



Funded by  
UK Government



# West Midlands and Warwickshire Local Skills Improvement Plan (LSIP)

## *Progress Report June 2024*

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

**WEST MIDLANDS & WARWICKSHIRE**

**LSIP**

**LOCAL SKILLS IMPROVEMENT PLAN**



*"I welcome the publication of the Local Skills Improvement Plan Progress Report for Coventry & Warwickshire. These reports set out progress made on meeting the skills needs of local employers. As well as being a valuable source of information for local skills deliverers, employers and stakeholders, the reports along with the LSIPs themselves, will provide important intelligence for the newly established Skills England."*



**The Minister for Skills, The Rt Hon Baroness  
Smith of Malvern**

## Who is this publication for?

The [West Midlands and Warwickshire \(WMW\) LSIP](#), published by Coventry and Warwickshire Chambers of Commerce in August 2023, represents a comprehensive mapping exercise encompassing existing research, meaningful collaboration between local stakeholders and educators, and over one thousand engagements with local businesses. From this research, the Plan set out actionable priorities and a clear roadmap for the local area to support providers of post-16 technical education and training in aligning provision with current and future employer need.

This interim progress report seeks to update employers, providers and wider stakeholders across the West Midlands Combined Authority area and Warwickshire and nationally on the progress made to date against this roadmap.

In this report, readers will find a comprehensive overview of the evolving strategic and economic context in the West Midlands and Warwickshire and a table clearly setting out the key priorities of the LSIP, actions and outcomes expected, how the actions are being monitored and progress status. This report also features an outline of what has been successfully delivered to date, and what will be achieved next to support the alignment of post-16 technical education and training with employer needs.

The West Midlands and Warwickshire LSIP has also committed to lead further, ongoing research into employer skills needs, up to March 2025. The results of the research conducted to date are presented in the annexes of this report.

## Summary of the LSIP

The West Midlands and Warwickshire LSIP covers the geographical areas administered by the West Midlands Combined Authority (WMCA) – constituted of the seven local authorities of Birmingham City Council, Coventry City Council, Dudley Metropolitan Borough Council, Sandwell Metropolitan Borough Council, Solihull Metropolitan Borough Council, Walsall Council and the City of Wolverhampton Council – and Warwickshire County Council.

The LSIP aims to facilitate a post-16 technical education and training system that puts businesses at the start of the planning process and gives them the people and skills they need to innovate, grow and thrive.

The plan focuses on the cross-cutting themes of digital and green skills (as defined in Annex A) and associated leadership and management capabilities, building on existing research and meaningful collaboration to:

- Develop understanding of the immediate and future skills needs of employers;
- Facilitate an agile and responsive system for post-16 technical education and training; and
- Help inform further skills investment aligned to employer needs, supporting meaningful employment and in-work progression opportunities for local residents.

With this in mind, and following extensive research engaging over one thousand local businesses, the Plan identified three priorities to address the provision of skills to individuals and organisations that employers have told us are most important to them.

Please note: throughout the below summary and this progress report more broadly, the term 'FE providers' is used for simplicity and should be taken to include FE Colleges, Sixth Form Colleges, Private Training Providers and any other organisations delivering statutory and non-statutory post-16 education and training. Further, while the remit of the LSIP focuses on provision of post-16 education and training, we also acknowledge the important role of Higher Education Institutions alongside FE providers in addressing skills needs identified by employers.

The three priorities stated in the West Midlands and Warwickshire LSIP are:

### **Priority One: Confirming Sector Skills Needs**

- This priority is based on those sectors which have the most influence on the LSIP's cross-cutting themes of digital and green skills and seeks to define the sector specific skills that are needed for the sectors to achieve their growth potential. The objective of Priority One is to ensure that providers are aware of new and emerging skills needs directly articulated by employers and support them to build the capacity, both people and facilities, to provide those. It also seeks to provide greater accessibility to information about current post-16 education and training options and carry out further research to address any gaps in provision.

## **Priority Two: Leadership and Management Skills**

- Priority Two identified a lack of leadership and management skills constraining growth, opportunity maximisation or change in local businesses. Those skills include both general leadership and management skills and also specific skills in subjects including digitalisation and the transition to net zero. Priority Two of the LSIP contains actions for providers to address gaps in provision, delivery mechanisms and better promotion of current offers.

## **Priority Three: Essential Skills for Employment**

- Priority Three incorporates two significant skills needs that seem to affect businesses of all types across WMW - essential or 'soft' skills, and basic digital skills. Priority Three presents actions to ensure that these skills needs can be addressed effectively whilst young people are still in full time education and also to ensure that any adults with skills needs are able to access them.

Further to these three priorities, the WMW LSIP also received feedback from employers regarding a number of broader underlying themes for wider consideration, including:

- A limited engagement with and awareness and understanding of post-16 education and training initiatives
- Challenges attracting young talent to key industries within the economy of the local area
- Difficulties attracting staff into support and delivery roles within FE provider organisations, including skilled staff needed to deliver against skills gaps.

Recognising and effectively addressing these, as well as the three priorities, is critical to maximising insights into employers' skills needs, thereby enabling local residents to access meaningful employment and in-work progression opportunities.

As stated in the LSIP, the Plan cannot provide a solution to every skills challenge in the area, however, as outlined below, it continues to help direct a positive directory for skills provision, building on the fantastic work already being undertaken by others on this agenda.

Ultimately, the LSIP and the associated £10.3 million Local Skills Improvement Fund (LSIF) have provided fantastic opportunities for the West Midlands and Warwickshire to put businesses at the heart of training and skills provision and collaboratively work towards addressing key barriers to local economic growth and productivity.

# 08.

## Strategic and economic context update

Since the production of the WMW LSIP, there have been several changes that impact upon the strategic and economic context of the area. A high level overview of some of these key changes are outlined below, and the Chamber will continue to work with partners to determine how we can utilise these developments to collaboratively further the ambitions of the LSIP.

### Local Economic Context

In the 12 months to April 2024 (the latest available data at the time of writing), inflation has eased significantly. The Consumer Prices Index including owner occupiers' housing costs (CPIH) rose by 3.0% in the 12 months to April 2024, down from 7.8% in the 12 months to April 2023. The Bank of England base rate now sits at 5.25% in an effort to bring inflation down to the Government's 2% target. However, surveying by the WMW Chambers of Commerce found that in the first quarter of 2024, 51% of manufacturers and 44% of services firms in the area still expected their prices to increase over the coming 3 months.

Between January to March 2024, compared to the same period a year prior (January to March 2023), the employment rate in the West Midlands has increased by 0.6ppt, unemployment has decreased by 0.2ppt – though remains the third-highest of any region in the UK - and economic inactivity has declined by 0.5ppt. Vacancies have decreased on the quarter for 22 consecutive periods but are still above pre-coronavirus (COVID-19) pandemic levels, and wage inflation continues to contribute to price pressures. Annual growth in employee earnings in real terms (adjusted for inflation using the CPIH) for regular pay was 2.0% in January to March 2024, and for total pay was 1.7%.

### Devolution Deals

Last year, the West Midlands Combined Authority secured a [Trailblazing Devolution Deal](#) and budget windfall of more than £1.5bn to level up the region, alongside further influence over key policy areas including skills, careers, employment support, business support and digital inclusion. As of June 2024, it is understood that from the next spending review, the WMCA will also have secured a departmental-style 'single settlement', giving local leaders unparalleled control over spending on devolved areas including adult skills. Further the WMCA have published its [Employment and Skills Strategy 2024-2027](#) which sets out its vision for an integrated employment and skills system for the West Midlands region to stimulate economic growth and deliver better outcomes for residents and businesses.

The West Midlands and Warwickshire LSIP represents extensive research and engagement activities conducted between October 2022 and May 2023. One of the stated intentions for Stage 2 of the LSIP is to work collaboratively to maximise the opportunities associated with deeper devolution of skills provision to the WMCA.



More recently, in the March 2024 Spring Budget, the Government also announced a Level 2 devolution framework agreement with Warwickshire County Council. In regards to skills and education, this includes:

- Devolution of the Adult Education Budget (AEB) to Warwickshire from 2026/27, subject to readiness conditions and Parliamentary approval. The Department for Education (DfE) will also continue to work with Warwickshire to commission a local programme of Skills Bootcamps, to be informed by future spending agreements.
- WCC working with the Employer Representative Body (ERB) to support and provide input into the WMW LSIP.
- DWP and Warwickshire working together on shared strategic employment priorities through a place-based approach.
- WCC working in partnership with local and regional work and health stakeholders, to ensure effective and coordinated strategic planning and delivery of local employment, health and skills provision, through funding streams such as UKSPF and AEB, that meet local needs and complement national employment provision.
- DfE working with relevant partners to support the continuity of high quality careers, advice and guidance in Warwickshire.

### **Establishment of Business Growth West Midlands**

Following a directive from government, local business support services in the West Midlands and Warwickshire previously delivered by Local Enterprise Partnerships (LEPs) have been integrated into the WMCA and delivered by a new service, 'Business Growth West Midlands' (BGWM). BGWM was launched on 1st April 2023. It is co-ordinated by the WMCA and funded by a £42 million investment from the UK Shared Prosperity Fund. The new arrangement is intended to ensure a consistent level of support for businesses across all areas of the West Midlands. The WMCA recently concluded a review of how a people and skills offer can be made available through BGWM to SMEs across the region to support engagement with the skills system to support improved productivity and growth. A range of skills products such as leadership and management, skills bootcamps and access to apprenticeship levy transfer will be available through BGWM. As well as personalised advice on expanding their businesses from expert advisors, BGWM offers SMEs help to decarbonise, reduce energy costs and make them more sustainable. The service can also provide firms with information about applying for grants that support business change and new growth opportunities.

The Black Country LEP and Growth Hub closed on 31 March 2023 and Birmingham and Solihull LEP at the end of the year. Coventry and Warwickshire LEP also closed at the end of March, but the Coventry and Warwickshire Growth Hub continues to operate independently, meaning businesses in the Coventry and Warwickshire area can access support via the existing Growth Hub or BGWM.



## Levelling Up and Investment Zones

In addition to the announcement of new devolution deals in the West Midlands and Warwickshire, the Government has also used recent fiscal events to announce the creation of Levelling Up and Investment Zones.

Announced in 2023 Spring Budget, Levelling Up Zones are designed to unlock private investment alongside public funding to bring regeneration and improve accessibility through better co-ordination of transport and land use. Key features include business rates growth retention and, in regards to the labour market, an agreed business plan and masterplan of development and regeneration to deliver significant additional homes, jobs and floorspace and wider levelling up objectives over 25 - 30 years. Zones being considered in the West Midlands and Warwickshire are:

- East Birmingham North Solihull Corridor, including UK Central;
- Walsall Growth Corridor; and
- Dudley Metro Corridor - Sandwell Zone from Wednesbury to Birmingham Road, Tipton; and Dudley Zone from Dudley to Brierley Hill.

In the November 2023 Autumn Statement, the Chancellor also unveiled plans for an Investment Zone (IZ) in the West Midlands with the power to drive up to £5.5bn of growth across the region and 30,000 new jobs. The IZ will benefit from a mix of tax incentives, direct funding and business rate retention. It will focus on driving growth in advanced manufacturing, green industries, health-tech and underlying digital technologies – all areas highlighted in the WMW LSIP. The IZ itself will cover the whole West Midlands geography but will be powered through three specific sites:

1. Birmingham Knowledge Quarter – running northeast from Aston University through Duddeston and Nechells to Aston.
2. Coventry-Warwick Gigapark – anchored by a new battery gigafactory and associated businesses and technologies.
3. Wolverhampton Green Innovation Corridor – creating new green industries and skills through a partnership between the City of Wolverhampton Council and the University of Wolverhampton.

## **Election of a new Mayor of the West Midlands**

In May 2024, Labour candidate Richard Parker was elected as Mayor of the West Midlands, succeeding Conservative incumbent Andy Street. His manifesto included a commitment to create 150,000 jobs and training opportunities across the West Midlands, including pledges to:

- Guarantee a high-quality apprenticeship to every young person who wants one.
- Support those who want to retrain into new roles.
- Build the skilled and experienced workforce businesses need to thrive.



# 12.

## Priorities and actions (Roadmap)

The below tables present the indicative actions and considerations, partners involved in delivery of these actions and progress to date for each of the key LSIP priorities.

### Timescales

Unless stated otherwise, LSIF projects began in November 2023 on confirmation of funding and are structured into two main phases, aligned to the DfE financial year:

- Phase 1 – December 2023 to end March 2024, was year one of the projects in which both capital and revenue funding was available.
- Phase 2 – April 2024 to end March 2025, is year two of the projects in which only capital funding is available.

It should be noted that the inability to extend revenue funded activities beyond the end of March 2024 has had a limiting impact on what could be achieved within these projects. Many of the capital funded projects span both financial years and will be completed in 2025 – most of the KPIs and impact measures are dependent on resources that will not be in place until 24-25.

The LSIP was published in August 2023 and further activities to deliver against the priorities in the report will run to the end of March 2025. The imperative to ensure sustainability and create an impactful legacy beyond spring 2025 remains a key concern for all LSIF projects and ERB activities.

### Monitoring Arrangements

The governance and monitoring of delivery by the ERB against the key LSIP priorities includes quarterly LSIP Operational Group meetings and continual oversight by an LSIP project manager (see governance structure in Annex 1).

Delivery by the LSIF consortium against the key LSIP priorities this also includes:

- 6 weekly LSIF Stakeholder Steering Group meetings with representation of project leads, the WMCA and CW Chamber of Commerce
- 6 weekly LSIF Steering Group meetings with the LSIF Lead Provider and LSIF project leads

Additionally, each LSIF Project Lead schedules and chairs regular project meetings to track progress and identify issues, uses a variety of methods to gather feedback from delivery partners including documents on Google, One Drive and Microsoft Teams sites and uses the standard DfE LSIF Monitoring tools which are KPIs which are set initially and reported against approximately two-monthly. These KPIs cover five broad areas - new

courses and learner uptake and learner completion, employer engagement, staff CPD, number of new facilities, created efficiencies. The KPIs are set individually and reported against at project level. These can be found in Annex 5.

An LSIF project manager also supports the Lead LSIF Provider by keeping oversight of all projects by attending all LSIF project meetings, meeting with project leads, tracking KPIs and gathering information on KPIs and other successes. This activity enables the connectivity between projects to be maximized and ensures that the communications teams consistently have up-to-date information.

# 14.

## Priority One: WMW Sector Skills

The below tables present the indicative actions and considerations, partners involved in delivery of these actions and progress to date for each of the key LSIP priorities.

### Timescales

Unless stated otherwise, LSIF projects began in November 2023 on confirmation of funding and are structured into two main phases, aligned to the DfE financial year:

- Phase 1 – December 2023 to end March 2024, was year one of the projects in which both capital and revenue funding was available.
- Phase 2 – April 2024 to end March 2025, is year two of the projects in which only capital funding is available.

It should be noted that the inability to extend revenue funded activities beyond the end of March 2024 has had a limiting impact on what could be achieved within these projects. Many of the capital funded projects span both financial years and will be completed in 2025 – most of the KPIs and impact measures are dependent on resources that will not be in place until 24-25.

The LSIP was published in August 2023 and further activities to deliver against the priorities in the report will run to the end of March 2025. The imperative to ensure sustainability and create an impactful legacy beyond spring 2025 remains a key concern for all LSIF projects and ERB activities.

### Monitoring Arrangements

The governance and monitoring of delivery by the ERB against the key LSIP priorities includes quarterly LSIP Operational Group meetings and continual oversight by an LSIP project manager (see governance structure in Annex 1).

Delivery by the LSIF consortium against the key LSIP priorities this also includes:

- 6 weekly LSIF Stakeholder Steering Group meetings with representation of project leads, the WMCA and CW Chamber of Commerce
- 6 weekly LSIF Steering Group meetings with the LSIF Lead Provider and LSIF project leads

Additionally, each LSIF Project Lead schedules and chairs regular project meetings to track progress and identify issues, uses a variety of methods to gather feedback from delivery partners including documents on Google, One Drive and Microsoft Teams sites and uses the standard DfE LSIF Monitoring tools which are KPIs which are set initially and reported against approximately two-monthly. These KPIs cover five broad areas - new

courses and learner uptake and learner completion, employer engagement, staff CPD, number of new facilities, created efficiencies. The KPIs are set individually and reported against at project level. These can be found in Annex 5.

An LSIF project manager also supports the Lead LSIF Provider by keeping oversight of all projects by attending all LSIF project meetings, meeting with project leads, tracking KPIs and gathering information on KPIs and other successes. This activity enables the connectivity between projects to be maximized and ensures that the communications teams consistently have up-to-date information.

Action /Activity / Milestone	Partners involved	Method of implementation and outcomes expected	Progress status and timescales
High Level Sector: Engineering and Manufacturing			
Further investment in facilities to enable provision of specialist skills or increase capacity to enable growth of new entrants.	LSIF Project 5 – advanced digital skills Specific activity within the project by Birmingham Metropolitan College (BMet)	To address the Health and Med Tech needs, a new facility for Dentistry is being developed at Birmingham Metropolitan College under LSIF Project 5 – advanced digital skills.	The project lead provider on LSIF Project 1 judges the project to be on track relating to development of new courses, the number of forecast learners on these courses and learning in new or refurbished facilities. They are confident that the KPIs relating to staff training and development and the use of new or upgraded facilities will be met by the end of March 2025.
Health Tech and Med Tech Sector is an area to consider specific expansion of facilities and introduction of new courses in consultation with employers.	LSIF Project 1 - Expanding the local electrification and engineering offer	LSIF Project 1 - Expanding the local electrification and engineering offer	An extensive and co-ordinated CPD offer was developed to offer training for FE providers in battery technology and electrification provided by WMG/MTC – 36 programmes for 476 enrolments. These courses were chosen by delivery partners in response to identified needs.
Further promotion of T Level Engineering which has good coverage of WMW by FE Colleges but is still a new programme. In other sectors, T Level Industry Placements are being used to create a future workforce pipeline through very structured placements with a defined recruitment process and clear pathways into a job role. This approach could be replicated in engineering to increase the number of new entrants.	Project lead: Dudley College of Technology, plus eight Delivery Partners - 1. BMet 2. Coventry College 3. Greater Birmingham and Solihull Institute of Technology (GBSIoT) 4. Halesowen College 5. Solihull College and University Centre 6. South and City College Birmingham (SCCB) 7. Walsall College 8. Warwickshire College  WMCA / WCC supporting as appropriate	Large scale Continuing Professional Development (CPD) programme planned to build capacity and capability in engineering and electrification: <ul style="list-style-type: none"> <li>• A programme of upskilling courses developed and delivered to staff in all institutions. Programmes are to be designed and delivered by Warwick Manufacturing Group (WMG) and the Manufacturing Technology Centre (MTC).</li> <li>• To include production of teaching materials and train the trainer content plus writing the courses and delivery of the training workshops.</li> <li>• Funding will cover development of min 25 days of training for teaching staff plus all materials. Training programmes to include, battery production and storage, electrical systems upskilling, smart factories, EV equipment install and repair and transport technologies</li> <li>• Remission for teaching staff who attend training – this was offered to all CWM colleges and covered backfill costs</li> </ul>	Online and face-to-face from 90minutes to 5 days in: <ul style="list-style-type: none"> <li>• Engineering Essentials (Electrical)</li> <li>• Additive Manufacture</li> <li>• Automation and Robotics</li> <li>• Digital Manufacturing</li> <li>• Future Mobility</li> <li>• Manufacturing</li> </ul> Colleges were able to access funding to pay backfill costs when releasing staff to undertake this training. <ul style="list-style-type: none"> <li>• Number of staff undertaking industry placements: 7</li> <li>• Number of staff benefitting from CPD or cascade training: 60</li> <li>• Number of leaders/governors supported to build L&amp;M capability: 8</li> </ul>



		<p>Development of new provision in engineering and electrification</p> <ul style="list-style-type: none"> <li>Design and planning of new provision and expansion of capacity. Funding was available for remission.</li> <li>BMET College, Dudley College, Halesowen College, Solihull College, GBS IoT, South &amp; City College, Walsall College and Coventry College and also others</li> <li>Purchase of Metaverse Learning licences to join the AEM consortium and feed into/benefit from the development of resources.</li> </ul> <p>Employer engagement plans</p> <ul style="list-style-type: none"> <li>At least two employer engagement events aimed at expanding understanding of opportunities linked to electrification, broadening understanding of training offer and opportunity to influence provider programmes. WMG and MTC offered to support.</li> <li>Two events for employers to inform and engage them in the opportunities provided by battery technology. Colleges will have funding to engage with their employer partners and promote these events.</li> </ul> <p>Advertising, communications and marketing</p> <ul style="list-style-type: none"> <li>All colleges received funding to support their own employer engagement.</li> <li>Promotion of employer engagement events and subsequent promotion of the new training offer. Includes social media.</li> </ul> <p>Capital funded activities included:</p> <ul style="list-style-type: none"> <li>Purchase licences for immersive learning materials in battery technology provided by Metaverse for all six delivery partners which will be distributed in year 2.</li> <li>An immersive classroom for each college. Dudley College's in the first year and 5 further rooms in the second year of the project.</li> <li>Individual capital projects at 6 colleges as detailed in annex 4</li> </ul>	<p>Short timescale for training delivery, along with the critical staff shortages in this subject area (which this project was aiming to address), meaning that not as much training as desired was delivered by end March 2024.</p> <p>Curriculum planning and development is underway. Six colleges which have received capital funding have joined the Metaverse AEM Consortium and are working on a scenario for engineering learning.</p> <p>Whitecap Consulting, working within the employer engagement project, have produced a detailed report on AEM which will inform the curriculum planning. All new provision to start in 24-25.</p> <p>Barriers:</p> <ul style="list-style-type: none"> <li>Difficulty in releasing staff from their timetabled duties and finding backfill.</li> <li>The requirement to carry out elements of the project sequentially i.e. have new kit before completing training, completing training before developing new provision.</li> </ul> <p>The large employer events were cancelled due to poor uptake on the part of employers.</p> <p>Employer engagement is continuing at provider level.</p> <ul style="list-style-type: none"> <li>Number of employers releasing staff to develop or deliver new provision = 8</li> <li>Number of employers sending staff on full-cost recovery funded training = 26</li> <li>Number of employers reporting that training is giving learners the skills they need = 161</li> <li>Numbers of employers adopting new specialist equipment/technology = 44</li> <li>Number of employers providing FE teachers with industry placements = 8</li> </ul> <p>Barriers:</p> <p>Very short lead time for planning an event that employers would attend. An event will be planned in 24-25.</p>
--	--	--	--

			<p>Capital projects are on track for delivery by end of March 2025:</p> <ul style="list-style-type: none"> <li>Immersive classroom developed at Dudley College using a bespoke model.</li> <li>Net Zero training lab being developed at Dudley College</li> <li>Solar PV training lab at BMET</li> <li>PEMD Lab at Solihull College</li> <li>Electric Vehicle Training Unit at Warwickshire College</li> <li>Student Factory facility at GBS IoT</li> <li>Demonstration and Training Rigs at South and City College Birmingham</li> </ul> <p>WCC have shared current evidence on sector needs and are supporting to explore investment opportunities. Warwickshire Careers Hub Careers activity is promoting industries and pathways.</p>
<p>High Level Sector: Construction</p>			
<p>Further investment in facilities to enable provision of specialist skills or increase capacity to enable growth of new entrants.</p>	<p>LSIF Project 2 - Increasing capacity for skills delivery within Low Carbon/Sustainable Construction</p>	<p>LSIF Project 2 - Increasing capacity for skills delivery within Low Carbon/Sustainable Construction</p>	<p>The project lead provider for LSIF Project 2 judges the project to be progressing relating to development of new courses, the number of forecast learners on these courses and learning in new or refurbished facilities. They are very confident that the KPIs relating to staff training and development and the use of equipment and facilities will be met and expect delivery of KPIs relating to the creation of new facilities to be effective, by the end of March 2025.</p>
<p>Consider widening subject and geographical coverage of Skills Bootcamps to encourage job seekers and career changers to reskill</p>	<p>Project lead: WMC, plus 6 delivery partners-</p> <ol style="list-style-type: none"> <li>BMet College</li> <li>Coventry College</li> <li>Dudley College of Technology</li> <li>Solihull College and University Centre</li> <li>South and City College Birmingham</li> <li>Walsall College</li> </ol>	<p>Project Management</p> <p>Revenue funding was allocated in 2023-24 to partners for the management of the project deliverables.</p> <p>The Curriculum Development plan was to invest in the development of a bespoke n e-learning solution.</p> <p>In addition the project aimed to purchase of 'off-the-shelf' eLearning solutions in areas such as Heat Pumps, Solar PV, Solar Thermal and Retrofit</p> <p>Teaching and training of staff was planned to enable staff to attend training by covering the course costs and the backfill costs.</p>	<p>The collaboration took two approaches to this central aim to develop e-learning and pilot with employers:</p> <ul style="list-style-type: none"> <li>Purchase of Metaverse Learning modules covering heat pumps and retrofit topics. All partners have received their licences and are beginning to use within their organisations. This has been well received by staff, students and employers so far.</li> </ul>

		<p>Employer Engagement included:</p> <ul style="list-style-type: none"> <li>• A curriculum mapping exercise to look at current provision against demand.</li> <li>• Investment in an employer engagement pilot to support skills into FE and host an employer focused training launch event.</li> <li>• Freeing up delivery partner staff for employer engagement</li> </ul> <p>Capital Projects</p> <p>Capital works and equipment -</p> <ul style="list-style-type: none"> <li>• WCG - development of a Centre for Low Carbon Construction at Rugby College over two years</li> <li>• SCCB - equipment to upgrade existing facilities for training in domestic and commercial heat decarbonisation. Creation of two residential houses – one traditional for retrofit training and one in MMC.</li> <li>• Coventry College - additional equipment purchases to extend teaching capability in Retrofit Training Academy</li> <li>• Solihull - purchase of training rigs to enable delivery of heat pump technology training and build of a new sustainable construction centre at Stratford.</li> <li>• BMet - additional equipment to enhance existing low carbon construction training facilities</li> </ul> <p>IT equipment and software –</p> <ul style="list-style-type: none"> <li>• Collaborative budget - the purchase of equipment and capital software development to support and enable the collaborative development and piloting of sector specific eLearning and immersive scenarios aimed at supporting SMEs to transition to low carbon technologies</li> <li>• WCG - PCs and screen for IT classroom within new Centre for Low Carbon Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a serious game around retrofit, aimed at installers rather than retrofit assessors. The partners chose to pilot developing an e-learning 'serious game' using its own resources - a combination of technical development expertise at WCG and subject matter experts across the partnership. The game has been developed based on a vacant bungalow and allows players to evaluate and suggest a variety of internal and external retrofit and other energy saving solutions. The player is scored based on cost, time and energy saving. This is still in development and is paused due to the closure of the revenue funding window.</li> </ul> <p>Unfortunately, time constraints across the partnership meant that subject matter experts were not able to contribute to the level of depth expected at the outset of the project. This activity is paused pending a funding solution that Providers are looking into.</p> <p>The CPD deliverable was underspend against budget. Several colleges were unable to send staff on planned training due to the short timescales involved - unable to release staff for training due to a full teaching load within timescales, or unable to source training courses for delivery by March 2024.</p> <ul style="list-style-type: none"> <li>• The target was for 7 teaching staff undertaking industry placements. So far, no teaching staff have undertaken industry placements. The providers anticipate meeting this KPI aligned to the development of capital projects as relationships with new employers deepen.</li> <li>• The target was for 40 teaching staff undertaking CPD or benefitting from cascade training. To date, 36 staff have undertaken training and or cpd. This number is expected to increase in line with developing capital projects.</li> </ul>
--	--	---	---

# 20.

		<ul style="list-style-type: none"><li>• BMet - Using Modern techniques and technology to train operatives with a controlled simulated environment to enhance the learning experience, Upskill existing staff to enable them to train and assess as required, whilst also meeting the AO requirements</li><li>• SUAC - IT equipment and software for analysis of efficiency data, for example, linked to Big Data</li><li>• SCCB - Costs associated with the provision and installation of cabling, monitoring curriculum delivery and electronic control systems related to the zero carbon economy.</li></ul>	<p>Project 2 joined forces with Project 6 to carry out the mapping exercise and industry insights, avoiding duplication and maximising value. By taking this approach, providers were able to ensure the end reports had a much greater focus on low carbon construction areas than was otherwise intended.</p> <p>The public facing report is available here</p> <p>Two further reports (summaries available in Annex 3) represent sector specific 'deep dives' into construction and engineering and cover key low carbon construction topics including heat pumps, solar, retrofit, modular housing and electric vehicle charging.</p> <p>The providers are now working with an agency to develop a campaign to attract people from the construction industry into FE teaching. The group has started a process of defining messaging around employer engagement to encourage business participation in a variety of activities from course development to guest lecturing. A range of PR assets and materials developed in support of this can be rolled out over the coming year (2024/25) to support implementation.</p> <p>As a group, the providers were able to deliver 3 events to share resources with employers during March 2024.</p> <p>WCC have noted potential to co-invest through the UK Shared Prosperity Fund (UKSPF) and Universal support (employment programmes which could lead into bootcamps and then into employment).</p>
--	--	--	---

## High Level Sector: ICT and Digital

<p>Further investment in facilities to enable provision of specialist skills or increase capacity to enable growth of new entrants</p>	<p>LSIF Project 5 – Advanced Digital Skills</p> <p>Project Lead: Halesowen College plus 7 delivery partners - BMet Coventry College Dudley College North Warwickshire and South Leicestershire College Solihull College and University Centre South and City College Birmingham Walsall College</p>	<p>LSIF Project 5 – Advanced Digital Skills</p> <p>Each delivery partner delivered a discrete project in response to complement their existing provision to meet the needs of local businesses and individuals. These are detailed below.</p> <p>Halesowen College planned:</p> <ul style="list-style-type: none"> <li>• Staff training in AI and machine learning with Google Cloud AIU ad AWS Educate.</li> <li>• Real world industry placements for staff to gain first-hand knowledge and experience of AI systems and machine learning.</li> <li>• Creation of a space at Trinity Point dedicated to employer training on machine learning and AI. This suite should include machines capable of rendering VR/3D models to expand learning for different industries.</li> <li>• In year two additions to the space to have dedicated facilities for creating VR content (cameras and capture devices) alongside the ability to print 3D models to look at fast prototyping for companies (using VR and printed models).</li> </ul> <p>BMet planned:</p> <ul style="list-style-type: none"> <li>• Engage a third party to create learning scenarios in dentistry for employers and students.</li> <li>• Develop course materials and pilot a modular based training offer to 10 SMEs in year 1.</li> <li>• Staff CPD.</li> <li>• Metaverse Learning licence.</li> <li>• Purchase equipment to update and expand provision to give access to dental employers / employees to new technology. Medical tech costs Ultra CAD PC's, 3D Printers (for creating different dental teeth, crowns, aligners, guards and bridges), Vida HD Envision tech printer, milling machine, scanner of dental imprints.</li> </ul>	<p>The project lead provider for LSIF Project 5 judges the project to be on track relating to development of new courses, the number of forecast learners on these courses and learning in new or refurbished facilities. They are very confident that the KPIs relating to staff training and development and the use of equipment and facilities will be met and expect delivery of KPIs relating to the creation of new facilities to be effective by end of March 2025.</p> <p>Halesowen College have enhanced the existing cyber lab equipment and moved its location to Trinity Point. The capital works are ongoing. There is also a new hub for employers at Trinity Point underway.</p> <p>Learners have access to cutting edge technology to enhance their learning. They used advanced digital (VR and AI) to upskill adult learners to obtain better jobs and used Bodyswaps to train adult learners how to excel in interviews and communication and obtain real time feedback from both tutors and AI tutors.</p> <p>Employers had demonstrations to engage them with new technologies for their workforce. This new capability has improved relationships with the NHS for learners from H&amp;SC courses. NHS endorse Bodyswaps training.</p>
<p>ICT and digital roles widely in demand in most sectors, no longer confined to those defining themselves as an IT business. For example, machine learning and AI. Consider how best to support non-IT specialist businesses with defining and accessing skills for IT roles</p>			
<p>AI and machine learning is a potential area for introduction of new courses/facilities</p>			

		<ul style="list-style-type: none"> <li>Refurbishment of a room to install an Igloo Vision 3D immersive learning equipped space for medical tech.</li> </ul> <p>Coventry College planned:</p> <ul style="list-style-type: none"> <li>CPD to continue to build upon existing ethical hacking/cyber skills and to back-fill delivery costs with the development of more L3+ provision in cyber and coding.</li> <li>The development of new marketing campaigns to upskill members of the community as well as employer engagement strategies to stimulate demand from employers to future proof their businesses through staff CPD.</li> <li>Create a hi-tech advanced digital training academy used to raise awareness with employers and schools of the benefits of advanced digital skills training for their business including through an immersive 360 learning solution.</li> <li>Create an immersive learning environment.</li> <li>Upgrade of equipment and licences.</li> </ul> <p>Dudley College planned:</p> <ul style="list-style-type: none"> <li>Staff upskilling on CISCO cybersecurity and data analytics programmes and time to develop course content.</li> <li>Delivery of short courses, with CISCO accreditation and make enhancements to T-Levels and HTQ options.</li> <li>Marketing and promotion activity.</li> <li>From year 2 addition of a dedicated server system with intrusion protection, firewall, etc to allow enhanced cybersecurity and ethical hacking programmes to be delivered. Upgrade and 'branding' of the room to create a space for delivering employer upskilling cybersecurity.</li> </ul>	<p>At BMet, the digital cad cam lab for dental technology is almost completed. The space for the immersive solution has been renovated. The solution, provided by i-immersive as it proved to be a better solution than Igloo Vision, has been ordered and will be delivered in 14 weeks. The modules for the course have been outlined and written and staff development is completed. Delivery will be from September 2024. The college is using the Innovate UK-funded project for the West Midlands in partnership with WMCA, to help promote the dentistry technology offer to providers in this sector.</p> <p>Dudley College have provided training for 6 staff in a range of programmes via the Knowledge Academy to support delivery of programmes in Data Analytics, Cyber Security and the Fundamentals of AI. This has resulted in:</p> <ul style="list-style-type: none"> <li>Enhanced partnerships with local employers who can help further inform our curriculum.</li> <li>Upskilling of the college's staff via CPD to support progression.</li> <li>Creation of a safe place to learn and explore all things Cyber without compromising external networks for Employers.</li> <li>Increased number of employees qualified in Cyber Security and Data Analysis</li> </ul> <p>They require further support in reaching out to local businesses to ensure there is a demand to deliver what is planned.</p> <p>North Warwickshire and South Leicestershire College has commenced the creation of a level 3 AI in robotics and automation course following consultation with employers on course design which has given valuable insight into the viability of the course and its responsiveness to employer needs. Three staff members have been through CPD with Fanuc, a large key employer for automated technology in the local area.</p>
--	--	---	--

		<p>North Warwickshire and South Leicestershire College planned:</p> <ul style="list-style-type: none"> <li>• Curriculum development and course material development</li> <li>• Employer engagement activity</li> <li>• Training for four staff</li> <li>• Marketing and promotional activity.</li> <li>• Equipment and software for AI teaching, immersive learning and laptops</li> </ul> <p>Solihull College and University Centre planned:</p> <ul style="list-style-type: none"> <li>• To upskill staff in bespoke AI courses and resource preparation for specific employer related modules courses related to AI which will be offered as a bespoke tailored package for learners who have qualifications at L3 or above:</li> <li>• The bespoke lab and modules will be used to deliver and upskills L3 learner in through a bespoke menu therefore a tailored course can be delivered suited to the employer and current employment trends</li> <li>• To create a dedicated AI lab (Blossomfield campus D005) which would include 22 PC's with specialist desks and benching, PCs, internal network and servers with NAS storage for data. Specialist equipment such as neomorphic processors for neural networks, high GPUs for data processing and biometric/environment sensors for data capture courses related to AI which will be offered as a bespoke tailored package for learners who have qualifications at L3 or above</li> <li>• Year 2 Capital to be used to ensure software is up to date and any additional hardware that is required is purchased or replaced which may be out of date.</li> <li>•</li> </ul>	<p>Delivery of automation and robot arm technology will give learners the practical experience of AI interfaces and its application within the industry. Development of the college's immersive technology infrastructure by way of new headsets to share across campuses, a device agnostic delivery platform to allow use of a range of resources and content, plus hardware for our e-sports teaching space.</p> <p>This has resulted in:</p> <ul style="list-style-type: none"> <li>• Development of a new course which meets a proven need in the logistics industry, which to date has been difficult to do, especially because of emerging technologies.</li> <li>• Ability to use the new technology purchased.</li> <li>• Opportunity to extend the AI learning to other sectors.</li> <li>• The capital investment has allowed investment in the latest industry relevant equipment which will enhance credibility amongst employers and prospective learners.</li> </ul> <p>The college needs continued employer engagement and publicity to successfully recruit onto the course and ensure its quality and development. Commercial income is expected to be gained from the delivery of this course.</p> <p>Solihull College and University Centre have built an AI lab which can hold 20 learners which has state of the art equipment and is fully ready for teaching In September 2024 and which can host collaboration events with other institutions and bespoke AI Bootcamps.</p> <p>They have developed an AI course and three staff members have been externally trained to deliver the course. This means the college now has the capacity to deliver bespoke AI courses for employers and stakeholders the engagement activities have helped improve partnership working with employers and has upskilled our staff in AI and has provided us with the latest kit to work with</p>
--	--	---	---

# 24.

		<p>South and City College Birmingham planned:</p> <ul style="list-style-type: none"><li>• Staff training in AI and Machine Learning</li><li>• Real world industry placements for staff to gain first-hand knowledge and experience of AI systems and ML.</li><li>• Over two years create an immersive learning space using some of the latest AI and ML technologies. The space will be used to raise awareness of business advantages and benefits to local businesses to help them access and realise potential of using ML/AI in their business such as data analytics to find cost and efficiency savings or using tech such as facial recognition/biometrics to speed up processes such as entry systems, security and stock control.</li><li>• The space will include a variety of simulated scenarios to demonstrate AI/ML. It will also give users access to cloud based and PC based AI/ML systems such as Azure/Oracle Cloud/AWS systems. Activities could involve using real data from businesses and showing users how AI /ML can be used to interpret the data and look for trends and patterns in it. GDPR and DPA will obviously need to be adhered to in this instance by anonymising any data.</li><li>• School engagement to raise the profile of career pathways that are being landscaped by emerging technologies.</li><li>• IT equipment and subscription to cloud based systems such as Azure/AWS/Google Cloud</li><li>• Furniture and fittings for room.</li></ul> <p>Walsall College Planned</p> <ul style="list-style-type: none"><li>• Promotion of digital programmes to stakeholders through marketing and events.</li><li>• Upskilling 2 members of staff on AI and Cloud computing to become champions and cascade to staff and develop and deliver upskill programmes to stakeholders.</li></ul>	<p>Going forward continued employer engagement in Bootcamps will be needed to expand provision. The college is looking to gain funding for the course through WMCA Bootcamp funding. Ongoing upgrading of more teaching rooms will be needed.</p> <p>Walsall College have facilitated staff training on Artificial Intelligence. Implementation of new courses at level 2 and 3 in Cyber Security Practices and Coding practices has created capability to develop skills for local employers and improve relationships to enhance curriculum design and implementation. There will be a positive impact on staff development, providing more opportunities to expand current skill sets and keep staff current. There are opportunities to further collaborate with other providers and employers around curriculum design and implementation.</p> <p>Going forward the college will require marketing support and involvement from further employers.</p>
--	--	--	---



		<ul style="list-style-type: none"> <li>Refit of a specialist lab and purchase of high specification laptops and Arduino/Raspberry Pi Kits</li> </ul>	
High Level Sector: Logistics and Distribution			
Invest in facilities related to logistics and distribution sector to enable delivery	North Warwickshire and South Leicestershire College	This sector need was not covered by a distinct project within the LSIF. However within the Advanced Digital project, North Warwickshire and South Leicestershire College have invested in AI software which will enable them to develop provision aimed at the logistics and distribution sector. This will be rolled out in 2024.	It has been noted by WCC that both Warwickshire Colleges Group (WCC) and North Warwickshire and South Leicestershire College (NWSLC) have previously built provision in this sector. WCC's did close as employers did not engage. It is hoped that an approach led by employers could make a difference. Anecdotal evidence suggests that many employers in this sector opt for inhouse training, and that activities such as Wheels to Work and specific unemployment programmes have been more effective than FE driven activity.
Consider piloting co-created approached with employers, is there potential for co-located provision given volume of transportation hubs, warehousing sites, etc across the area			
Use of Skills Bootcamp approach to developing technicians and mechanics alongside their job role as recommended in the employer focus groups			
General Actions to be incorporated into all sector solutions			
<p>Further research into gaps in provision vs employer feedback</p> <ul style="list-style-type: none"> <li>Deeper dive into occupation areas identified in Priority One</li> <li>Ensure clarity on true gaps vs lack of employer knowledge/understanding of option</li> </ul>	Employer Representative Body (ERB) to drive forward	<p>Further employer surveying delivered by Coventry and Warwickshire and Greater Birmingham Chambers of Commerce</p> <p>Support by CWCC and GBCC reengaging Stage 1 research contributors for participation in 'deep dive' interviews in occupation areas identified in Priority One, conducted by Whitecap Consulting.</p> <p>Curriculum mapping conducted by Whitecap Consulting.</p>	<p>This will be delivered by the ERB between August 2023-March 2025</p> <p>On track to be delivered - The results of further research carried out in Stage 2 of the LSIP to date are summarised in Annex 2 of this report. Employer research will continue to be undertaken until March 2025 to identify any potential changes in employer skills needs over time.</p> <p>Completed – the Coventry and Warwickshire Chambers and Greater Birmingham Chambers of Commerce supported reengagement of businesses from Stage 1 research to participate in 'deep dive' interviews to better understand priority focus sectors identified in Priority One of the WMW LSIP and inform LSIF projects. These deep dives (also referenced above) are summarised in Annex 3 of this report.</p>

# 26.

			<p>Completed – As referenced above, the same research by Whitecap Consulting also produced a curriculum map database for the West Midlands and Warwickshire to create a view of the current offering from WMW FE providers to inform and support future curriculum decisions. This was not created for public use but facilitates providers distinguishing between gaps in provision and gaps in employer knowledge/understanding.</p>
	<p>LSIF Project 3 – Wider Green Skills</p> <p>Project lead: Fircroft College, plus 10 delivery partners -</p> <ol style="list-style-type: none"> <li>1. BMet</li> <li>2. Coventry College</li> <li>3. Dudley College of Technology</li> <li>4. Halesowen College</li> <li>5. NWSLC</li> <li>6. Queen Alexandra College</li> <li>7. Solihull College and University Centre</li> <li>8. South and City College Birmingham</li> <li>9. Walsall College</li> <li>10. Warwickshire College</li> </ol>	<p>LSIF Project 3 – Wider Green Skills</p> <p>A data-led review of current participation in Green Skills was planned to form a clear picture of actual Green Skills provision across the patch, including provision delivered by FE colleges and training providers. This will supplement a desk research activity.</p> <p>A methodology and research project to support colleges in assessing their capacity, capability, and intent in meeting the local area's future 'green skills' needs was intended to form an accurate view of the current position in colleges in terms of their ability to meet the forecasted Green Skills needs of the West Midlands and Warwickshire in the short and medium term to inform the Green Skills Roadmap.</p>	<p>LSIF Project 3 – Wider Green Skills</p> <p>The lead provider for LSIF project 3 is very confident that the KPIs relating to staff training will be achieved and judges the project will be very effective in the delivery of planned new teaching facilities by the end of March 2025.</p> <p>The data-led review of current participation has been completed. RCU Ltd were engaged to undertake data analysis and desk research into current levels of provision in 'green skills'. RCU accessed the WMCA data cube (or ILR standard file) for this analysis. The analysis was based on learners living in the West Midlands. RCU classified provision according to how technically 'green' the learning was, using a similar approach to that of the Institute of Apprenticeships and Technical Education (IfATE) in their occupational maps ('dark green' and 'mid green').</p> <p>RCU have also mapped 16-19 and adult funded technical and vocational qualifications to technical routes and pathways used by IfATE in their occupational maps. RCU estimated of number of learners that are taking courses in all funding streams (16-19, adult and apprenticeships) that may be leading into occupational areas defined as green by IfATE. RCU also carried out a text search on learning aims to ensure all provision relevant to net zero and low carbon are included</p>

			<p>RCU will also use desk research to identify courses offered by major commercial providers. The data was rendered as a dashboard which provided drill downs according to:</p> <ul style="list-style-type: none"> <li>• Sector subject area, technical route and pathway grouped into the following broader 'green skill' categories:</li> <li>• Qualification and standard list and green classification (dark green and mid-green).</li> <li>• Type of provider – college, independent trainer provider.</li> <li>• Level of study.</li> <li>• Funding stream (16-18, adults, apprenticeships).</li> <li>• Learner characteristics (age, ethnicity, LLDD status, gender).</li> <li>• Delivery location.</li> </ul> <p>The data will be used and its impact enabled once the Green Skills Roadmap (detailed below) is launched.</p> <p>Research to support colleges in assessing their capacity, capability, and intent in meeting the area's future 'green skills' needs has been carried out.</p> <ul style="list-style-type: none"> <li>• Eight consultant-led structured discussions with college senior teams took place under four broad themes:</li> <li>• the local area's sector specific and occupational dark and mid green skills need.</li> <li>• sustainability leadership in SMEs.</li> <li>• environmental citizenship in young people.</li> <li>• community led sustainability.</li> </ul> <p>Under each theme, using an evidence-based approach, the college identified the strength of its current response and the opportunities for future development. It is proposed to use, at least in part, EUAC's The Climate Action Roadmap for FE Colleges, framework of 'emerging', 'established' or 'leading' against each of the broad themes.</p>
--	--	--	--

			<p>Collectively, the 'green skills conversations' provided a rich picture of the current contribution of further education colleges towards the area's green skills needs, their ambition for the future, and the challenges they face. The collaborative mapping allowed for an assessment of future 'cold' and 'hotspots' against the four broad themes identified. This in turn will allow for the development of a collective action plan.</p>
<p>FE provider task group convened to consider collaborative response to gaps in provision.</p> <ul style="list-style-type: none"> <li>• Collaborative approaches and shared resources to be encouraged</li> <li>• Geography and reasonable travel to learn distances taken into account to avoid duplication</li> </ul>		<p>LSIF Project 3 – Wider Green Skills</p> <p>A Green Skills Summit would bring together people from a range of organisations who have an interest in Green Skills and want to work together to respond to climate change and create a sustainable future for the West Midlands and Warwickshire.</p> <p>A Green Skills Roadmap for FE Colleges will signpost colleges to information and actions.</p> <p>A Green Skills Teacher Development Programme was planned to provide participants from any position in a college with the knowledge, skills and confidence to become advanced practitioners in Green Skills and lead CPD in their college. Green Changemakers will develop both an impact-focused green skills strategy and the influencing skills to co-deliver it, alongside other changemakers in the organisation whom they will identify and support. The programme was intended to amplify the organisations' green skills work on the national stage.</p> <ul style="list-style-type: none"> <li>• Train the Green Skills Trainers: A one-day programme for teachers in any discipline to learn how to embed Green Skills education in their practice. Supported by the Green Changemakers, it created a virtual hub of Green Skills Teachers, to sustainably inform up-to-date practice.</li> </ul>	<p>LSIF Project 3 – Wider Green Skills</p> <p>A Green Skills Summit was hosted on 24 January 2024 at the Rep Theatre Conference Centre in Birmingham. The event engaged 80 people in the West Midlands and Warwickshire in discussion about Green Skills in order to inform the LSIF West Midlands and Warwickshire Green Skills Roadmap to 2030. This covered:</p> <ul style="list-style-type: none"> <li>• What are Green Skills? - the scope is up for debate as they can be very sector or even job specific, relate to all types of employment or community life.</li> <li>• Which Green Skills are needed? - this will inform the gap analysis when looking at current green skills provision.</li> <li>• How can education and business work together to shape talent for now and the future?</li> </ul> <p>Details of attendees and speakers are available in Annex 6</p> <p>The outcomes shaped the content and structure of the Green Skills Roadmap:</p> <ul style="list-style-type: none"> <li>• A growing and collective understanding of the challenges and opportunities facing the West Midlands and Warwickshire in respect of 'green skills'.</li> <li>• Shared wider definition of the phrase 'green skills'.</li> <li>• Identification of lines of enquiry for future research into the area's 'green skills' needs.</li> </ul>

		<ul style="list-style-type: none"> <li>Green Skills Tutor Conference: to raise the profile of Green Skills and provide an opportunity for the growing body of Green Skills teachers to come together to consolidate the current position and plan the way forward for ongoing engagement, collaboration and support.</li> </ul> <p>A Green Skills Tutor Hub will be delivered and completed in 2024-25. It will be an engaging and interactive virtual environment in which teachers can come together so they are inspired and enabled to:</p> <ul style="list-style-type: none"> <li>Find relevant content easily, structured according to subjects or themes. These need to be decided but may follow the structure of the roadmap – skills for sectors, skills for leaders and managers in SMEs, skills for young citizens (16-19 climate justice), skills for communities.</li> <li>Access teaching resources which are developed iteratively by the supplier working in collaboration with the community of practitioners.</li> <li>Add content to certain areas</li> <li>Keep up to date with news and new developments in the fast-moving topic; meet peers to chat and share best practice</li> <li>Select and complete learning and development activities which are constantly evolving and updated.</li> </ul>	<ul style="list-style-type: none"> <li>In addition there was relationship building and engagement of partners for the development of the 'green skills' roadmap.</li> </ul> <p>A Green Skills Roadmap for FE Colleges is produced and ready to launch, in website format and as a PDF.</p> <ul style="list-style-type: none"> <li>The roadmap provides a series of signposts (opportunities) for colleges to consider relating to the following areas:</li> <li>Green skills strategy</li> <li>Community empowerment through Green Skills</li> <li>Green Skills for employers</li> <li>Green custodianship skills for young people</li> <li>Technical Green Skills for adults and young people on adult provision, apprenticeships and study programmes with data by sector: <ul style="list-style-type: none"> <li>Automotive</li> <li>Construction and Building Services</li> <li>Electrical Installation</li> <li>Energy and Utilities</li> <li>Environmental Services</li> <li>Manufacturing</li> </ul> </li> </ul> <p>Impact is yet to be assessed</p> <p>Green Skills Teacher Development Programme See Annex 7 for full details of the Green Skills Teacher Development programme delivery to date. Currently there are 40 Green Changemakers active in 17 organisations already active in making an impact</p> <ul style="list-style-type: none"> <li>Running CPD sessions for staff and governors</li> <li>Taking part in or forming Sustainability Groups and influencing strategy</li> <li>Speaking at Learner Voice conferences</li> <li>Writing a book chapter</li> <li>Writing an article for FE week</li> <li>Speaking at the EAUC conference.</li> </ul> <p>Barriers: Colleges struggled to release colleagues in sufficient quantity to reach the intended target of 10 teachers</p>
--	--	--	---

# 30.

		<p>Intrinsic to the Tutor Hub is the creation and launch under licence of access to immersive learning scenarios that support teachers to embed the 15 Wider Green Skills which have been developed by AimHiEarth:</p> <ul style="list-style-type: none"><li>• <a href="#">Critical, systems &amp; nature-centric thinking</a></li><li>• <a href="#">Scientific understanding</a></li><li>• <a href="#">Nature connectivity</a></li><li>• <a href="#">Practical &amp; technical "hard skills"</a></li><li>• <a href="#">Long-term thinking</a></li><li>• <a href="#">Dynamic operations &amp; crisis management</a></li><li>• <a href="#">Historical &amp; cultural understanding</a></li><li>• <a href="#">Monitoring skills</a></li><li>• <a href="#">Baseline fallback skills</a></li><li>• <a href="#">Pioneer &amp; entrepreneurial skills</a></li><li>• <a href="#">Interpersonal skills &amp; kindness</a></li><li>• <a href="#">Informational skills</a></li><li>• <a href="#">Defence skills</a></li><li>• <a href="#">Diverse thinking &amp; non-neurotypicality</a></li><li>• <a href="#">Artistry &amp; storytelling skills</a></li></ul> <p>An Eco Classroom at Fircroft College will be built to deliver a standalone eco teaching and learning facility in the grounds of Fircroft College and will be built using sustainable construction methods.</p>	<p>attending Train the Green Skills Trainers training per college. This training will continue in 24-25.</p> <p>On 18th March 2024 at Solihull College Conference Centre over 90 attendees from 32 organisations who were involved in multiple areas of teaching and learning attended the Green Skills Tutor Conference. Feedback from the event was very positive. The rating for overall satisfaction was 4.85/5. The aspect that delegates found most useful was the opportunity to network – 4.83/5</p> <p>A Green Skills Tutor Hub will be delivered in 2025. Fircroft is working with Metaverse Learning on the build of the Tutor Hub. By March 2024 the overall framework was designed and built. At high level, the hub will be the key place that the community of practitioners can come together, a place to access learning courses, a place to share content and a place to see demonstration materials (developed by Metaverse Learning).</p> <p>Work is underway, led by Lou Mycroft, to determine the precise structure and navigation and also what content will be most useful for teachers and tutors. Green Changemakers will work on the content decisions and creation. A survey has been completed to gather suggestions. There will be an ongoing need for content curation.</p> <p>Each of the participating colleges will have access to these immersive resources which will be produced by Metaverse Learning. These will demonstrate some of the 15 AimHiEarch green skills.</p> <p>Barriers:</p> <p>There is no resource at Fircroft College to support the administration of the Tutor Hub and its ongoing development. A funding solution will be sought in 24-25.</p> <p>The Eco Classroom at Fircroft College is under construction. The contractor has been appointed, a site found and construction is underway.</p>
--	--	---	--

<p>Considerations of different needs of different target groups:</p> <ul style="list-style-type: none"> <li>· Training of new entrants through 16-19 provision</li> <li>· Upskilling for adults in the workforce</li> <li>· Reskilling for adults considering a career change</li> <li>· Pre-employment support for unemployed adults and NEETs</li> </ul> <p>Key employer request across all sectors - modular, short course training to fit in around business need and timescales.</p> <p>Maximise existing approaches to training by diversifying into new subjects and geographies:</p> <ul style="list-style-type: none"> <li>· Apprenticeship levy transfer opportunities</li> <li>· Skills Bootcamp models</li> <li>· Adult Education Budget funded short courses</li> <li>· DWP in work programmes</li> <li>· Employer financing</li> <li>· Sector Work-based Academy Programmes (SWAPs)</li> <li>· Prince's Trust programmes</li> </ul> <p>Support for young people to access sector roles - increased employer engagement to promote work experience such as T Level Placements as an opportunity for employers to begin training early and create a pipeline of new entrants</p> <p>Link to the wider considerations of targeting additional lecturing/instructor staffing into FE providers in this sector</p>	<p>ERB and all LSIF Project delivery partners, with wider stakeholders supporting as appropriate</p>	<p>In delivery of LSIF research and various LSIF projects consideration has been made of different target group needs.</p> <p>More broadly, this is at the forefront of ongoing work by stakeholders such as WMCA, WCC and DWP, as summarised in the section below ('What has been achieved so far?').</p>	<p>This is an ongoing part of delivery against each of the LSIF priorities and broader stakeholder activity, and as such referred to in the relevant sections of this report.</p> <p>LSIF Project 6 – Systems Approach to Employer Engagement have developed 6 free to access, 30 minute Leadership and Management modules.</p> <p>LSIF Projects 1 to 5 are also developing training in new subjects and geographies and integrating this with existing approaches to training, including community based learning and consideration of Technical Green Skills for adults and young people on adult provision, apprenticeships and study programmes in the Green Skills Roadmap for FE Colleges.</p>
---	--	--	--

# 32.

Action /Activity / Milestone	Partners involved	Method of implementation and outcomes expected	Progress status and timescales
<b>High Level Sector: Engineering and Manufacturing</b>			
<p>Creation of a new, flexible programme of Leadership and Management training, focusing on employers' request for short, modular training and/or a microcredit approach</p>	<p>LSIF Project 6 – Systems Approach to Employer Engagement Project lead – BMet plus 11 delivery partners -</p> <ol style="list-style-type: none"> <li>1. City of Wolverhampton College</li> <li>2. Coventry College</li> <li>3. Coventry &amp; Warwickshire Chamber of Commerce Training</li> <li>4. Dudley College of Technology</li> <li>5. Halesowen College</li> <li>6. Primary Coal Ltd</li> <li>7. Queen Alexandra College</li> <li>8. Solihull College and University Centre</li> <li>9. South and City College Birmingham</li> <li>10. Walsall College</li> <li>11. Warwickshire College</li> </ol>	<p>LSIF Project 6 – Systems Approach to Employer Engagement</p> <p>Development of a leadership and management course was planned, specialising within the leadership and management skills focus, the intention being to develop a pilot short, modular based training facility for SMEs:</p> <ul style="list-style-type: none"> <li>• Strategy development</li> <li>• Performance management</li> <li>• Project management</li> <li>• Change management</li> </ul>	<p>LSIF Project 6 – Systems Approach to Employer Engagement</p> <p>The Leadership and Management Course Development has been completed. The courses have now all been designed and built by a consultant and content agency and are currently in testing. 6 x 30 minute modules amounting to about 20 hours of work.</p> <ul style="list-style-type: none"> <li>• Leadership Analysis</li> <li>• Strategy and Planning</li> <li>• Effective Communication and People Management</li> <li>• Principles of Effective Management</li> <li>• Change Management</li> <li>• Problem Solving and Decision Making</li> </ul> <p>Once launched, these will be free to access modules and at end of May 2024 the providers will look at including a splashboard that sign posts users to accredited or follow up programmes that each College offers in Leadership and Management through SkillsWMW.com. They will be used within the Innovate Hub offer.</p>
<p>Creation of new, flexible programmes of Leadership and Management training focused on specialist areas of:</p> <ul style="list-style-type: none"> <li>• Digitisation</li> <li>• Advancement of new technologies</li> <li>• Transition to Net Zero focusing on employers' request for short, modular training and/or a microcredit approach</li> </ul>	<p>LSIF Project 3: Wider Green Skills Project lead: Fircroft College, plus 10 delivery partners:</p> <ol style="list-style-type: none"> <li>1. BMet</li> <li>2. Coventry College</li> <li>3. Dudley College of Technology</li> <li>4. Halesowen College</li> <li>5. NWSLC</li> <li>6. Queen Alexandra College</li> <li>7. Solihull College and University Centre</li> <li>8. South and City College Birmingham</li> <li>9. Walsall College</li> <li>10. Warwickshire College</li> </ol> <p>WCC via AEB funding</p>	<p>LSIF Project 3: Wider Green Skills</p> <p>Green skills leadership training to be offered to businesses across the local area, working with WMCA/WCC to align provision with local employer needs.</p>	<p>LSIF Project 3: Wider Green Skills</p> <p>Green Skills Leadership Training modules have not yet been developed and will be a focus from April 2024.</p> <p>WCC have indicated support for this approach, suggesting that where appropriate future AEB contracts could be offered more broadly.</p>
<p>Consider whether the Skills Bootcamp model for both general and specialist Leadership and Management training is a good model to take forward to cater for those looking for a larger programme of training from the outset</p> <p>Skills Bootcamps are available in similar subjects so could be funded as such:</p> <ul style="list-style-type: none"> <li>• 100% funded by DfE/ WMCA for eligible individuals seeking employment/ career change</li> <li>• 10% (SME)/30% (Large employer) of cost to be funded by employers for existing workforce</li> </ul>			



Action /Activity / Milestone	Partners involved	Method of implementation and outcomes expected	Progress status and timescales
Creation of a new, flexible, short course programme of essential employability skills	LSIF Project 4 – Essential Digital Skills	LSIF Project 4 – Essential Digital Skills	The project lead provider for LSIF Project 4 judges the project to be on track relating to development of new courses, the number of forecast learners on these courses and learning in new or refurbished facilities. They are very confident that the KPIs relating to staff training and development and the use of equipment and facilities will be met and expect delivery of KPIs relating to the creation of new facilities to be effective.
Further promote existing training available through Multi-ply for increasing adult numeracy skills	Project lead: Halesowen College, plus 10 delivery partners -	Each delivery partner delivered a discrete project in response to complement their existing provision to meet the needs of local businesses and individuals. These are detailed below.	
Pilot use of Skills Builder scheme for employability skills already being used by some providers and supported by Government	1. BMet	Halesowen College	Halesowen College
Pilot use of work experience programmes to support students to translate classroom knowledge into workplace skills - specifically designed to tackle essential skill areas	2. City of Wolverhampton College	<ul style="list-style-type: none"> <li>Teaching resources to teach four additional groups</li> <li>Additional equipment in year 1: laptops, hotspot, TV</li> <li>Bus for delivery to communities</li> <li>In year 2 use of Trinity Point to deliver essential digital skills in the community and creation of a full IT suite for 28 learners.</li> </ul>	<ul style="list-style-type: none"> <li>The college has delivered basic Excel training to 10 learners and advanced Excel training to 8 learners. 18 learners took the EDSQ level 1 qualification.</li> <li>Purchase of the digital bus and associated digital equipment (laptops, PCs)</li> </ul>
Pilot use of mentoring or coaching programme for employers to help them to support new entrants to their business to develop essential skills	3. Coventry and Warwickshire Chamber of Commerce Training		The impact has been improved basic digital skills within the West Midlands and Warwickshire for employers and for the College's own workforce to drive forward digital in the local area. New employers have been engaged.
Creation of short course provision in digital to fill any existing gaps in essential digital skill areas, for example through AEB community learning and National Careers Service Skills Toolkit	4. Coventry College		
	5. Dudley College		
	6. Fircroft College		
	7. Primary Goal		
	8. Solihull College and University Centre		
	9. South and City College Birmingham	BMet	BMet - The planned room upgrade is in progress and the upgrade of the second room will be in 2024-25.
	10. Walsall College	<ul style="list-style-type: none"> <li>Year 1 to upgrade room with desktops, monitors and keyboards, laptops and mobile connectivity and a TV</li> <li>Year 2 to perform a similar upgrade on a further room.</li> </ul>	
Considerations of different needs of different target groups:	WCC via broader funding (e.g. UKSPF)	City of Wolverhampton College	City of Wolverhampton College
<ul style="list-style-type: none"> <li>Training of new entrants through 16-19 provision</li> <li>Upskilling for adults in the workforce</li> <li>Reskilling for adults considering a career change</li> <li>Pre-employment support for unemployed adults and NEETs</li> </ul>	WMCA supporting as appropriate	<ul style="list-style-type: none"> <li>Additional marketing and promotional activity and employer engagement activity and events</li> <li>Course registration and certification fees.</li> <li>A range of equipment to enable digital learning over two years.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted employability focused digital provision was delivered in the community working with people from minority ethnic backgrounds, older adults (aged 50+) and people with lower skills.</li> <li>More collaboration was possible with stakeholders such as DWP</li> <li>The training in essential digital skills was offered at both college campuses to encourage wider participation across all areas of the city</li> <li>Significant investments were made in equipment and software to enhance our educational and operational capabilities within digital skills. Investment in upgrading delivery rooms to ensure they are relevant and appropriate.</li> </ul>
Key employer request across all sectors - modular, short course training to fit in around business need and timescales.		CW Chamber Training	As a result, initial engagement targets were exceeded. Through the targeted promotion and awareness have been able to meet the internal aim of engaging those over 50 actively seeking work.
Maximise existing approaches to training by diversifying into new subjects and geographies:		<ul style="list-style-type: none"> <li>Investment in staff costs to deliver additional sessions and train staff.</li> <li>Year 1 upgrade of four rooms with desktops and printers, meeting boards, licences and laptops and iPads for outreach work/</li> <li>Year 2 more devices to create a mobile classroom for outreach</li> </ul>	No barriers encountered but it will be essential to continue to fund this provision going forward and support the expansion into other digital areas.
<ul style="list-style-type: none"> <li>Skills Bootcamp models</li> <li>Adult Education Budget funded short courses</li> <li>DWP in work programmes</li> <li>Sector Work-based Academy Programmes (SWAPs)</li> <li>Prince's Trust programmes</li> </ul>		Coventry College	Coventry and Warwickshire Chamber of Commerce Training
		<ul style="list-style-type: none"> <li>Staffing to deliver digital training academy sessions in the college and community, plus the required cpd.</li> <li>Marketing to attract learners.</li> <li>Year 1 equipment to create a digital training academy with outreach capability.</li> <li>Year 2 refurbishment of two IT rooms with new kit and licences as well as new furniture. Laptops and ipads for flexible use.</li> </ul>	<ul style="list-style-type: none"> <li>Additional sessions were delivered primarily to those working in hospitality and self-employed hairdressing. The topics covered AI, digital marketing, social media and Excel.</li> <li>Strong collaboration with and support from Halesowen in terms of training staff and sharing expertise and developing resources together.</li> <li>Refurbished 10 classrooms with new IT equipment and purchased mobile devices which allow us to be responsive to outreach work and requests</li> </ul>

# 34.

		<p>Dudley College</p> <ul style="list-style-type: none"> <li>Requested to support upskilling of some staff, remission for curriculum development and some marketing materials/activity for new centre (estimates currently)</li> <li>Building modifications, kit and networking to allow the extension of Skills Shop at Merry Hill into neighbouring unit and for that to offer essential digital skills in the community.</li> </ul> <p>Fircroft College</p> <ul style="list-style-type: none"> <li>Additional resource for curriculum planning, delivery and training</li> <li>Set up of a hub with PCs and cabling (year 1)</li> <li>Trolley and laptops in year 2 for outreach</li> <li>Marketing and stakeholder engagement to promote the offer.</li> </ul> <p>Primary Goal planned additional delivery of basic digital skills to hard to reach learners in the community.</p> <p>Solihull College and University Centre planned the creation of two Transportable Digital Classrooms one each year</p> <p>South and City College Birmingham</p> <ul style="list-style-type: none"> <li>To upskill two staff members in digital skills</li> <li>More time and resource for marketing and engagement to understand needs.</li> <li>Development of a TNA/skills scan for businesses and individuals</li> <li>Additional laptops, iPads and a portable laptop trolley</li> </ul> <p>Walsall College planned the set up of two mobile digital classrooms to use across the borough in community locations, one each year.</p>	<p>As a result:</p> <ul style="list-style-type: none"> <li>A total of 236 learners were taught in 114 organisations, many of which were new for the provider.</li> <li>Self-employed people are now better able to market their organisations and those working in hospitality have better digital skills, primarily working with data and use excel to inform business planning.</li> <li>Increased capacity and capability to deliver and lessons are more engaging and relevant.</li> <li>Better understanding of sector needs.</li> <li>Better connectivity with the FE sector, particularly with Halesowen College.</li> </ul> <p>Barriers: There was not enough lead time for businesses to respond and to do the required outreach in rural areas. There is a requirement for further funding for employers to train their staff and to provide more support for rural communities.</p> <p>Coventry College - Purchase of IT equipment from Memtech and a digital advertising campaign to promote essential digital skills and additional employer engagement delivered.</p> <p>Dudley College</p> <ul style="list-style-type: none"> <li>A new IT for Work programme has been developed with input from the Good Things Foundation that aligns with the digital blueprint guidance. The College have also a bitesize curriculum for face-to-face learning. This provides the digital skills needed to obtain and sustain employment as well as upskill current employees supporting promotion and careers.</li> <li>The course team have received relevant upskilling.</li> <li>Purchase of additional laptops and trolleys to support additional delivery.</li> </ul> <p>As a result of delivery to date:</p> <ul style="list-style-type: none"> <li>Movement of students into work that is sustainable, removal of the digital divide, and improved accessibility to relevant IT training that resonates and makes an immediate impact.</li> <li>Increased engagement with DWP and other referring partners who can signpost customers.</li> </ul> <p>No barriers to date, but to sustain the good start, continued support is needed from referring and funding partners as well as employers who support the delivery.</p> <p>Fircroft College</p> <ul style="list-style-type: none"> <li>The College renewed membership of the National Digital Inclusion Network and created a link to their essential digital skills courses on the homepage of the PCs This learning can be self-directed at any time or facilitated by a tutor who they are training up through LSIF.</li> <li>Creation of a new digital hub behind our Reception which enables individual work or class sessions.</li> <li>Engagement of communities for delivery in year two once the capital-funded equipment is in place.</li> </ul> <p>To date, impact includes:</p> <ul style="list-style-type: none"> <li>High usage of the digital hub which is open access.</li> <li>Increased profile for essential digital skills and linking back to the LSIP. This is now embedded in the college's Accountability Agreement and a key objective there.</li> </ul>
--	--	---	--

			<ul style="list-style-type: none"><li>Visible evidence of the pathway created between learning in the new hub right through to the Digital Functional Skills qualification.</li></ul> <p>Going forward outreach delivery in the community will commence, dependent on the year 2 purchase of mobile resources.</p> <p>Primary Goal - Basic digital skills was delivered to over 100 learners including to the parents in a primary school.</p> <p>Solihull College and University Centre - The planned mobile classroom delivery is underway.</p> <p>South and City College Birmingham - Developed 3 new office digital skills courses. Have conducted employer research to understand exactly what is meant by essential digital skills. Purchased initial laptops to enable outreach and community engagement. Started to deliver courses.</p> <p>Walsall College - The planned mobile classroom delivery is underway.</p> <p>WCC have suggested that there is an opportunity to blend broader funding into pilots such as UKSPF, to support some of these indicative actions.</p>
--	--	--	--

# 36.

		<p>Dudley College</p> <ul style="list-style-type: none"> <li>Requested to support upskilling of some staff, remission for curriculum development and some marketing materials/activity for new centre (estimates currently)</li> <li>Building modifications, kit and networking to allow the extension of Skills Shop at Merry Hill into neighbouring unit and for that to offer essential digital skills in the community.</li> </ul> <p>Fircroft College</p> <ul style="list-style-type: none"> <li>Additional resource for curriculum planning, delivery and training</li> <li>Set up of a hub with PCs and cabling (year 1)</li> <li>Trolley and laptops in year 2 for outreach</li> <li>Marketing and stakeholder engagement to promote the offer.</li> </ul> <p>Primary Goal planned additional delivery of basic digital skills to hard to reach learners in the community.</p> <p>Solihull College and University Centre planned the creation of two Transportable Digital Classrooms one each year</p> <p>South and City College Birmingham</p> <ul style="list-style-type: none"> <li>To upskill two staff members in digital skills</li> <li>More time and resource for marketing and engagement to understand needs.</li> <li>Development of a TNA/skills scan for businesses and individuals</li> <li>Additional laptops, iPads and a portable laptop trolley</li> </ul> <p>Walsall College planned the set up of two mobile digital classrooms to use across the borough in community locations, one each year.</p>	<p>As a result:</p> <ul style="list-style-type: none"> <li>A total of 236 learners were taught in 114 organisations, many of which were new for the provider.</li> <li>Self-employed people are now better able to market their organisations and those working in hospitality have better digital skills, primarily working with data and use excel to inform business planning.</li> <li>Increased capacity and capability to deliver and lessons are more engaging and relevant.</li> <li>Better understanding of sector needs.</li> <li>Better connectivity with the FE sector, particularly with Halesowen College.</li> </ul> <p>Barriers: There was not enough lead time for businesses to respond and to do the required outreach in rural areas. There is a requirement for further funding for employers to train their staff and to provide more support for rural communities.</p> <p>Coventry College - Purchase of IT equipment from Memtech and a digital advertising campaign to promote essential digital skills and additional employer engagement delivered.</p> <p>Dudley College</p> <ul style="list-style-type: none"> <li>A new IT for Work programme has been developed with input from the Good Things Foundation that aligns with the digital blueprint guidance. The College have also a bitesize curriculum for face-to-face learning. This provides the digital skills needed to obtain and sustain employment as well as upskill current employees supporting promotion and careers.</li> <li>The course team have received relevant upskilling.</li> <li>Purchase of additional laptops and trolleys to support additional delivery.</li> </ul> <p>As a result of delivery to date:</p> <ul style="list-style-type: none"> <li>Movement of students into work that is sustainable, removal of the digital divide, and improved accessibility to relevant IT training that resonates and makes an immediate impact.</li> <li>Increased engagement with DWP and other referring partners who can signpost customers.</li> </ul> <p>No barriers to date, but to sustain the good start, continued support is needed from referring and funding partners as well as employers who support the delivery.</p> <p>Fircroft College</p> <ul style="list-style-type: none"> <li>The College renewed membership of the National Digital Inclusion Network and created a link to their essential digital skills courses on the homepage of the PCs This learning can be self-directed at any time or facilitated by a tutor who they are training up through LSIF.</li> <li>Creation of a new digital hub behind our Reception which enables individual work or class sessions.</li> <li>Engagement of communities for delivery in year two once the capital-funded equipment is in place.</li> </ul> <p>To date, impact includes:</p> <ul style="list-style-type: none"> <li>High usage of the digital hub which is open access.</li> <li>Increased profile for essential digital skills and linking back to the LSIP. This is now embedded in the college's Accountability Agreement and a key objective there.</li> </ul>
--	--	---	--

			<ul style="list-style-type: none"><li>· Visible evidence of the pathway created between learning in the new hub right through to the Digital Functional Skills qualification.</li></ul> <p>Going forward outreach delivery in the community will commence, dependent on the year 2 purchase of mobile resources.</p> <p>Primary Goal - Basic digital skills was delivered to over 100 learners including to the parents in a primary school.</p> <p>Solihull College and University Centre - The planned mobile classroom delivery is underway.</p> <p>South and City College Birmingham - Developed 3 new office digital skills courses. Have conducted employer research to understand exactly what is meant by essential digital skills. Purchased initial laptops to enable outreach and community engagement. Started to deliver courses.</p> <p>Walsall College - The planned mobile classroom delivery is underway.</p> <p>WCC have suggested that there is an opportunity to blend broader funding into pilots such as UKSPF, to support some of these indicative actions.</p>
--	--	--	--

# 38.

Action /Activity / Milestone	Partners involved	Method of implementation and outcomes expected	Progress status and timescales
<b>Collaborative Engagement</b>			
<p>Establish a WMW Skills Quality Mark to create a consistent and trusted brand for provision across WMW Concept: Shared identity for collaborative employer engagement across WMW using the existing mechanisms already in place at FE providers:</p> <ul style="list-style-type: none"> <li>· Funding sought to develop and pilot, and to increase employer engagement capacity of each provider</li> <li>· Network of local signposting services according to what works best for the location</li> <li>· Shared brand gives consistency across the local area</li> <li>· Network ensures service can act across the WMW geography as a whole but is accessed locally</li> </ul> <p>Skills Quality Mark criteria and tracking of signposting and outcomes ensures independence of service</p> <p>Retaining local access points reduces perception of competition, replaces with collaboration</p> <p>Where FE providers are already including training needs analyses or similar in their engagement with businesses, consider whether creating consistency between providers would be beneficial Increased</p> <p>Employer Engagement and Facilitation resource is needed by post-16 providers - not possible with current funding constraints and recruitment difficulties</p>	<p>LSIF Project 6 – Systems Approach to Employer Engagement</p> <p>Project lead – BMet, plus 11 delivery partners -</p> <ol style="list-style-type: none"> <li>1. City of Wolverhampton College</li> <li>2. Coventry College</li> <li>3. Coventry &amp; Warwickshire Chamber of Commerce Training</li> <li>4. Dudley College of Technology</li> <li>5. Halesowen College</li> <li>6. Primary Goal Ltd</li> <li>7. Queen Alexandra College</li> <li>8. Solihull College and University Centre</li> <li>9. South and City College Birmingham</li> <li>10. Walsall College</li> <li>11. Warwickshire College</li> </ol>	<p>LSIF Project 6 – Systems Approach to Employer Engagement</p> <p>The insights element involved, as referenced above, investment in two pieces of deep-dive research to build on the data collection and research from the LSIP and Combined Authority by interrogating data through qualitative led research within each priority sector and pulling together Further Education and training provider operating models.</p> <p>Branding exercise planned for the creation of a shared brand in similar ethos to Midlands Innovation and GBSIoT, enabling providers to retain their own brands while providing a shared value-led brand and asset pack to support employer engagement across the WMW</p> <p>The intention is to create a network of providers across the local area where a consistent approach to, for example, training needs analysis is offered to employers. This will be developed through the ERB and WMCA/WCC to ensure coverage across the local area using the results of the deep dive research as a baseline.</p> <p>Building on the work started in the LSIP to further the develop the website and App utilising the data from research stage and providing a platform for shared access by both employers and providers including provider information, data driven information on product and programme availability, best practice resources and ROI led video case studies.</p> <p>Events, Advertising and Communication Campaigns:</p> <ul style="list-style-type: none"> <li>· A communication and awareness campaign to the local employer and business community including traditional PR, social media, shared advertising campaigns and employer events and conference in partnership with the ERB and WMCA.</li> <li>· Marketing and awareness raising to local employers and business community through a developed tactical campaign including traditional PR, social media, shared advertising campaigns. Social media campaigns - consistent and complementary, employer engagement events</li> </ul>	<p>The project lead provider for LSIF Project 6 judges the project to be completely on track, they are very confident that the KPIs relating to staff training and development will be met and expect delivery of KPIs relating to the creation of new facilities to be effective, by end of March 2025.</p> <p>Insights: Whitecap Consulting have carried out an extensive Insights activity (as outlined above). CWM Consulting has carried out a review of current employer engagement team models and approaches across colleges and training providers. The report feeds into the discussions around the standardised approach under Skills West Midlands and Warwickshire. This means that providers have strong evidence to enable their employer engagement and up-to-date market data for the projects working on priority sectors.</p> <p>Brand:</p> <ul style="list-style-type: none"> <li>· We are Liquid was contracted to develop a new brand and brand identity with involvement of all partners. This is called Skills West Midlands and Warwickshire (Skills WM+W) and was successfully rolled out in mid-March.</li> <li>· All providers have had the brand assets and guidelines and are currently using the new logo on their website and co-branding employer facing collateral.</li> <li>· Providers and Stakeholders (WMCA, Chamber, Birmingham Ladder) working together to develop the new Skills WM+W service offer. Working groups are looking at marketing and comms (brand rollout) and models of working for employer engagement teams including the use of a common ONA tool.</li> <li>· The providers working in the three West Midlands Innovate UK consortia with WMCA are preparing to present the innovation hub offer through Skills WM+W</li> <li>· Most providers already using the new Skills WM+W branding which is what the expectation is at this stage of the project, however specific data on engagement is not yet available. Going forward, the brand will be further developed as business engagement teams unify their service approach.</li> </ul> <p>Website and App</p> <ul style="list-style-type: none"> <li>· We are Liquid were commissioned to develop the Skillswmw.com site which launched in March 2024 and will undergo ongoing development during 2024.</li> <li>· The app is in development</li> </ul> <p>The website is currently still undergoing significant development, so it is not yet fit for the desired level of visitors. A solution needs to be found for ongoing ownership and maintenance of the site.</p>

Action /Activity / Milestone	Partners involved	Method of implementation and outcomes expected	Progress status and timescales
<b>Collaborative Engagement</b>			
<p>Delivery of awareness raising and employer engagement campaigns using WMW Skills Quality Mark to promote post-16 education and training across WMW including Apprenticeships, T Levels, Supported Internships, Workforce Development training, Skills Bootcamps, SWAPs</p> <ul style="list-style-type: none"> <li>· Consistent branding</li> <li>· Centrally produced materials to support local campaigns</li> <li>· Social media campaigns - consistent and complementary</li> <li>· Centrally tracked to avoid duplication but encourage complementarity</li> <li>· Activity doesn't need to be additional or replace any existing individual provider activities.</li> </ul>			<p>Events, Advertising and Communication Campaigns:</p> <ul style="list-style-type: none"> <li>· Three employer events run by East Village were hosted in mid-March in the Black Country, Birmingham and Warwick, launching the Whitecap reports along with the Skills WM+W proposition. They were attended by employers.</li> <li>· A PR campaign was run by a local company focusing on skills in the four priority sectors and using the tagline: "Your business is our business"</li> <li>· Ad campaign was developed with input from the providers, which leans heavily on the new brand and focuses on the four priority sectors. Strapline: "your business is our business"</li> </ul> <p>Going forwards, revenue funding will need to be secured to keep the paid-for ad campaigns going after March.</p>
<p>Create a central repository for skills data from employers including information from training needs analyses and informal feedback on future skills needs.</p> <p>Expansion of WMW LSIP website currently being developed</p> <p><a href="https://www.insight-unlocked.co.uk/west-midlands-region/home.html">https://www.insight-unlocked.co.uk/west-midlands-region/home.html</a></p>			

# 40.

Action /Activity / Milestone	Partners involved	Method of implementation and outcomes expected	Progress status and timescales
<b>Pathways into employment</b>			
<p>Determine how providers can add value to existing services, initiatives and aspirations stated in current regional plans.</p> <p>FE providers to support increased employer engagement with the aim of involving employers in defining pathways into employment and promoting those opportunities.</p> <p>Ensuring employers are aware of the opportunities to use T Level Industry Placements, other work experience, Supported Internships and Apprenticeships as tools to create their own workforce pipeline. To include piloting of initiatives that test the best ways to achieve positive outcomes.</p>	<p>LSIF Project 6 FE Providers</p> <p>WMCA and WCC</p>	<p>WMCA Employment and Skills Strategy sets out a clear vision for enabling an integrated employment and skills system that will stimulate economic growth, deliver better outcomes for employers and residents and support strong and inclusive communities, this is in conjunction with the WMCA Plan for Growth, BCWM and West Midlands Growth Company.</p> <p>Warwickshire Skills Hub and Careers Hub offer a range of support from business skills reviews to wider support using a network of employers and training providers.</p> <p>LSIF Project 6 (as above) seeks to improve employer understanding and engagement with existing initiatives.</p>	<p>Some examples of the impact of devolved Adult Education for the area is reflected in the WMCA Employment and Skills Strategy with further information as to the work of WMCA's in relation to the LSIP in the below section ('What has been achieved so far?').</p> <p>The work of the Warwickshire Skills Hub and Careers Hub is ongoing. No information on impact is available at this stage.</p> <p>The impact to date of LSIF Project 6 is summarised above.</p>
<b>Expertise into Education</b>			
<p>WMW localised awareness raising campaign for careers in FE, designed in support of Government's 'Teach in FE' campaign</p> <p>Pilot a number of innovative solutions to bring skills into FE from industry.</p> <p>Targeted employer engagement programme to directly support employers who want to provide expertise into FE.</p>	<p>WCC/WMCA and FE partners</p> <p>LSIF Project 2 Providers (as above)</p>	<p>New provision has recently been created with FE via UKSPF and Skills Bootcamp funds, to embrace new technology.</p> <p>WCC are working on a Skills Share pilot which funds industry to deliver sessions and upskill existing staff and are keen to move this forward on a larger scale.</p>	<p>No progress update is available at this stage.</p> <p>LSIF Project 2, as above, anticipates 7 teaching staff undertaking industry placements aligned to the development of capital projects as relationships with new employers deepen.</p>



11

# 42.

## What has been achieved so far?

The work of the WMW LSIP and the WMW LSIF Projects are funded through to the end of March 2025, however extensive work and significant progress has already been made against each of the priorities identified by the WMW LSIP.

In response to LSIP Priority One, through LSIF Project 1, an extensive and co-ordinated CPD offer has been developed to offer training for FE providers in battery technology and electrification to support employers engaged in engineering and manufacturing. Six colleges which have received capital funding have joined the Metaverse AEM Consortium and are working on a scenario for engineering learning. Whitecap Consulting have produced a detailed report on AEM which will inform the curriculum planning. All new provision will start in 24-25. To address the Health and Med Tech needs within this sector identified by the LSIP, a new digital cam lab for Dentistry is also being developed at Birmingham Metropolitan College. To date, 161 employers report that training is giving learners the skills they need. Various capital projects funded by the LSIF are on track for delivery.

LSIF Project 2, also responding to Priority One of the LSIP, is focussed on increasing capacity for skills delivery within Low Carbon/Sustainable Construction, and has secured licenses for Metaverse Learning modules covering heat pumps and retrofit topics, which have been well received by staff, students and employers so far. The project is also seeking to finalise development of an e-learning 'serious game' around retrofit aimed at installers to boost engagement. Additionally, 36 out of a target 40 teaching staff have undertaken CPD or benefitted from cascade training and this number is expected to increase in line with developing capital projects. Moving forward, WCC have noted potential to co-invest in this activity through the UK Shared Prosperity Fund (UKSPF) and Universal support (employment programmes which could lead into bootcamps and then into employment). WMCA already fund priority skills provision as part of its Net Zero pathfinder action [#WM2041](#).

LSIP Priority One is further addressed through LSIF Project 5, focussing on advanced digital skills, which has enhanced the existing facilities of several providers across the West Midlands and Warwickshire, and ensured that learners have access to cutting edge technology to enhance their learning. Advanced digital techniques (including VR and AI) have been used to upskill adult learners to obtain better jobs and SaaS soft skills training solution Bodyswaps has been used and endorsed by the NHS to train adult learners on interview and communication techniques. FE staff have received training to enable future delivery of new provision, including programmes in data analytics, cyber security, and AI, all of which will significantly increase capacity to develop the skills employers identified need for. Capital works to enable the delivery of this provision are ongoing. Within LSIF Project 5, North Warwickshire and South Leicestershire College have invested in AI software which will enable them to develop new provision around AI in robotics and automation which meets a proven need in the logistics and distribution industry. This will be rolled out in 2024.

Extensive additional research has been undertaken into gaps in provision, how this compares with employer feedback through the LSIP and the specific ongoing needs of employers in each of the priority focus sectors identified by the LSIP. The results of further research carried out in Stage 2 of the LSIP to date are summarised in Annex 2 of this report. Summaries of sector-specific 'deep dives' conducted by Whitecap Consulting, are available in Annex 3 and a public facing report by Whitecap Consulting on sector skills needs is available [here](#). The same research by Whitecap Consulting also

produced a curriculum map database for the West Midlands and Warwickshire to create a view of the current offering from WMW FE providers to inform and support future curriculum decisions.

Research to support colleges in assessing their capacity, capability, and intent in meeting the area's future 'green skills' needs has also been carried out. Collectively, the 'green skills conversations' provided a rich picture of the current contribution of FE colleges towards the local area's green skills needs, their ambition for the future, and the challenges they face. The collaborative mapping allowed for an assessment of future 'cold' and 'hotspots' against the four broad themes identified. This in turn will allow for the development of a collective action plan.

As summarised in the above table, LSIF Project 3 addresses actions from LSIP Priorities One and Two, focussing on wider green skills. The project hosted a Green Skills Summit in January, engaging 80 people in the WMW area in discussions to inform the development of an LSIF WMW Green Skills Roadmap to 2030. This has now been produced and is ready to launch. RCU Ltd were engaged to undertake data analysis and desk research into current levels of provision in 'green skills'. RCU have also mapped 16-19 and adult funded technical and vocational qualifications to technical routes and pathways used by IfATE in their occupational maps. This data has been rendered as a dashboard which will be used and its impact enabled once the Green Skills Roadmap is launched.

On Green Skills, a Green Skills Teacher Development Programme has also provided 40 Green Changemakers in 17 organisations with the knowledge, skills and confidence to become advanced practitioners in Green Skills and to lead CPD in their college, and 90 attendees from 32 organisations attended a Green Skills Tutor Conference. See Annex 8 for a case study on the Green Changemaker programme.

In response to LSIP Priority Two and the wider considerations of the WMW LSIP, LSIF Project 6 has completed development of a Leadership and Management Course consisting of six free to access, 30 minute modules for SMEs. These are currently in testing. Development of Green Skills Leadership Training modules will be a focus from April 2024. WCC have indicated support for this approach, suggesting that where appropriate future AEB contracts could be offered more broadly. The WMCA have aligned its leadership and management investment through BGWM so that SMEs and providers can access connections accordingly.

LSIF Project 4, aimed at addressing essential digital skills needs as identified by Priority Three of the LSIP, has delivered a range of basic and advanced Excel training, training in essential digital skills, targeted employability focussed provision, upskilling in digital marketing, AI and social media and basic digital skills training. A new IT for Work programme has been developed with input from the Good Things Foundation that aligns with the WMCA digital blueprint guidance and the project also involves a bitesize curriculum for face-to-face learning. This provides the digital skills needed to obtain and sustain employment as well as upskill current employees supporting promotion and careers. The creation of new facilities to support and further enable these activities is in progress.

# 44.

Many new employers have been engaged through LSIF project 4, which has supported people from minority ethnic backgrounds, older adults (aged 50+), people with lower skills and self-employed individuals, with the different needs of each group taken into consideration.

Following research conducted by Whitecap Consulting and CWM Consulting, providers have strong evidence to enable their employer engagement and up-to-date market data for the projects working on priority sectors. A new brand and brand identity – Skills West Midlands and Warwickshire (Skills WM+W) - has been developed to support collaborative employer engagement across the LSIP geography and providers and stakeholders, including WMCA, the ERB and Birmingham Ladder, are working together to develop the Skills WM+W service offer. The Skillswmw.com website was launched in March 2024 and three employer events in mid-March launched the Whitecap reports and the Skills WM+W proposition.

In regards to the LSIP action to consider the different needs of different target groups, the ongoing work of the LSIP and FE providers across the WMW geography is mindful of such, as well as employer requests for modular training, and a need to support young people entering the workforce. The wider, ongoing work of stakeholders such as DWP, WMCA and WCC play a significant role in this also.

In the WMW area, DWP offer upskilling for adults in the workplace, with leads in all 3 districts working closely with employers, providers, colleges and WMCA to offer flexible and tailored support to individuals who are in work to increase their earnings, get more work, get better paid work and overcome barriers to progression so they can move closer to financial independence. For example the WMCA flagship [Path2Apprenticeship](#) programme is a partnership with DWP, Local Authorities and education providers through a £7.5million investment to stimulate apprenticeship participation via a pre-employment support offer that enables young people aged 19-29 progress to a range of quality apprenticeship offers across the region aligned to the local and regional labour market, and the WMCA's eight high growth potential clusters identified in its [Plan for Growth](#). The programme is designed to support vulnerable young people including young people not in employment, education or training or those stuck in precarious jobs, secure better outcomes as part of the region's collective Levelling Up action. It includes an employer commitment to pay young people the national minimum wage – an important step change in supporting residents from deprived backgrounds.

West Midlands 23/24 Sector-based Work Academy Programme (SWAP) starts were 10,322, 24.1% above profile. Currently 24/25 YTD SWAP starts are 726. SWAPS cover a multitude of sectors, addressing specific shortage areas as well as the top sectors for recruitment in the West Midlands. DWP also have SWAPs specifically designed to address additional challenges getting into employment faced by, for example; 50+ customers, single parents, prison leavers, those with health conditions and disabilities as well as ESOL needs.

Furthermore, DWP's Job Rotation (JR) collaboration with WMCA and Local Authorities, will entail job matching and a short-term job guarantee to prepare people for the labour market by guaranteeing placements for unemployed individuals to gain vital experience whilst also guaranteeing employment and skills training for employees to upskill in the partner employer organisation. The model draws on international best practice.

The WMCA Employment and Skills Strategy sets out a clear vision for enabling an integrated employment and skills system that will stimulate economic growth, deliver better outcomes for employers and residents and support strong and inclusive communities. This commitment is underpinned through partnership with Local Authorities, key central government departments, its education providers, the ERB and sector industry bodies. For example,

- Since 2023, WMCA have partnered with IfATE and the Plan for Growth Med-Tech Cluster Leadership to design an innovative new qualification to address employer demand at Level 4, including through modular programme design. Positive feedback from employers affirms confidence that the qualification will strengthen the skills offering available to employers in the region, and will connect residents into high skilled good jobs.
- Through the BGWM, WMCA are also supporting SMEs through a dynamic £10million Leadership and Management offer, creating 2,500 places over the next 3 years, that will create pathways for underrepresented groups to progress in work and/or access good jobs, including black and minority ethnic communities and women. WMCA are committed to helping employers navigate the skills system, connecting them to available offers through its account management model in BGWM and also in the West Midlands Growth Company (a subsidiary of the WMCA that works with large employers).
- WMCA are working with employers, regional partners and education providers to look at models to increase employer co-production and investment through a flexible and responsive curriculum offer, supporting employed and unemployed residents. It's Into Employment partnership with DWP is maximising WMCA funding flexibilities and skills commissions to deliver coherent, effective, and holistic support to residents who need it the most, including long term unemployed and economically inactive.
- Tackling rising youth unemployment in the region, the WMCA are investing in a new pilot Transition to Work Bursary that will sit alongside its innovative Path2Apprenticeship programme aligned to the Plan for Growth. The bursary will support economically inactive young people secure extensive work experience to better prepare them for the labour market, alongside AEB funded training and skills. This work – based on findings from its deep dive into youth unemployment and what works literature – will ensure employers have access to work-ready young people as part of their commitment to hire apprentices. The WMCA Levy Scheme Transfer Service is also aligned to help support smaller employers access a good apprenticeship offer for its employees/potential candidates.

Additionally, WCC invests heavily in a team and a number of employer-built services to support collaborative engagement in Warwickshire, and Warwickshire Skills Hub and Careers Hub offer a range of support to enable pathways to employment, from business skills reviews to wider support using a network of supportive employers and training providers. WCC are also working on a Skills Share pilot which funds industry to deliver sessions and upskill existing staff and are keen to move this forward on a larger scale.

# 46.

## What still needs to be achieved?

The work of the WMW LSIP and the WMW LSIF Projects will continue through to the end of March 2025. However, it should be noted that in the second phase of the LSIF (April 2024-March 2025) only capital funding is available, significantly restricting the activities providers can undertake and presenting a risk in regards to the sustainability of the impact being made.

Further activity to be undertaken in regards to LSIP Priority One includes the continuation of LSIF Project 1, expanding the local electrification and engineering offer. The large scale CPD programme to build capacity and capability will continue and there will be ongoing cascade training and further use of development resources in colleges. Development of new provision is underway for September 2024 and beyond. The project lead is getting a curriculum development group up and running to develop new provision for September.

Employer Engagement will continue through:

- Roll out of webinars for employers from Summer 2024.
- Roll out of the electrification offer as it develops.
- The new knowledge and new programmes will become part of the Innovation Hub offer to businesses under the Skills WMW branding and funded by Innovate UK with WMCA
- Consideration of an employer event for Electrification in 24-25.

The colleges will also complete their capital projects including delivery of five immersive learning spaces.

Next steps for LSIF Project 2, also in response to LSIP Priority One, will involve increasing capacity for skills delivery within Low Carbon/Sustainable Construction, the continuation of curriculum development of the gamification approach to construction (resource pending), employer engagement via the completion and roll out of an employer-facing campaign to attract people into FE construction teaching, ongoing training and delivery of new provision and the completion of capital projects in year 2 totalling £2m.

Further, in regards to the delivery of LSIP Priority One, next steps for LSIF Project 5, will include the installation of rooms and equipment, enhancing current Cyber spaces and supplementing equipment related to AI and Automation. The development of collaborations and shared delivery models to make the best use of expert teachers will continue and training will be cascaded through wider teams. Some colleges have also identified a need to take on further staffing to support delivery of LSIF funded programmes. New provision will be launched, including new Level 4 programmes for employers in Python, AI, Deep Learning and Machine Learning, and further growth of current provision at level 2 and 3 in Cyber Security and Coding is anticipated.

WCC propose a broader access programme for the ICT and Digital sector, particularly for those with Special Educational Needs and Disability (SEND) would be useful, including more functional skill pathways and pre-apprenticeship programmes, stating that they could support with candidates for trailblazer and employment programmes.

Within the Advanced Digital project, North Warwickshire and South Leicestershire College have invested in AI software which will enable them to develop provision aimed at the logistics and distribution sector. This will be rolled out in 2024.

Next steps for LSIP Priorities One and Two will also involve the continuation of LSIF Project 3, focussed on wider green skills. This LSIF Project will launch a Green Skills Roadmap for FE Colleges in June 2024, and collaborative measures will be discussed at the CWM Principals meeting.

The Green Skills Teacher Development Programme will be expanded via:

- Online Enquiry Circles happening in May and July.
- Thinking environment sessions; one will be via a picnic at Fircroft on 4th June.
- Funding from WMCA to run at least two further Green Changemaker bootcamps - these are likely to be in July 2024.
- A social media campaign on LinkedIn, Facebook and Instagram.
- A series of six podcasts and a book chapter written by Green Changemakers.
- Application for a Green Gown award – applications start in June 2024.
- Further events planned for teachers to come together.

The Green Skills Tutor Hub will be completed and will involve:

- Development of Metaverse Learning immersive learning scenarios
- Development of the final structure and content of the Tutor Hub
- Involving Green Changemakers in the hub content – padlet in place to gather ideas
- A decision needs to be made in terms of the future ongoing upkeep and development of the Tutor Hub once funding ceases.

The Eco Classroom at Fircroft College will be completed in 2025. Fircroft College is part of the Greater Birmingham consortium accessing FE Innovation Funds to help local businesses adopt innovative approaches in their companies. With support from the Innovate UK project, local construction SMEs will have access to training at Fircroft, working alongside the contractors to learn specific elements of modern methods of construction.

Ongoing work to deliver against LSIP Priority Two and the Wider Considerations of the report also include LSIF Project 6, which seeks to deliver a systems approach to employer engagement. Next steps in regards to this will include sector reports being used by providers in projects 1,2 and 5, and completion of testing and roll out of the online leadership and management models.

The Skills WM+W offer will be developed through further working group meetings (the next being on 21st May) and regular, multi-provider Business Development group meetings. Further development of the skillswmw.com website will include full population of the course listings (dependent on the agreement around Skills WM+W brand behaviours and development of the offer) and further work to ensure that college website signpost to the

# 48.

site and are listed appropriately. A Marketing and Communications group has been formed to sustain ongoing PR and communications. The providers leading the project must come to an agreement in regards to the support to be provided to ensure the ongoing sustainability of the website and app and a decision will need to be made as to whether to use a kitemark approach to enhance trust with employers.

In regards to essential digital skills, as identified by LSIP Priority Three, LSIF Project 4 has delivery of training to all staff planned for June/July staff development days to improve ability to deliver digital skills to students from all age ranges. Next steps will also include the launch of the community learning bus and implementation of EDSQ E3 and L1 courses to communities via the Digital Bus. Taster courses and short training sessions on how to use your digital device will be offered as an introduction to EDSQ, and further investment will be made into digital equipment to ensure that delivery meets the needs of the local community.

The ERB will continue conducting employer research until March 2025 to identify potential changes in employer skills needs over time. This includes engaging with new employers, particularly harder-to-reach SMEs and other sectors, in addition to the four priority focus sectors identified by the LSIP. To achieve this, the Chamber will:

- Work with the LSIP Operational Board and LSIP Steering Board to develop the research approach.
- Seek to gather more information on what employers are doing to upskill and/or reskill their staff through surveys, focus groups, and Chamber events to identify and showcase best practice models across employer/provider groups
- Utilise existing relationships with other ERBs such as BITC, FSB, CITB and The Ladder to host and facilitate sub-groups for deep dives that will feed into the LSIP Steering Group.
- Work to identify and share best practice partnerships between employers and providers.

The Chamber additionally aspires to launch an 'WMW LSIP App' in September 2024. We will convene a group of senior employer representatives engaged in the skills and training agenda in the West Midlands and Warwickshire to participate in short, regular snap polling via a mobile application. This application will be used to further develop LSIP research and identify aggregate demand to support the work of FE providers across the WMW geography. The Coventry and Warwickshire Chamber plans to recruit employer representatives to use the application through existing relationships, focusing on facilitating engagement among hard-to-reach small and medium enterprises and those organisations that have had limited engagement with the LSIP to date.

Where appropriate, research insights will also be used to monitor the progress being made on delivering the changes set out in the LSIP and underpin any new actions or priorities that are identified. These efforts aim to ensure continuous improvement and responsiveness to evolving skills needs, fostering a collaborative environment for employers and providers to align and innovate in addressing mutual challenges.



The LSIP Steering Group has been initiated, further stakeholders have been identified, and a more robust structure is being developed to ensure the Steering Group has sufficient research and data to guide the WM&W LSIP. This will align and foster collaboration between employers and providers in shaping local curriculum offerings.

The ERB also recognizes the importance of employer engagement in the success of LSIF projects and will continue collaborating with LSIF project leads to amplify key messaging through our networks and ensure employers fully utilize available provisions and support to navigate the local skills system. In Stage 2 the Chamber has, through combined efforts with Providers and Stakeholders, encouraged employers to take up apprentices, offer work placements (e.g., T Level Industry Placements, Path2Apprenticeships), promote learning and training programmes for upskilling and reskilling existing employees (e.g., Skills Bootcamps, Job Rotation), use apprenticeship levy transfers, and build closer, innovative relationships with FE providers to address mutual challenges. We will continue to do so in support of Priority One of the LSIP and as part of delivery against the wider considerations of the Plan.

# 50.

## **Annexes**

### **Annex 1: WMW LSIP Governance Structure**

The Chamber has continued to coordinate meetings of the WMW LSIP Operational Board to ensure the LSIP is effectively integrated into local strategies in a mutually reinforcing manner. This ongoing effort includes close collaboration with organizations focused on increasing learners' demand for new skills.

The board has been proactive in gathering feedback on the effectiveness of changes implemented in response to each of the WMW LSIP priorities and broader considerations.

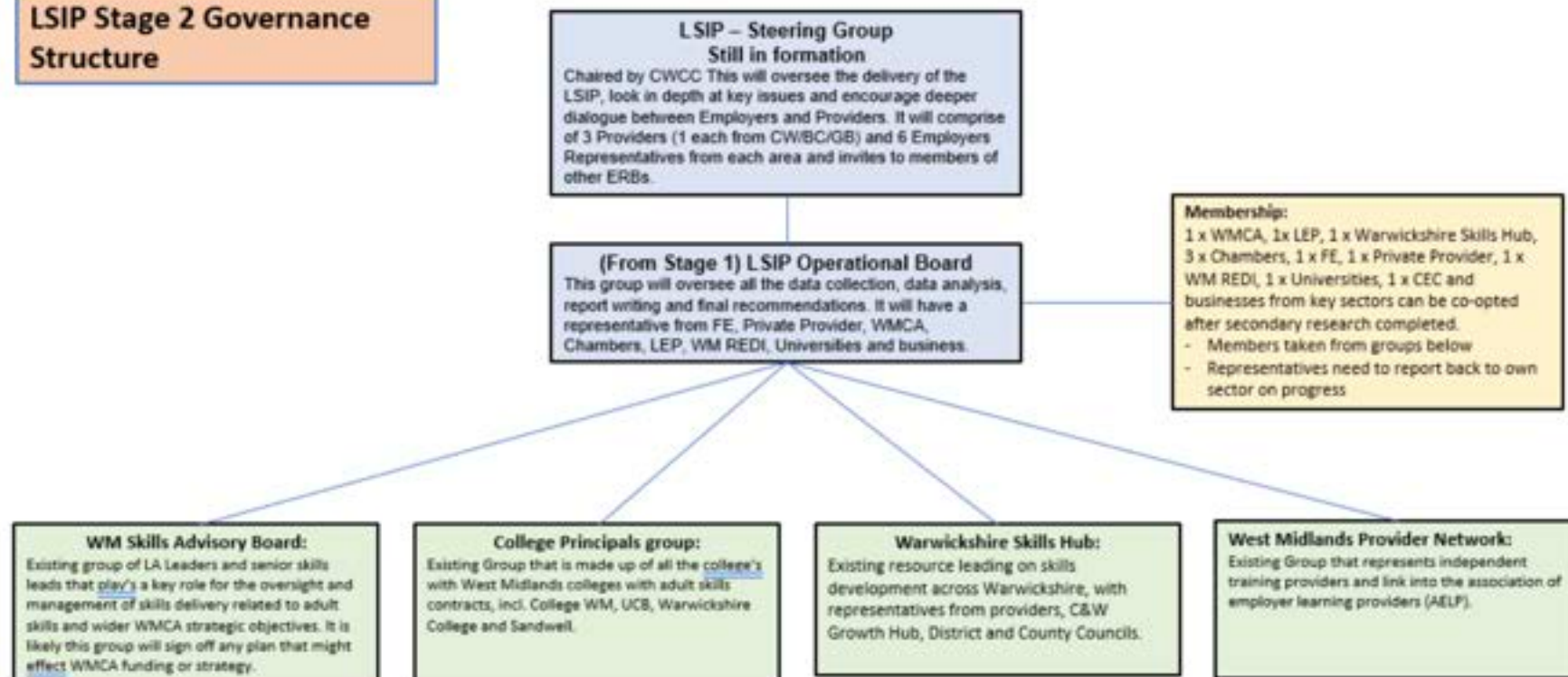
In organizing these meetings, the Chamber persistently seeks to identify and engage new stakeholders, where relevant, who were not involved in Stage 1 of the LSIP.

The Operational Board comprises the following members:

Name	Organisation
Corin Crane	C&W Chamber
Sean Rose	C&W Chamber
Raj Kandola	Greater Birmingham Chamber of Commerce
Emily Stubbs	Greater Birmingham Chamber of Commerce
Gemma Edwards	Black Country Chamber
Aleks Subic	Aston University
Mahfia Watkinson	WMCA
Delma Dwight	Black Country Consortium
Spencer Wilson	Birmingham City Council
David Ayton	Warwickshire Skills Hub
Derrin Kent	West Midlands Provider Network
Lowell Williams	WM Colleges Network
Anne Green	WM REDI
Angela Tellyn	Careers & Enterprise Company
Stephen Mitchell	Make UK
Peter Husband	Warwickshire Colleges Group
Richard Smith	DWP JCP

# 52.

## LSIP Stage 2 Governance Structure



## Annex 2: Ongoing Business Engagement – Survey Analysis

### Sample and Methodology

Through surveying, the West Midlands and Warwickshire LSIP gathers further, primarily quantitative insights on the strategic priorities and green and digital skills needs of employers across the local area,

The West Midlands and Warwickshire Local Skills Improvement Plan gathers both quantitative and qualitative insights into the strategic priorities and digital and green skills needs of the local business community. It presents data that is statistically relevant and broadly representative of the business demography as a whole, in regard to both size and broad industry sector from over 1000 engagements with employers operating across the West Midlands and Warwickshire between 10th January and 31st March 2023.

Following this, Stage 2 of the LSIP conducted further surveying between 1st September 2023 and 29th February 2024. The questions asked of employers are largely a repetition of those asked in Stage 1 surveying between 1st February to 3rd March 2023. This is intended to be a ‘pulse check’ to support identification of changes in business sentiment regarding post-16 technical education and training over time.

Stage 1 surveying engaged 501 employers across the West Midlands and Warwickshire. Comparatively, Stage 2 surveying engaged a total of 166 local employers through distribution by the Coventry and Warwickshire, Greater Birmingham and Black Country Chambers of Commerce and a consultancy partner. The survey was disseminated through engagement at in-person events, social media promotion, email marketing and telemarketing. Those completing the survey were also incentivised by the opportunity to enter a prize draw to win one night’s bed and breakfast and an afternoon tea for two at Coombe Abbey Hotel. Of the 166 respondents, 52 had been previously engaged in the WMW LSIP research and 114 were contributing insights to the Plan for the first time. Responses were gathered from businesses operating across each of the three (former) LEP geographies covered by the WMW LSIP. A geographical breakdown of where respondents are primarily operating within the local area is as follows:

Area	Percentage of survey respondents	
	LSIP Stage 1	LSIP Stage 2
Coventry & Warwickshire	38	54
Greater Birmingham	36	36
Black Country	25	11

# 54.

The tables below reflect the distribution of responses by size, industry sector (as self-reported) and, for comparison, the distribution of businesses across the West Midlands and Warwickshire by the same measures.

Business size (number of employees)	Percentage of Enterprises in the WMCA area and Warwickshire (2023) <sup>1</sup>	Percentage of survey respondents	
		LSIP Stage 1	LSIP Stage 2
1-9	88.9	74.1	41.0
10-49	9.1	22.8	31.3
50-249	1.6	2.8	15.7
250+	0.5	0.2	12.1
No answer	n/a	0.2	0.0

Business sector	Percentage of Enterprises in the WMCA area and Warwickshire (2023) <sup>2</sup>	Percentage of survey respondents	
		LSIP Stage 1	LSIP Stage 2
Agriculture, Forestry & Fishing	1.4	1.2	4.8
Mining, Quarrying & Utilities	0.5	0.0	3.6
Manufacturing	6.5	13.0	13.9
Construction	12.2	9.8	7.2
Motor Trades	3.6	2.8	2.4
Wholesale	4.6	6.0	3.0

Retail	9.7	10.8	4.2
Transport & Storage (inc Postal)	9.0	3.4	6.0
Accommodation & Food Services	6.5	1.8	3.0
Information & Communication	5.6	4.2	1.8
Finance & Insurance	1.6	2.4	2.4
Property	4.1	4.2	1.8
Professional, Scientific & Technical	13.5	5.4	11.5
Business Administration and Support Services	8.7	2.6	4.2
Public Administration	0.1	0.2	1.2
Education	1.8	0.6	7.8
Health	4.8	5.4	1.2
Other	n/a	26.3	18.7

# 56.

The WMW LSIP identified 4 priority focus sectors with significant influence on digitisation and the advancement of new technologies and the transition towards net zero, which are currently experiencing acute skills needs in the West Midlands and Warwickshire. The below table represents the proportion of responses from businesses operating within these priority focus sectors (as self-reported).

Priority focus sector	Percentage of survey respondents
Digital and ICT	27.7
Manufacturing (including Health Tech and Med Tech)	22.9
Construction	15.7
Logistics and Distribution	18.1
None of the above	33.7
Don't know	4.8

Unless stated otherwise, analyses of the quantitative survey findings in this report are based on all respondents less those who chose not to answer specific questions. Where figures do not sum to 100%, it is due either to rounding and/ or participants being able to select multiple answers. The following graphs show results from the total number of participants involved.

**The below analysis provides a direct comparison of Stage 1 and Stage 2 survey results. However, please note that in some instances variances may be attributable to outliers in the significantly smaller Stage 2 survey sample size, means of dissemination, greater proportion of large enterprises and the local economic context, as stated on page 3 of the report and caution should be exercised accordingly. With this in mind, findings should be treated with caution and any differences are only indicative of areas which may require further investigation, which will be taken into consideration in ongoing LSIP Stage 2 research activities.**



## Analysis

### I: Expectations and Strategic Ambitions

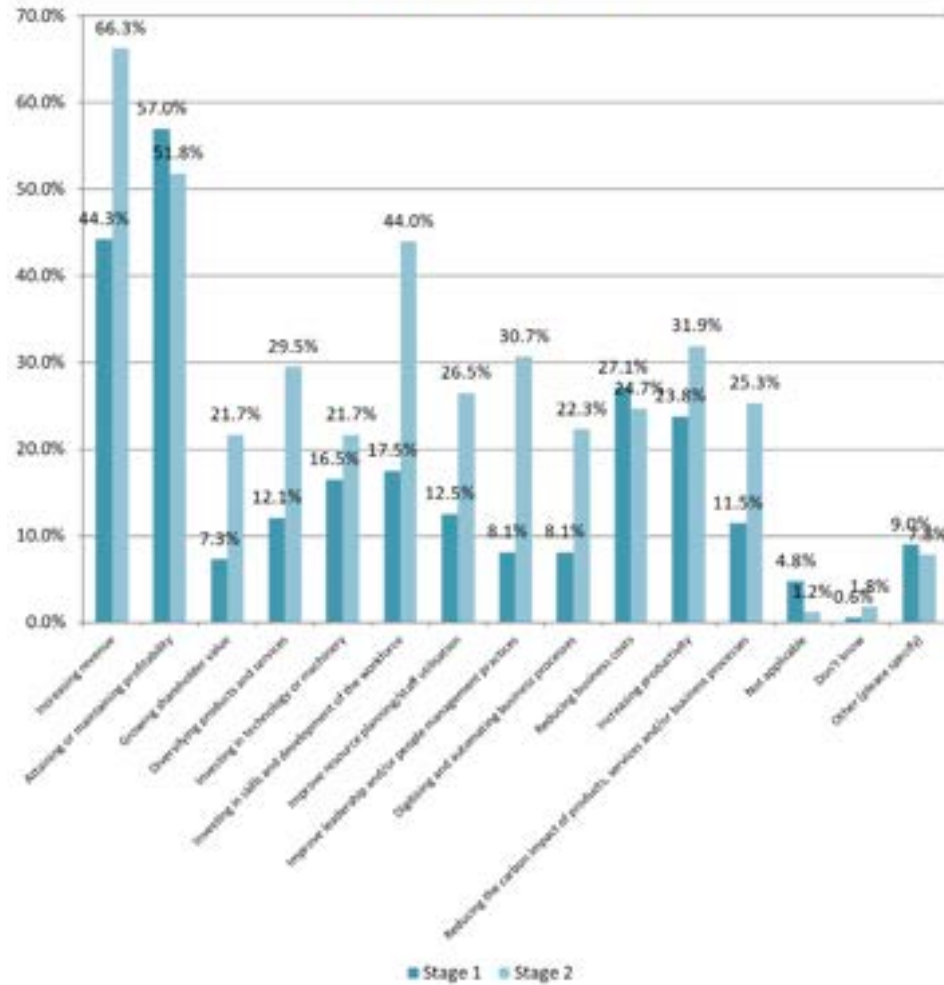


In Stage 1, 36% of firms anticipated business growth over the next 12 months, 53.1% expected to see their firm maintain current levels of activity and 6.2% expected their business to reduce levels of activity. 4.4% of survey respondents reported expecting their business to close in the next 12 months.

Comparatively, in Stage 2, a majority of respondents (63.3%) reported expectations of business growth – almost double the figure seen a year prior. Significantly fewer now anticipate the business to maintain current levels of activity (28.9%) than in Stage 1. Slightly fewer also reported expectations of reduced business activity (4.8%) and business closure (3.0%) than a year before.

# 58.

What strategic ambitions do you have for your business over the next 12 months  
(Please select all that apply)



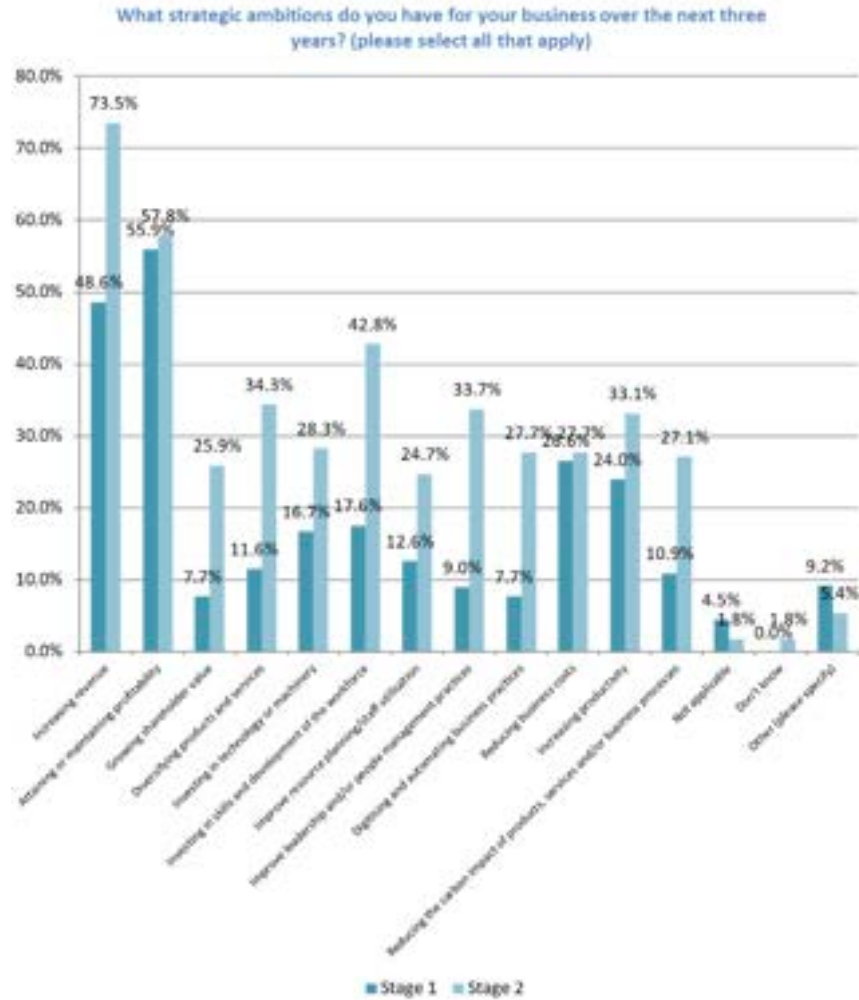
In Stage 1, respondents most frequently reported 'attaining or maintaining profitability (57.0%), 'increasing revenue' (44.3%) and 'reducing business costs' (27.1%) among the strategic ambitions of their businesses over the next 12 months.

Comparatively, in Stage 2, respondents most frequently identified 'increasing revenue' (66.3%), followed by 'attaining or maintaining profitability' (51.8%) and 'Investing in skills and development of the workforce' (reported by 44.0% of respondents in Stage 2 - more than double the figure seen in Stage 1).

'Other' responses in Stage 2 included:

Just to continue doing what we are doing really, there is no big plan
would just like the business to be able to survive and to attract more customers
We are a charity so mostly reliant on donations or charity sales, it is difficult to have any major plans in place
more customers essentially
No plans other than to survive at the moment. Work is very up and down, its very much feast or famine.
The industry is quite flat at the moment so we are just trying to consolidate what we have
Creating and promoting offers to attract more customers
To develop the social economy
Build skills in an underrepresented area of construction to local people
Better access to training and accreditation in skill shortage areas like steel fixing and formwork for infrastructure projects.
Becoming ESG leaders

# 60.



In Stage 1, looking at strategic ambitions over the coming three years, respondents once again most frequently reported ambitions to 'attain or maintain profitability' (55.9%), 'increase revenue' (48.6%) and 'reduce business costs' (26.6%).

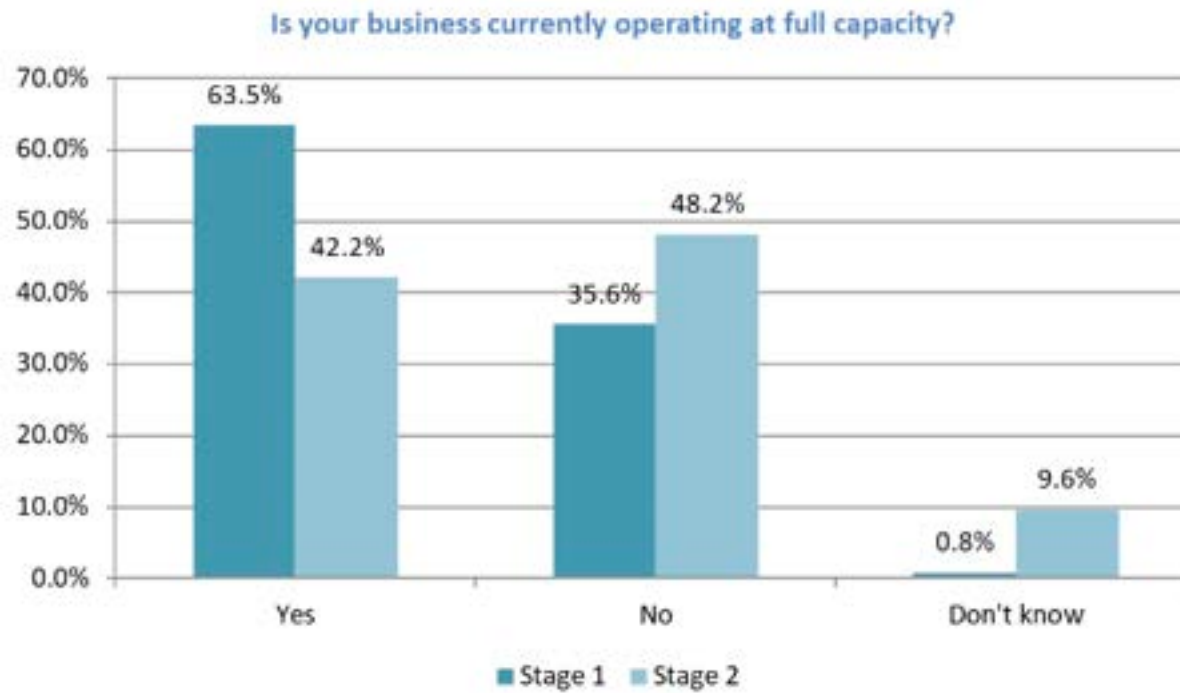
In Stage 2 3-year ambitions also remained relatively consistent with 12-month priorities. Respondents most frequently identified 'increasing revenue' (73.5%), followed by 'attaining or maintaining profitability' (57.8%) and 'Investing in skills and development of the workforce' (42.8%).

'Other' responses in Stage 2 included:

Would hope to see some growth over the next 3 years
this is hard to say as I don't know what is going to happen in the future
As above, just surviving at the moment due to lack of funding
We follow both a short-term and long term growth plan and expect the business to double in turn over. We are currently working at target and fully achieved our 1 year target in the last financial year.
As before, we are just trying to survive the best we can at the moment so it is difficult to make any future plans or goals
Recruitment is a problem for us at the moment
Difficult to specify at the moment, it is too early
We would love to take on another centre
Generating cash

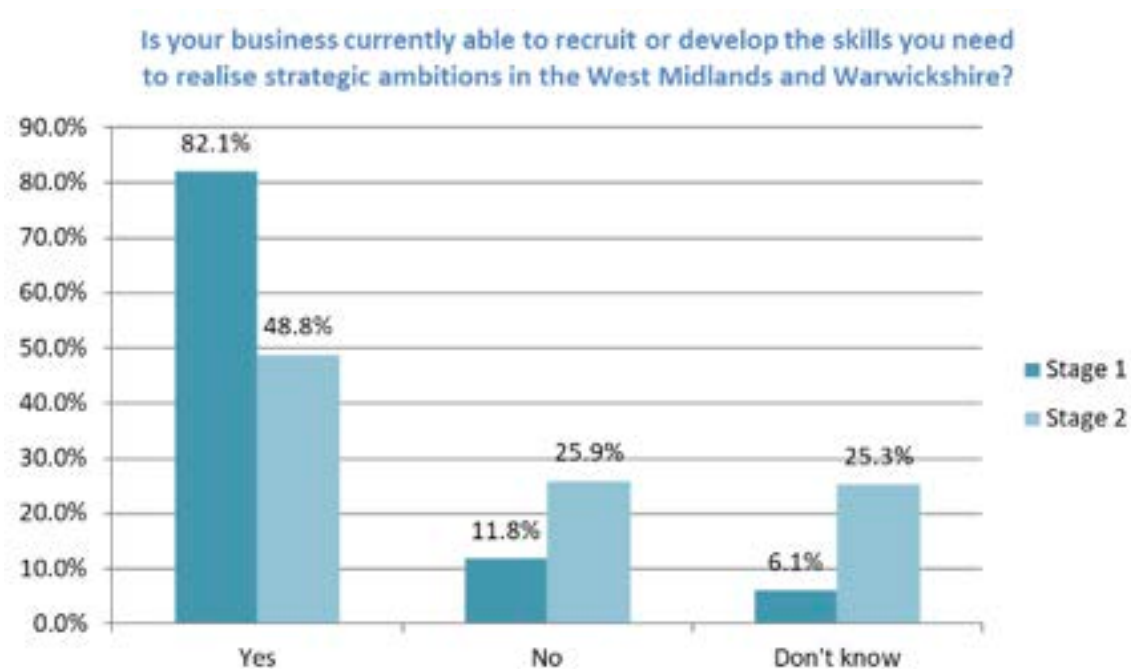
# 62.

## II: Business Capacity



In Stage 1, less than two thirds (63.5%) of businesses surveyed reported currently operating at full capacity. In Stage 2, this decreased to less than half (42.2%), with a greater proportion of local firms surveyed reporting that they are not currently operating at full capacity (48.2%).

### III: Ability to Access or Develop Skills



82.1% of firms overall reported that they are currently able to access or develop the skills needed to realise strategic ambitions in the West Midlands and Warwickshire in Stage 1, with 11.8% reporting that they weren't currently able to do so.

Comparatively, less than half of firms expressed confidence about being able to access or develop the skills needed to realise strategic ambitions in the West Midlands and Warwickshire in Stage 2 (48.8%). A quarter (25.9%) of firms surveyed in Stage 2 reported that they are not currently able to do so. A further quarter (25.3%) were unsure.

# 64.

If no - What skills needs are you currently unable to meet in the West Midlands and Warwickshire?

Paralegals with any experience. Most of the recruits from recruitment agencies have been pretty poor and lack motivation.
Adequate IT training
All mechanical engineering skills and machine operating
Degree level Engineers - Electrical, Mechanical and Software (Comp sci)
Skilled structural and Civil Engineers, Commercial staff (quantity surveyors), planners and risk managers, design engineers, Scrapers, graders for earthworks, tunnel boring machine staff.
These are the key roles being advertised in the area: Primary Education Teaching Professionals Care Workers and Home Carers Programmers and Software Development Professionals Cleaners and Domestic Secondary Education Teaching Professionals Other Registered Nursing Professionals Mechanical Engineers Chartered and Certified Accountants Solicitors and Lawyers Warehouse Operatives Sales and Retail Assistants Large Goods Vehicle Drivers Advertising and Marketing Associate Professionals Finance and Investment Analysts and Advisers Chefs Electricians and Electrical Fitters



Security Guards and Related Occupations  
Registered Nurse Practitioners  
Waiters and Waitresses  
Bar Staff  
Carpenters and Joiners  
Sports Coaches, Instructors and Officials  
Property, Housing and Estate Managers  
Registered Specialist Nurses  
Registered Mental Health Nurses  
Fitness and Wellbeing Instructors  
Elementary Storage Supervisors  
Registered Community Nurses  
Caretakers  
Hairdressers and Barbers  
Registered Children's Nurses  
Beauticians and Related Occupations  
Delivery Operatives  
Elementary Storage Occupations

Industrial Software and Design Engineers, Electrical / Mechanical

blue collar & engineers

sourcing specialist subcontractors , to secure additional business

Difficult to find a stable - limited skills workforce  
We need to help older people develop their IT skills

Window Fitters, Surveyors and quality management are hard to find in the Midlands

Engineering, Mechanical and Electrical Design Engineers, PLC/controls and Software, mainly related to manufacturing and Industry

Craft skills

Cyber Security expertise locally (non-local people are available).

# 66.

sales people with the knowledge of the oils, lubrication, chemical needs of the manufacturing sectors in the region.

To make things we need lubricants/chemicals/process fluids etc and this is so overlooked in training and people development.

Maintenance skills - All levels.

Design skills - TEKLA, REVIT & Auto Desk products design software

High level technical/consultancy

Sport and Leisure Sector workforce shortages;

- Swimming Teachers/Assistants

- Lifeguards

- Other aquatic based roles e.g. Aquatic Activity for Health Instructors

Technical Sales

Skilled engineers to deliver on projects

English speaking

(If currently unable to recruit or develop the skills you need to realise strategic ambitions in the West Midlands and Warwickshire-) Are there specific types of training which you are currently unable to access in the West Midlands which would be of benefit to your business? Please provide details of how you think this needs to be delivered to be effective (e.g. time, location, duration)

Power Bi training
Not specifically but just in general I think the skills gap is looming
Training is not the issue, it's keeping hold of the staff once they have been fully trained which we are struggling with. Everybody wants to work from home.
No - we believe the core issue is attracting enough good talent into STEM at an early age
Formwork, spray concrete lining, steel fixing, working at heights on site or close to site, short duration courses
Intermediate level apprenticeship programmes Sector-specific training (e.g. forklift driver training, HGV Driver Licences) Future skills training (e.g. green, digital or tech skills)- Advanced level apprenticeship programmes Short modular training courses Higher level apprenticeships programmes
quantity surveyor
Window Fitter Training, we have to train in-house
Cyber security workshops would be good, both to prospective employees and to wider businesses in the region as changing career at senior levels requires possessing skills to meet the salary expectation. There could be introductory sessions to allow people to decide if the industry is one they wish to join and understand the opportunities and skills needed - probably 1-2 hours virtual session would work. For more involved training this could be a full day in person workshop for an overview of all the areas then followed up with specific areas of focus which would also take a day (to provide people options).
There seems to be no teaching of engineering, chemistry, maths, verbal skills, sales negotiation, interaction with real people - face to face, understanding of how things we use every day are made.
Apprenticeships in many areas we service are unavailable or are other wise not eligible to utilise the Apprenticeship Levy.

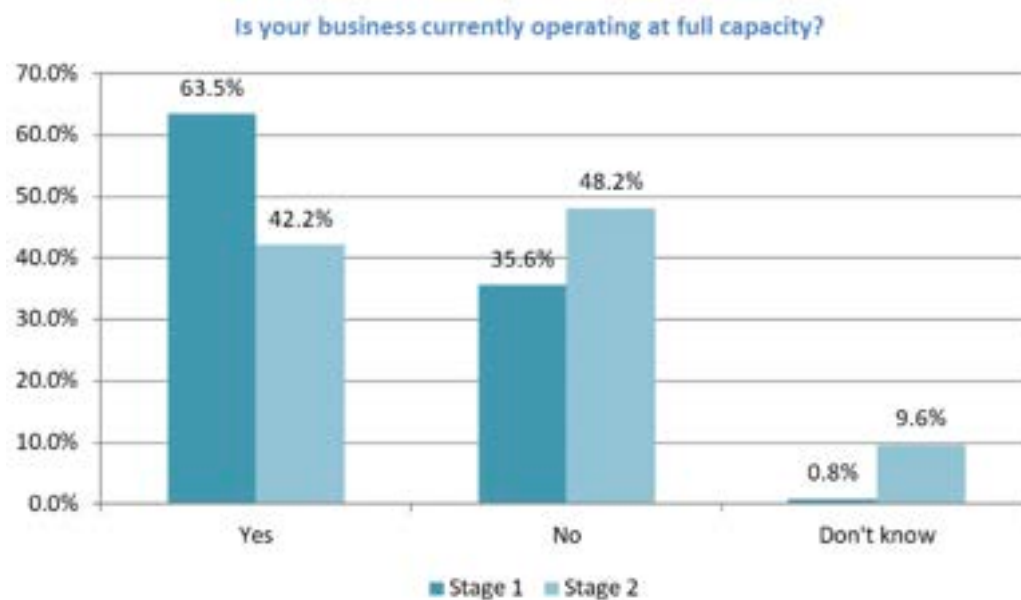
# 68.

Initial technical training for new recruits in Microsoft configuration as there is no apprenticeship program that is suitable. High level technology skills as the cost is very high
--

Not training, just recruiting.
--------------------------------

ESOL
------

#### IV: Clear Strategy or Programme for Employee Development

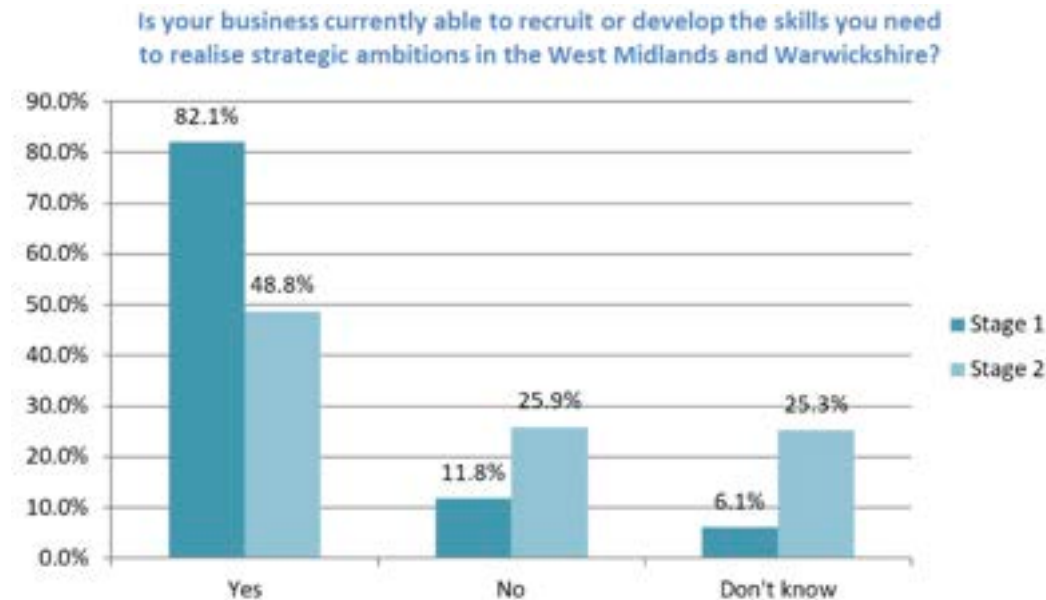


In WMW LSIP Stage 1, 72.2% of employers surveyed reported having a clear strategy or programme of support on providing training to all employees, and 3.6% reported having a strategy or programme of support for some employees, while 22.0% reported not having such.

Comparatively, in Stage 2, just under half of respondents (49.7%) reported that their organisation has a clear strategy or programme of support on providing training to employees, with significantly more than in Stage 1 indicating that their organisation has such for some employees (36.7%). Around half the figure seen in Stage 1 (10.6%) reported not having such at all.

# 70.

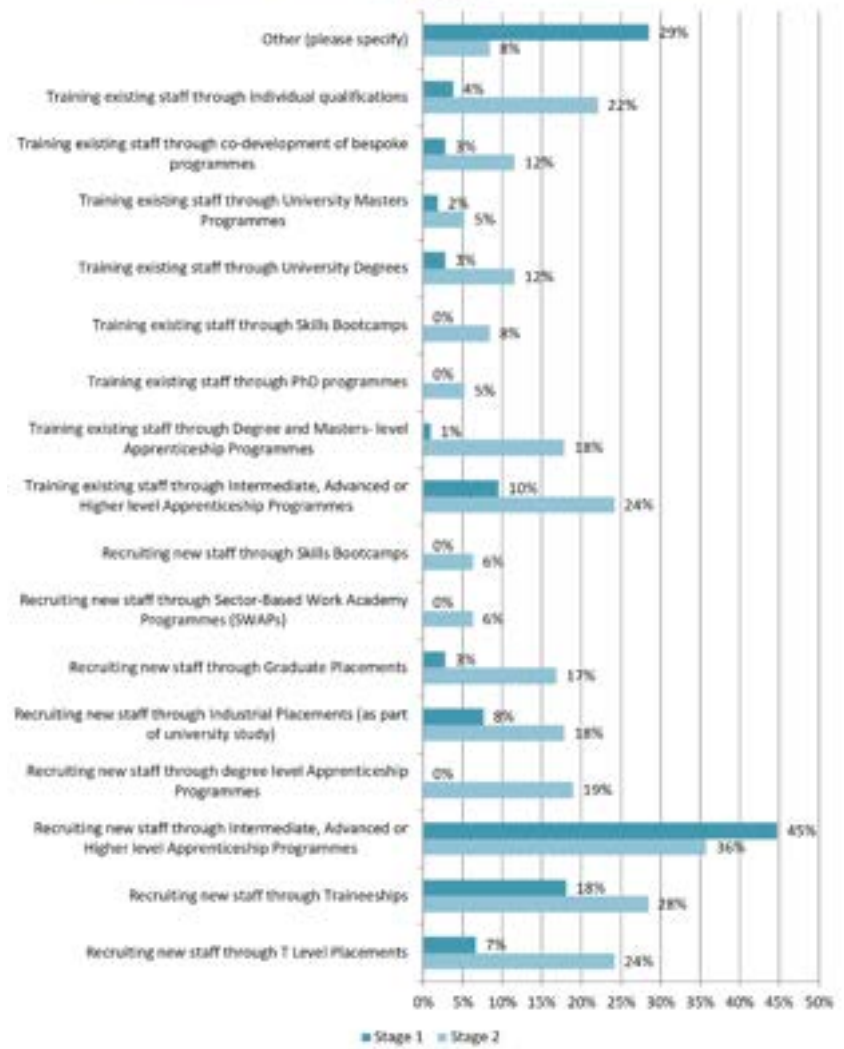
## V: Previous Engagement with Post-16 Education and Training



74.3% of employers surveyed by the WMW LSIP in Stage 1 reported having not worked with post-16 education and training providers in the last 5 years to recruit or up-skill staff. Where businesses had engaged with post-16 education and training providers in the last 5 years, they were more likely to have done so in order to recruit new staff (10.0%) or to both recruit existing and train new staff (9.8%) than just to train existing staff (4.8%).

Comparatively, employers surveyed in Stage 2 of the WMW LSIP far more frequently reported having worked with post-16 education and training providers in the last 5 years to recruit or train staff. 31.9% reported that they hadn't done so and 6.9% were uncertain, however 21.9% had engaged with such organisations to both recruit new staff and train existing staff, a further 21.3% had done so to train existing staff (only) and an additional 18.1% had done so to recruit new staff.

[If yes] In what way has your business worked with post-16 education and training providers in the last 5 years to recruit new staff and/or train existing staff? (please select all that apply)



# 12.

In both Stage 1 and Stage 2 of the WMW LSIP, where businesses reported having worked with post-16 education and training providers in the last 5 years to recruit new staff and/or train existing staff, they were asked in what way they had done so. However, it should be noted that due to a majority of respondents not having engaged with such organisations, the total response rate for this question was 105 employers in Stage 1 and 95 in Stage 2.

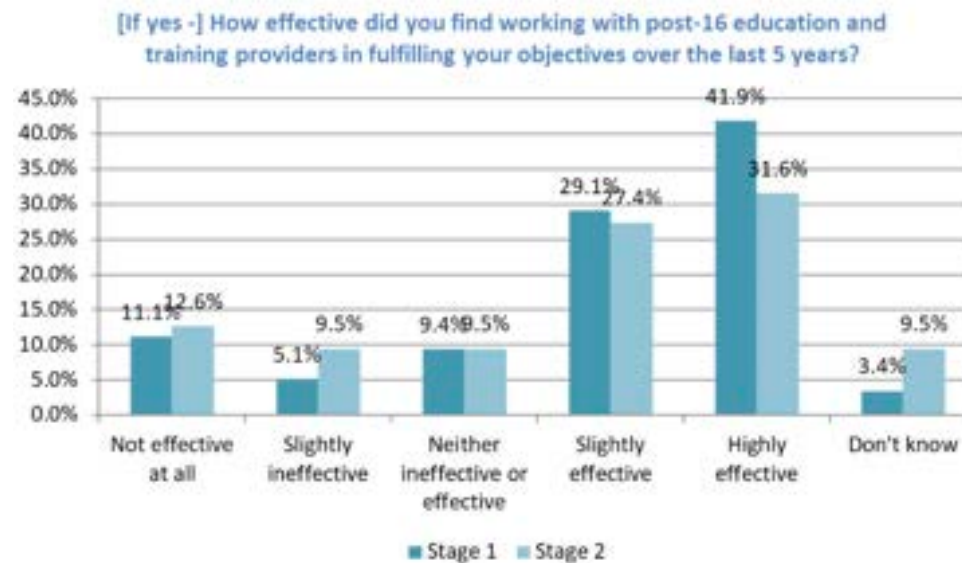
In Stage 1, businesses that had engaged with post-16 education and training providers in the last 5 years to recruit new staff and/or train existing staff most frequently reported having done so 'to recruit new staff through Intermediate, Advanced or Higher level Apprenticeship Programmes' (44.8%). Next most frequently reported was 'to recruit new staff through traineeships' (18.1%), followed by 'training existing staff through Intermediate, Advanced or Higher level Apprenticeship Programmes'.

In Stage 2, businesses that had engaged with Post-16 education and training providers in the last 5 years also most frequently reported doing so 'to recruit new staff through Intermediate, Advanced or Higher level Apprenticeship Programmes' (35.8%). This was followed by 'to recruit new staff through traineeships' (28.4%) and 'to train existing staff through Intermediate, Advanced or Higher level Apprenticeship Programmes' and 'to recruit new staff through T Level Placements' (each identified by 24.2% of respondents).

'Other' responses in Stage 2 included:

I'm not too sure as it was many years ago
We have worked with In-Comm in Walsall and also other independent bodies.
Training staff through STEAMhouse opportunities.
We present at Universities to students shortly leaving as well as guest lecture on topics and help advise on final year projects etc. We also help to accredit University courses from an industry perspective, ensuring the content is what we need as a potential employer.
Training staff through independent and in house training providers. Not focused on academic or educational programs, not obsessed with qualification or accredited programs. Topics covered leadership, sales, IT , marketing, social media.
CPD and coaching of staff





In both surveying periods, a majority of businesses which reported having worked with post-16 education and training providers in the last 5 years to recruit new staff and/or train existing staff indicated a positive experience of having done so; 70.9% of firms in total reported having found working with post-16 education and training providers slightly or highly effective in fulfilling their objectives over the past 5 years in Stage 1, and 59.0% in Stage 2.

In Stage 2 of the LSIP, slightly fewer respondents reported that this had been highly effective (31.6%) or slightly effective (27.4%) than in Stage 1, with a slightly high proportion than in Stage 1 indicating that they had found working with post-16 education and training providers slightly ineffective (9.5%) or not effective at all (12.6%) in fulfilling their objectives.

Once again, a relatively low response rate for this question (in both surveying periods) should be taken into account.

# 14.

Please provide further information on why you have given this answer and any ways in which your experience of working with post-16 education and training providers over the last five years could have been improved.

It depends upon the individual some do not like attending courses highlighting their weaknesses
We rely mainly on volunteers but in the past the apprentices have worked out well although they are no longer with us
There is too much red tape and complications in terms of insurance
we do not have the skills to be able to nurture school leavers
Unfortunately as we are a fully remote business, we don't have an office address so feel that we can't offer the supportive network needed for apprentices/graduates. We would like to, but don't bring in apprentices for this reason although there is definitely a need for it. We tend to head-hunt everybody who works for us and very rarely advertise.
Pre-Covid when we had an office base we actually had an apprentice which was going well but when lock down hit, that individual struggled with the motivation to keep up with the academic/college side of the apprenticeship and this fell through.
Don't get me wrong we have had some success with some of the younger people and apprentices but we have more success with the older generation. It's a shame as there is a massive skills gap especially as our older workers are getting older and will eventually need to be replaced.
Happy with current arrangements
We have unfilled apprenticeships because we could not find enough suitable candidates
T levels - highly effective SWAPs - some better than others Undergrad paid summer placement programme - highly effective Bootcamps - upskilling only. ineffective for new entrants at the moment
Apprentiships good Graduate and Industrial Placements - fair
Effectiveness has been varied dependent on the role - some have been highly effective and others less so.

We have a number of post 16 employee's undergoing training currently, the results are yet to be seen.
We use our trade association training services, British International Freight Association, and find them to be very effective and ready to bespoke the training to our requirements.
It is finding the right provider who will provide the dedicated training to the staff, we found a number of provider were 'its just about the money' rather than the quality of programme, but the ones we have settled with have taken the time to understand the business and adapt to what we require.
Apprentice Schemes have been successful, although at time the candidates put forward for selection have been poor. Industrial Placements have been good, but we have not undertaken for the last few years. Graduate recruitment is varied, there could be better support from the universities
We have found a lot of the students attending Universities are international and are looking for a multi-national based employer so they can work from their preferred country.
There should be a central hub to recruit Apprentices.
The trainers do not understand the real needs of industry and its supplier base.
Government changing to standard funding rates means Training Providers cannot use price to differentiate themselves. The requirement should be priced so good training providers can charge more and the terrible ones go to the wall.
I think there is too much emphasis based on accredited or qualification lead training programs and not enough on results and outcomes. I have found these academic programs cumbersome, too complicated and overburden the participant with an unnecessary amount of administration. I also think they take way too long to complete. I also struggle to understand how many of these training programs are measured by educationalist institutions rather than business institutions. I much prefer training that is action and result based rather than admin and academic based.
good results overall
Apprenticeship programmes through a Birmingham based training provider however we have not had the quality of applications from the local area therefore many of our places go to young people who relocate which isn't great. There doesn't seem to be enough opportunities to connect with young people particularly in Birmingham. As an SME we don't have capacity to attend every schools event and the only ones that cover the full area are very costly for a company our size.

# 16.

I think that COVID 19 has had a dramatic effect on the talent pool over the last 5 years and perhaps isn't the right period for measurement for success or otherwise.

No improvements. We are very satisfied

poor retention of staff to complete training

Educating academic staff on opportunities within the Sport & Leisure sector to better understand any training needs/skills and enabling them to offer career advice to students, has proved useful. Would benefit from wider engagement across this area.

Creating educational pathways for students into gaining the vocational qualifications and link up with local employers has proved successful for boosting recruitment.

More support with looking at adult education opportunities would be useful (diversifying the workforce)

A way to link with multiple educational institutes for a collective approach rather than working with each individually.

We have four apprentices all adding value to the business

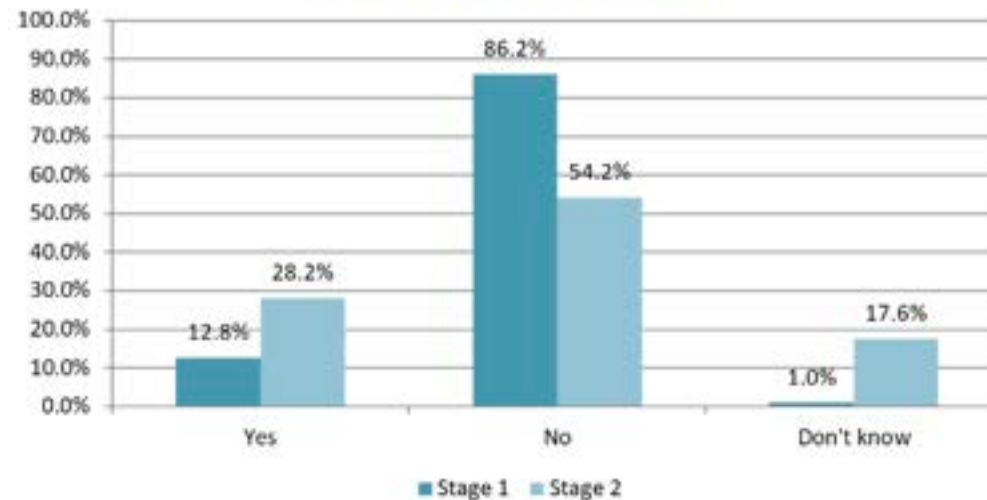
I have a good relationship with FE providers and they are clients.

There is clearly an issue with ensuring post-16 education is fit for purpose with employers. You can see that apprenticeship starts have significantly decreased since 2020 and starts with SMEs are 30% down

We've worked with a number of post-16 training providers with mixed experiences. We have had mainly positive experiences with private training providers, and those that stand out understand the importance of applying skills and knowledge in the workplace. Colleges, unfortunately, continue to be way behind on this approach.

The partnership is highly effective but it requires significant effort on our part to ensure the programmes remain industry-led.

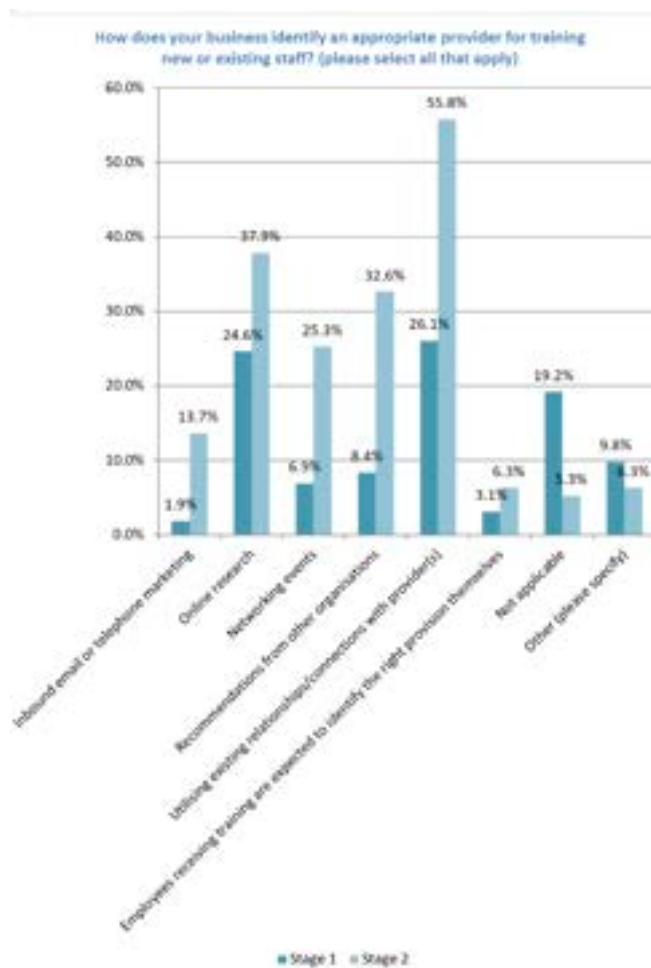
Has your business worked with post-16 education and training providers in the last 5 years to access skilled individuals to work with the business (for example, through internships, students working on live projects or Knowledge Transfer Partnerships)?



12.8% of businesses surveyed in Stage 1 reported having worked with post-16 education and training providers in the last 5 years to access skilled individuals to work with the business (for example, through internships, students working on live projects or Knowledge Transfer Partnerships). Comparatively, this figure was a significantly higher 28.2% in Stage 2.

# 18.

## VI: Identifying Appropriate Providers



In Stage 1 of the WMW LSIP, employers most frequently reported utilising existing relationships/connections with provider(s) (26.1%), online research (24.6%) and recommendations from other organisations (8.4%) to identify appropriate providers for upskilling new or existing staff.

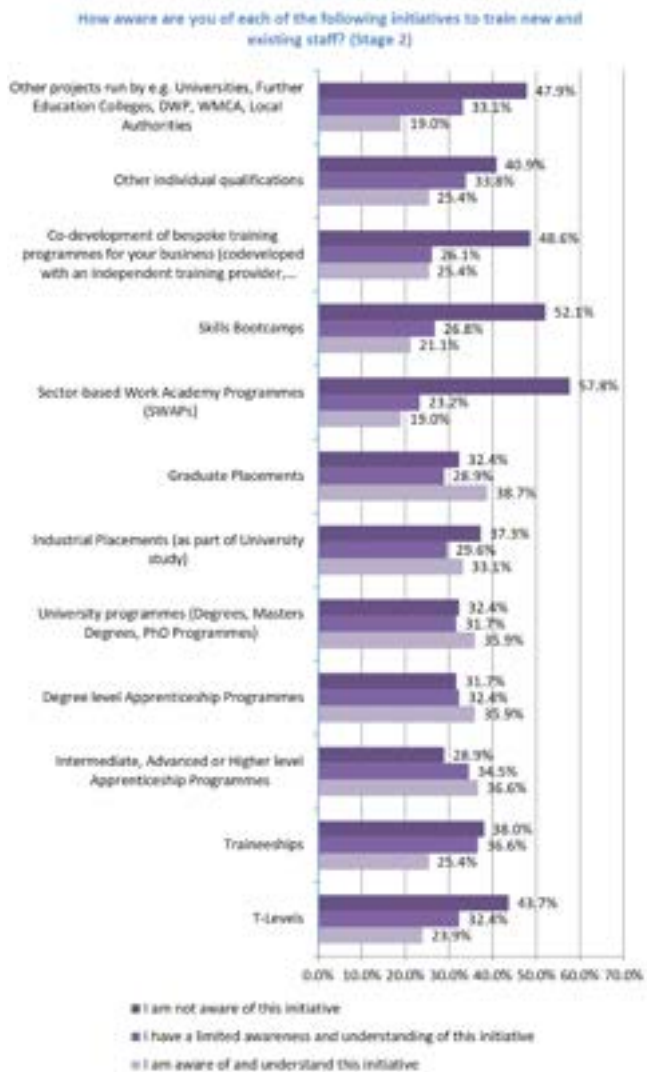
In Stage 2, utilising existing relationships/connections was once again the most frequent response, this time identified by a majority (55.8%) of respondents, followed by online research (37.9%) and recommendations from other organisations (identified by 32.6% of respondents).

'Other' responses in Stage 2 included:

NOW TRAIN TO OUR OWN RERQUIREMENTS
Through training courses provided by Trade Body
Local Chamber of Commerce
Standard industry qualifications are needed to do their role
Work with MTC

# 80.

## VII: Awareness of Initiatives to Train New and Existing Staff





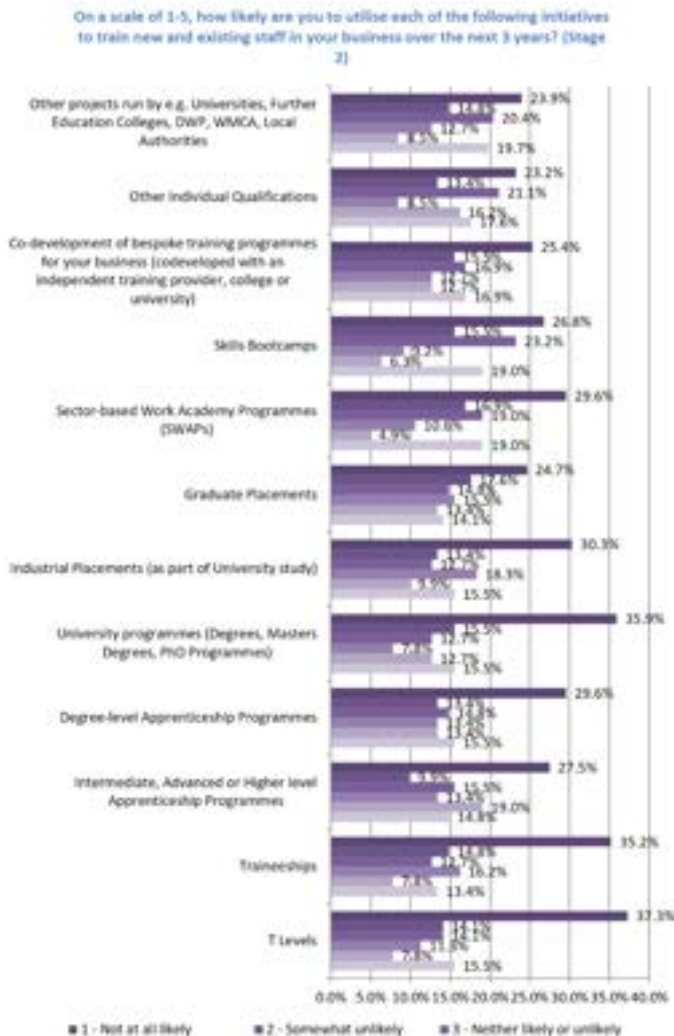
In Stage 1 of the WMW LSIP, surveying found that a majority of businesses are unaware of or only have a limited awareness and understanding of all post-16 education and training initiatives listed in the above chart. In Stage 2, this remains the case.

Stage 2 surveying found that respondents were most frequently aware of and understood Graduate Placements (38.7%), intermediate, advanced or higher level apprenticeship programmes (36.6%) and degree level apprenticeship programmes and university programmes (Degrees, Masters Degrees, PhD Programmes) (each understood by 35.9% of respondents).

Employers surveyed in Stage 2 were most frequently unaware of Sector-Based Work Academy Programmes (SWAPs) (57.8%), Skills Bootcamps (52.1%) and co-development of bespoke training programmes for your business (codeveloped with an independent training provider, college or university) (48.6%).

# 82.

## VIII: Likelihood of Utilising Initiatives to Train New and Existing Staff

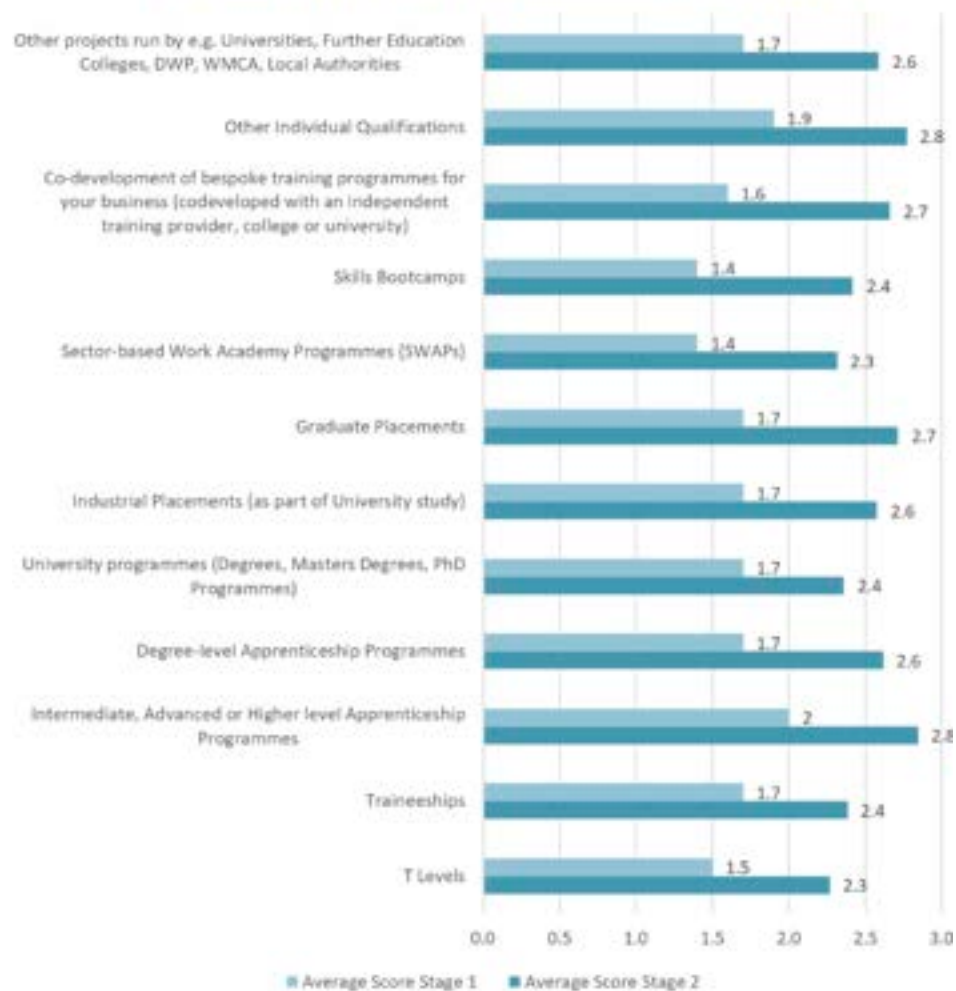


In Stage 1 of the WMW LSIP, a significant majority of the employers surveyed did not anticipate being at all likely to utilise any of the listed initiatives to train new and existing staff in their business over the next three years.

Sentiment appears to be more positive in Stage 2 surveying, as demonstrated in the below chart, which represents the average likelihood of employers utilising each of the listed initiatives, and highlights distinctions between Stage 1 and Stage 2 surveying periods.

# 84.

On a scale of 1-5, how likely are you to utilise each of the following initiatives to train new and existing staff in your business over the next 3 years?



In Stage 1, employers reported being most likely to utilise intermediate, advanced or higher level apprenticeship programmes (with an average likeliness of 2.0), 'other individual qualifications' (1.9) and equally (each with an average likeliness of 1.7) traineeships, degree level apprenticeship programmes, university programmes, industrial placements, graduate placements and other projects run by e.g. universities, further education colleges, DWP, WMCA and Local Authorities.

In Stage 2, the initiatives employers report being most likely to utilise are similar – 'intermediate, advanced or higher level apprenticeship programmes' and 'other individual qualifications' (each with an average likeliness of 2.8) and 'Graduate Placements' (2.7). However, what's noticeable is that in Stage 2, 7 of the 12 listed initiatives have an average likeliness above 2.5 out of 5.0 (compared to 0 in Stage 1).

# 86.

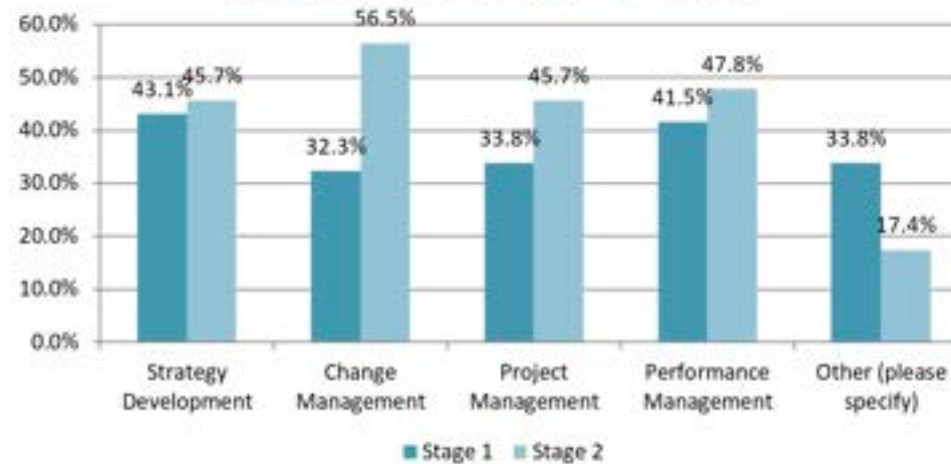
## IIx: Digitisation: Overcoming Challenges and Maximising Opportunities



In Stage 1, 77.6% of businesses surveyed believed that all leaders and people managers within their organisation have adequate skills to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the coming three years. 14.2% did not believe this was the case.

In Stage 2, confidence appears to have been significantly lower, with just 40.9% of respondents indicating their belief that all leaders and people managers within their organisation have adequate skills to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the coming three years. 32.4% believed this not to be the case while a further 21.1% were unsure.

[If no-] What additional skills do you anticipate that leaders and people managers within your business will require to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the next 3



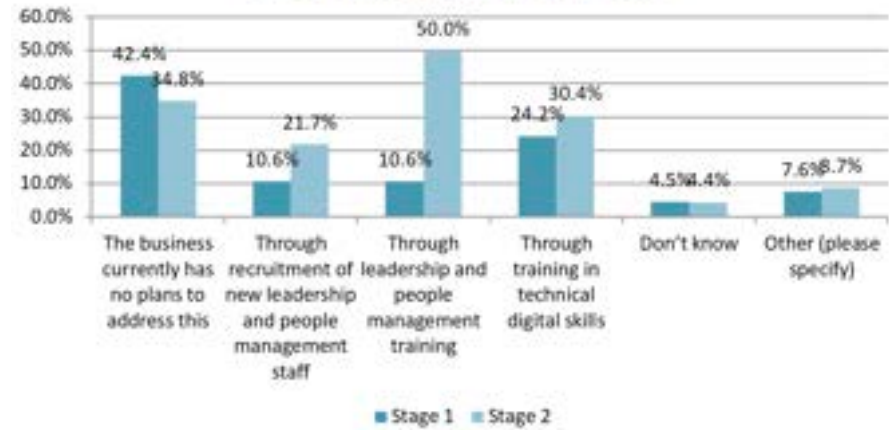
Due to the proportion of respondents which (in the previous question) expressed that they do not believe that leaders and people managers within their business have adequate skills to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the next 3 years, the overall samples represented in the above chart are 65 businesses in Stage 1 and 46 in Stage 2 and as such should be treated with caution.

Stage 1 respondents most frequently identified strategy development (43.1%), performance management (41.5%), and project management (33.8%) as additional skills required within their business to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the next 3 years.

Comparatively, Stage 2 respondents most frequently identified a need for 'change management' (56.5%), 'performance management' (47.8%) and 'project management' and 'strategy development' (each selected by 45.7% of respondents) skills. 'Other' responses in Stage 2 included:

Sustainable design
Maximising use of Big Data and AI, even though we operate in that field it is fast moving and requires time to understand and analyse the impact and benefits
AI
We would also need resources, which are limited in our charity
Tech/Tech consulting
Digital/AI
Sustainability Management

[If no] How do you plan to ensure all leaders and people managers within the organisation have adequate skills to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the next 3 years?





In Stage 1, of the respondents expressing concerns that leaders and people managers within their organisation do not have adequate skills to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the coming three years, 42.4% reported that their business had no plans to address this. Those businesses looking to address this most frequently reported looking to do so through training in technical digital skills (24.2%).

In Stage 2, half (50.0%) of those answering this question reported that their organisation has plans to address leaders and people managers not having adequate skills to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the coming three years through leadership and people management training. A further 30.4% reported the business seeking to address this through training in technical digital skills and 21.7% through recruitment of new leadership and people management staff. Nevertheless, 34.8% of Stage 2 respondents indicated that their organisation has no plans to address the identified skills gap.

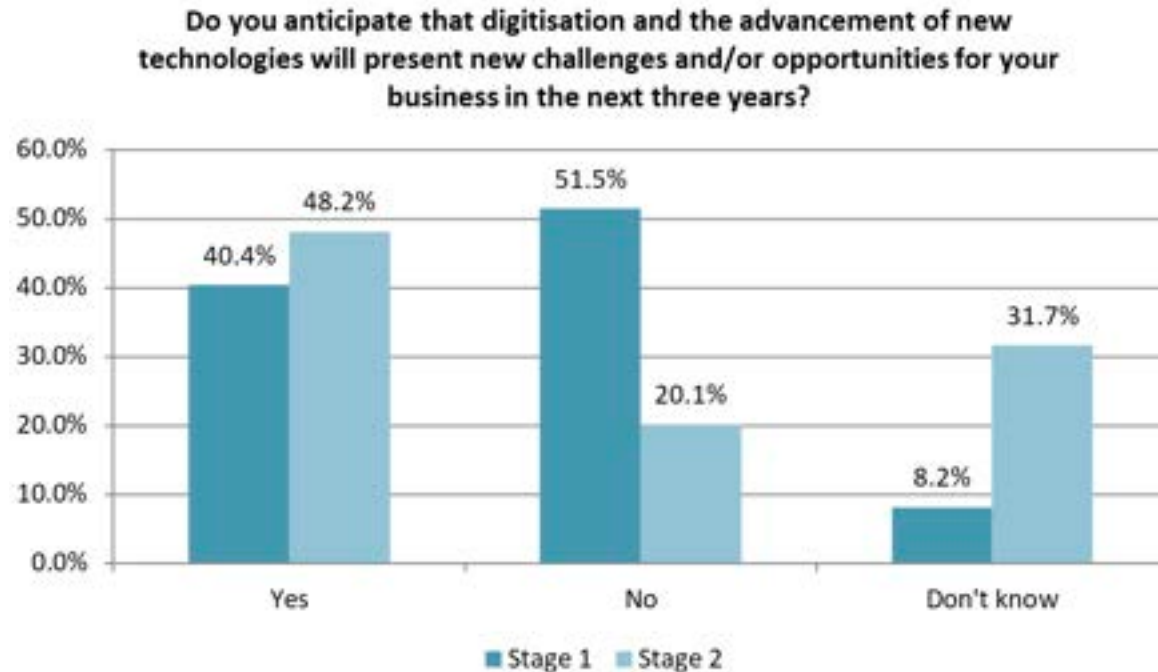
As above, due to limited sample size, results should be treated with caution.

'Other' responses in Stage 2 included:

Through Made Smarter/MTC College Digital Made Smarter Business Mentoring Programme
Send people to events to discuss and learn
We will take advantage of the skills and interests of those in our organisation that are interested in this area



# 90.



In Stage 1, 40.4% of respondents surveyed anticipated that digitisation and the advancement of new technologies would present new challenges and/or opportunities for their business in the next three years, while just over half (51.5%) of total respondents did not anticipate such new challenges and/or opportunities arising in association with digitisation and advancement of new technologies in the coming three years. 8.2% were uncertain.

In Stage 2, respondents most frequently anticipated that digitisation and new technological advancements would present new challenges and opportunities in the coming 3 years (48.2%). Just a fifth (20.1%) reported otherwise, with a significantly greater proportion than in Stage 1 expressing uncertainty (31.7% compared to 8.2% in Stage 1).

[If yes] What new challenges and/or opportunities do you anticipate that digitisation and the advancement of new technologies will present for your business in the next three years?

Stage 2 responses include:

AI & ChatGP are revolutionising parts of the Legal Industry with speed and efficiency savings
Affordability to bring these advancements into our business. Limited resources.
we will need to upskill our existing staff although we have been here for 25 years so all employees are very skilled
Opportunities - Data Capture and Capacity Planning IT on factory floor improving productivity, capacity, turnover and profitability Challenge - Funding in period where all cash reserves and resilience taken up by business recovery from Covid and/or repaying debt.
Things would run more smoothly and efficiently especially with the likes of AI, it could save us more time as a business and offer more growth but unfortunately we are not financially equipped to be able to do so currently
My business currently works within digitisation and utilises new technologies, specifically drones. I am hoping my equipment can help other busines in the W.Mids area become digitised by providing them digital twins of their locations, either in their current form or by way of improvement and or development.
In order to keep up with necessary changes the development of staff will need to be priority.
advancement of IT will effect how we work but we are unsure what will happen
AI
In Artificial Intelligence
AI adoption and understanding
We operate in the I4 / IOT sphere, however technology, and hyper-expectations, are still moving faster that we can keep up, AI as an example
AI
Increase revenue

# 92.

We are constantly updating and improving our systems to incorporate digitization and new technology. As with all change, challenges and opportunities will present themselves.

We will offer both existing and new customers the latest technology asset and software related.

change of customer buying habits

AI is fast moving and understanding how we adapt this technology along with digitalisation of paper-based and admin-heavy processes to ensure the company is managing cost and productivity

AI

We work in the cyber security space, things always need to be secured

How to control and use AI

Remote monitoring of fluid usage, digital ordering patterns, remote stock control etc.

AI will continue to increase our productivity in business critical areas as we increasingly automate where possible.

Massive opportunity to use AI for good reasons and outcomes

Staying ahead of the competition

Ability to understand, work with and maximise digitisation within the business, and impact to product portfolio

Process changes

ELECTRIFICATION IS THE KEY OPPORTUNITY

How to harness AI for our benefit

New platform opportunities for Euro VII vehicle launches

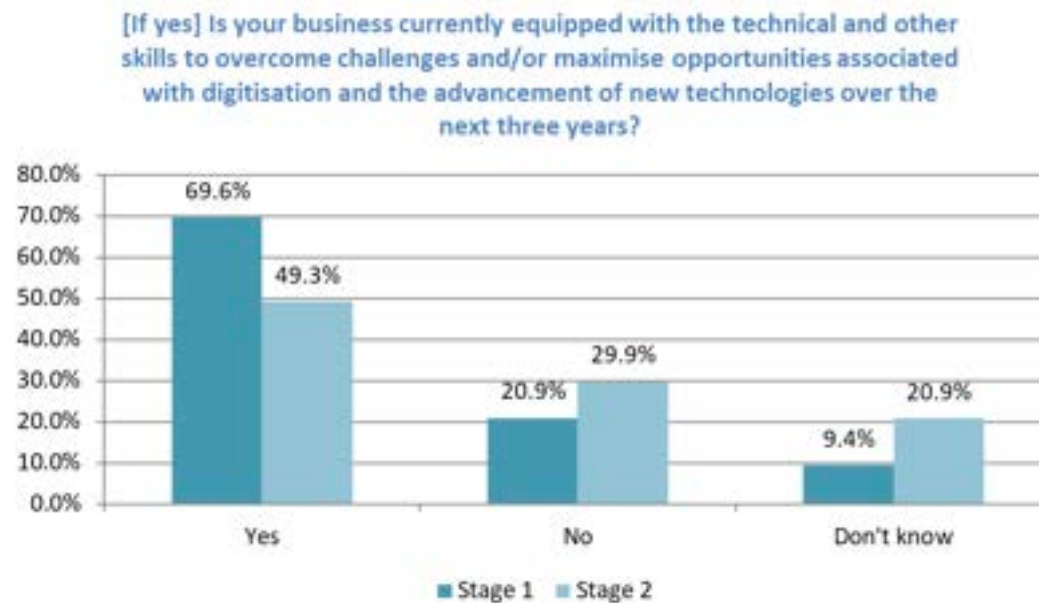
Opportunity for WMG to provide Digitisation & new tech support to manufacturing SMEs

AI and CRM system

Opportunity to introduce our products into new markets and verticals

Staff do not have basic IT skills

Opportunities in automation and autonomous technologies. Challenge in ensuring our customer's consumer base are ready to adopt and potential need to diversify



In Stage 1, 69.6% of firms anticipating that digitisation and the advancement of new technologies would present new challenges and/or opportunities for them in the next three years reported that they were equipped with the technical and other skills to overcome these challenges and/or maximise these opportunities, compared with 20.9% which did not, and 9.4% which were uncertain.

In Stage 2, 49.3% reported that they were equipped with the technical and other skills to overcome these challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies. 29.9% indicated otherwise and 20.9% were uncertain.

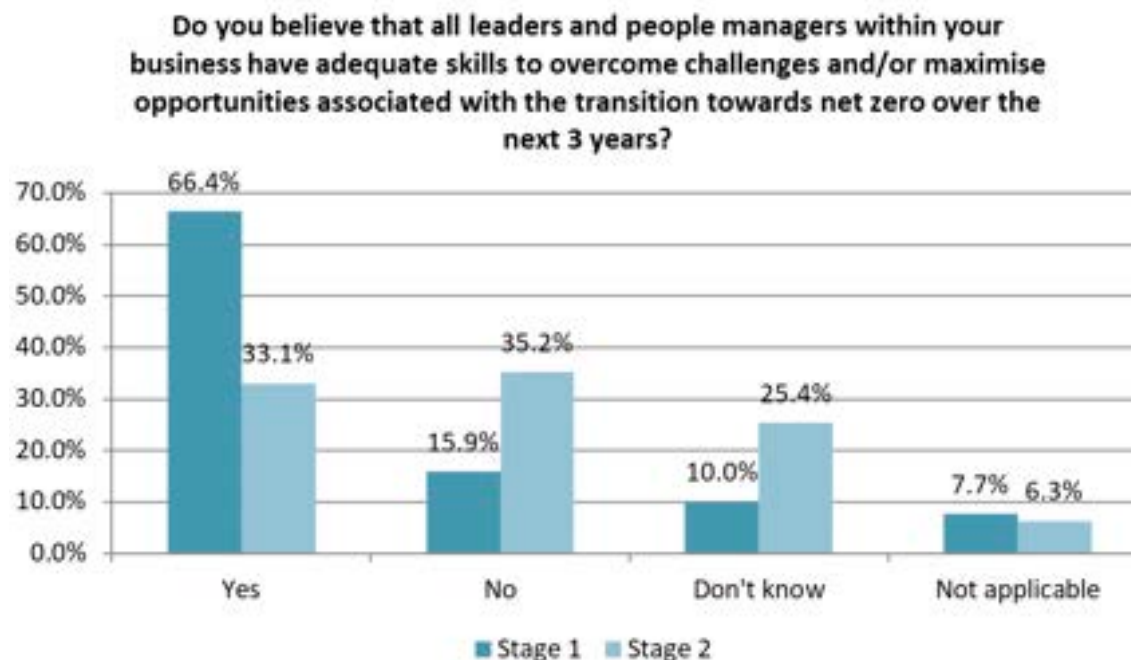
# 94.

[If no] What additional technical and/or other skills do you anticipate your business will require to overcome challenges and/or maximise opportunities associated with digitisation and the advancement of new technologies over the next three years?

Stage 2 responses include:

More funding is the issue, we have the skills already needed
Understanding at basic and advanced level
We are well placed, but still require increased Training in new Technologies, and there is a lot of expensive hype in the marketplace
require up to date training on procurement procedures
IT systems project manager and data analyst
Artificial Intelligence
Understanding New technology takes time, time I don't always have, so although the ultimate result maybe efficiency improvement, I have to be less efficient to start with in order to take full advantage
We are too small as a company to have the skills or investment funds or the knowledge base to handle this. Also no young people are interested in our sector to come and be the link between now and the future.
Additional automation / robotics and software design skills.
Understanding AI, machine learning and mobile apps
Better understanding of how it can help
How to embrace AI
Electrification skills and the conversion of mechanical to electrical
IT for non IT users

## X: Environmental Sustainability: Overcoming Challenges and Maximising Opportunities

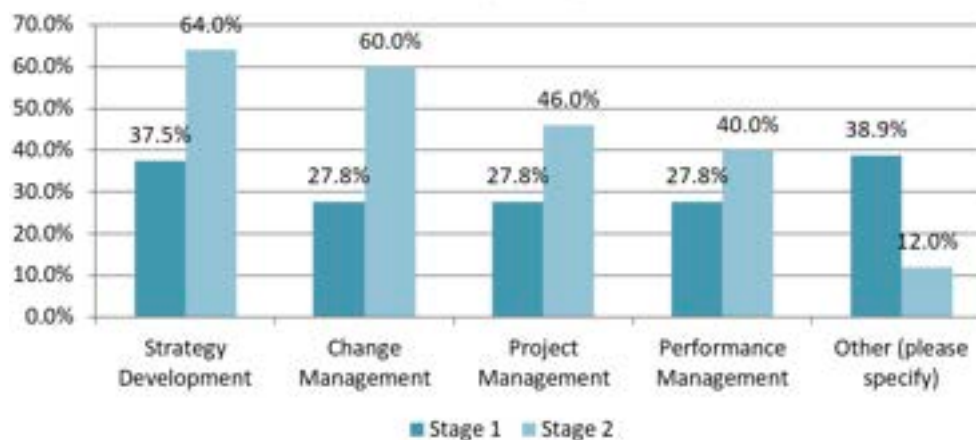


In Stage 1, 66.4% of businesses surveyed believed that all leaders and people managers within their organisation had adequate skills to overcome challenges and/or maximise opportunities associated with the transition towards net zero over the next 3 years. Conversely, however, 15.9% of firms did not believe this to be the case.

In Stage 2, the proportion of respondents identifying a skills gap in this area (35.2%) was marginally higher than the proportion who believed that all leaders and people managers within their business have adequate skills to overcome challenges and/or maximise opportunities associated with the transition towards net zero over the next 3 years (33.1%). Just over a quarter of respondents (25.4%) were uncertain.

# 96.

[If no] What additional skills do you anticipate that leaders and people managers within your business will require to overcome challenges and/or maximise opportunities associated with the transition to net zero over the next 3 years? (please select all t



Due to the proportion of respondents which (in the previous question) expressed that they do not believe that all leaders and people managers within their business have adequate skills to overcome challenges and/or maximise opportunities associated with the transition to net zero over the next 3 years, the overall samples represented in the above chart consist of 72 businesses in Stage 1 and 50 in Stage 2. Due to the relatively small sample size, findings must be treated with caution.

Stage 1 respondents most frequently identified strategy development (37.5%), followed by change management, project management and performance management (each reported by 27.8% of respondents) as additional skills required within their business to overcome challenges and/or maximise opportunities associated with the transition to net zero over the next 3 years.

Stage 2 respondents, similarly, most frequently identified strategy development (64.0% - a significantly higher proportion than in Stage 1), followed by change management (60.0%) and project management (46.0%).



Other responses in Stage 2 included:

The drive towards electric vehicles poses a huge risk to us as we do a lot of long distance journeys and it is not feasible to have to stop and charge the vehicles, it wouldn't meet our needs.

It's not to do with skills, more of the fact that the whole net zero approach is a farce

Sustainable Supply Chain Management as net zero driven through the supply chain by aspiring banks and its shareholders

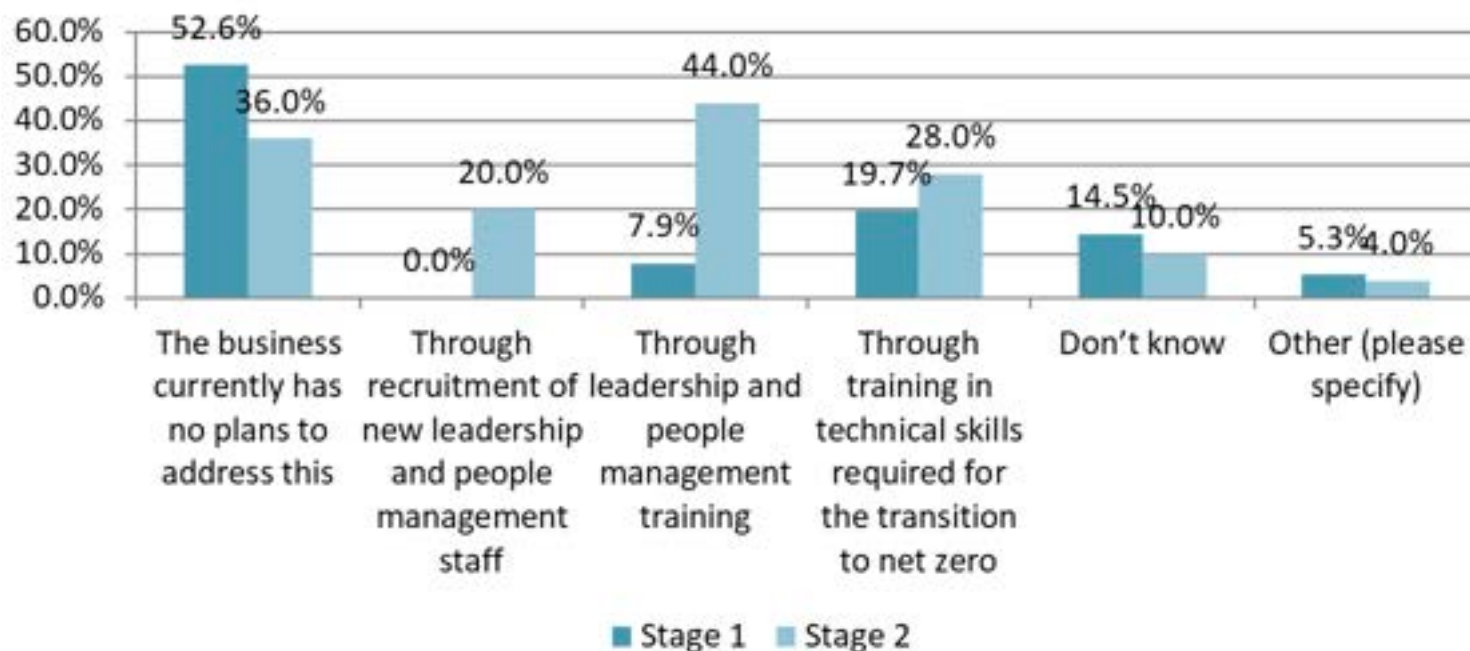
basic understanding of the net zero journey and relevance

Net zero understanding

Motivation to act

# 98.

[If no] How do you plan to ensure all leaders and people managers within the organisation have adequate skills to overcome challenges and/or maximise opportunities associated with the transition to net zero over the next 3 years? (please select all that a



Of those respondents expressing concerns that leaders and people managers within their organisation do not have adequate skills to overcome challenges and/or maximise opportunities associated with the transition to net zero over the coming three years, 52.6% in Stage 1 reported that their business had no plans to address this. Those businesses looking to address this most frequently reported seeking to do so through training in the technical skills required for the transition to net zero (19.7%). A notable percentage of respondents (14.5%) reported not knowing how their business planned to ensure leaders and people managers had the skills necessary for these purposes over the next 3 years.

Comparatively, in Stage 2, just over a third of firms (36.0%) reported that their business has no plans to address this. 44.0% indicated plans to address this through leadership and people management training, 28.0% through training in technical skills required for the transition to net zero and 20% through recruitment of new leadership and people management staff.

As above, due to sample size, findings must be treated with caution.

Other responses in Stage 2 include:

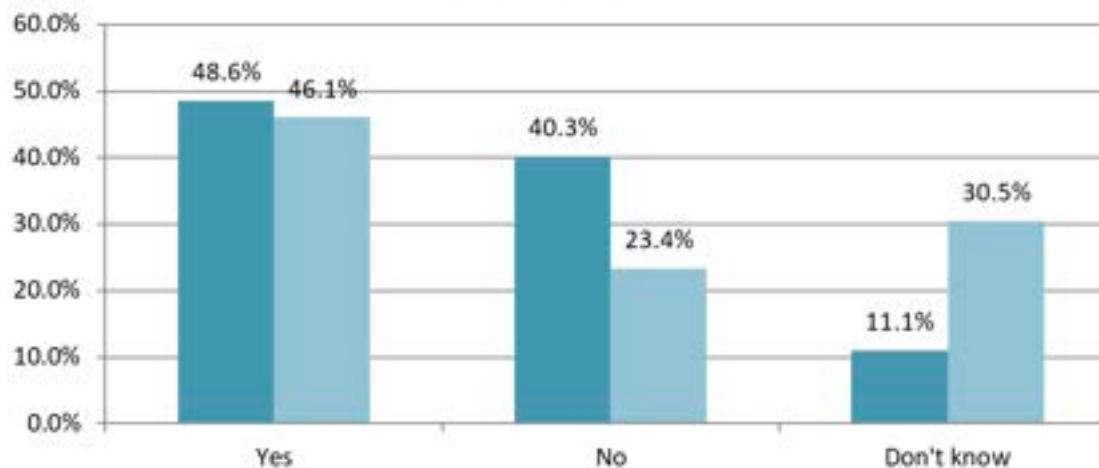
This all depends on legislation that is brought into place

The business is struggling to be able to afford the changes necessary to make the required specification changes. Our client base, which is principally public funded does not seem to be able to pay the extra required for net zero developments.



# 100.

Do you anticipate that decarbonisation and the transition towards Net Zero will present new challenges and/or opportunities for your business in the next three years?



40.4% of Stage 1 respondents surveyed anticipated that digitisation and the advancement of new technologies would present new challenges and/or opportunities for their business in the next three years, while just over half (51.5%) of total respondents did not anticipate such new challenges and/or opportunities arising in association with digitisation and advancement of new technologies in the coming three years. 8.2% of overall respondents were uncertain.

In Stage 2, the proportion of respondents anticipating new challenges and/or opportunities associated with decarbonisation and the transition to net zero was similar (46.1%), however significantly fewer did not anticipate such (23.4%) and a notably higher proportion than in Stage 1 indicated that they were uncertain about this (30.5%).

[If yes] What new challenges and/or opportunities do you anticipate that decarbonisation and the transition towards Net Zero will present for your business in the next three years?

Stage 2 responses include:

Its hard to say but we will just look to cross that bridge when it comes to it
Challenges - Funding, time, effort competitiveness of business
Diversification of business into new EV and E-aero market sectors
Costs for adjustments more than anything
Cost Basis
We are well on the way to understanding our carbon footprint. Our clients are increasingly expecting information - this is the opportunity and threat. Harder to do is the energy to produce and machine the metal parts we used often coming from the far east.
The cost of becoming net zero
Use of chemicals in paint
Fuel for vehicles
customer expectations and projects
Requirements for Net Zero - Understanding realistically what we can do - SME with a relatively low Carbon Footprint
The challenges will be in ensuring we attract and source candidates with the appropriate skills to meet our clients needs.
Changes in working practices and systems to ensure we can meet net zero requirements, opportunities across a number of sectors to support customers better.
We will make every effort to meet the requirements of our customers, both existing and new, to provide them with a Net Zero logistics solution.
continuity of supply chain

# 102.

Service companies need to travel through the UK. Electric vehicles cannot give a range of 500 miles. Cannot afford a 2-3 hour wait to recharge etc.
Identifying how we have a clear strategy that can be measured and used in tender and bid submissions. More contractors are looking to push this on to the supply chain and its understanding how we achieve this as a business.
Costs of decarbonisation, additional overheads in management and reporting
I expect that the deployment of local expertise will take a priority as currently the skills shortage means skilled employees are travelling to clients all over the UK.
We are an oil and chemical supplier to industry and firmly believe the transition to net zero has been badly thought out and is totally disconnected with reality. The carbon programme is badly flawed and green washing abounds everywhere.
Sustainability credentials, management and a new raw material will make steel a lower carbon alternative to concrete and timber.
The reduction and elimination of all hard copy training materials, face to face workshops and commuting to meetings. Increased recycling of packaging leading eventually to a mass reduction in packaging of goods etc. ultimately the total use of digital platforms, apps and software all conducted online.
It will change the way in which we innovate and develop our strategy
Net zero is a pipe dream and adds huge cost to ordinary uk manufacturing
Growing affordability issues.
Manufacturing processes, supply chain development
Keeping open and maintaining current swimming pool stock within the WM.
Education for LA's/operators in operational changes for energy saving/new innovations etc.
SKILLS NEEDED FOR ELECTRIFICATION FUTURE
How to prove our efforts to reduce our footprint and persuading our suppliers and clients to work on reductions.
New Electric & Hydrogen Vehicles component supply opportunities
Opportunity for WMG to provide NZ and De-Carb support to manufacturing SMEs
We are a electrical contractors which specialise in Renewable Energy so we can see the market getting busier

Opportunities to deliver programmes

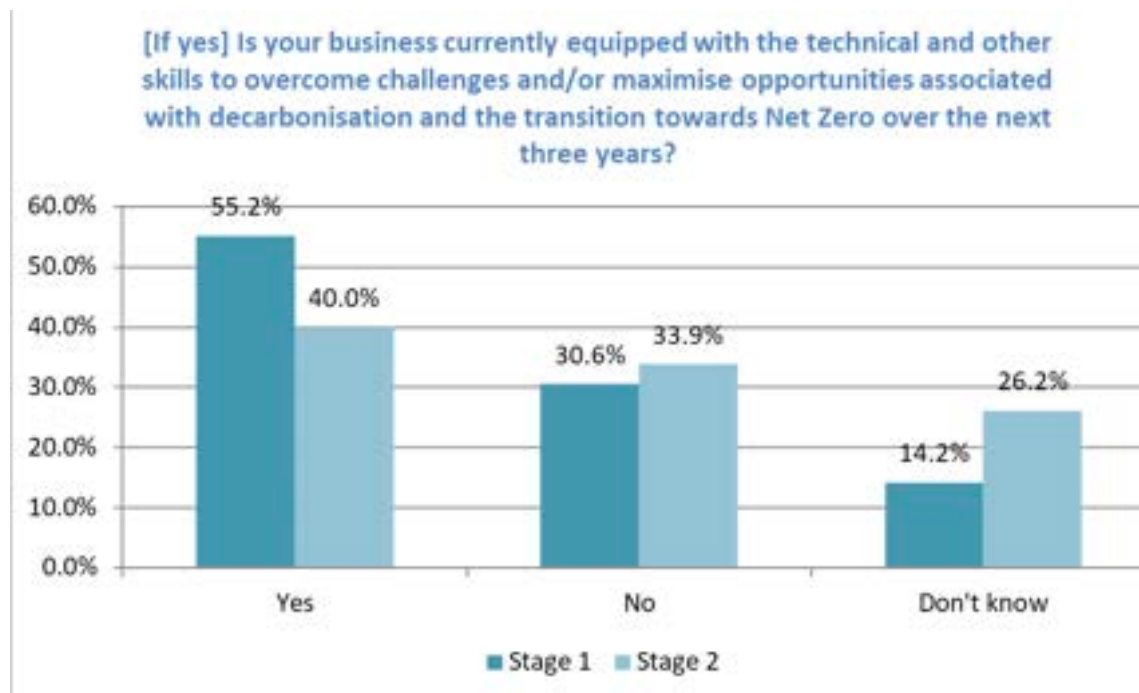
The closer any business gets to net zero the harder the challenge will be, and the more appropriate skills will be required to move forward. The skills are not yet readily available.

The use of our products for transport and delivery

New opportunities for our engineering services in new product development and new sectors

New challenges in final delivery of Net Zero Scope 1 & 2 by 2030 and Scope 3 by 2040 and cost of capital projects with minimal or long-term return on investment

# 104.



Of the survey respondents which anticipate decarbonisation and the transition to net zero presenting new challenges and/or opportunities for their business in the next 3 years, 55.2% in Stage 1 reported that their organisation was equipped with the technical and other skills to overcome these challenges and/or maximise these opportunities. 30.6% did not believe such.

In Stage 2, results were broadly similar (particularly taking account of the reduced sample size). 40.0% believed that their firm was equipped with the necessary technical and other skills, compared to 33.9% who did not believe this to be the case. A greater proportion than in Stage 2 reported uncertainty (26.1% compared to 14.2%).

[If no] What additional technical and/or other skills do you anticipate your business will require to overcome challenges and/or maximise opportunities

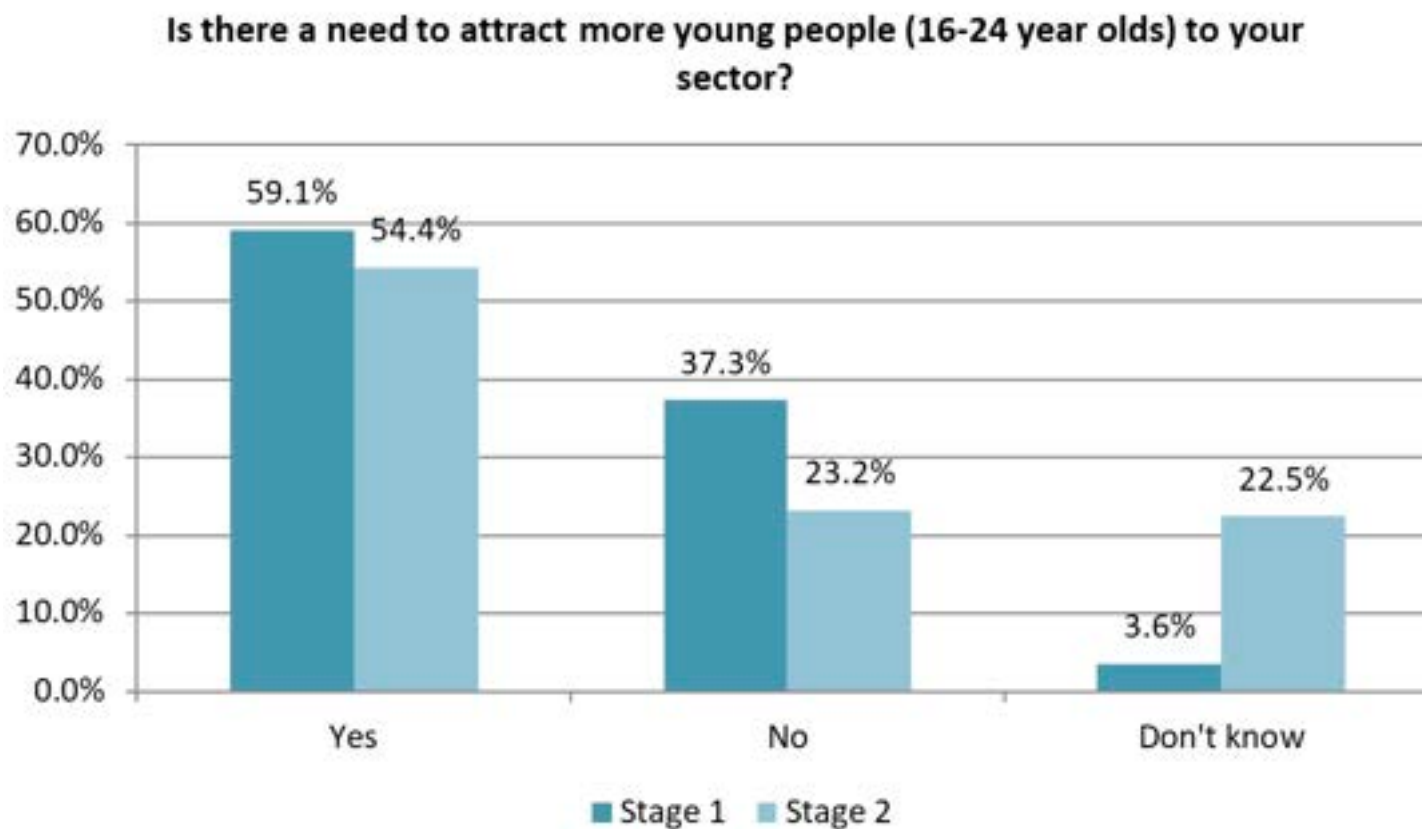


associated with decarbonisation and the transition towards Net Zero over the next three years?

Stage 2 responses include:

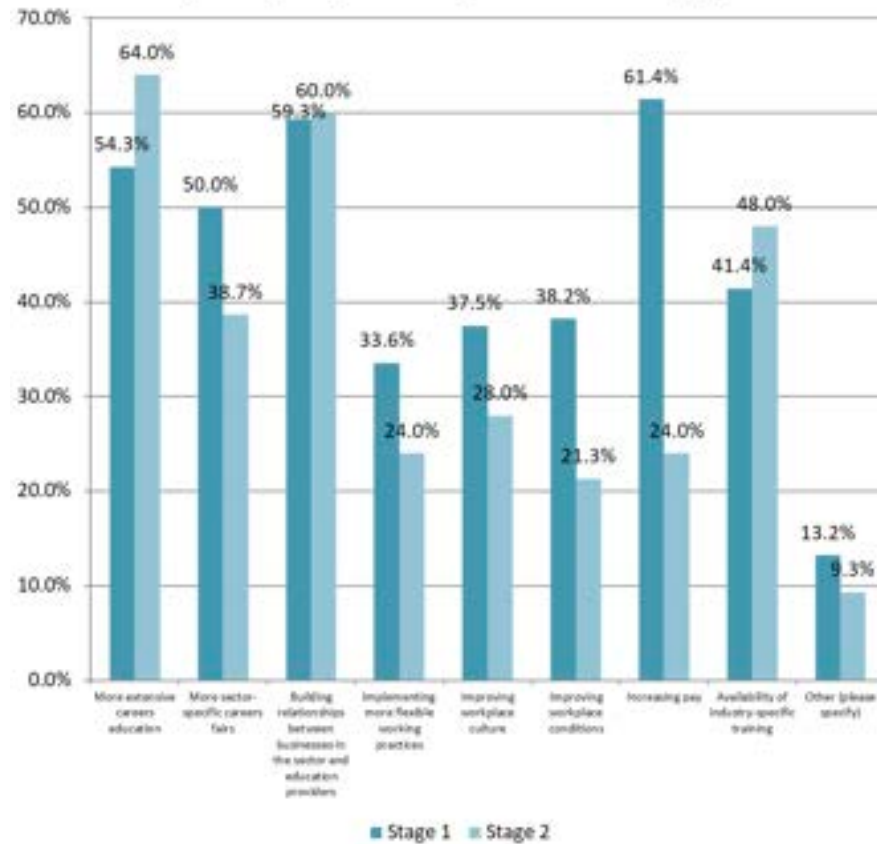
understanding legislation and requirements, at a basic level
Understanding requirements, understanding what supply chains can offer, as well as OEM/Large customer requirements
We have had an audit through Growth west Midlands and have attended number of courses, but yet to settle on one solution that or measurement system that we can work with across a number of sectors
How do we get out of the oil and chemical supply chain? The answer is - no chance- because reality is that we still need oils and chemicals for the future, but the younger generation are blinkered or greenwashed to avoid the reality. It makes industry people so depressed seeing and reading the false statements made by the government and society, when reality is so different. How do we make computers, mobile phones, EV cars, reading glasses, washing machines etc without oils and chemicals ???? We pass it all to China and India so we have clean hands ourselves.
A Sustainability Manager to plan our route to achieving specific decarbonisation targets.
We will continue to operate as before having taken steps to reduce energy consumption and therefore costs
Appropriate information.
Leadership
Measuring our own carbon footprint
The skills to understand and to maximise the potential of future requirements
Hydrogen / Clean Energy expertise Carbon capture understanding Decarbonised heat

XI: Attracting young talent



A majority (59.1%) of businesses surveyed in Stage 1 believed that there is a need to attract more young people (16-25 year olds) to their sector. This figure was a similar 54.4% in Stage 2, with a further 22.5% expressing uncertainty.

[If yes] What do you believe would attract more young people (16-24 year olds) into your sector? (please select all that apply)



# 108.

In Stage 1, businesses most frequently identified 'increasing pay' (61.4%), 'building relationships between businesses in the sector and education providers' (59.3%) and 'more extensive careers education' (54.3%) as changes which would attract more young people (16-24 year olds) into their sector.

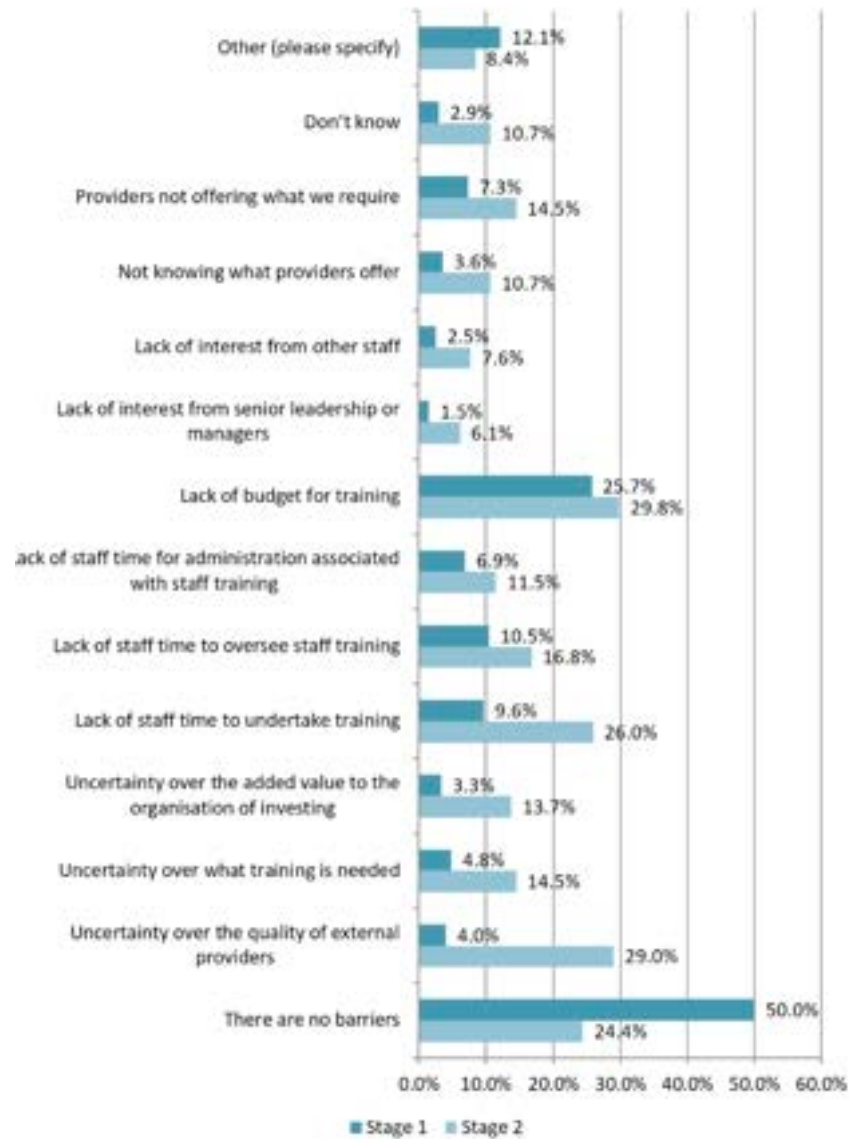
In Stage 2, 'more extensive careers education' was most frequently identified (by 64.0% of respondents), followed by 'building relationships between businesses in the sector and education providers' (60.0%) and 'availability of industry-specific training' (48.0%).

'Other' responses in Stage 2 included:

This sector is not really a sector for young people. It is very rare to see young drivers due to the legislation and requirements for driving in the UK. They need to be skilled drivers and have years of experience.
Recognition within the sector of what the roles actually bring and are able to offer to these people. I feel that this generally goes under the radar.
Salaries are quite strong within the sector and I think the more visibility this has it would grab more attention and attraction to the sector.
A lot of young people are pushed out of education without any work place experience. We like to give young people opportunities. We just recently took on 4 young people for training and kept them all on.
STEM ambassadors and get them early!
removing the stigma of manufacturing as a career

XI: Skills and Training: Overcoming Barriers

What do you perceive as the barriers preventing your organisation from increasing investment in skills and training? (please select all that apply)



# M10.

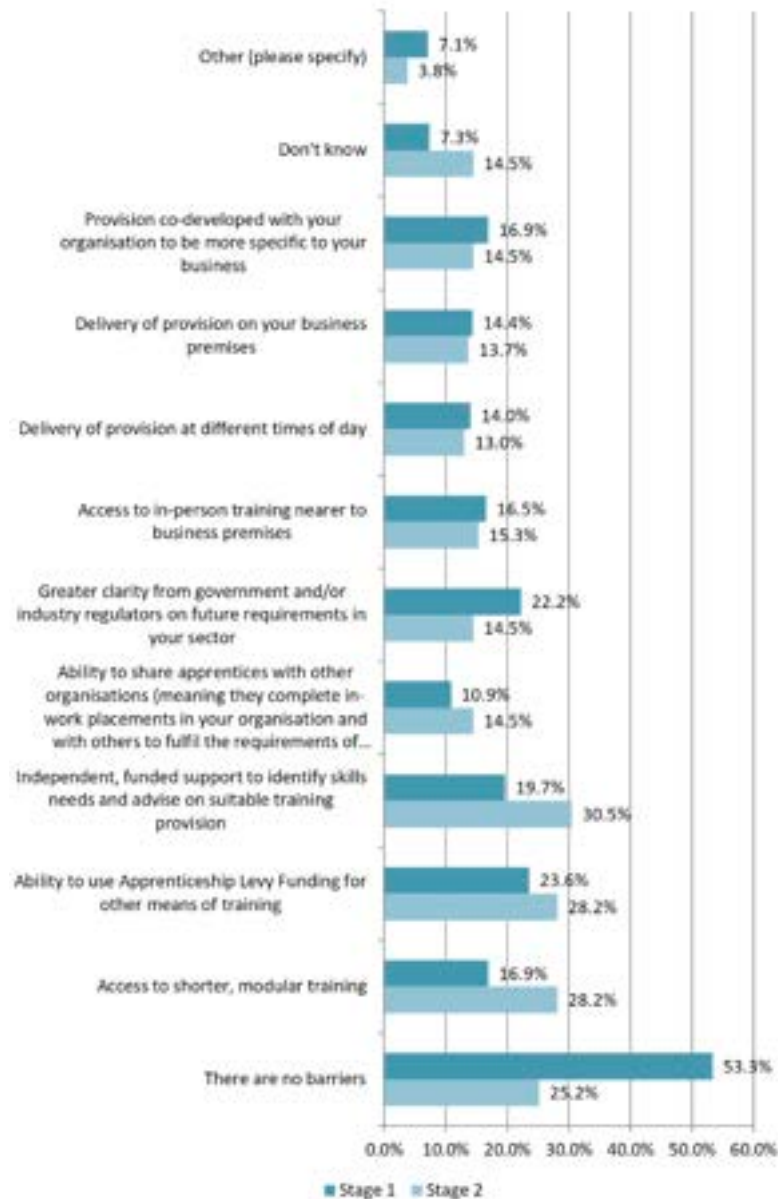
In Stage 1, 50.0% of overall respondents did not perceive there to be barriers preventing their organisation from increasing investment in skills and training, however, where barriers were identified by respondents, these were most frequently 'lack of budget for training' (25.7%), 'lack of staff time to oversee training' (10.5%) and 'lack of staff time to undertake training' (9.6%).

In Stage 2, just under a quarter (24.4%) reported there to be no barriers. The barriers most frequently identified were 'lack of budget for training' (29.8%), uncertainty over the quality of external providers (29.0%) and 'lack of staff time to undertake training' (26.0%).

'Other' responses in Stage 2 included:

We are such a small company, using apprentices wouldn't really work for us. The economical tax environment is the issue for us, always tethering on the edge of recession. The business tax burden is going up
Money and funding to support training and build my business
We offer support to the public sector but public sector procurement is our biggest challenge by far
Skilled workers is what we need, were not just after arms and legs. We need to build a team but can't due to the feast and famine I mentioned earlier. We can't recruit in the feast because then what do new do in the famine? We can't just lay people off. We can't use agencies/temp staff either due to the costs.
Not having the staff to be able to train in the first place. due to insurance purposes, we can only employ people over the age of 23 years old, which is a real shame. I actually teach post 16 in my spare time.
We have found that there is a ratio of experience to inexperience which limits our growth - combined with the lack of skilled mid career engineers - ie we are limited by organic growth
There are no barriers only things we do not yet know, there is a need to keep moving, keep learning and not thinking you know it all. Education is fluid and in order to keep up the company must keep up to date
priority linked to specific initiatives

Would any of the following suggestions support your organisation to overcome these barriers? (please select all that apply)



# M12.

In Stage 1, where respondents identified suggestions which would support them to overcome the aforementioned barriers to their firm increasing investment in skills and training, these were most frequently 'ability to use Apprenticeship Levy Funding for other means of training' (23.6%), 'greater clarity from Government and/or industry regulators on future requirements in your sector' (22.2%) and 'Independent, funded support to identify skills needs and advise on suitable training provision' (19.7%).

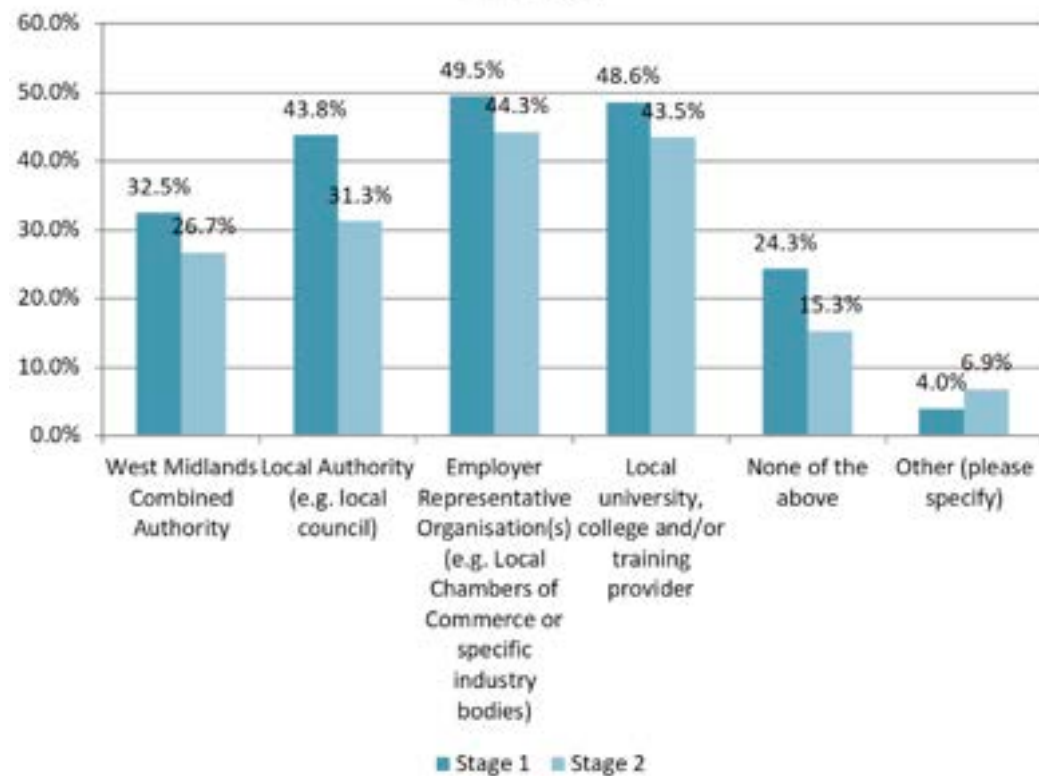
In Stage 2, 'Independent, funded support to identify skills needs and advise on suitable training provision' (30.5%), 'ability to use Apprenticeship Levy Funding for other means of training' and 'access to shorter, modular training' (each identified by 28.2% of respondents) were the most frequently identified suggestions to overcoming these barriers.

'Other' responses in Stage 2 included:

If we had an office base then probably all of these suggestions. Its difficult to offer the required level of intervention and support, as much as we would like to and this could be detrimental to those post 16. We recognise own short comings. I think that people learn best by listening and practising but being remote doesn't offer this much.
Unsure how any of these could assist us if I'm honest. China is our biggest barrier.
All our barriers come down to costs and securing funding for these
There is a limited understanding of the diversity of training needs and as such much of the training available is generic and so what is available is only a small part of the training journey
Funding to support training



Which of the following would you utilise for reliable advice or other practical help on skills and training related challenges? (please select all that apply)



# M4.

Survey respondents in Stage 1 most frequently reported that they would utilise employer representative organisations (49.5%), local universities, colleges and/or training providers (48.6%) and local authorities (43.8%) for reliable advice or other practical help on skills and training related challenges. This was the same in Stage 2, with employer representative organisations selected by 44.3% of respondents, followed by local universities, colleges and/or training providers (43.5%) and local authorities (31.3%).

'Other' responses in Stage 2 included:

Chamber of commerce Local education
Also our connections with other businesses. I would feel very comfortable picking up the phone to a multinational organisation for advice.
Trade Body
Local providers
Trade Associations linked to our end markets
My network

### Annex 3 – Ongoing Business Engagement – Sector-Specific ‘Deep Dives’

Alongside the West Midlands and Warwickshire LSIP Stage 2 surveying, the consortium of providers which secured funding through the WMW Local Skills Improvement Fund engaged Whitecap Consulting to conduct ‘deep dive’ research into the four priority focus sectors identified by the WMW LSIP to develop an understanding of the immediate and future skills requirements of employers; to inform and support the development of an agile and responsive FE-led skills offering, and to improve engagement and collaboration between employers and the FE sector.

In the spirit of collaboration and to avoid duplication of activities, the Chamber teams delivering the WMW LSIP supported re-engagement of Stage 1 research participants to contribute to these deep dives.

The four priority focus sectors identified in the WMW are:

- Construction
- Digital and ICT
- Engineering and Manufacturing
- Logistics and distribution

The research included a comprehensive desk research phase, including sector analyses; a mapping phase, reviewing the entire curriculum offering across the WMW FE sector; and a stakeholder interview phase, involving 1-1 in-depth discussions with decision-makers across the employer landscape.

The executive summary and an overview of recommendations from each deep dive report, as produced by Whitecap Consulting, are available below.

## Construction Sector Deep Dive

### Executive Summary

- The different regions in the WMW have clusters of businesses in construction sub-sectors - aligning skills and courses to the regional business needs is essential.
- The WMW construction sector is grappling with an acute labour shortage, at all levels from entry-level recruits to more experienced, senior hires.
- The modular housing sector is not advanced in the UK or the WMW - there are relatively few modular construction companies in WMW.
- Entry-level recruits are considered 'poorly equipped' for their roles - most entry-level recruits lack the necessary soft and essential skills vital for success in the workplace.
- Employers are generally satisfied with the technical skills taught by FE providers, both the range and quality of courses on offer. Some employers did however cite a challenge around new hires struggling to apply skills to work projects.
- Green trends in construction continue to show promising growth, but businesses interviewed don't see green skills as essential and consider green skills as a long-term requirement.
- There is mostly a requirement for basic digital skills, rather than 'advanced', particularly the ability to use digital devices and the Microsoft suite.
- There is an opportunity for FE providers to better promote their management & leadership offering, particularly to those already in work and looking to upskill.
- Limited awareness exists among employers of the FE sector's offerings, but there's a desire to build knowledge and collaboration.
- The apprenticeship scheme was met with mixed reviews from employers. The need and opportunity for a standardised best-practice approach to apprenticeships is more important than ever.
- The breadth of Construction courses on offer in the region is very good and there are no major gaps in course provision. Improved website communication is paramount for attracting a pipeline of talent into the sector.
- There is a need for FE providers to align their collective provision with the needs of employers through the effective 'co-opetition'.

## Strategic Recommendations

- Establish the WMW FE providers as a unified entity for both employers and students. This is already in train with the launch of SkillsWMW.
- Develop a go-to-market strategy for the Construction sector.
- Develop WMW FE providers operating model to support the LSIP and its future iterations of LSIP.

## Tactical Recommendations

- Design and implement a targeted campaign to increase the attractiveness of the Construction sector to young people and parents of young people.
- Develop a Construction Technology Institute (CTI) in WMW region.
- Introduce a basic digital skills module across all courses offered by the FE sector.
- Launch a joint initiative across the FE sector and employers to teach young people the basic soft/essential skills and workplace behaviours that are required/expected.
- Consider introducing Construction specific sustainable practices/ considerations into future curriculum development.
- Promote in-work management and leadership courses/ qualifications to the Construction sector.
- Create and adopt a consistent engagement model which can be applied to the apprenticeship programme across all WMW FE providers.

## Digital and ICT Sector Deep Dive

### Executive Summary

- The digital and ICT sector sees the most acute skills shortages in experienced hires that possess advanced technical skills. The talent pool for experienced hires is extremely competitive leading to challenges around retention, with many firms resorting to outsourcing.
- There is a strong supply of young talent into the sector. A sustainable approach to cultivating an experienced digital workforce should be a key focus and opportunity for the future.
- The demand for basic digital skills is prevalent across almost every sector and the trend towards digitalisation will only see this demand increase.
- Advanced digital skills are poised to become increasingly vital across all sectors.
- The WMW region has positioned itself as a leading centre for excellence in advanced manufacturing which requires the current and future workforce to be equipped with advanced digital skills.
- Employers are generally satisfied with the technical skills taught by FE providers, both the range and quality of courses on offer. Some employers did however cite a challenge around new hires struggling to apply skills to work projects. There is opportunity and desire for greater collaboration on curriculum development and delivery between FE providers and employers.
- Most entry-level recruits commonly lack the necessary soft and essential skills vital for success in the workplace.
- Green skills are not an immediate requirement. However, the pressure on the digital & ICT sector to reduce emissions and energy consumption is expected to have a direct impact on the need for green skills.
- There is an opportunity for FE providers to better promote their management and leadership offering, particularly to those already in work and looking to upskill.
- Limited awareness exists among employers of the FE sector's offerings, but there's a desire to build knowledge and collaboration.
- The apprenticeship scheme was met with mixed reviews from employers. The need and opportunity for a standardised best-practice approach to apprenticeships is more important than ever.
- The breadth of digital and ICT courses on offer in the region is good with core course provision across the LEP regions is very good. There are 345 digital and ICT courses across 17 colleges. There is a concentration at levels 1 – 6 in certain course categories, with the majority being at level 3.
- Improved website communication is paramount for attracting a pipeline of talent into the sector.
- There is a need for FE providers to align their collective provision with the needs of employers through the effective 'co-opetition'.

## Strategic Recommendations

- Establish the WMW FE providers as a unified entity for both employers and students. This is already in train with the launch of SkillsWMW.
- Develop a go-to-market strategy for the digital and ICT sector.
- Develop WMW FE providers operating model to support the LSIP and its future iterations of LSIP.

## Tactical Recommendations.

- Introduce a basic digital skills module across all courses offered by the FE sector.
- Target businesses across digital and ICT sector to undertake skills needs analysis to inform curriculum development.
- Increase apprenticeship opportunities across digital and ICT.
- Launch a joint initiative across the FE sector and employers to teach young people the basic soft/essential skills and workplace behaviours that are required/expected.
- Consider introducing Construction specific sustainable practices/considerations into future curriculum development.
- Promote in-work management and leadership courses/qualifications to the Construction sector.
- Create and adopt a consistent engagement model which can be applied to the apprenticeship programme across all WMW FE providers.

## Engineering and Manufacturing Sector Deep Dive

### Executive Summary

- The different regions in the WMW have clusters of businesses in engineering and construction sub-sectors - aligning skills and courses to the regional business needs is essential.
- The WMW construction sector is experiencing an acute labour shortage at all levels of the business. The industry faces challenges with an ageing workforce, industry misconceptions, and limited diversity.
- Entry-level recruits are considered 'poorly equipped' for their roles - most entry-level recruits lack the necessary soft and essential skills vital for success in the workplace.
- Employers are generally satisfied with the technical skills taught by FE providers, both the range and quality of courses on offer. Some employers did however cite a challenge around new hires struggling to apply skills to work projects. There is opportunity and desire for greater collaboration on curriculum development and delivery between FE providers and employers.
- Looking ahead to the next five years, businesses expect their engineers to have a better understanding of technology such as Cloud Computing, Data Security, Machine Learning, AI and Quantum Computing.
- The impact of sustainability on the skillsets of the workforce differs depending on business size and industry, however there is a consensus that sustainability will have a long-term impact.
- There is an opportunity for FE providers to better promote their management and leadership offering, particularly to those already in work and looking to upskill.
- Limited awareness exists among employers of the FE sector's offerings, but there's a desire to build knowledge and collaboration.
- The apprenticeship scheme was met with mixed reviews from employers. The need and opportunity for a standardised best-practice approach to apprenticeships is more important than ever.
- The breadth of engineering and manufacturing courses on offer in the region is very good and there are no major gaps in course provision. Improved website communication is paramount for attracting a strong pipeline of talent into the sector.
- There is a need for FE providers to align their collective provision with the needs of employers through the effective 'co-opetition'.



## Strategic Recommendations

- Establish the WMW FE providers as a unified entity for both employers and students. This is already in train with the launch of SkillsWMW.
- Develop a go-to-market strategy for the engineering and manufacturing sector.
- Develop WMW FE providers operating model to support the LSIP and its future iterations of LSIP.

## Tactical Recommendations

- Design and implement a targeted campaign to increase the attractiveness of the engineering and manufacturing sector to young people and parents of young people.
- Introduce a basic digital skills module across all courses offered by the FE providers.
- Utilise the Institute of Technology (IoT) to support provision of advanced digital skills to engineering and manufacturing sector.
- Launch a joint initiative across the FE sector and employers to teach young people the basic soft/essential skills and workplace behaviours that are required/expected.
- Consider introducing engineering and manufacturing specific sustainable practices/ considerations into future curriculum development.
- Promote in-work management and leadership courses/ qualifications to the Construction sector.
- Create and adopt a consistent engagement model which can be applied to the apprenticeship programme across all WMW FE providers.

## Logistics and Distribution Sector Deep Dive

### Executive Summary

- The WMW has a regional strength in logistics and distribution. According to the 2023 Logistics UK report, the West Midlands region (including Warwickshire), has got the highest proportion of logistics workers than any other region across the UK.
- The logistics and distribution sector is experiencing acute labour shortages of professionals with specialist licenses and qualifications, including Certificate of Professional Competence (CPC) and Heavy Goods Vehicles (HGV). Furthermore, there is a shortage of fitters, mechanics, and technicians.
- The WMW logistics and distribution sector is facing an ageing workforce and a lack of young talent in the sector.
- There are limited opportunities identified by employers across logistics and distribution for FE provision that meets their requirements. However, there may be opportunities for FE provision to offer specific certifications, licenses and qualifications as well as in-work training courses for employees looking to upskill and progress into management roles.
- Entry-level recruits are considered 'poorly equipped' for their roles - most entry-level recruits lack the necessary soft and essential skills vital for success in the workplace.
- Across all four sectors researched, employers are generally satisfied with the technical skills taught by FE providers, however, there is limited curriculum for the logistics and distribution sector. Across all sectors researched, some employers did cite a challenge around new hires struggling to apply skills to work projects. There is opportunity and desire for greater collaboration on curriculum development and delivery between FE providers and employers.
- Looking ahead to the next five years, there may be a requirement across the logistics and distribution sector for skills including Cloud Computing, Data Security, Machine Learning, AI and Quantum Computing.
- The impact of sustainability on the skillsets of the workforce differs depending on business size and industry, however there is a consensus that sustainability will have a long-term impact.
- There is an opportunity for FE providers to better promote their management and leadership offering, particularly to those already in work and looking to upskill.
- Limited awareness exists among employers of the FE sector's offerings, but there's a desire to build knowledge and collaboration.
- The apprenticeship scheme was met with mixed reviews from employers. The need and opportunity for a standardised best-practice approach to apprenticeships is more important than ever.
- There is a need for FE providers to align their collective provision with the needs of employers through the effective 'co-opetition'.

## Strategic Recommendations

- Establish the WMW FE providers as a unified entity for both employers and students. This is already in train with the launch of SkillsWMW.
- Develop a go-to-market strategy for the logistics and distribution sector.
- Develop WMW FE providers operating model to support the LSIP and its future iterations of LSIP

## Tactical Recommendations

- Introduce a basic digital skills module across all courses offered by the FE providers.
- Launch a joint initiative across the FE sector and employers to teach young people the basic soft/essential skills and workplace behaviours that are required/expected.
- Consider introducing logistics and distribution specific sustainable practices/ considerations into future curriculum development.
- Promote in-work management and leadership courses/ qualifications to the Construction sector.
- Offer and promote specialised licenses and qualifications to the logistics and distribution sector.
- Create and adopt a consistent engagement model which can be applied to the apprenticeship programme across all WMW FE providers.

# 124.

## **Annex 4: LSIF Project 1- Expanding the regional electrification and engineering offer; Individual capital projects at 6 colleges**

- BMet - Addition to existing equipment in the renewables centre and enhancement of training areas
- Dudley - install a NETZERO standalone training building at the rear of Advance 2.
- Solihull – Remodelling of a room in the AMC centre and purchase of new equipment and software focussed on supporting the growing need for UK power electronics, machines and drives
- GBSIoT purchase of a CP-Lab base unit for student factory projects, along with software and IT equipment.
- SCCB - Purchase of kit to deliver a new course for qualified electricians so they can install a domestic PV system, and electric vehicle charge points. To be completed in 2024/5.
- WCG – Refurbishment of a workshop space and purchase of electric vehicles, tooling, diagnostics and other equipment, training aids/teaching resources

## Annex 5: LSIF Project KPIs

### LSIF Project 1 - Expanding the local electrification and engineering offer

Data not available at time of reporting.

### LSIF Project 2 - Increasing capacity for skills delivery within Low Carbon/Sustainable Construction

Targets	Status at May 2024
20 x L3 courses with 325 starts and 245 completions	3 level 3 courses developed
4 x L4 courses with 30 starts and 28 completions	Data not available at time of reporting.
385 learners will use the equipment	Data not available at time of reporting.
16 new spaces created or refurbished	2
CPD for 40 staff	36
7 on industry placements	1
19 employers loaning staff for training etc	Data not available at time of reporting.
84 employers purchasing full cost training	Data not available at time of reporting.
71 reporting skills needs are being met	Data not available at time of reporting.

## LSIF Project 3 – Wider Green Skills

Target	Status at May 2024
17. Number of teaching staff undertaking CPD or benefitting from cascade training. Direct 266, Indirect 350	300
18. College leadership: Number of college leaders / governors supported through training or other support to build leadership and management capability - 54	15
22. Number of new teaching facilities created (e.g. no workshops / classrooms refurbished / fitted out with new industry standard equipment). 1	Data not available at time of reporting.

## LSIF Project 4 – Essential Digital Skills

Target	Status at May 2024
Number of new courses at Level 3 with starts and expected outcomes – no target set	2 new courses with 20 predicted starts and 18 completers
979 learners forecast to undertake learning using new facilities/equipment created under the LSIF.	866
23 employers reporting that training is giving learners the skills needed.	24
Employers reporting that training is giving their employees the skills they need – no target set	20
Employers providing industry placements to FE. No target set.	Data not available at time of reporting.
56 teaching staff undertaking CPD or benefitting from cascade training	62
23 employers reporting that training is giving learners the skills needed.	
23 employers reporting that training is giving learners the skills needed.	Data not available at time of reporting.

## LSIF Project 5 – Advanced Digital Skills

Target	Status at May 2024
9 new level 3 courses with 165 starts and 138 completions	8 courses with 130 learner starts and 108 completions
7 new level 4 courses with 120 starts and 106 completions	5 courses with 95 learner starts and 116 completions
1 new level 5 course with 10 starts and 8 completions	3 courses with 17 learner starts and 15 completions
3 courses with 17 learners starts and 15 completions	295
8 new teaching facilities	7
3 providers accessing shared facilities/training	3
2 employers releasing staff to help teach	3
44 employers saying the training is meeting their needs	19
7 employers releasing staff for full cost training	32
5 employers providing placements for FE teachers	3
35 employers introduced to new equipment/tech for adoption in their business	17
2 staff undertaking industry placements	Data not available at time of reporting.
29 staff benefitting from training or cascade training	33
1 college leader supported to build leadership and management capability	1

127

# 128.

## LSIF Project 6 – Systems Approach to Employer Engagement

Target	Status at May 2024
One new course at level 3 with 15 starts One new course at level 4 with 15 starts	One new Level 3 course
15 employers using full-cost recovery provision 20 employers introduced to new specialist equipment/technology for adoption	16 college leaders trained
11 teachers undertaking industry placements 11 teachers undertaking CPD or benefitting from cascade training 11 college leaders or governors undertaking training	Data not available at time of reporting.
25 providers delivering provision across one or more provider	11 providers accessed new/shared facilities to deliver training



## **Annex 6: LSIF Project 3 Green Skills Summit – Attendees and Speakers**

24 January 2024, Fircroft hosted a Green Skills Summit at the Rep Theatre Conference Centre in Birmingham.

The event engaged 80 people in the West Midlands and Warwickshire in discussion about Green Skills in order to inform the LSIF West Midlands and Warwickshire Green Skills Roadmap to 2030.

The event was attended by representatives from:

- Local Authorities and the WMCA, with The Mayor of the West Midlands speaking
- Education and Skills Providers – colleges, university, voluntary sector training providers
- Students
- Community organisations
- Employers, Employer Groups and the Chambers of Commerce
- National organisations which specialise in advising and supporting around sustainability and Green Skills

The event was hosted by Mel Lenehan; Mel has been Principal and CEO of Fircroft College of Adult Education since 2016. She is passionate about adult education and has led work on education for sustainable development and social justice for many years and is currently studying for a Doctorate in Education with a focus on adult educator's agency in climate and social justice action. She is an Honorary Fellow of the University of Nottingham and is Chair of the Colleges West Midlands's Sustainable Futures Partnership. She is also Chair of the Association of Colleges Sustainability and Climate change reference group and is also a trustee of Birmingham Friends of the Earth

The MC was Steve Frampton, MBE. Steve is an educationalist with expertise in the area of sustainability. He was principal of Portsmouth College and served a time with the Association of Colleges as the FE-HE Climate Commissioner & Sustainability Consultant. He currently runs an organisation dedicated to supporting FE colleges and their partners with Green Skills, Net Zero and Sustainability. Steve was awarded an MBE in 2017 for his dedication to post-16 education.

# 130.

To spark the debate, considerations from a range of perspectives were presented:

- The regional perspective with contributions from
  - Corin Crane, Chief Executive, Coventry and Warwickshire Chamber of Commerce
  - Louise Phipps, Senior Delivery Manager for Skills, WMCA.
- The national perspective with contributions from:
  - Jenny Nguyen, Carbon Project Officer, EAUC, The Alliance for Sustainability Leadership in Education.
- The local community perspective with contributions from
  - Imandeep Kaur, Founder, Civic Square
- The business perspective with contributions from
  - Mark Southgate, CEO, MOBIE
- The education perspective with contributions from
  - Dr Jennifer Rudd, Programme Manager, Swansea university
  - Dr Lou Mycroft and Angela Bate from Fircroft College
  - Liam Carr, Sustainability in Curriculum Officer, NCG college group,

Summary of expert input:

- West Midlands Mayor.
- West Midlands Combined Authority (WMCA).
- FE-HE Climate Commissioner (2020-2022).
- Coventry and Warwickshire Chamber of Commerce.
- Government of Wales Net Zero 2035 Challenge Group.
- Ministry of Building Innovation and Education (MOBIE).
- The Environmental Association for Universities and Colleges (EAUC).
- Civic Square Birmingham CIC.
- West Midlands and Warwickshire employers.
- West Midlands and Warwickshire further education colleges.
- the public.

131

## Annex 7: LSIF Project 3 Part 5 – Green Skills Teacher Development Programme

### Green Changemakers

- For people in any role who want to lead and influence change in their college and support their organisation to move towards sustainable change.
- Target: 40 participants; 41 teachers have participated so far.
- This programme provided participants from any position in a college with the knowledge, skills and confidence to become advanced practitioners in Green Skills and lead CPD in their college.
- Green Changemakers will develop both an impact-focused green skills strategy and the influencing skills to co-deliver it, alongside other changemakers in the organisation whom they will identify and support. They will amplify the organisation's green skills work on the national stage.
- The programme took as its starting point AimHi Earth's 'Fifteen Green Skills, Clearly Explained.' Participants had access to an extensive resource bank of research, practice evidence, good ideas and thinkpieces, which are FE-relevant and co-created across all cohorts of the programme. They heard from green skills experts and were enabled to create programmes of learning which are globally important and locally relevant.
- Indicative content (subject to change as providers learn from preceding cohorts and the green skills experts engaged):

Introduction to Green Skills and Teaching Hopefully
Everyone a Changemaker
A Strategic Social Learning Revolution
Nature Literacy and Climate Justice: understanding the terms
Developing a Green Skills Momentum Strategy
Check In: Revisiting the 15 Green Skills and Influence Analysis
(planning possible field trip)
Green Skills Teacher Hub: preparing for the college of the future
Individual/group coaching (also available at other times)
Strategy presentations and media amplification

## Train the Green Skills Trainers

- A one-day programme for teachers in any discipline to learn how to embed Green Skills education in their practice.
- Target: 240 participants – 50 to date
- This intensive, practical and focused experience equipped teachers with the skills and knowledge to work confidently with the latest around Green Skills in their daily practice. Supported by the Green Changemakers, it created a virtual hub of Green Skills Teachers, to sustainably inform up-to-date practice.
- Making full use of the indoor and outdoor space at Fircroft College, teachers were supported to:
- Explore the '15 [Green Skills, Clearly Explained](#)' framework for practice.
- Co-curate a subject-specific Green Skills resource bank.
- Prepare and present a Green Skills plan for their subject area.
- Contribute to subject-specific communities of practice.
- Green skills trainers focus on a single subject area (or department), to develop a green skills curriculum strategy in these practical 'workshoppy' sessions. They will form communities of practice with other subject-specialists across the local area, to share ideas and maximise co-learning.

Indicative content:

Fifteen Green Skills (Clearly Explained) and curating information
Developing a subject-specific Green Skills Strategy.

- Colleges struggled to release colleagues in sufficient quantity to reach the intended target of 10 teachers per college. This training will continue in 24-25.

# 134.

## **Annex 8: LSIF Project 3 – Green Changemakers champion sustainability across colleges**

Across the West Midlands and Warwickshire, a quiet revolution is underway. A growing body of further education staff are forming an influential community of practitioners who are rapidly redefining the part colleges play in Green Skills and sustainability. These Green Changemakers are active within many parts of their organisations bringing about transformational change from within.

The Green Changemaker programme was created by Fircroft College, the leaders of the Wider Green Skills project which sits within the West Midlands and Warwickshire LSIF programme. The Wider Green Skills project responds to the call for greater support with Green Skills that was highlighted in the Local Skills Improvement Plan.

The Wider Green Skills project was launched in January 2024 with a high-profile local Green Skills summit and followed by exercises in curriculum mapping, research, and data analysis to inform a Green Skills Roadmap for colleges. But the central focus of the project was to pilot a multi-strand development programme for education staff in colleges and learning settings across the local area enabling them to embrace Green Skills in their curriculum and pedagogical practice.

Fifty educators attending the Train the Green Skills Trainers one-day course learned how to integrate the latest knowledge about Green Skills confidently into their subject areas. Teachers were inspired to return to the classroom with new knowledge about sustainability that they can introduce to their students as part of their core learning.

The Green Changemaker Programme was a longer course delivered one day per week for five weeks. This deeper programme of educator development applied the AimHi Earth 15 Green Skills in real contexts and enabled learning in terms of curriculum and pedagogy and also how to effect change on sustainability and Green Skills across learning organisations. Forty educators and other staff from 17 colleges participated in Green Changemaker courses in the first four months of the project and after only a very short period of time, their impact was significant and growing.

Many actions have been implemented by the Green Changemakers including:

- Six colleges immediately established their own internal sustainability groups for staff and students led by the Green Changemakers.
- All colleges have arranged training sessions and internal and external presentations to not only staff and students but to the wider community as well as contributing to books, podcasts and online magazines and speaking at conferences.
- One college has introduced Green Walks with students to raise awareness of sustainability, “green” volunteering and climate change issues.

The climax of the first phase of the Wider Green Skills project was a Green Skills Tutor Conference held in March 2024 which drew together ninety educators from across the West Midlands and Warwickshire to celebrate progress and mark the next phase of Green Changemaking. The action-ready squad of Green Changemakers led and participated in various workshops, discussions and panels, all looking at what THEY can take back to their colleges to inspire other staff and students. All agreed that Green Changemaking has only just begun. Funding has been secured to run further Green Changemaker courses and as part of the second phase of the project, a virtual tutor hub is being created to give educators across the West Midlands and Warwickshire the network, resources and support to update and take their green skills knowledge and teaching to the next level.

The legacy of the Wider Green Skills project and its Green Changemaker movement is the exponential growth in the groundswell of support and confidence in Green Skills. In an ever-changing world and the backdrop of climate crisis, one thing is certain, the future of skills in the West Midlands and Warwickshire is Green...

Dr Lou Mycroft from Fircroft College says of the Green Changemakers approach: “It was launched to help tutors find their way in a world where most people want to do something but are petrified by #ecoanxiety. Green Changemaking is a game-changer, shifting those good intentions to sustainable change and aligning practice to strategy within their colleges.”

---

**WEST MIDLANDS & WARWICKSHIRE**

**LSIP**

**LOCAL SKILLS IMPROVEMENT PLAN**