagement with post 16 education and training
- Messaging and Awareness to simplify and improve understanding of provision, support and funding
- Measuring Impact to ensure the LSIP has a tangible effect on the wider skills system
- Contractual Outputs as required by the Department for Education in the [LSIP guidance](#)
- Skills Needs Refinement as the basis for ongoing LSIP primary engagement activities
- Provision and Resourcing to highlight direct requests of post 16 providers

This summary will be incorporated with identified progress, issues and any additional identified needs or outputs in the Progress Report, expected to be made available June 2024.

We would welcome provider, partner and stakeholder feedback on these actions and any responses to these to ensure we can effectively highlight both ongoing need and any progress towards the actions identified in the Stage 1 Report. To that end we will be inviting all recipients to either respond verbally or in written format to highlight the regional response to the LSIP and employers' needs through direct response, aligned response and any additional information that may be pertinent to share – please do get in touch via lsip@businesswest.co.uk if you would like to book in a meeting to discuss this or any part of the LSIP so far.

Please find at the bottom of this document a [glossary](#) to support with reading this table.

Category	Priority Action	Outcome	Parties	Timescale	Specifics	Source
Systemic Needs	Map post 16 technical education funding streams into region	Ensure de-duplication and maximisation of impact of funding streams	All, via SWLEP Skills and Talent Subgroup (this group is currently in hiatus as the LEP transferral of service to Wiltshire County Council completes	Before the end of March 2024, tentatively due an Annual Review.	Region-wide, self-completion form developed by LSIP team for completion by all regional education and training providers	Chosen via SWLEP Skills and Talent Subgroup November 2023
Systemic Needs	Create a database or other resource platform of post 16 technical provision in region	Provide clear understanding of Swindon and Wiltshire training provision	Requires all Training Providers to engage. To be held by accountable body for region	Post April 2024	To investigate existing awareness and resourcing, utilise internal signposting resources and external agencies e.g. Careers Hub, Further Education Providers	Report Section 3

Systemic Needs	Create a database or other resource platform of employer supporting agencies and initiatives within region	Provide clear understanding of employer support provision	LSIP ERB as lead on draft, through advisory panel following internal completion	By March 2024, for review April 2024 onwards	To investigate existing awareness and resourcing, utilise internal signposting resources and external agencies e.g. growth hubs	Report Section 3
Systemic Needs	Develop cohesive and shared multi-agency approach in region for support and awareness	Ensure consistency in response for employers	All, via Swindon and Wiltshire advisory panel	Post April 2024	Need clarity and capacity post LEP transition	Report Section 3
Improve Employer Engagement	Improve employer awareness of and engagement with post 16 provision, utilising case studies and best practise for content, more accessible information	Better understanding of need, greater incorporation of training into growth strategies	With partner ERBs, sector representative organisations, Training Providers and Local Authorities Including Growth Hubs, supporting agencies, and to integrate into regional response	Ongoing for duration of LSIP project, with intelligence on impact shared for further development	Marketing, shared regional vision, strategy, direct engagement	Report Section 3
Improve Employer Engagement	LSIP integrated and expanded referrals and signposting service for all engagements, to be aligned with existing support ensuring collaboration and respect for those already delivering something similar in the region's areas of responsibility	Comprehensive direct and tailored signposting and referrals to be built into LSIP activities, additional resource within LSIP team for workforce development requirements as identified	LSIP ERB to develop and share bespoke and comprehensive follow-up, potential to develop specialist support via LSIP team	Ongoing, to align with existing support	LSIP ERB will have specific additional capacity for this, to liaise with stakeholders to ensure value-add	Report Section 3
Improve Employer Engagement/ Messaging & Awareness	Encourage employers to provide opportunities to learners and to improve Careers Education, Information, Advice and Guidance (CEIAG)	Better pre- and post-16 careers information reflecting changed roles, technical skills and entry pathways	LSIP ERB via direct engagements, to work with partners across various formats to raise awareness of opportunity and benefit	To develop region-wide strategy post LEP transition, in delivery post April 2024	To work with Swindon and Wiltshire advisory panel in development of strategy and outputs	Report Section 3

Improve Employer Engagement / Messaging & Awareness	Incorporate into LSIP engagement and signposting where appropriate, the Multiply scheme and provision towards those with additional needs	More opportunities for Special educational needs and disability (SEND), greater access to potential labour market	LSIP ERB to incorporate into engagement follow up activities	Complete, ongoing delivery		Report Section 3
Messaging & Awareness	Collaborative clear messaging to simplify employer understanding of provision – changes, needs, involvement, amplify and encourage take up	More engagement, more referrals, facilitation introductions, and ensure a higher take-up of provision	To be agreed via external advisory mechanisms	Ongoing during LSIP delivery	Need shared vision to enable clear and concise prioritised multi-agency messaging	Report Section 3
Measuring Impact	Review responses to LSIP via accountability and the Local Skills Improvement Fund (Lead is Wiltshire College & University Centre) to ensure alignment and maximise impact	Ensure FE providers are aware of and responding to LSIP outputs	LSIP ERB to review on ongoing basis	Ongoing during LSIP delivery		Report Section 3
Measuring Impact	Utilise additional quantitative metrics to both measure impact and better understand need (including via course take up and change from learners and employers, available provision and demand from learners and employers.	Utilisation of regionally agreed (and known) metrics towards uptake, change, requirements, and behaviour change	To be agreed via advisory panel post LEP transition	Timescale and scope to be discussed and approved via advisory panel, April 2024		Report Section 3
Contractual Output	Annual progress report written by the LSIP ERB that is due to be published each year until 2025, with the next report due to be published on 28 th June 2024	To identify progress and additional needs within region, outline future activities	LSIP ERB to produce with input from advisory panel post LEP transition	June 2024 and within LSIP year 3	Multi-audience resource to highlight regional change, initiatives and impact of LSIP	Report Section 3
Skills Needs Refinement	Research: deep dive themes for further research exploration and continuation, understanding employers' needs	Refine and develop understanding of regional skills needs	LSIP team, incorporating other sources	Initial findings March 2024, updated report Jun 24	Internal function, ongoing	Report Section 3

Skills Needs Refinement	Further investigative work into needs for the 'green economy' (see definition in the Glossary)	Clear understanding of priority sector for green aligned skills needs, timescales and requirements	LSIP ERB to review green skills action plan draft, work with the region's Skills Advisory Panel	Review of green skills delivery and demand underway March 2024 as preliminary activity. Post LEP transition to align with regional strategic intent	See 'green skills action plan draft 2022' (currently in draft format, not available publicly)	Report Section 3 and via LEP Skills and Talent Subgroup
Provision and Resourcing	Agriculture and Land Management, Advanced Manufacturing & Engineering, Automotive, Transport & Logistics, Construction & Built Environment, Health, Social Care and Life Sciences: Skillsbuilder or similar platform to be integrated into post 16 technical education for soft and core critical workplace skills	Address core skills needs identified within each sector in the LSIP Stage 1	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024	Some expected via LSIF	LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing & Engineering – increase take up of Maths and Physics GCSE and A Levels, as well as Manufacturing Alternative Academic Qualification (AAQ) Health, Social Care and Life Sciences: Additional needs within functional English & Maths, flexible on work delivery, additional apprenticeship uptake	Increase the size of the top of funnel into these sectors by addressing core/baseline skills requirements	Within academic routes and secondary schooling, sectoral needs for employer engagement via CEAG and integration	TBC, responsibility and impact lies outside of LSIP		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing & Engineering:	Address needs within SMEs and	FE Providers and ITPs, potential for additional	Ongoing, expected updates in the		LSIP ERB Priority

	Add business skills to post 16 Technical Education	career pathways within the sector	regional funding and/or support in some instances	LSIP Progress Report 2024, due to be published 28 th June 2024		Findings Publication
Provision and Resourcing	Agriculture and Land Management: Pre-16 work entry skills	Improve new entrants understanding of workplace requirements	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land Management, Advanced Manufacturing & Engineering, Construction & Built Environment: Short course development, independent work, project management, critical thinking	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land Management, Construction & Built Environment: Extension of practical experience opportunities	Improved awareness and experience in new entrants to the sector of roles and responsibilities	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land Management: Develop a skills brokerage opportunity focused on enhancing skills, continuous professional development (CPD), workforce development, and reskilling.	Increase peer learning opportunities and best practice development	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing & Engineering: succession and backfilling planning, recruitment, and retention.	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication

	Health, Social Care and Life Sciences: succession planning, workforce planning, backfilling support programme, HR support programme					
Provision and Resourcing	<p>Agriculture and Land Management, Advanced Manufacturing & Engineering, Automotive, Transport & Logistics, Health, Social Care and Life Sciences: –</p> <p>Develop basic and specialist digital skills provision in long and short formats</p> <p><i>Advanced Manufacturing & Engineering: Specific needs in coding and software development.</i></p> <p><i>Automotive, Transport & Logistics sector has specific needs in Data, GDPR, Cybersecurity, Privacy, AWS & Cloud infrastructure</i></p>	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	<p>Agriculture and Land Management:</p> <p>Short course provision required for: Change management, adoption of technology and awareness and engineering career change into agricultural roles</p>	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing & Engineering:	Direct provision response, to	FE Providers and ITPs, potential for additional	Ongoing, expected updates in the		LSIP ERB Priority

	Advanced Manufacturing-specific management development programme with SME specific content/pathway	address unmet need	regional funding and/or support in some instances	LSIP Progress Report 2024, due to be published 28 th June 2024		Findings Publication
Provision and Resourcing	Agriculture and Land Management: Short courses on legislative change and other economic, policy, and environmental needs	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land Management, Advanced Manufacturing & Engineering, Automotive, Transport & Logistics, Construction & Built Environment: Programme to attract lecturers from industry	Improve access to industry expertise for FE providers and learners	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land Management: Earlier and more CEAIG integration, incorporating employers	Improve awareness of careers, pathways and opportunities, increase resilience and diversity of the workforce	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing & Engineering: Establish HR support group for region to address mental health, resilience and embracing change requirements	Improve internal support mechanisms, particularly within SMEs to improve retention and the quality of life (QoL)	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing and Engineering:	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding	Ongoing, expected updates in the LSIP Progress		LSIP ERB Priority Findings Publication

	Specific short course programmes for electrification, sustainability/, efficiency/, sustainability assessment, design and digital engineering, project flow, planning and management tools, lean project management methodologies, Quality Improvement, 3D Technologies, automation, maintenance, AI, systems integration		and/or support in some instances	Report 2024, due to be published 28 th June 2024		
Provision and Resourcing	Automotive, Transport & Logistics: Client, account, sales and commercial skills, hybrid and remote management short provision	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Automotive, Transport & Logistics: Tailored apprenticeship programme, short and modular upskilling provision for management and leadership, mentoring and embedding continuous learning, finance, legislative change and incentive adoption, coding, Computer Aided Design (CAD), electrification, data and connectivity	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Automotive, Transport & Logistics: Broader integration of soft, social, commercial and tech skills in combination	Address the wider workforce needs of the sector within sales, Maintenance, Repair and Operations (MRO),	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication

		aftermarket and SMEs				
Provision and Resourcing	Automotive, Transport & Logistics: Awareness in fore sighting, transformational technology and legislative change, energy and efficiency	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: Upskilling, Reskilling and Awareness of Retrofit and new technologies.	Awareness of requisite and upcoming requirements in sector, improved understanding and uptake of provision, more resilient workforce	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: embed the following essential and work entry skills into all post 16 technical education programmes: communication, problem solving, teamwork, leadership	Improve access to career progression within sector	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: Additional requirements for facilities in plumbing and heating as demand increases for newer technologies	Develop facilities to ensure sector has the specialist resources required to upskill and reskill towards new technologies	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: Explore returners and career change/ career movers programme into sector, develop resource for employers to identify and address soft skills	Improve labour market liquidity and reduce barriers to work		Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication

Provision and Resourcing	Construction and Built Environment: Develop CPD programme for trainers in sector	Ensure teaching professionals have up to date understanding of change and needs in the sector		Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication
Provision and Resourcing	Health and Care: Specialised, virtual, hybrid short course programme, infection control, increases in homecare, discharge and reablement, AI and automation awareness for managers, data analysis needs, efficiency and energy	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and/or support in some instances	Ongoing, expected updates in the LSIP Progress Report 2024, due to be published 28 th June 2024		LSIP ERB Priority Findings Publication

Annex:

Glossary

- AAQ: Alternative Academic Qualification
- CEIAG: Careers Education, Information Advice and Guidance
- CPD: Continuing Professional Development
- ERB: Employer Representative Body
- FE: Further Education
- Green Economy: A green economy is defined as low carbon, resource efficient and socially inclusive. ([Definition source](#))
- GWP: The Gloucestershire and Wiltshire Partnership
- ITP: Independent Training Provider
- LA: Local Authority (e.g. Wiltshire Council and Swindon Borough Council)
- LEP: Local Enterprise Partnership – in this instance, [SWLEP](#)
- LEP ST: SWLEP Skills and Talent Subgroup
- LEP Transition: SWLEP core functions are transitioning, [read the full details from SWLEP here](#).
- LSIF: Local Skills Improvement Fund – in this instance, the lead is Wiltshire College & University Centre with supporting providers including New College Swindon and the Gloucestershire and Wiltshire Partnership (GWP).
- LSIP: Local Skills Improvement Plan
- LSIP ERB: Local Skills Improvement Plan Contracted Employer Representative Body - in this instance, it is Business West Chambers of Commerce
- MRO: Maintenance, Repair and Operations
- Post 16 Education: Post 16 education and further education refers to all post-16 learning and incorporates vocational training and work-based learning as well as more formal further education environments
- Primary Stakeholders (as defined for the LSIP): post 16 education and training providers, supporting agencies, sectoral bodies and local governmental agencies.

- Providers: When we mention ‘providers’ in this context, we are referring to all Further Education institutions and organisations that offer post 16 technical education in the region, including Further Education colleges such as Wiltshire College & University Centre, New College Swindon, all independent training providers and the GWP.
- Retrofit: adding (a component or accessory) to something that did not have it when manufactured/originally built, especially in domestic housing.
- RCU Vector: [Vector](#) is a tool for the education sector that provides a complete picture of all post-16 further education, including apprenticeships and higher education, alongside local community demographics, skills requirements and progression opportunities for the user’s region – this was developed by [RCU Ltd](#).
- SEND: Special educational needs and disabilities
- SEO: Search Engine Optimisation
- SMEs: Small and Medium-Sized Enterprises
- Technical Education: Government funding training and assessment for work, covering classroom, work and online based training. ([Definition source](#))
- Technical Qualifications: Qualifications intended to deliver the skills needed to enter or progress in the workplace. ([Definition source](#))
- Training Providers: Further Education Colleges, Independent Training Providers, Sixth Form Colleges and Higher Education Institutions (whom for the LSIP provide Technical Education)
- QI: Quality Improvement
- QoL: Quality of Life