

# West London Annex to the London **Local Skills Improvement Plan**

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## Executive summary

The West London Annex to London’s LSIP sets out “a clear articulation of employers’ skills needs and the priority changes required in the local area to help ensure post-16 technical education and skills provision is more responsive and flexible in meeting local labour market skills needs.” As of February 2023, 68,165 West Londoners are claiming unemployment-related benefits, up from 39,600 in December 2019 (pre-pandemic) and yet there are tens of thousands of local vacancies. Our collective efforts to drive transformative change in the education and skills system has never been more important.

- **Section 1** introduces our **West London ‘LSIP Priorities’** and why we focused on six key sectors making up 52.8% of total employment in West London.
- **Section 2 ‘Taking the LSIP Priorities Forward: Priority sectors’** synthesises the qualitative and quantitative research in each of the six priority sectors, cross-cutting sectors Green and Digital, as well as cross-cutting themes including ESOL and in-work progression.



- **Section 3 ‘Delivering the LSIP Priorities’** sets out the West London LSIP roadmap. Our plan sets out four workstreams:
  - Supporting more residents into good jobs;
  - People – building skills system capacity to deliver;
  - Perceptions, pathways and collaborative infrastructure – these structures will support providers on a rolling basis to identify viable new programmes to bring forward; and
  - Aligning funding of provision with local need.
- The **Appendices** include acknowledgements, our research methodology and additional background research by the West London Alliance (WLA), West London Business (WLB) and the Institute for Employment Studies (IES).

Training providers reading the West London LSIP should get a clear sense from our recommendations of which sectors need substantially more collaboration and new structures to be put in place. Whilst sectors have their own unique challenges, there were several common themes that came out through our qualitative research that are worth

highlighting at the outset, noting that these tally with the findings of the pan-London and other sub-regional reports:

- **Lack of awareness of the variety of roles and career pathways** (including salary information) available is causing lack of interest in priority sectors.
- **Poor reputation/ perception of our priority sectors** e.g. retail seen as a job not a career, Health and Social Care roles seen as unprofessional and low-skill/low-pay, are all contributing to a lack of interest in these sectors.
- **Lack of coordinated engagement by some sectors with schools and colleges.**
- **Schools are not giving post-16 technical education parity of esteem with academic routes**; university is still too often seen as simpler, more familiar to teachers and more valuable.
- **Businesses are struggling to offer work placements** due to the resource required to manage these, especially with working from home now more prevalent.
- **Businesses across all sectors cited a gap in young people's work readiness and essential (soft) skills**, specifically: the ability to manage own time and prioritise own tasks, persuading or influencing others and teamwork.

Training providers should note the need for further due diligence and additional engagement with employers in priority LSIP areas before commissioning new provision. This reflects the relatively small sample sizes in the qualitative research and that sometimes a lack of local training provision is not the reason for skills gaps; it may, for example, be a lack of awareness of existing training or poor perceptions of a sector by learners. As such additional Skills Hubs/ centres of excellence will be key vehicles to work through the next level of planning detail in 2023/24. This is discussed in detail in our recommendations.

Whilst much thinking has already been done following the consultation and bringing this report together, we are keen to remind businesses, skills providers and intermediaries that the LSIP is a continued, iterative process, rather than a one-off report. Sustained engagement is therefore essential to build on the foundations we have laid through this process and to deliver successful outcomes. The next phase will be supported by the Local Skills Improvement Fund (LSIF) which will be coming on stream in the second half of 2023. The LSIF will support providers to reduce barriers, work collaboratively, and deliver on the LSIP by investing in new facilities, provision, and teaching expertise.

We urge employers reading the West London LSIP to embrace this business-led review and plan as an urgent call to action. At a time when we are going through unprecedented levels of change from AI to geopolitical trends – and there is an increase in the need for higher level technical skills to sustain our knowledge economy – employers must rise to this challenge. Many of the commonly cited issues noted above can be solved through greater employer engagement in the skills system; taking part in careers education and offering meaningful experiences of the workplace, being flexible and open to inclusive recruitment practices, and reversing the decline in private sector investment in training. Yes, the list is long, but through working in partnership with skills providers and intermediaries, by joining up with our pan-London colleagues and national initiatives where appropriate, we feel confident that this report's recommendations can support more effective, responsive post-16 technical education.

# 1. LSIP Priorities

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## 1.1. Introduction

### 1.1.1. The West London Annex to the London Local Skills Improvement Plan (LSIP)

Local Skills Improvement Plans (LSIPs) are employer-led, data driven plans to match skills and training provision to employer needs locally. Introduced by the Department for Education to better meet the needs of employers and the wider economy, each LSIP provides an agreed set of actionable priorities that employers, training providers and intermediaries in a local area can get behind to drive change.

Funded and backed by the Department for Education (DfE), London's LSIP will align training providers to support employers to upskill staff and fill vacancies. West London Business, supported by West London Alliance (WLA), are responsible for the sub-region's 'annex' to the London LSIP covering the seven boroughs of Barnet, Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon and Hounslow.

The West London annex to the London Local Skills Improvement Plan (LSIP) has been prepared by West London Business (WLB) as the Employer Representative Body for the sub-region. This has been done in close collaboration with West London Alliance (WLA) as the sub-regional partnership, with support from Institute for Employment Studies (IES). In researching and developing this report, we have worked closely with both BusinessLDN, who are bringing together the pan-London report, and our sub-regional partnership colleagues, who are each developing an annex for their respective sub-regions. West London FE Principals Group and West London Universities Partnership have been actively engaged in the process. Pan-London the FSB, CBI and London Chamber of Commerce & Industry are partners in the process, and in West London we have also been supported by West London Chambers of Commerce and Hillingdon Chamber.

### 1.1.2. How the LSIP can help drive change

The DfE set out that the LSIPs were both a process, and an end product. Each LSIP is a strategic report identifying clear priorities for skills in the local area and also a process of extensive employer engagement to identify employer skills needs in the wider economic context, with the aim of making post-16 technical education and training more responsive to the skills needs of employers in the local area.

WLB and WLA welcome the LSIP as a much-needed opportunity to further engage West London businesses, training providers and intermediaries (i.e. non-profits, sub-regional partnership, employer representative body, trade bodies, chambers of commerce, West London Careers Hub, DWP, recruitment agencies and local authority jobs brokerages) to help employers tackle skills gaps, fill vacancies and get more local people into jobs. The post-pandemic economic downturn and current cost of living crisis means that it is more

important than ever to support our residents into good jobs that enable them to support themselves and their families.

Whilst the report itself is a valuable resource which will guide our work going forward, it is the engagement, network and relationship building which have emerged from the process of pulling the report together which has arguably been the most important. We see this as the beginning of the journey to building greater engagement between training providers and businesses, supporting our vision for West London to be a place where local people can find good, local jobs and continue to develop and grow in these roles – and employers are confident they will be able to recruit successfully.

Of course, the LSIP will not solve every problem in the skills system; instead, we are focussing our attention on specific priority sectors and cross-cutting themes that will have the biggest impact on the West London labour market. The dialogue established through the LSIP process gives us encouragement that solutions to complex system issues, from better alignment of funding (including Boot Camps and AEB) to improving the ease of access to course data to piloting new models of Apprenticeship delivery in historically high churn sectors such as retail and hospitality, might be trialled in West London in due course.

### **1.1.3. Collaboration on skills & employment in West London**

Within West London key stakeholders are convened quarterly for the WLA Skills & Employment Board (SEB) which has a public sector chair and private sector vice-chair. Members of the Association of Employment and Learning Providers (AELP) sit on the SEB.

Collaboration with our West London Universities Partnership (which convenes Vice-chancellors) and West London FE College Principals Group is strong. Since 2021 WLA and WLB have supported the two groups coming together to establish four FE/HE working groups and three Mayoral Skills Academy Hubs in the priority sectors of Health and Social Care, Green, and Creative (Film/Screen) skills.

This building of sector-based skills networks has allowed significantly increased strategic collaboration between local authorities/intermediaries and training providers. This has enabled us to work on a combination of longer-term systemic change (e.g. improved curricula), more immediate outcomes (e.g. short, sector-focused pre-employment training leading directly to work, a West London Progression Agreement, sharing best-practice across sectors), and successful funding bids e.g. Strategic Development Fund (SDF) bid focussed on Green Skills. We are well-placed to use these existing structures to take forward the recommendations of the LSIP.

The Progression Agreement<sup>1</sup> spans 4 priority sectors of Digital, Green, Health & Social Care and Creative Skills. This agreement between West London FE and HE institutions supports the progression of learners from FE into HE provision and better partnership working between the institutions. We are hosting a launch event for the Creative Skills strand of the Progression Agreement in June 2023, and will look to do similarly for the others, should the approach prove successful.

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<sup>1</sup> West London Progression Agreement, Access at: <https://wla.london/2023-progression-pathway-agreement-between-west-london-alliances-skills-providers/>



Alongside this consistent engagement and collaboration with our local training providers, in 2021 we established the West London Corporate Leaders' Action Group chaired by Heathrow's Chief Executive (secretariat provided by WLB), to bring together large employers that are committed to sustainable growth and development in the sub-region. A Corporate Leaders sub-group is focussed on Recruitment & Skills and has enabled sharing of best practice on the Apprenticeship Levy and engagement in the LSIP. For SMEs WLB convenes an Education & Skills Working Group.

Whilst much work has been ongoing, the LSIP has provided the opportunity to bring training providers, intermediaries and businesses together to renew our commitment to collaboration, underpin the dialogue with a solid evidence base and set more ambitious targets for the future. Strategic, collaborative working between these stakeholders is a critical piece of the puzzle to solving the skills gaps/shortages faced by West London businesses, supporting sustainable and inclusive growth for the sub-region.

## 1.2. West London demographics

The demographic characteristics of West London provide important context for the LSIP. 2021 Census data tells us that:

- West London has a usual population of 2.134m, an increase of 9.2% in the decade from 2011 – 2021.
- 60% of working age residents in West London are economically active, slightly below the London average of 61%.
- Long-term unemployment (those who have never worked) was much higher in London in 2021 (35% of those unemployed compared with 26% in England). This was highest in central and west London (37%).
- 48% of West London residents were born outside of the UK and English is not the main language spoken in a high percentage of households.
- Across London, Brent has the highest proportion (56%) of residents born overseas and the highest proportion (20%) of households where English no people have English as the main language.
- In contrast to other London sub-regions, West London saw the percentage of residents with no qualifications rise by 0.7% in the decade to 2021.

The research undertaken and recommendations developed through the LSIP process has been interpreted through this demographic lens.

## 1.3. WLA employment overview by sector

Figure 1.1 shows the breakdown of employment in West London (WL) compared with pan-London, and Great Britain<sup>2</sup>.

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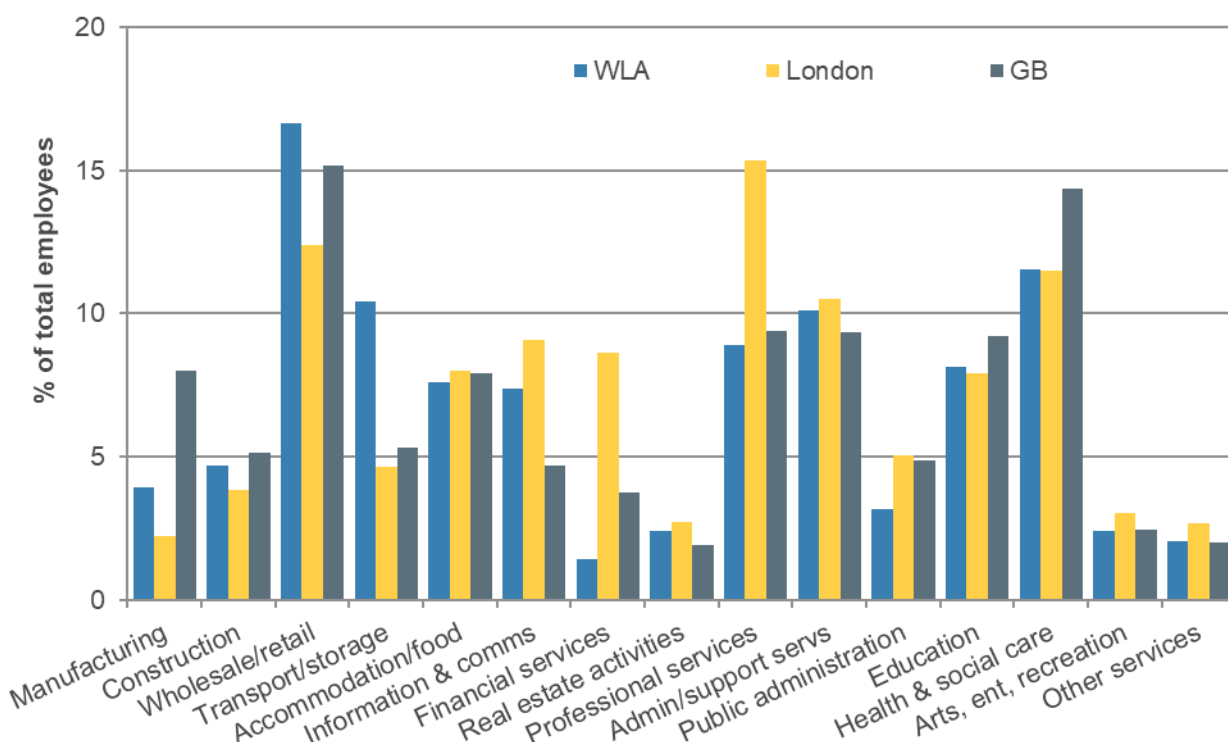
<sup>2</sup> The figure excludes the agriculture, mining and quarrying, electricity and gas, and water supply sectors, as these are very small in numerical terms and together account for less than one per cent of all employees in WLA.

The transportation and storage sector is twice as large in WL as in the region or country as a whole, accounting for just over 10% of all employees. This is largely due to Heathrow (the UK’s largest single employment location), but also the sizeable logistics sector employment in Brent and Ealing.

The wholesale and retail sector is also larger in WL than in London or Great Britain, accounting for 17% of all employees, while construction and manufacturing are larger in WL than in London, but smaller than in Great Britain, accounting for five per cent and four per cent of all employees respectively.

Some sectors in WL are much smaller than in London or Great Britain, most notably financial services (2% of employment in WL) but also public administration (local government and other public sector bodies, 3% of employment in WL) and professional services (legal, accountancy, advertising etc., 9% of employment in WL).

**Figure 1.1 Employees in employment by sector, West London, London and GB, 2021**



Source: Business Register and Employment Survey, 2021

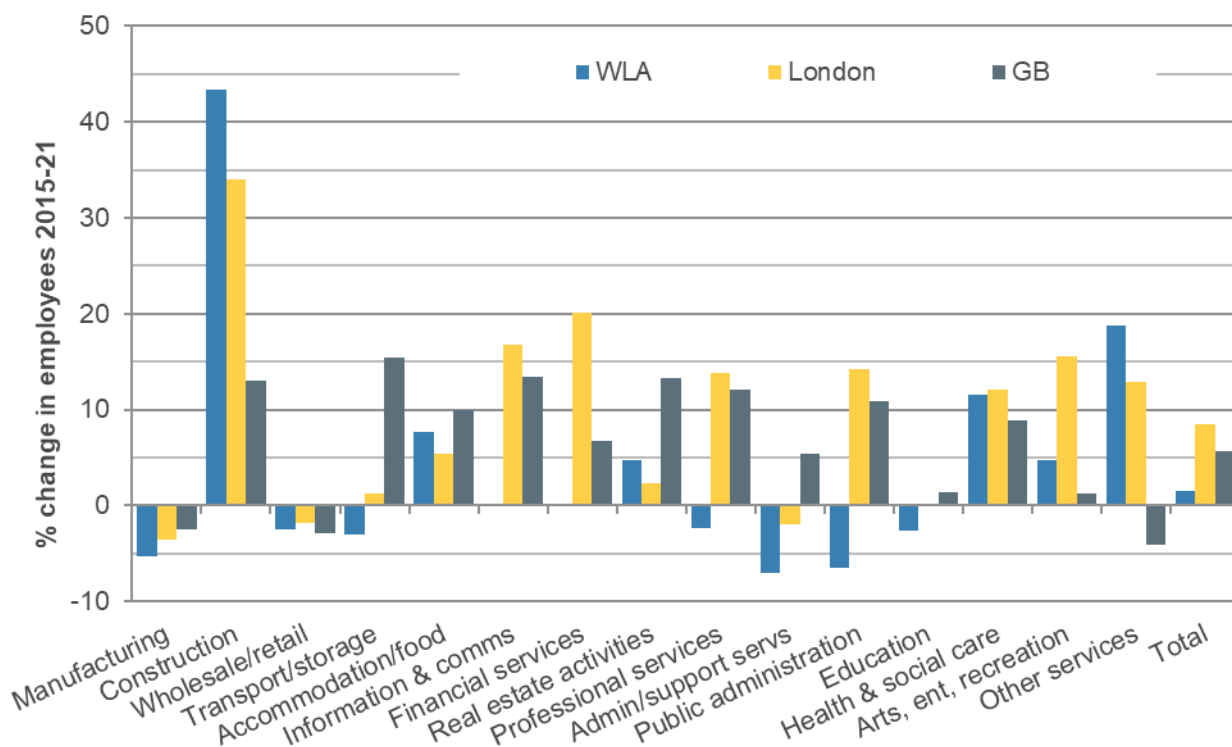
### Employment trends

Between 2015 and 2021, the total number of employees in employment in WL increased by 1.6%, a much smaller increase than nationally (5.7%) or London (8.4%) over the same period. The underlying causes of this, and any future implications, should be investigated in a separate study.

The main growth sectors in WL were construction, which increased by 43%, other services (which includes membership organisations, and hair and beauty) with an

increase of 19%, and health and social care, which increased by 12%. Employment in wholesale and retail (the largest absolute sector) and transportation and storage (the largest relative sector compared with London and GB) decreased by 3%. The pandemic undoubtedly contributed to disrupted employment patterns in both of these sectors.

**Figure 1.2 Change in employees in employment by sector, WL, London and GB, 2015-21**



Source: Business Register and Employment Survey, 2021

## 1.4. Priority sectors for skills development

- To identify our West London priorities, we undertook a stakeholder consultation process with representatives of local businesses, trade bodies, intermediaries, education and training providers, including Further Education, Higher Education and Independent Training Providers in Autumn 2022 to identify sectors where the future of technical/ vocational skills provision needed deep investigation. We also reviewed quantitative data on the shape of the West London economy, which helped us to focus our efforts on the sectors where we can have the biggest impact. The priority sectors we have chosen, together account for 52.8% of West London’s total employment
- Health and Social Care (11.5% employment)
- Retail (16.6% employment)
- Creative (3.2% employment)
- Transport and Logistics (10.2% employment)
- Hospitality (7.5%)
- Manufacturing (3.8%)

In addition to the six priority sectors, two additional priority areas were identified for skills development as they cut across all sectors: Green skills, including Construction, and Digital skills, both of which have been picked up in detail through the pan-London report

This approach was verified through quantitative research undertaken by Institute for Employment Studies (IES); survey research with West London employers and learners; and additional conversations with our FE/ HE Working Groups to sense check the sectors and themes selected. Full details of our methodology can be found in Appendix 1: Background and Method.

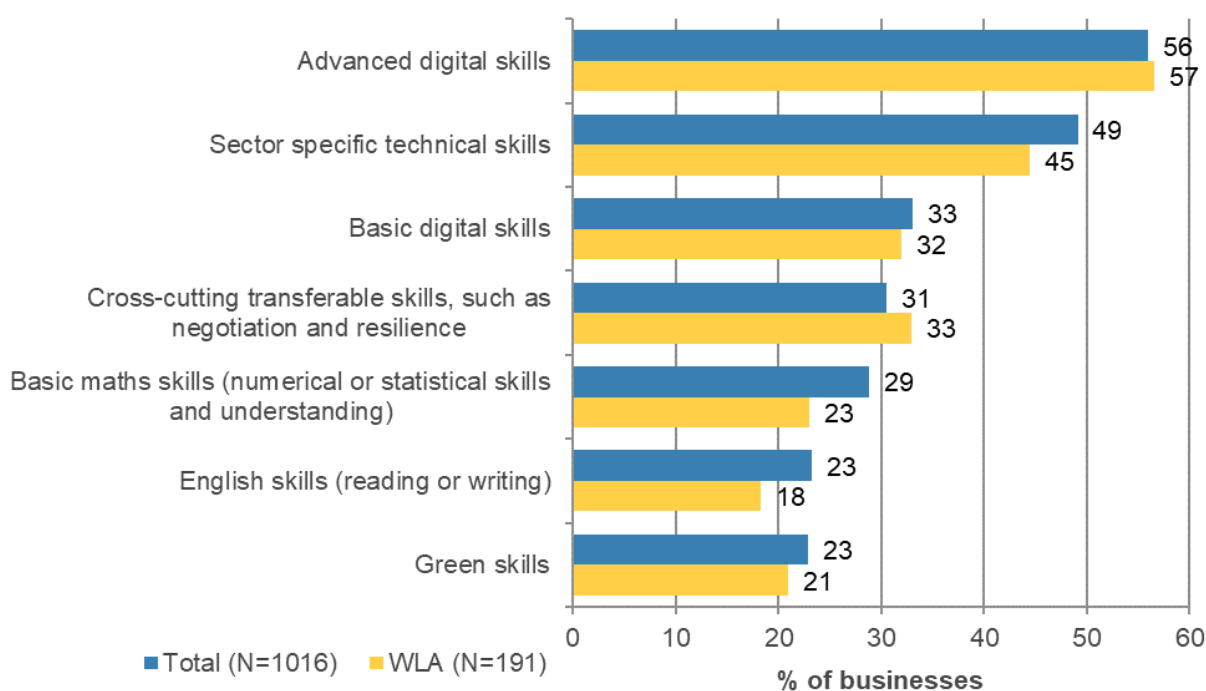
## 1.5. Priority future skills needs of employers

The Survation survey asked respondents how confident they were that they understood their skills needs over the next two to five years, and which skills they felt their business would need most over the same period.

WL businesses were slightly more likely than those elsewhere in London to be very confident they understood their future skills needs (43% compared with the London average of 40%),

In terms of the particular skills that WL businesses felt they would need most, these were broadly in line with the patterns across London, as Figure 1.3 shows. WL businesses were slightly more likely to report needing cross-cutting transferable skills (such as negotiation and resilience) but slightly less likely to report needing sector-specific technical skills, basic maths skills, and English skills.

**Figure 1.3 Skills that businesses will need most over next 2-5 years, WLA & London, 2022**



Source: Survation survey, December 2022

## 2. Taking the LSIP Priorities Forward: A sectoral analysis

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Employers in West London priority sectors have reported significant **Skills Shortage Vacancies (SSVs)** – vacancies that are hard to-fill due to applicants' lack of relevant skills, qualifications or experience. They also report **Skills Gaps** in their workforce – differences between the skills needed to do a particular job and those that are available. Both SSVs and Skills Gaps skills contribute to losses of productivity in businesses. Detailed information on SSVs and Skills Gaps for WL priority sectors are available in Appendix 3.

The shortages and gaps found match those that have been identified pan-London in sectors where our priorities overlapped.

The sectoral overviews below are very high-level, and the rich qualitative data that sits behind each overview can be found in our annexes. Taken in conjunction with the quantitative research completed by IES, we have been able to use the sectoral analysis to begin forming our recommendations of how we solve some of the most significant skills vacancies and skills gaps being faced in each sector.

In summary key insights that emerged, addressed in Section 3, are:

- **Creative, media and film / Health and social care / Green, including construction** – Local Skills Leaders need to clarify the outputs/ outcomes and underlying logic model expected for existing hubs, as well as the local accountability mechanisms.
- **Retail** – There is an opportunity to establish a centre of excellence/ hub; this is a vast sector with barely any local sector specific training or clear progression pathways. Notably a Level 6 higher degree Apprenticeship standard in Retail Leadership has been developed<sup>3</sup>, but this is only being delivered by two providers in the north of England.
- **Hospitality** – This sector has extensive training provision, but lacks a coordinated effort by the sector in West London to inspire and engage future talent.
- **Transport and logistics** – There appears to be an opportunity to develop a centre of excellence leveraging West Thames College and University of West London's existing work. Specific areas of bespoke, local provision needed can then be further clarified with the sector.
- **Manufacturing, including food** – The lack of food manufacturing technical training south of Birmingham suggests an opportunity for local centre of excellence. It is proposed that WL Institute of Technology test this further with anchor employers.

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<sup>3</sup> Retail Leadership (Integrated degree Apprenticeship), Accessed at: <https://www.instituteforapprenticeships.org/apprenticeship-standards/retail-leadership-integrated-degree-v1-0>

## 2.1. Health and Social Care



### 2.1.1. Employment overview

The Health and Social Care (HSC) sector employed c.106,000 employees in West London (WL) in 2021, accounting for 11.5% of all employees. Just over 40% were in professional occupations, while caring, leisure and other service occupations are the next largest group, accounting for 29% of all workers.

### 2.1.2. Recruitment and retention challenges

Despite a 12.1% growth in the HSC workforce between 2015 – 2022, vacancies remain high in WL: care workers/ home carers (SOC 6135; 28%); nurses (SOC 2237; 12%); nannies/ au pairs (SOC 6116; 8%); and fitness/ wellbeing instructors (SOC 3433; 4%). Our consultation revealed significant financial and accessibility barriers regarding the upskilling and retention of staff.

### 2.1.3. Skills gaps

Skills gaps were identified by 13.1% of HSC employers. The most important technical skills gaps included solving complex problems requiring a solution specific to the situation (51.4%) and specialist skills or knowledge needed to perform the role (61.1%). Important IT skills gaps included Basic Microsoft Office skills (45.6%) whilst key essential (soft) skills gaps included team working (58.3%) and an ability to manage own time and prioritise own tasks (71.3%). Consultation revealed awareness of career progression and limited development opportunities as common challenges.

*See detailed sectoral analysis at Appendix 3, section ii.*

### 2.1.4. Examples of Good Practice and/or emerging solutions

- [HRUC + NWL NHS Cadet Scheme](#): Thirty L3 learners from HRUC offered 'cadet' roles with placements of minimum 100 hours within the Trust. Cadets guaranteed a healthcare support worker role upon successful completion or can progress onto nursing apprenticeships.
- Opportunity to explore a 'Legacy Nurses' pilot (drawing on experience of Norfolk and Waveney Health and Care) which supports nurses nearing retirement to stay on in flexible roles to share their expertise. Working with NHS colleagues and HSC Skills Academy Hub to outline a pilot to test the deliverability and impact of such a scheme.
- Leverage new West London Employment and Skills Hub (developed as part of No Wrong Door programme - <https://wlesh.co.uk/>) to raise the profile of courses and events for new entrants, and existing staff in the sector.

*See case study detail in Appendix 6, section i.*

## 2.2. Retail



### 2.2.1. Employment overview

Around one in six (16.6%, 153,000) employments in WL are in the retail sector (combined with wholesale and vehicle repair), higher than both national (15.2%) and London (12.4%) figures due to significant sites including Heathrow (Hillingdon), Westfield London (Hammersmith & Fulham) and Brent Cross (Barnet). Employment is spread relatively evenly across the 7 boroughs. Sales and customer service occupations are the largest group, accounting for 30% of employees.

### 2.2.2. Recruitment and retention challenges

Across the sector, 17% of businesses reported carrying vacancies, of which 35% were deemed to be hard to fill. Concentrations of vacancies in: Sales and retail assistants (SOC 7111; 12%); Managers and directors in retail and wholesale (SOC 1150; 11%); Delivery drivers and couriers (SOC 8214; 8%); Sales supervisors - retail and wholesale (SOC 7132; 6%); Vehicle technicians, mechanics and electricians (SOC 5231; 5%); and Business, research and administrative professionals (SOC 2439; 5%).

General view that lack of business engagement with schools and colleges about career pathways has led to a lack of interest from young people in joining the sector; and retention of Apprentices is difficult; multiple causes have been identified.

### 2.2.3. Skills gaps

42% of businesses in sector reported skills gaps, as well as these underlying challenges:

- Lack of clear career progression and training pathways in the retail industry hinders job commitment and retention of existing staff.
- Lack of English and effective communication skills can be challenge to development/ upskilling.
- Costs of training (including time off and staff cover) make upskilling challenging, especially for SMEs.
- Existing courses not seen as 'job-relevant': courses should be designed collaboratively by employers and providers.
- Course delivery must align with business need; short, modular format, locally accessible.

*See detailed sectoral analysis at Appendix 3, section iii.*

### 2.2.4. Examples of Good Practice and/or emerging solutions

To support JD Sports recruiting for 5 new stores, West London College (in collaboration with DWP) hosted a mini SWAP (Sectoral-based Work Academy Programme) and delivered a standalone customer service level 2 qualification. This included half a day trial work experience and a guaranteed interview. Those that attended interviews successfully gained employment. *See case study detail in Appendix 6, section ii.*





## 2.3. Hospitality

### 2.3.1. Employment overview

- Sector in WL (7.6%) is a similar size to that in London and nationally. Minor variation by Borough, with Hillingdon the highest 9.5% and Hounslow the lowest at 6.1%.
- Largest occupational group was elementary occupations, accounting for 39% of workers, while skilled trades accounted for 18%, and managerial occupations just 12%.
- Kitchen and catering assistants were the largest group (18% of all workers) closely followed by waiters and waitresses (15%) then chefs (10%) and bar staff (9%).

### 2.3.2. Recruitment and retention challenges

Over 90% of Hospitality businesses in West London reported struggles in filling vacancies, the highest across identified key sectors. Concentrations of vacancies in: Chefs (SOC 5434; 15%); Kitchen and catering assistants (SOC 9263; 14%); Cleaners and domestics (SOC 9223; 7%) Waiters and waitresses (SOC 9264; 6%); and Business, research and administrative professionals (SOC 2439; 5%). Challenges exist around:

- Perception of hospitality career among young people negative, often seen as stepping-stone or short-term job, not career.
- Essential skills, including self-presentation not generally taught in education setting (with some exceptions) which means they are lacking on entry to the workplace.
- Forecasting shortages in cheffing and housekeeping due to limits on international staff.
- Significant lack of communication between training providers and employers.

### 2.3.3. Skills gaps

- Food skills were the most commonly requested skill in hospitality vacancies in WLA, being mentioned in 60 per cent of vacancies, and they were the most commonly mentioned skill across London.
- Hospitality vacancies in WLA were more likely than those in London as a whole to mention management, customer service skills, team working and time management.

*See detailed sectoral analysis at Appendix 3, section iv.*

### 2.3.4. Examples of Good Practice and/or emerging solutions

- [Springboard](#) works in West London, and across the UK, to develop hospitality skills through employability training programmes, education programmes, and careers resources and advice. Programmes such as the Springboard's FutureChef competition have become renowned nationally for celebrating young talent, supporting the national curriculum, and building connections between teachers, learners and industry professionals to support routes into careers in the kitchen.
- [UKH Pathway](#) is an online learning platform which provides personal development resources for hospitality employees, whilst keeping a record of online achievements.
- Employers offering shared accommodation for graduates/ low paid staff can remove commute issues and promotes team bonding (e.g. Silverdoor).

*See case study detail in Appendix 6, section iii.*



## 2.4. Transport and logistics



### 2.4.1. Employment overview

In 2021, c.95,000 employees worked in the transport and logistics (T&L) sector, accounting for 10% of all employees, double the regional and national proportions of around 5%. Air transport accounts for just under one third of all employment in the sector (32%), while warehousing and supporting activities for transportation is only slightly smaller (31% of all employees).

### 2.4.2. Recruitment and retention challenges

The sector has an ageing workforce and is carrying some significant vacancies with 21.4% businesses reporting vacancies, 38% of which are considered hard to fill. 27 % of vacancies in WL mentioned logistics skills, compared with 14% in the whole of London. The greatest concentration of vacancies in January 2023 were: Delivery drivers (SOC 8214); Vehicle technicians (SOC 5231); Mechanics and electricians (SOC 5231); IT managers (SOC 2132); and Engineering technicians (SOC 3113). The largest concentrations of employment are: Air travel assistants (SOC 6213; 12.15%); Warehouse operatives (SOC 9252; 10%); Large goods vehicle drivers (SOC 8211; 7.3%); Aircraft pilots and air traffic controllers (SOC 3511; 7%); and Taxi and cab drivers and chauffeurs (SOC 8213; 5.3%). Consultation highlighted the sector's reputation and low awareness of career pathways as major barriers to recruitment.

### 2.4.3. Skills gaps

Employers in transport and logistics were less likely to report skills gaps (25%) than in other sectors. At an organisation level survey respondents from WL in transport and logistics were much more likely than the London average to report challenges with basic IT skills (21.1% compared with 8.6%) and foreign language skills (12.8% compared with 7.0%). With regards to technical/ practical skills they were also more likely than the London average to report gaps in adapting to new equipment or materials (38% compared with 31.6%).

*See detailed sectoral analysis at Appendix 3, section v.*

### 2.4.4. Examples of Good Practice and/or emerging solutions

- West Thames College launched the [Logistics Skills Alliance](#) and the University of West London has launched the [L6 Express Delivery Manager Apprenticeship](#) with the IOC.
- [BIFA \(British International Freight Association\)](#) delivers online, modular training courses, school engagement to build awareness, and advanced non-apprenticeship training for mature workers.
- NSAR have developed the careers resource [Routes to Rail](#).
- Heathrow has developed a [resource profiling careers](#) within Heathrow Airport Ltd.

*See case study detail in Appendix 6, section iv.*

## 2.5. Manufacturing, including Food



### 2.5.1. Employment overview

Manufacturing sectors in WL employed c.35,000 employees in 2021, or 3.8% of all employees. This is below the national figure of 8.0% but above the figure for London of 2.2%. More than half of all manufacturing employment in WL is in food and drink manufacturing (54%), while the high value-added engineering sectors accounted for 10 % of all manufacturing employment. Of 1,586 Beauhurst tracked fast growth companies in our seven boroughs 7.6% are in manufacturing. This may suggest that there is the potential for a resurgence in the sector locally as a result of Industry 4.0 and reshoring trends.

### 2.5.2. Recruitment and retention challenges

The most common occupations among manufacturing vacancies in WLA in January 2023 were financial project managers (SOC 2440), business sales executives (SOC 3552), metal working production and maintenance fitters (SOC 5223) and marketing associate professionals (SOC 3554). The largest concentrations of employment are: Food and drink process operatives (SOC 8111; 12.1%); Packers, bottlers, canners and fillers (SOC 9132; 4%); and Production managers and directors in manufacturing (SOC 1121; 4%).

### 2.5.3. Skills gaps

- Skills challenges at Organisation level - The Survation survey revealed that WL Manufacturing respondents were more likely than the London average to report challenges with team working (26.0% compared with 13.5%), problem solving skills (26.3% compared with 16.6%), leadership skills (23.6% compared with 16.6%), technical or job-specific skills (41.0% compared with 31.1%) and foreign language skills (11.2% compared with 7.0%).
- Technical/practical skills gaps - Survey revealed that WLA manufacturing establishments were more likely than the London average to report gaps in adapting to new equipment or materials (38% compared with 31.6%).

*See detailed sectoral analysis at Appendix 3, section vi.*

### 2.5.4. Examples of Good Practice and/or emerging solutions

- The National Skill Academy for Food and Drink's national [Tasty Careers campaign](#) offers sector insights and support for career development by simplifying learning and training options available for young people in the food and drink industry. Their career pathways map provides a clear depiction of the technical progression route through the sector. Tasty Careers could be rolled out locally with LSIP partners.
- Lack of food manufacturing technical training "south of Birmingham" suggests there could be a business case for a local centre of excellence that delivers Apprenticeships for the sector in West London and the wider South East.

*See case study detail in Appendix 6, section v.*

## 2.6. Creative, Media and Film



### 2.6.1. Employment overview

West London is home to a world class creative cluster, hosting major TV and film studios including Ealing Studios, BBC, Sky, Discovery and Disney. The smallest of the priority sectors in WL, employing around 29,000 employees in 2021, and accounting for 3.2% of all employees, the sector is heavily over-represented in WL (3.2% vs. 0.5% nationwide). The sector is concentrated in Hammersmith and Hounslow (7.8% of employees in both Boroughs). Arts officer, producers and directors account for 24% of all workers in the sector, while photographers and broadcasting equipment operatives account for 7%, journalists and reporters 5%.

### 2.6.2. Recruitment and retention challenges

The largest number / proportion of industry group WLA jobs posted in 2022 were: Arts Officers, Producers and Directors (SOC 3416; 16.6%); Programmers and Software Development Professionals (SOC 2136; 9.4%); Journalists, Newspaper and Periodical Editors (SOC 2471: 4.7%); and Photographers, Audio-visual and Broadcasting Equipment Operators and Marketing Associate Professionals (SOC 3417; 2.6%). The largest concentrations of employment are: Arts officers, producers and directors (SOC 3416; 23.9%); Photographers, audio-visual and broadcasting equipment operators (SOC 3417; 7%); Newspaper and periodical journalists and reporters (SOC 2492; 5.4%). The Survation survey found that creative/media/film employers were more likely than other sectors to report difficulties recruiting professional and highly skilled specialist roles.

### 2.6.3. Skills gaps

Solving complex problems requiring a solution specific to the situation was reported more often in the creative, media and film sector (64.5% compared with 47.9%) across all sectors. Adapting to new equipment or materials is reported more often than average as a required skill in the creative, media and film sector (34.1% compared with 28.0%).

*See detailed sectoral analysis at Appendix 3, section vii.*

### 2.6.4. Examples of Good Practice and/or emerging solutions

- West Thames College's collaboration with [Set Ready](#) on entry level skill development.
- [West London Film & Television Hub](#) is becoming a critical part of local skills infrastructure to enable industry partnership with FE/ HE/ ITPs to provide skills training.
- [MAMA Youth](#) programmes target young people who have limited educational and work opportunities by getting them trained and employed in the creative sector.
- [Sky Up Academy Studios](#) offers an immersive learning experience for students to work with professional equipment to develop their confidence and essential skills in media.
- VMI led Trailblazer to develop [Apprenticeship Standard for Camera Prep Technicians](#).
- [MARS Academy](#) is delivering virtual production CPD for industry professionals.

*See case study detail in Appendix 6, section vi.*

## 2.7. Cross-cutting skills: Digital

### 2.7.1. Employment overview

Digital skills are vital to the competitiveness and productivity of West London businesses, as they are to London as a whole. GLA Economics reports that employer demand for digital skills is particularly high in London. Upskilling digital skills is the main priority for workforce development in London.

### 2.7.2. Recruitment and retention challenges

Whilst there has been a decline in digital jobs in West London over the past two years digital skills are becoming more embedded across all occupations. Over half (56%) of respondents to a Learning & Work Institute (2021) survey felt that their business would need more advanced digital skills over the next 2 to 5 years while a third (33%) felt that more basic digital skills would be required. Some of the key digital roles presenting most vacancies in 2022 were: Programmers and Software Developers (SOC 2136 / 10.2%), Information Technology and Telecommunications Professionals (SOC 1136 / 6.7%) and IT Specialist Managers (SOC 2133 / 4.3%). Although our survey of West London learners found that over 25% were interested in specialist digital roles, our consultation revealed numerous skills shortage challenges for employers and training providers.

### 2.7.3. Skills gaps

In the LSIP consultation, WL respondents with skills gaps were more likely than those elsewhere in London to report that basic digital skills were lacking (36% reported basic digital skills compared with 33% across London). Addressing digital skills gaps presented a number of challenges for employers and training providers, with a number of Apprenticeship-specific issues.

*See detailed sectoral analysis at Appendix 3, section viii.*

### 2.7.4. Examples of Good Practice and/or emerging solutions

The LSIP consultation and ongoing work with WLA partners revealed many examples of good practice and suggested solutions for addressing skills shortages and skills gaps. These include:

- [CISCO offer three programmes](#) to support the next generation into tech jobs: Pathways School Programme, Pathway to your future work experience and Girls Power Tech.
- [West London Institute of Technology](#) is set up to develop and deliver employer-responsive Digital courses.
- [London Digital Jobs & Skills Hub](#) is a Mayoral Academy convening training providers, employers and intermediaries across the capital.

*See case study detail in Appendix 6, section vii.*

## 2.8. Cross-cutting skills: Green, including Construction



### 2.8.1. Overview

The Green Jobs Taskforce defines a 'green job' as “*employment in an activity that directly contributes to - or indirectly supports - the achievement of the UK's net zero emissions target and other environmental goals*”. West London had just over 1 in 7 of the capital's green jobs, totalling 31,600 green jobs in 2020 (64% of which are higher level managerial, professional, and associate professional occupations), a number which is expected to double by 2030. The demand for some of the underlying roles will increase with no changes to skills; some underlying roles will see skills requirements change; and then there will also be entirely new roles underpinned by new skills.

### 2.8.2. Recruitment and retention challenges

Lightcast Labour Market data revealed the top posted vacancies in 2022 were Sustainability managers (SOC 2142 – best fit), Recycling Workers (SOC 9235), and Environmental Health Officers (SOC 2463). Our consultation highlighted that businesses' sustainability policies have become an increasingly important determinant in an organisation's 'attractiveness' for potential applicants, whilst engagement with the complex network of training provision was regarded as confusing for SMEs.

### 2.8.3. Skills gaps

Lightcast data found that the most sought-after skills in job postings were auditing (15%), environmental health (14%), environmental health and safety (13%). Responses from our consultation suggested that course content in popular green areas are not seen as reflecting requirements by employers, and lack of clarity regarding career pathways is currently a barrier to progression through Higher Education. It should be noted that the bulk of training in 'front line' green skills is delivered by ITPs rather than FE or HE today.

*See detailed sectoral analysis at Appendix 3, section ix.*

### 2.8.4. Examples of Good Practice and/or emerging solutions

- [West London Green Skills Hub](#) a Mayoral Academy brings together training providers, employers and intermediaries. It has a strong construction sector employer voice as it emerged from the Construction Academy.
- The hub is developing a West London 'Green Skills Prospectus' that details courses and career progression pathways. This would ideally span 'dark' and 'light green' jobs.
- Integration of 'carbon literacy' across all ITP, FE, HE and employer in-house programmes in West London to empower all learners and professionals to support the transition to net zero is increasingly being discussed.

*See case study detail in Appendix 6, section iix.*

## 2.9. Cross-cutting issue: Inclusive recruitment and in-work progression



### 2.9.1. Key principles

**Clearly articulate the business case for investing in inclusive recruitment practices that deliver a more diverse workforce.** Share the business case for a diverse workforce and investing in upskilling, despite upfront costs.

**Employers should consider first the talent that already exists already in the business to fill a skills gap,** not pigeon-holing people according to protected characteristics.

**Employers should adapt the job to the employee where possible,** rather than trying to make the employee fit the job – can increase productivity and delivery.

### 2.9.2. Opportunities

**Increase recognition of qualifications gained overseas.** UNESCO research (2018) found that one third of highly educated immigrants are overqualified for their jobs.

**Resources required to support businesses with inclusive recruitment.** Businesses felt the range of support and funding options available to assist both potential and existing employees with additional needs was unclear. Resources could include:

- **Disability Confident training** for employers so they feel comfortable employing people with Special Educational Needs or Disability (SEND).
- **West London has an established network promoting Supported Internships.**
- **Apprentices who have special educational needs,** learning difficulties or disabilities can use an Entry Level 3 qualification in English or Maths, rather than the usual L2 requirement.
- **Disability Confident accreditation** to support businesses make the changes required to become truly inclusive employers.
- Easier discovery of **Inclusive recruitment toolkits** (from BITC, the Mayor's Good Work programme and [Timewise](#)) to support businesses.
- **List of external providers who can manage reasonable adjustments** to support employers transitioning to more inclusive recruitment practices.

### 2.9.3. Examples of Good Practice and/or emerging solutions

- Thames Water improved accessibility for underrepresented groups across its recruitment and internal training programmes with interventions ranging from signing up to Business in the Community's (BITC) Ban the Box campaign, to partnerships with the Care Leavers Covenant, the Social Mobility Foundation, and 10,000 Black Interns.
- Hammersmith & Fulham Council are supported by [Microland](#) to make reasonable adjustments when needed.

*See case study detail in Appendix 6, section ix.*



## 2.10. Cross-cutting issue: English for speakers of Other Languages (ESOL)



### 2.10.1. Barriers

**Funding Reform** - ESOL is designed to be co-funded; 50% GLA funded through AEB and 50% learner funded. In reality, most learners cannot afford to pay the fees which means Adult and Community Learning (ACL) teams and colleges often have to reduce them or waive them entirely which is challenging. Funding also needs to increase to meet the significant demand which has been increasing steadily across all boroughs.

**Targeted Funding** - Most ESOL funding is spent on lower levels (early stages of work access and progression), businesses saw value in targeting higher levels to support in-work progression, unlocking skills that may not have been previously used by the employee due to language barrier.

### 2.10.2. Needs and opportunities

**Better communication with employers** Businesses unclear about what courses are right for their employees (e.g. ESOL vs Functional Skills), what funding is available and how to access the provision. Simple ESOL provision guide (A-Z, jargon-busting etc.) would be welcomed by the business community. Very positive work is going on in Ealing supporting businesses upskill existing workforce with bespoke, targeted ESOL provision. These case studies can be used as examples to share with businesses in West London, helping them define their ESOL needs and deliver training to upskill their employees, enabling in-work progression.

**Course timing and format** 12-week courses take too long; a focus on short, intense courses could be much more beneficial for residents e.g. if they are waiting to improve their English before applying for a job.

**Inadequate tutor supply** There is a national shortage of ESOL tutors which is projected to worsen given the ageing demographic of the cohort. West London Alliance could work with relevant stakeholders to establish a collaborative approach to recruiting and training a new cohort of tutors from within local communities. There is an opportunity to recruit from our local Work and Health Programme participants - those who have been out of the labour market for a significant length of time and who might have additional barriers to accessing work. An ESOL tutor role which is part-time and community based would be a great fit for a number of individuals in this cohort.

## 2.11. Cross-cutting issue: Careers Advice and Essential Skills



### 2.11.1. Barriers

**Significant mismatch between the aspirations and expectations of West London young people and the realities of the West London economy.** Working with West London Careers Hub, as part of the LSIP process we ran a student survey across West London which received 537 responses. When asked which 3 sectors they would like to work in in the future, the lowest scoring sectors included our priority sectors of Transport & Logistics (2%), Manufacturing (5%), and Retail (9%).

**The value of technical (vs. university) careers pathways is still under-promoted.** The college & Apprenticeships routes are not sufficiently understood. Young people and their parents often do not hear the narrative that Technical education route is of equal value. School teachers tend to come from university so over-promote university as the pathway post-school.

**Employer leadership needed to raise sector profiles.** More local employers need to start to build a pipeline of future talent through engaging early with schools and colleges, offering meaningful experience of the workplace, and clearly defining career progression pathways. Local Authorities, FE colleges, Careers Hubs, and Academy Skills Hubs can all support this effort but it needs to be business-led.

### 2.11.2. Needs and opportunities

**Careers education needs to be better tailored to meet student needs and integrated into the core curriculum.** Young people want more tailored careers advice, and from an earlier age - perhaps beginning in Primary School - according to the Careers and Enterprise Company Future Skills questionnaire. The quality of careers education delivered is measured against the [Gatsby Benchmarks](#) with data collated by the Careers and Enterprise Company (CEC). West London schools and colleges have a significant distance still to travel against the benchmarks and will need employer support to achieve better results (see Appendix 8).

**Careers education needs to include labour market insights and be linked to the curriculum.** Teachers need to understand what jobs are available and be able to help learners understand the relevance of the curriculum to their future employment prospects. Teacher work experience could be a way of supporting this.

**Small and medium sized businesses need support to organise meaningful, relevant work experience.** SMEs may lack the time and resources to offer meaningful work experience and need support. There is an opportunity for institutions to collaborate more on engagement with SMEs on work experience, for example on messaging around the business case and specialist sectoral guidance. Better coordination at sub-regional level is needed to mitigate against multiple colleges and schools bombarding employers with requests to offer T Level work experience placements for the same courses at the same time.



## 2.12. Cross-cutting issue: Aligning and increasing funding



### 2.12.1. Challenges

**Employer funding of training declining** - Data from the Learning & Work Institute suggests a slide in the spend per employee of 28% per employee from £2,139 to £1,530. The EU average invested in training per employee is double that in the UK. An extra £6.5 billion would be invested each year if investment per employee rose to the EU average.<sup>4</sup> This should also be considered against a backdrop of emerging evidence regarding the negative impact on young workers of remote working through reduced training and feedback from senior colleagues.<sup>5</sup>

**Concern that T-levels will be less accessible than BTECs** - Help is needed to break through the training “glass ceiling” for learners who don’t have English and Maths GCSEs and therefore cannot access Apprenticeships or T Levels. The question was raised as to whether Higher Technical Qualifications (HTQs) may offer a solution?

**Apprenticeships** - For SMEs, greater support is required to manage the administrative burden. Inflexibility sometimes impedes employer investment in training and effective course delivery. There are areas where further fine tuning of the Higher Level Apprenticeship delivery model is needed from a provider perspective to ensure viability.

**Providers are spending a lot of time and energy applying for short-term funding** e.g. skills bootcamps for 1 year. The short time frames for accessing some centrally-funded government programmes is unhelpful.

**Employer engagement is costly and needs better resourcing** - The question was raised as to whether unspent Apprenticeship Levy could be used locally to support Work Experience/ employer engagement?

**Multiply programme** - This programme is working well, however access barriers need to be removed for those with a Level 2 qualification secured decades ago.

### 2.12.2. Opportunities

**Skills Bootcamp funding** - Currently no London bootcamps in Retail, Hospitality, Manufacturing and screen/ film. Should be discussed at West London Skills & Employment Board (SEB).

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<sup>4</sup> Raising the bar – Increasing employer investment in Skills, Learning & Work Institute, May 2022, Accessed at: <https://learningandwork.org.uk/wp-content/uploads/2022/04/Raising-the-bar-Increasing-employer-investment-in-skills.pdf>

<sup>5</sup> The power of proximity to coworkers – Training for Tomorrow or Productivity Today?, Emanuel, Harrington and Pallais, April 2023, Accessed at: [https://nataliaemanuel.github.io/ne\\_website/EHP\\_Power\\_of\\_Proximity.pdf](https://nataliaemanuel.github.io/ne_website/EHP_Power_of_Proximity.pdf)

**Adult Education Budget (AEB)** - AEB is the GLA's largest revenue budget at approx. £340m - West London allocated c. 22%. AEB is there to enable locally relevant skills training that meets employer needs. It has the flexibility to support retraining. Ensuring AEB responsiveness to local employer needs could be supported through the SEB.

**Lifelong Learning Entitlement** could improve adult access to education although its initial scope is limited. A request was made for an overview document that explains LLE clearly as this scheme is not currently well understood.

*See detailed issue consultation feedback at Appendix 3, section xi.*

## 2.13. Cross-cutting issue: Communications and engagement with employers



### 2.13.1. Improved communications needed to engage employers with skills and education

- Employers need more help to understand the skills and education landscape, which is extremely complex.
- Effective communication channels need to be identified and used.
- A common language and aligned mindsets are needed to enable effective collaboration between employers and training providers.
- Need a clear Employer-facing briefing note that outlines all the funded routes available, and who can access them.

### 2.13.2. Sustained employer support/ guidance on recruitment and skills

- Student transition from training to work requires a collaborative cross-sector efforts.
- LSIP could provide value in sustaining employer / training provider engagement.
- Could be a space for a London Recruitment & Skills Business Support Hub.

*See detailed issue consultation feedback at Appendix 3, section xii.*

## 3. Delivering the LSIP Priorities

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### 3.1. Effective and sustained change

West London has a strong history of collaborative working across the public and private sector. This has only strengthened through the pandemic and the emergence since 2021 of a new dialogue and networks across FE and HE in West London.

Our experience of embracing multiple new initiatives (the Strategic Development Fund, Mayoral Skills Academies, West London Institute of Technology, Kickstart) has shown that – rather like the theme of the LSIP – recruiting and developing the right people as project leaders/ coordinators is critical to the success and impact of these complex programmes.

We will need to continue to be rigorous in who and how we recruit – and there may be more we can do, as the scale of our ambition grows with the LSIP. For example we could do more to bring the frontline changemakers working on different aspects of the LSIP together in person to provide mutual support, share best practice and problem solve together. We could also make smarter use of technology from Microsoft Teams to WhatsApp to facilitate ad hoc collaboration and problem-solving.

The LSIP process has reminded us of the capacity constraints in the private sector to engage in these tough economic times. This reality must also be a driver of more joined up, streamlined engagement with businesses by training providers and intermediaries.

### 3.2. Managing delivery, review and update of the LSIP

Engagement with the LSIP in West London has been extremely positive and has sparked enthusiastic responses from partners keen to deliver the emerging action plan.

WLA and WLB will continue to work closely with BusinessLDN and other partners to drive this process of change in our sub-region; joining up in pan-London initiatives where that scale is more appropriate. The West London Skills & Employment Board (SEB) will provide critical oversight for the LSIP, **monitoring our progress** quarterly against the action plan. A variety of sub-groups/ initiatives will own the delivery of specific recommendations and will start to report into the SEB if they do not already. Work is underway to clarify the outputs/ outcomes and operating model expected for existing Mayoral Skills Hubs, as well as the local accountability mechanisms. This will need to be agreed with the GLA if it is to be embedded, as well resolving the Executive leadership required to drive the LSIP programme between quarterly meetings of the SEB. Existing and future hubs should undergo objective assessment periodically to support their continuous improvement and ensure that they are indeed delivering excellence in our priority sectors.

**Potential barriers** that we may face in implementation are:

- Resourcing

West London Annex to the London Local Skills Improvement Plan (LSIP)

- Sponsorship and capacity in partner institutions to drive change
- Necessary support from City and national education structures to affect the proposed changes
- The need to onboard key stakeholders that have not been sufficiently involved in this first phase of the LSIP's development

### **3.3. Our plan: The West London roadmap**

Our plan has four workstreams:

- Supporting more residents into good jobs
- People – building skills system capacity to deliver
- Perceptions, pathways and collaborative infrastructure – these structures will support providers on a rolling basis to identify viable new programmes to bring forward
- Aligning funding of provision with local need

West London LSIP themes/ issues	Actionable priorities	Responsibility	Funding	When?	Workstream/ Impact
<ul style="list-style-type: none"> <li>■ English for Speakers of Other Languages (ESOL)</li> <li>■ Inclusive recruitment &amp; in-work progression</li> <li>■ Communications &amp; engagement with employers</li> </ul>	Improve the recognition of qualifications obtained abroad	WLA/ WLB/ JCP/ UK ENIC	Tbc	Q2/Q3 2023-4	Supporting more residents into good jobs
	Fund a dedicated post to support West London businesses with inclusive recruitment	WLA/ WLB/ JCP-DWP	DWP/ JCP (tbc)	Q2/Q3 2023-4	
	Engage more employers through a collaborative approach to delivering Recruitment Fairs in West London	WLA/ WLB/ FE colleges/ HE	Tbc	Ongoing	
<ul style="list-style-type: none"> <li>■ Priority sectors: All</li> <li>■ Cross cutting skills:</li> <li>■ English for Speakers of Other Languages (ESOL)</li> <li>■ Careers Advice and Essential Skills</li> </ul>	Advance the 'Trade to Teach' dual professional teaching pilot	WLA/ WLB/ FE colleges	LSIF	Q4 2023-4	People – building skills system capacity to deliver
	Run innovative pilot programme to recruit and train new ESOL tutors from within our local communities	WLA/ Shaw Trust	Existing resources (tbc)	Q2 2023-4	
	Support further rollout of Skills Builder framework in local schools, colleges, universities and workplaces	Schools/ Colleges/ HEIs/ WLCH/ WLB/ Skills Builder/ Employers	Existing resources/ Sponsor employers	Ongoing	
<ul style="list-style-type: none"> <li>■ Priority sectors: All</li> <li>■ Cross cutting skills: Digital and Green</li> <li>■ Careers Advice and Essential Skills</li> <li>■ Communications &amp; engagement with employers</li> </ul>	Sustain existing three West London Mayoral Academies: Health and Social Care, TV/Film and Green Skills	NWL ICS/ JGA Group/ WLC/ GLA/ FE colleges/ HEIs / ITPs/ Employers – support from WLA/ WLB	GLA	Ongoing	Enhancing perceptions of sectors, clarifying technical education pathways and establishing collaborative infrastructure
	Implement lessons learned from the SDF Green Skills Project	FE colleges/ Employers – support from WLB	LSIF/ Existing resources	Q2 2023-4	
	Support the development of a London Digital Skills Partnership	BusinessLDN/ GLA/ Employers – supported by FE/ HE/ ITPs	GLA/ LSIF	Tbc	
	Establish Transport & Logistics Skills Hub/ Centre of Excellence	WTC (tbc)/ UWL (tbc) / Employers	LSIF/ GLA	2024	

West London LSIP themes/ issues	Actionable priorities	Responsibility	Funding	When?	Workstream/ Impact
	Establish Retail Skills Hub/ Centre of Excellence	HE lead (tbc)/ FE lead (tbc) / Employers	LSIF/ GLA	2024	
	Resource West London capacity to partner with existing pan-London Hospitality Skills Hub, explore development of a Hospitality Careers campaign in West London and new approaches to sector Apprenticeships	WLA/ WLB/ WLCH/ JCP	LSIF	Q4 2023-4	
	Establish Food Manufacturing Skills Hub/ Centre of Excellence	WL IoT (tbc)	LSIF/ GLA	2024	
	Build on schools' existing good practice to deliver more, better, careers education and encounters for all learners with approved providers of Apprenticeships and technical education	WLB/ WLA/ WLCH/ Schools/ FE/ HE/ ITPs/ Employers/ Spark!	Existing resources/ LSIF	Ongoing	
	Support employers to offer more learners meaningful experience of the workplace	WLCH/ FE colleges/ schools/ Spark!	Existing resources	Ongoing	
	Engage Local Authority Business Support teams and pan-London Wayfinder programme to align messages on skills and use multiple channels used to connect with businesses	WLA/ Local authorities / London & Partners	Existing resources	Ongoing	
<ul style="list-style-type: none"> <li>■ Aligning and increasing funding</li> <li>■ Communications &amp; engagement with employers</li> </ul>	Align Skills Bootcamp and AEB funding to new West London labour market insights	GLA/ WLA/ WLB/ SEB	Existing resources	Ongoing	Aligning funding of provision with local need
	Publish employer guidance on how to align Skills Investment business case with productivity improvement goals	GLA/ BusinessLDN/ WLB/ Be the Business/ Learning & Work Institute	LSIF and/or partners existing resource	Q4 2023-24	
	Communications campaign to raise awareness of Lifelong Learning Entitlement	WLA/ WLB/ SEB members/ Partner local authorities	Existing channels/ resources	Q3/Q4 2024/25	

**Assumptions:** Resourcing is secured; Business engagement can be sustained and further mobilised; Realistic KPIs are established and project leaders are held accountable for delivery by their employers and with a dotted line to the West London SEB.

See Appendix 9 for detailed roadmap.

## Appendix 1: Acknowledgements

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Finally, thank you to Department for Education for funding the development of this plan which has enabled us to deepen our understanding of local skills priorities and further build the partnerships that will increase the alignment of education with the West London labour market.

**West London Alliance** - Formed in 1997, the West London Alliance (WLA) is a sub-regional partnership of the seven West London Boroughs of Barnet, Brent, Ealing, Hammersmith & Fulham, Harrow, Hounslow and Hillingdon that aims to create a better West London now, and in the future for all those that live, work and visit West London. The WLA identifies common issues and develops shared solutions to add value over and above what might be achieved by any individual borough. This work includes policy and strategy, as well as implementation and operational delivery. The WLA is governed by the Leaders of the 7 WL Local Authorities, supported by their Chief Executives. Visit [wla.london](http://wla.london)

**West London Business** - West London Business (WLB) are the Employer Representative Body (ERB) for the sub-region, covering the same geography as WLA. WLB ensures West London is a successful, inclusive, environment for responsible business. West London is the UK's global gateway; a £73billion+ GVA economy underpinned by 120,000+ businesses. We are a business-led leadership forum, with members including Heathrow and Amazon Web Services (AWS), as well as key regional firms such as Fuller, Smith & Turner and Bigham's. WLB has 15,000+ supporters and convenes 30+ events per annum, including the West London Business Awards. Visit [www.westlondon.com](http://www.westlondon.com)

**Institute for Employment Studies** - The Institute for Employment Studies (IES) is a British centre of research and consultancy on human resources and employment. Visit [www.employment-studies.co.uk](http://www.employment-studies.co.uk)



## Appendix 2: Background and Method

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### Qualitative analysis

IES conducted quantitative analyses of employment and education trends for several London sub-regions, including the West London Alliance (WLA) area. Sector-specific data analyses included Manufacturing, Health and social care, Creative/media/film, Retail, Hospitality and Transport & logistics. For each sector, IES analysed a wide range of data on employment trends (2012-2021), employment projections (2020-2035), recruitment difficulties, skills shortages, engagement with training, and training provision.

For UK employment trends, the following Office for National Statistics data sources were used: the BRES (Business Register and Employment Survey) 2021, the LFS (Labour Force Survey) 2022 and the Census of Population 2021.

For recruitment difficulties and skills shortages, data sources included **Adzuna** vacancies; Business Leaders 2022 survey data from Survation, a London-based polling and market research agency; the London Business 1000 survey, an annual joint survey of over one thousand London businesses published by London Chamber of Commerce and Industry and London Councils; and the Employer Skills Survey 2019, conducted by the Department for Education in England, the Welsh Government and the Northern Ireland Executive.

For engagement with training and training provision, data sources included **the GLA Adult Education Budget**, August 2021-July 2022 and the **Higher Education Statistics Agency**, 2021/22.

To provide context for the in-depth consultations with key stakeholders (see below), Labour Market Insights and Job Posting Analytics were prepared by West London Business for each of the priority sectors, based on Standard Occupational Classification (SOC) Codes, using data provided by **Lightcast**. 'Job post intensity' is a ratio of total job postings to unique jobs postings. The higher the posting intensity ratio, the more effort employers are putting towards filling vacancies.

### Survey data

**The Business Leaders 2022** poll was commissioned by BusinessLDN. Survation polled 1016 Business leaders and HR managers in London in December 2022, with data collected via an online panel. Data were aggregated by sub-regions and WLA data was included in this sub-region report.

**West London Employer Survey** - West London Business conducted an online West London Employer Survey as part of the 2023 West London Local Skills Improvement Plan (LSIP) process. A total of 26 responses were received.

Questions included the following:

- Do you experience problems when recruiting? (0 - Very easy - 10 Extremely hard)



- What are the barriers to your business engaging with full-time and part-time training for your staff?
- What approaches would improve the skills supply for your business?
- Which skills do you feel your business will need to consider over the next 2 – 5 years?
- Would your organisation be prepared to invest in skills that will support your company?
- In an ideal world what would you like to see from a future skills system that would help your business/sector?
- Would you be interested in participating in a 1:1 interview in February 2023?

### **Key findings**

Of the 26 responses, 14 were from Priority Sectors for the West London LSIP:

- Health & Social Care (10)
- Manufacturing (2)
- Hospitality (1)
- Retail (1)

Respondents indicated:

- recruitment was difficult (rated 7/10 on average).
- the greatest barriers to organisations engaging with training for staff were costs, and the availability of staff (due to high workloads, shift patterns, and access issues).

A range of approaches were suggested to improve skills supply, most of which focused on improving their respective sector's optics and awareness of career pathways.

Looking forward, respondents felt that:

- the skills their business would need to consider over the next 2-5 years would be management, basic IT, and technical sector-specific skills.
- higher quality training was a desired feature of the future skills system.

### **In-depth Qualitative Research**

To complement the statistical data and surveys, West London Business also conducted in-depth consultation exercises with representatives of local businesses, trade bodies, intermediaries and education and training providers, including Further Education, Higher Education and Independent Training Providers. The feedback from the Skills Summit,

Roundtables and 1-to-1 / small group interviews has been integrated into the West London LSIP Report.

### ***West London Skills Summit***

A large-scale consultation event was hosted at University of West London on 25 January 2023 to engage key stakeholders in the production of the Local Skills Improvement Plan. In all, 65 employers, 7 trade bodies, 69 intermediaries, and 82 education and training providers registered to participate in plenary and breakout sessions on sector-specific issues (Health & Social Care, Creative/ Media, Hospitality, Retail, Transport & Logistics, Manufacturing), cross-cutting skills issues (Digital, Green), plus Inclusive Recruitment and In-work Progression, Funding System Reform, Careers Advice and Essential Skills, English for Speakers of Other Languages (ESOL). Representatives of employers and trade bodies were invited to complete the West London Employer Survey. In the sector Roundtable Discussions, employers were asked the following questions and other delegates invited to comment:

- Which skills do you feel your business will need to consider over the next 2-5 years?
- What would help you to improve the skills of your workforce the most?
- What are the barriers, if any, to your business engaging with full and part-time training for staff?
- What approaches would improve the skills supply for your business?
- In an ideal world what would you like to see from a future skills system that would help improve skills availability in your business/sector?

### ***Roundtables, small group and 1-to-1 Interviews***

Additionally Roundtable events, small group discussions and 1-to-1 interviews were hosted with stakeholder groups to discuss a variety of sector-specific and cross-sector skills challenges. The Summit questions above were used to initiate discussions but additional priorities raised by interviewees were also included. Examples of good practice were also discussed where they arose and documentation collected.

WLB and WLA also conducted: a survey of young learners, an employer survey in the run-up to the Skills Summit and a follow-up online survey to secure feedback on the draft LSIP.

### ***West London HE/ FE Working Groups and Mayoral Skills Academies/ Hubs***

The West London LSIP has also drawn on additional data sources from a range of Working Groups with which it collaborates. These include the West London HE/ FE Digital Working Group (which conducted a Digital Skills mapping exercise) and the West London Green Skills Hub.

### ***Consideration of skills to support environmental sustainability goals***

Green Skills has been included as a cross-cutting theme in the West London Annex to the London LSIP. This was supported by the 2022 research commissioned from WPI Economics/ IES which is referenced, as well as the recent research findings from the West London SDF Green Skills Project.

The SDF Green Skills project, which was also delivered by West London Business, used Training Needs Analysis methods to identify skills gaps in the labour market and how the provision of local FE colleges will need to adapt to better meet the needs of local employers.

## Appendix 3: Quantitative & Qualitative Data Insights

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This section sets out background information about employment in the WLA area, details of the WLA priority sectors, and employment projections for the whole of London by sector to 2035.

### i. Employment overview

#### i.i. Employment by sector

Figure 3.1 shows the breakdown of employment in the WLA area compared with the whole of London, and Great Britain<sup>6</sup>.

The transportation and storage sector is twice as large in WLA as in the region or country as a whole, accounting for just over 10 per cent of all employees. This is largely due to Heathrow, but also the sizeable logistics sector employment in Brent and Ealing.

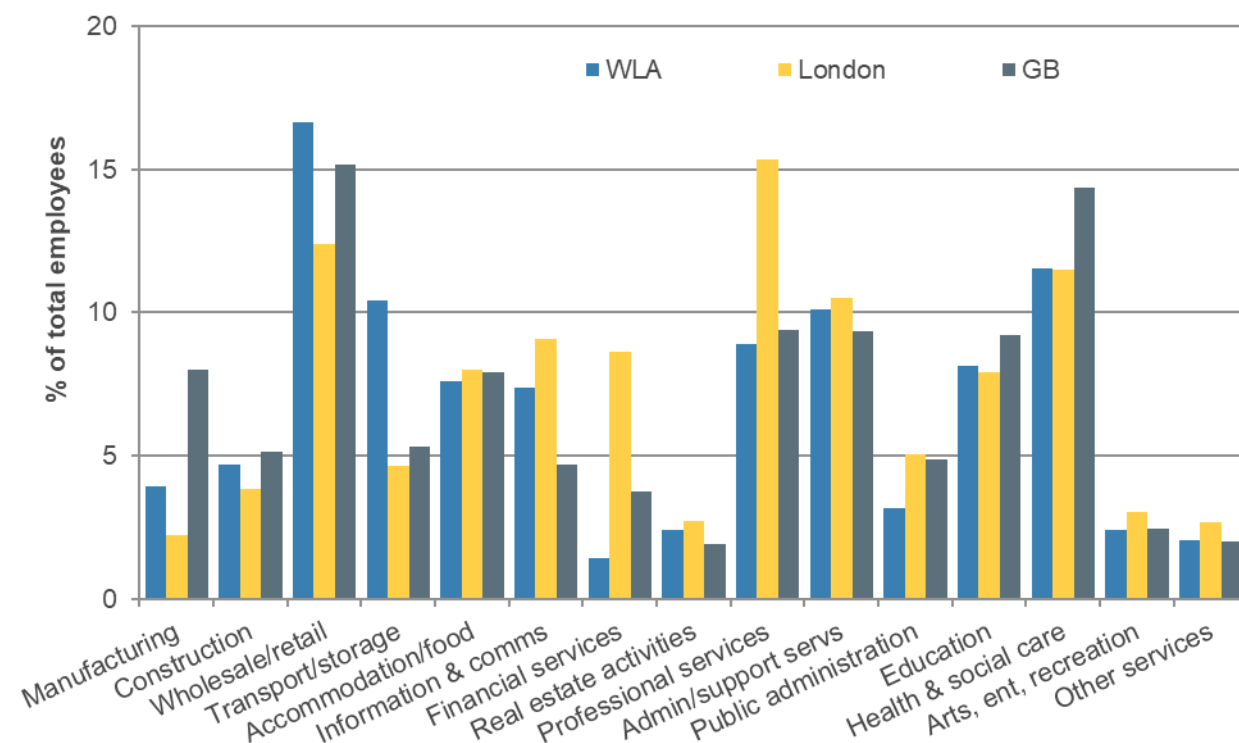
The wholesale and retail sector is also larger in WLA than in London or Great Britain, accounting for 17 per cent of all employees, while construction and manufacturing are larger in WLA than in London, but smaller than in Great Britain, accounting for five per cent and four per cent of all employees respectively.

Some sectors in WLA are much smaller than in London or Great Britain, most notably financial services (2% of employment in WLA) but also public administration (local government and other public sector bodies, 3% of employment in WLA) and professional services (legal, accountancy, advertising etc., 9% of employment in WLA).

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<sup>6</sup> The figure excludes the agriculture, mining and quarrying, electricity and gas, and water supply sectors, as these are very small in numerical terms and together account for less than one per cent of all employees in WLA.

**Figure 3.1 Employees in employment by sector, WLA, London and GB, 2021**



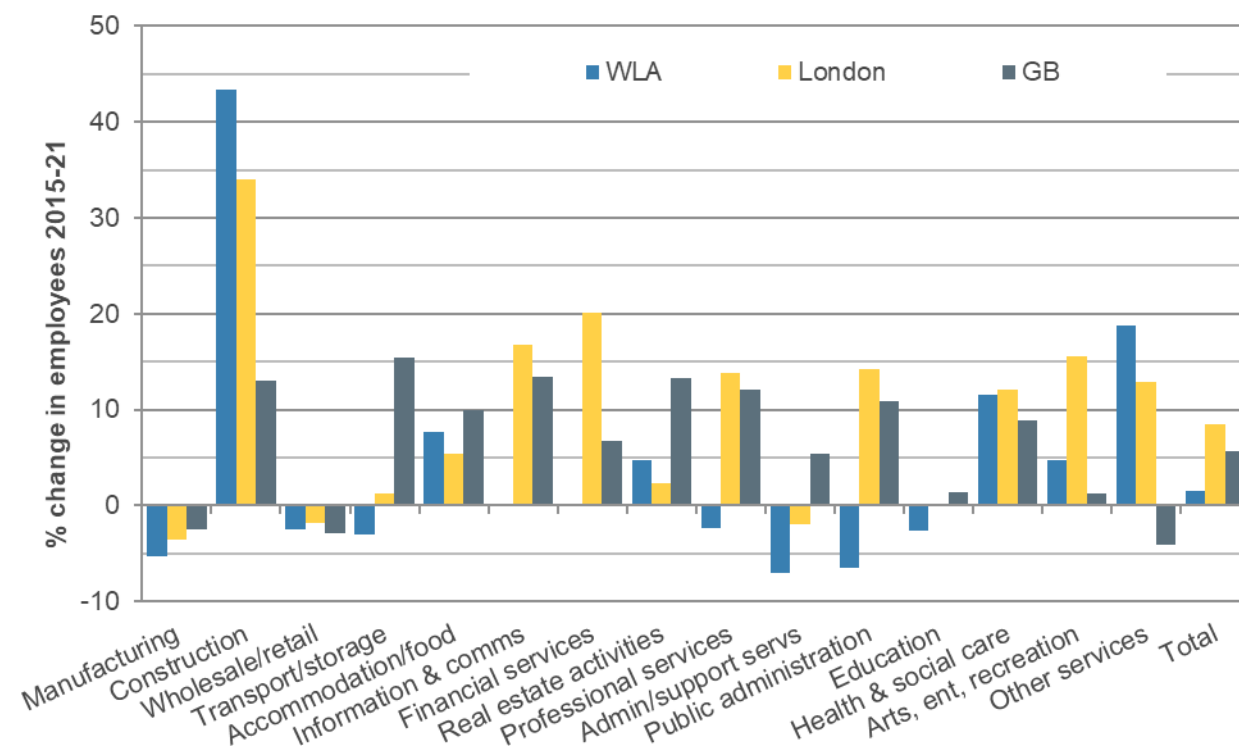
Source: Business Register and Employment Survey, 2021

### **i.ii. Employment trends**

Between 2015 and 2021, the total number of employees in employment in WLA increased by 1.6 per cent, a much smaller increase than in Great Britain (5.7%) or London (8.4%) over the same period.

The main growth sectors in WLA were construction, which increased by 43 per cent, other services (which includes membership organisations, and hair and beauty) with an increase of 19 per cent, and health and social care, which increased by 12 per cent. Employment in wholesale and retail (the largest absolute sector) and transportation and storage (the largest relative sector compared with London and GB) decreased by three per cent.

**Figure 3.2 Change in employees in employment by sector, WLA, London and GB, 2015-21**



Source: Business Register and Employment Survey, 2021

While London’s sector balance also confers higher wages, below the 90th percentile of incomes these have not kept pace with rising housing costs, and below the 75th percentile of incomes in London disposable incomes have been significantly eroded for those not on the mortgage ladder for at least 20 years.

For those with mortgages - recent interest rises and revaluations, alongside energy cost rises have also had major impacts on disposable income. Therefore high streets and local services face further retractions of spend even as their own costs increase.

Lower productivity sectors will struggle to offer workers higher wages. Thus people are exiting these sectors *because* the economics of wages and personal costs increasingly do not add up. In many cases people have become ill and will not then consider returning to previous roles.

This may offer a large new potential market for retraining, for example building on existing research identifying trends of mid-career ‘switching’. The roadmap should be seen as a framework for West London focussing more on transferrable skills. For example, can West London develop a model whereby if an Apprentice or other learner decided to transition between construction and creative sectors combinations of core learning modules acquired could be ‘banked’ and used as a basis for enabling easy/easier switching between more specialised pathways? This

could also be strengthened through developing additional modular learning approaches within existing vocational or classroom-taught FE, HE and ITP settings.

Providing traditional trade and core skills alone is unlikely to equip either learners or businesses to sustain and progress and grow given the structure of economic issues.

Digital skills *that have* enabled productivity growth in the creative sector do however provide an example of a way to address factors inhibiting other sectors' productivity growth such as "subpar project management and execution, inadequate design processes, and underinvestment in skills development, R&D, and innovation".

### **i.iii. Employment by occupation**

The 2021 Census of Population results provide information on the occupations of employed residents in WLA (this differs from the sectoral analysis which covers those working in WLA).

The occupational distribution of WLA residents is broadly similar to that for all London residents albeit with slightly higher proportions in skilled trades occupations, machine operatives, and elementary staff. These differences to some extent reflect the priority sectors in WLA – manufacturing, transport and logistics, and hospitality.

**Table 3.1 Residents in employment by occupation in WLA, London and England, 2021 (%)**

	WLA	London	England
Managers	14.3	14.6	12.9
Professionals	23.4	25.8	20.3
Associate professionals	13.4	15.3	13.3
Administrative/clerical staff	8.7	8.5	9.3
Skilled trades occupations	8.6	7.5	10.2
Caring, leisure and other service staff	7.8	7.7	9.3
Sales and customer services staff	7.1	6.3	7.5
Machine operatives	6.3	5.0	6.9
Elementary staff	10.5	9.2	10.5

Source: *Census of Population 2021*

There is some variation between the Boroughs, with Hammersmith and Fulham having the highest proportion of managerial, professional and associate professional workers (68%), while Brent and Harrow have the highest proportions of skilled trades workers (10% in each Borough), and Brent and Hounslow have the highest proportions of machine operatives and elementary staff (22% and 21% respectively).

### **i.iv Employment projections**

Employment projections by sector and occupation have been produced for the London region. These show that between 2020 and 2035, total employment across all sectors is projected to increase by 9.1 per cent.

There are markedly different forecasts for the WLA priority sectors in London. The hospitality sector is projected to experience rapid growth, with employment increasing by 25 per cent between 2020 and 2035, nearly three times as fast as employment overall. However, there are modest projected increases for transport and logistics (8.0%), creative, media and film (7.4%), and health and social care (5.6%). Employment in retail and wholesale is projected to remain stable, while employment in manufacturing is expected to fall by 9.3 per cent.

Looking in more detail at the priority sectors:

- In health and social care, there is projected to be a 10% increase in employment in health, but a decline in employment in social care of around 2%. In terms of occupations, there is projected to be a 46% increase in employment in associate professional and technical occupations – medical and pharmaceutical technicians, welfare and housing officers etc. – and an increase of 8% in caring occupations – nursing assistants, care assistants etc. However, the number of professional workers – nurses, medical practitioners etc. – is projected to fall by 2%, and there are larger projected falls for the other occupational groups;
- In retail, there are projected increases for professional and associate professional occupations, of 22% and 7% respectively, but the number of sales and customer service workers is projected to fall by 12%;
- In hospitality, there are projected increases for all occupational groups, although the largest group, elementary occupations, is projected to have the smallest increase, of 13%;
- In transport and logistics, employment in land transport is projected to increase by 20%, while there is projected decrease of 13% for air transport, and employment in warehousing, postal and courier is projected to remain stable. By occupation, the largest increase is projected for professional occupations (41%), followed by associate professional and technical occupations (20%) and sales and customer service occupations (19%);
- The decline overall in manufacturing masks a projected increase in the engineering sub-sectors of 35 per cent and stable employment in food, drink and tobacco manufacturing, but a decline of 21 per cent in other manufacturing sectors. Employment in professional occupations in manufacturing is projected to increase by 9%, but in all other occupational groups employment is projected to decline; and



- In the creative, media and film sector, the growth in employment is projected to be much larger among professional occupations than among associate professional occupations, with projected increases of 23% and 3% respectively.

#### **i.v. Vacancies at the organisation and establishment level**

Sources used to assess recruitment difficulties and skills shortages: Lightcast, Adzuna vacancies. Survation survey, London Business 1000 survey and Employer Skills Survey 2019.

Taking a snapshot of vacancies in the WLA area at the end of January 2023 shows that the retail and wholesale sector had the most vacancies of the priority sectors, accounting for 13.1 per cent of all vacancies that were allocated to sectors, slightly below professional services which accounted for the highest proportion (13.5%). Health and social care and hospitality were the next largest, accounting for 12.0 per cent and 11.0 per cent respectively, while transport and logistics accounted for 4.1 per cent, and manufacturing accounted for 3.8 per cent.

Vacancy data from Adzuna is not available for the creative, media and film sector as the industry breakdowns are limited to 1-digit SIC Sections.

#### ***Recent evidence at the organisation level***

The **Survation survey** asked employers to indicate whether they had current vacancies and if so how many. Around four fifths (78%) of employers in WLA said that they had current vacancies, close to the figure for all employers in London, but WLA employers were less likely to report having ‘many’ vacancies and were more likely to report having ‘few’ open vacancies.

Employers in the transportation and storage, and retail sectors across London were less likely to have vacancies (71% and 67% respectively), while those in manufacturing, hospitality and digital sectors were more likely (86%, 85% and 90% respectively).

Among those employers in WLA that did have vacancies, they were more likely to have difficulties filling them than those elsewhere in London – 72 per cent said that they were struggling to fill them, compared with 66 per cent across London.

Nine out of ten (91%) hospitality employers with vacancies across London said that they were struggling to fill them, as were 83 per cent of transportation and storage employers and 76 per cent of digital employers; those in health and social care were least likely to report struggling to fill vacancies (44%).

In terms of roles that were difficult to fill, employers in manufacturing, and transportation and storage, were more likely than those in other sectors to report struggling to fill vacancies for skilled trades, and technical and skilled support roles, while hospitality employers were more likely to report struggling to fill vacancies for managers, and employers in retail, and creative/media/film employers were more likely to report difficulties recruiting professional and highly skilled specialist roles.

Recruitment difficulties in transportation and storage were most likely to be caused by the jobs entailing shift work or unsociable hours,

### *Evidence from 2019 at the establishment level*

The Employer Skills Survey 2019 found that recruitment activity in the WLA area was lower than across London as a whole, with 17 per cent of establishments in the WLA reporting that they had vacancies at the time of the survey, compared with 19 per cent for all London establishments.

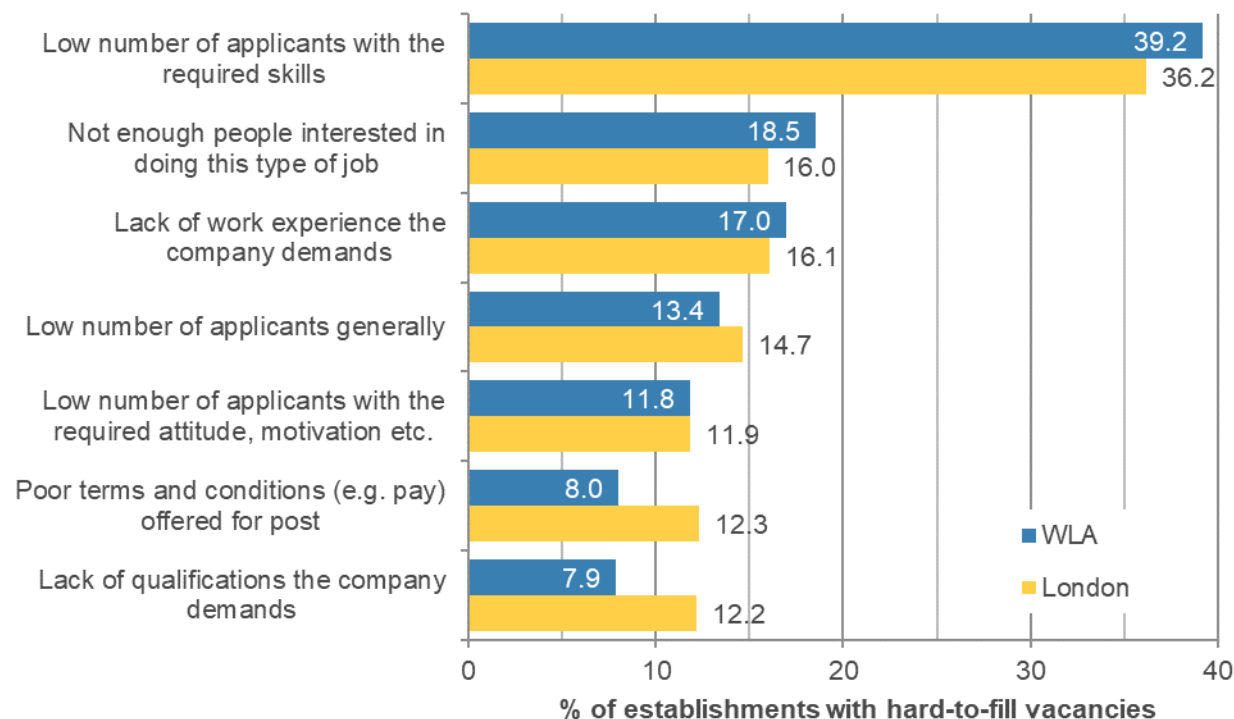
Among those establishments that did have vacancies, 39 per cent reported that some vacancies were hard-to-fill, very similar to the figure for the whole of London of 38 per cent. Combining the two proportions shows that 6.4 per cent of all establishments in WLA reported hard-to-fill vacancies, below the London-wide proportion of 7.3 per cent.

In comparison with all establishments in London with hard-to-fill vacancies, those in WLA were more likely to report hard-to-fill vacancies for:

- Managers and senior administrators (9.1% compared with 5.4% for London);
- Machine operatives (10.6% compared with 6.8%); and
- Caring, leisure and other services staff (18.7% compared with 13.3%); and
- Administrative/clerical staff (12.4% compared with 9.1%).

The causes of hard-to-fill vacancies for WLA establishments were not too dissimilar to those for establishments across the whole of London, with low numbers of applicants with the required skills being the most common cause, followed by not enough people interested in doing the type of work, and lack of work experience the company demands.

**Figure 3.3 Main causes of hard-to-fill vacancies, WLA and London, 2019**



Source: Employer Skills Survey 2019

## i.vi. Skills shortages at an organisation and establishment level

### *Recent evidence at the organisation level*

The **Survation survey** found that 60 per cent of WLA respondents who reported that they were struggling to fill some of their vacancies said that a low number of suitable applicants with the required skills was the biggest driver of recruitment difficulties, slightly above the proportion for all respondents of 57 per cent. Thus 32 per cent of all respondents in WLA (including those without any vacancies) reported skills shortages, compared with 29 per cent of all respondents.

Among the WLA priority sectors, but covering respondents across the whole of London, those in the hospitality sector were most likely to report skills shortages (50%).

The **London Business 1000 survey** asked business what they perceived as the main challenges for their business to do with skills and the labour market in the next 12 months. The proportion of WLA business mentioning skills shortages among job applicants was 22 per cent, slightly below the proportion across all London businesses of 25 per cent. WLA businesses were more likely than those elsewhere in London to report flexible working arrangements (17% compared with 13% across

London, which may be related to the issue of shift working/unsociable hours in the transport and logistics sector described above) and automation (7% compared with 5%).

Among the WLA priority sectors, but covering respondents across the whole of London, those in manufacturing and production were most likely to report skills shortages among job applicants as a main challenge for the business (33%).

### ***Evidence from 2019 at the establishment level***

The 2019 Employer Skills Survey found that three quarters (76%) of establishments that reported hard-to-fill vacancies in WLA said that they had skills shortage vacancies (i.e. they were difficult to fill due to a lack of skills, qualifications or experience among applicants). This was slightly higher than the proportion across all London establishments of 73 per cent, but due to the smaller proportions of WLA establishments with vacancies at all, or with hard-to-fill vacancies, the proportion of all WLA establishments with skills shortage vacancies was slightly below the figure for the whole of London (4.9% compared with 5.7%).

In terms of occupations affected, WLA establishments were more likely to report skills shortage vacancies for the following groups:

- Managers and senior administrators (9.7% compared with 5.1% for London);
- Caring, leisure and other services staff (21.8% compared with 13.7%);
- Machine operatives (7.7% compared with 5.6%); and
- Skilled trades occupations (23.2% compared with 17.8%).

In terms of the skills that establishments found lacking among applicants, the ESS separates these out into technical and practical skills on the one hand, and soft/people skills on the other hand. Looking first at the technical/practical skills, WLA establishments were more likely than those elsewhere in London to report the following skills as being difficult to obtain from applicants:

- Adapting to new equipment or materials (37.6% compared with 28.0% for London);
- Manual dexterity e.g. to mend, repair, assemble, construct or adjust things (29.0% compared with 22.3%);
- Writing instructions, guidelines, manuals or reports (40.7% compared with 33.3%); and
- Computer literacy/basic IT skills (24.9% compared with 20.6%).

There were a number of soft/people skills that WLA establishments were more likely to cite as difficult to obtain:

- Setting objectives for others and planning human, financial and other resources (38.7% compared with 30.4% for London);
- Instructing, teaching or training people (30.8% compared with 28.1%);
- Making speeches or presentations (23.8% compared with 22.1%); and
- Customer handling skills (45.2% compared with 42.4%).

There was substantial variation between the WLA priority sectors in skills found difficult to obtain from applicants (using responses from across London as the sample sizes by sector within WLA are too small for analysis; furthermore, the transport and logistics, manufacturing and creative, media and film sectors had to be combined to obtain a sufficiently large sample for analysis). The following technical/practical skills were particular issues in WLA priority sectors:

- Computer literacy/basic IT skills in the health and social care sector (30.1% compared with 20.6% across all sectors);
- Solving complex problems requiring a solution specific to the situation in health and social care (60.2%) and across the transport and logistics, manufacturing and creative, media and film sectors (64.5%, compared with 47.9% across all sectors);
- Communicating in a foreign language in the hospitality sector (38.5% compared with 20.6% across all sectors);
- Manual dexterity (e.g. to mend, repair, assemble, construct or adjust things) in the retail sector (32.7%) and across the transport and logistics, manufacturing and creative, media and film sectors (29.8%, compared with 22.3% across all sectors); and
- Adapting to new equipment or materials across transport and logistics, manufacturing and creative, media and film (34.1% compared with 28.0%).

The following soft/people skills were particular issues in WLA priority sectors:

- Instructing, teaching or training people, and sales skills, were issues in both the retail and hospitality sectors – 39.2% of retail establishments and 39.8% of hospitality establishments with skills shortages reported difficulties obtaining teaching/training skills compared with 28.1% of establishments across all sectors, and 37.0% of retail establishments and 39.1% of hospitality establishments reported difficulties obtaining sales skills, compared with 28.2% of establishments across all sectors;
- Managing or motivating other staff was also an issue in retail (47.5% compared with 36.4% across all sectors);
- Managing workers' own feelings, or handling the feelings of others, was a further issue in hospitality (49.0% compared with 37.0%);
- Team working skills were difficult to obtain for establishments in health and social care (50.4% compared with 38.5% across all sectors); and
- Setting objectives for others and planning human, financial and other resources were difficult to obtain for transport and logistics, manufacturing and creative, media and film establishments (33.7% compared with 30.4% across all sectors).

### **i.vii. Skills gaps at an organisation and establishment level**

This section investigates skills gaps among the existing workforce.

#### ***Recent evidence at the organisation level***

The **Survation survey** asked respondents whether their existing workforce had the skills and capabilities to meet the business' needs, or whether there were gaps in skills and capacity. Respondents in WLA were slightly less likely to report skills gaps

than those elsewhere in London, with 28 per cent reporting some gaps in skills and capacity, and four per cent reporting significant gaps in skills and capacity compared with the proportions across all respondents of 31 per cent and three per cent respectively.

Respondents in the retail, and health and social care sectors were more likely than those in other sectors to report skills gaps (42% and 45% respectively) while those in hospitality, and transport and logistics were less likely to report skills gaps (19% and 25% respectively).

WLA respondents with skills gaps were more likely than those elsewhere in London to report that English skills (reading and writing) and basic digital skills were lacking (33% reported English skills compared with 21% across London, and 36% reported basic digital skills compared with 33% across London).

The **London Business 1000 survey** asked whether businesses were facing challenges in terms of skills in relation to a number of broad occupational groups. WLA respondents were more likely than average to report skills challenges for clerical roles (20% of respondents compared with 14% across London) but less likely to report challenges for skilled manual/technical roles (27% compared with 32% across London). However, across London, business in manufacturing, and transport and logistics, were much more likely than average to report challenges for skilled manual/technical roles (59% and 41% respectively), while businesses in retail and hospitality were more likely than average to report challenges for unskilled or semi-skilled roles (23% and 22% respectively compared with 12% across all sectors).

The survey went on to ask which types of skills respondents were facing challenges with. WLA respondents were more likely than average to report challenges with problem solving skills (18.2% compared with 16.6% across London), commercial awareness and knowledge of the organisation (17.9% compared with 15.3%), team working (16.2% compared with 13.5%) and basic numeracy skills (6.3% compared with 4.4%).

### ***Evidence from 2019 at the establishment level***

The **2019 ESS** found that 11.1 per cent of establishments in WLA reported skills gaps among their existing staff, the same as the proportion for the whole of London. WLA establishments were more likely to report gaps among skilled trades occupations (15.8% compared with 12.8% across London) and among machine operatives (7.4% compared with 4.6%), although the occupations most commonly reported as having skills gaps were administrative/clerical occupations (25.9%) and sales and customer service occupations (23.9%).

There were associations between the WLA priority sectors and the occupations most affected by gaps, when looking at establishments across the whole of London (sample sizes were too small to look at priority sectors within WLA). Among health and social care establishments the occupations most commonly reported as having



gaps were caring, leisure and other service staff (39.6%) and administrative and clerical staff (39.5%), while more than half (57%) of retail establishments with skills gaps reported gaps among sales and customer service staff, and 62 per cent of hospitality establishments with skills gaps reported gaps among elementary staff.

Across all establishments in WLA with skills gaps, the types of skills that were lacking were very similar to those across London as a whole. The one area where WLA establishments were more likely to report gaps was adapting to new equipment or materials, reported as lacking by 34.1 per cent of WLA establishments with gaps compared with 31.6% of establishments across London.

### **i.ix. Future skills needs**

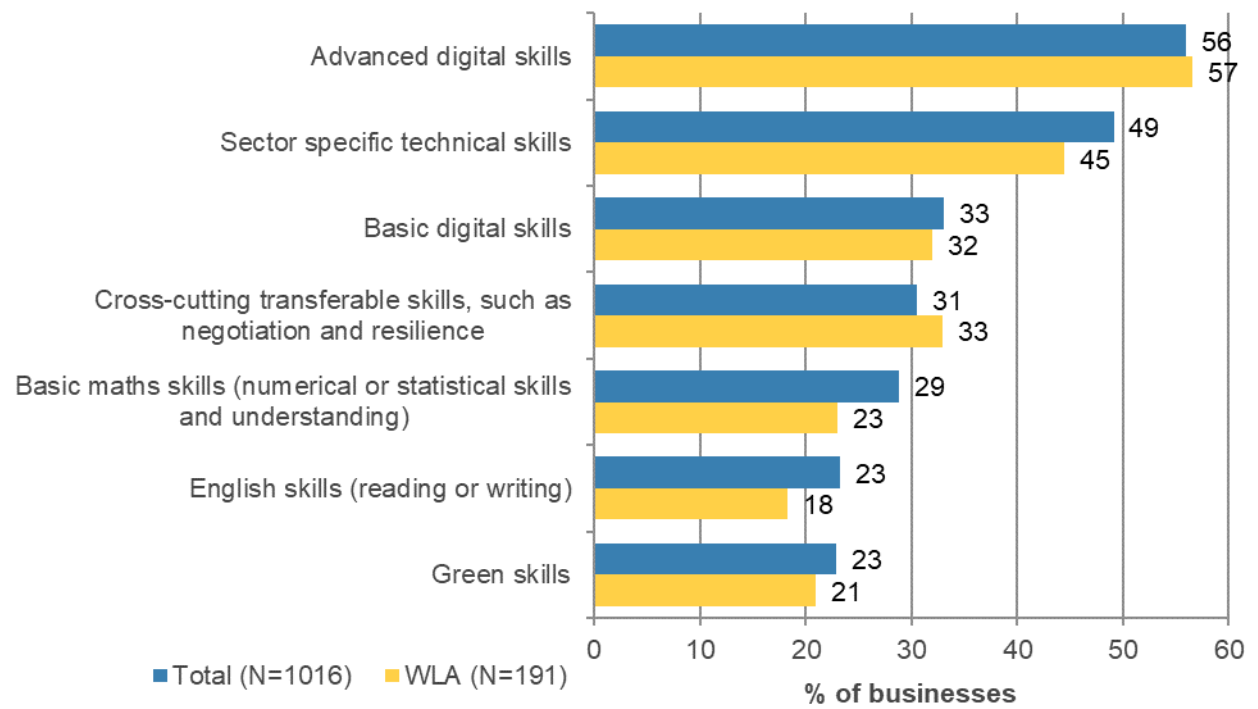
The **Survation survey** asked respondents how confident they were that they understood their skills needs over the next two to five years, and which skills they felt their business would need most over the same period.

WLA businesses were slightly more likely than those elsewhere in London to be very confident they understood their future skills needs (43% compared with the London average of 40%),

In terms of the particular skills that WLA businesses felt they would need most, these were broadly in line with the patterns across London, as Figure 3.4 shows. WLA businesses were slightly more likely to report needing cross-cutting transferable skills (such as negotiation and resilience) but slightly less likely to report needing sector-specific technical skills, basic maths skills, and English skills.



**Figure 3.4 Skills that businesses will need most over next 2 to 5 years, WLA and London, 2022**



Source: *Survation survey, December 2022*

## **ii. Health and social care**

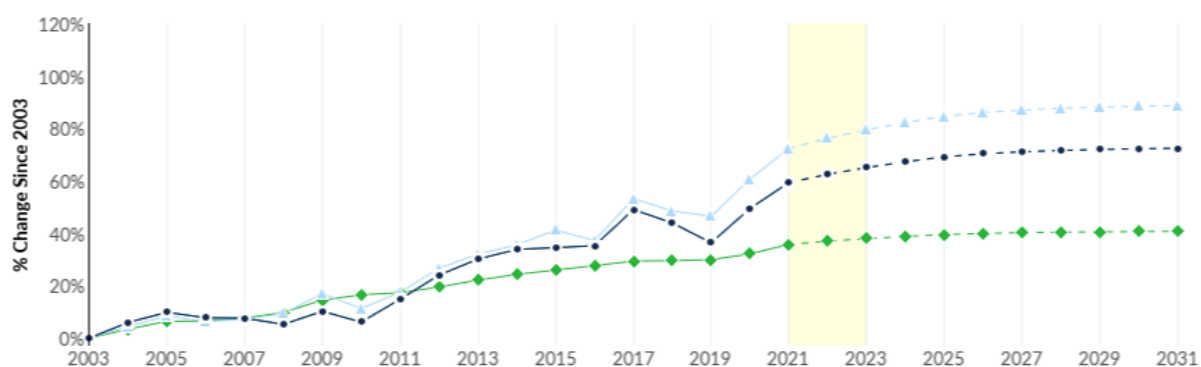
### **ii.i Employment overview**

The health and social care sector employed around 106,000 employees in the WLA area in 2021, accounting for 11.5 per cent of all employees. This is slightly below the national figure of 14.4 per cent, but the same as the London average.

There is significant variation by Borough, with the sector largest in Barnet and Brent, at between 15 and 16 per cent, and smallest in Hounslow (7%) and Hillingdon (8%).

Just over 40 per cent of workers in health and social care were in professional occupations, while caring, leisure and other service occupations are the next largest group, accounting for 29 per cent of all workers; the remainder were mostly spread across associate professional, clerical/secretarial, and managerial occupations.

## Industry Overview - West London regional trends 2021-2023 (Lightcast)



Region	2021 Jobs	2023 Jobs	Change	% Change
● Region	116,195	120,357	4,162	3.6%
■ West London Alliance	116,195	120,357	4,162	3.6%
▲ London	626,534	652,538	26,004	4.2%
◆ United Kingdom	4,290,457	4,358,905	68,448	1.6%

SOC	Description	Employed in Industry Group (2021)	Employed in Industry Group (2023)	Change (2021 - 2023)	% Change (2021 - 2023)	% of Total Jobs in Industry Group (2021)	Median Hourly Wages	Education Level
2231	Nurses	17,753	18,335	582	3%	15.3%	£22.49	Honours, Bachelor's degree
6145	Care Workers and Home Carers	13,818	13,965	147	1%	11.9%	£10.98	Level 2 NVQ; GCSE at grades A*-C
2211	Medical Practitioners	9,079	9,445	366	4%	7.8%	£33.29	Honours, Bachelor's degree
6141	Nursing Auxiliaries and Assistants	8,350	8,609	259	3%	7.2%	£12.74	Level 3 NVQ; A Levels
4216	Receptionists	4,013	4,351	338	8%	3.5%	£10.50	Level 2 NVQ; GCSE at grades A*-C
4159	Other Administrative Occupations n.e.c.	3,274	3,502	229	7%	2.8%	£14.38	Level 2 NVQ; GCSE at grades A*-C
6121	Nursery Nurses and Assistants	2,577	2,559	(18)	(1%)	2.2%	£10.27	Level 2 NVQ; GCSE at grades A*-C
9233	Cleaners and Domestic Staff	2,331	2,490	159	7%	2.0%	£9.57	Level 1 NVQ; GCSE at grades D-G
6143	Dental Nurses	2,109	2,225	116	5%	1.8%	£10.65	Level 4 NVQ; Intermediate, DipHE, DipFE
4211	Medical Secretaries	1,781	1,850	68	4%	1.5%	£13.46	Level 3 NVQ; A Levels
6122	Childminders and Related Occupations	1,610	1,608	(2)	(0%)	1.4%	£12.69	Level 2 NVQ; GCSE at grades A*-C
3239	Welfare and Housing Associate Professionals n.e.c.	1,534	1,545	11	1%	1.3%	£14.09	Level 3 NVQ; A Levels
2442	Social Workers	1,509	1,500	(8)	(1%)	1.3%	£22.76	Honours, Bachelor's degree
	All other occupations	46,459	48,373	1,914	4%	40.0%		

The Health and Social Care sector employed 120,357 jobs in the WLA area in 2023: 18.4% of all sector jobs in London and 2.7% of sector jobs across the UK. This represents a 3.6% increase in the WLA sub-region since 2021 (116,195 jobs), in contrast with a 4.2% increase in London and a 1.6% increase across the UK. The

average advertised sector wage in 2021 was £31,942, £5,445 higher than the national average of £26,497.

### **National Industry Age Breakdown**

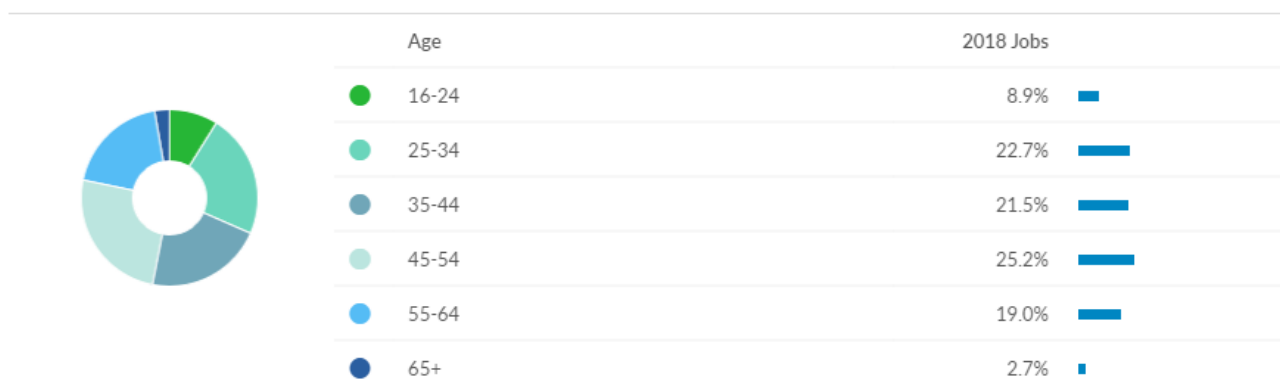


Table 3.2 shows the ten largest detailed occupations (4-digit SOC), with care workers and nursing assistants being the two largest groups, followed by nurses and medical practitioners making up most of the rest.

**Table 3.2 Largest occupations in the health and social care sector in WLA, 2021/22**

	Number	%
6135 Care workers and home carers	11,600	10.9
6131 Nursing auxiliaries and assistants	8,700	8.3
2237 Other nursing professionals	6,600	6.2
2211 Generalist medical practitioners	4,300	4.0
2212 Specialist medical practitioners	4,000	3.7
2232 Community nurses	2,100	2.0
2461 Social workers	2,100	2.0
4216 Receptionists	2,100	2.0
3229 Welfare and housing associate professionals n.e.c.	2,000	1.9
2233 Specialist nurses	2,000	1.9

Source: IES calculations from BRES 2021 and LFS 2022

In terms of workforce demographics:











- Three quarters (74%) were female, compared with 48 per cent of all workers;
- More than half (56%) were from ethnic minority backgrounds, mostly those from Asian and Black backgrounds, compared with around 39 per cent of all workers;
- One in four workers (25%) were aged 55 and over, compared with 20 per cent across all sectors;
- One in six workers (16%) had a disability, the same proportion as across all sectors; and
- Nearly two thirds (64%) had a degree or equivalent or higher qualification, above the proportion across all sectors of 55 per cent, while around one in ten (11%) had qualifications below GCSE level or no qualifications<sup>7</sup>, similar to the proportion across all sectors (13%).

## ii.ii Recruitment and retention challenges

Between 2015 – 2022, Health and Social Care workforce grew by 12.1%, from 95,150 – 106,700 and we continue to have high vacancies across North West London Integrated Care System in both clinical and non-clinical roles.





















Vacancies for care workers and nurses accounted for 40 per cent of all vacancies, with nannies, fitness and wellbeing instructors, and chefs being the next largest groups, together accounting for a further 15 per cent of vacancies.

### **Top Organisations Posting (Lightcast)**

Company	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
NHS	69,008 / 8,024	9 : 1 	35 days
Bristol-Myers Squibb	456 / 232	2 : 1 	28 days
Barnet Enfield and Haringey	2,444 / 208	12 : 1 	35 days
Barchester Plc	2,383 / 150	16 : 1 	32 days
Home Instead	494 / 148	3 : 1 	29 days
Cygnet Health Care	950 / 123	8 : 1 	45 days
The Hillingdon Hospital NHS	339 / 100	3 : 1 	36 days
Gold Care Homes	633 / 91	7 : 1 	22 days
Circle Health Group	150 / 62	2 : 1 	51 days
Outcomes First Group	86 / 62	1 : 1 	60 days

<sup>7</sup> Or did not know their qualification level.

## Top Posted Roles (Lightcast)

Occupation (SOC)	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
 Nurses	36,180 / 2,291	16 : 1 	36 days
 Medical Practitioners	3,484 / 733	5 : 1 	35 days
 Care Workers and Home Carers	4,733 / 674	7 : 1 	33 days
 Health Services and Public Health Managers and Directors	3,907 / 424	9 : 1 	35 days
 Nursing Auxiliaries and Assistants	3,356 / 373	9 : 1 	34 days
 Other Administrative Occupations n.e.c.	1,443 / 364	4 : 1 	34 days
 Physiotherapists	1,370 / 314	4 : 1 	35 days
 Health Associate Professionals n.e.c.	1,654 / 307	5 : 1 	35 days
 Occupational Therapists	1,274 / 290	4 : 1 	34 days
 Psychologists	1,554 / 288	5 : 1 	35 days

Using SOC (Standard Occupational Classification) codes, the largest number / proportion of industry group WLA jobs posted in 2021 were for Nurses (17,753-15.3%), Care Workers and Home Carers (13, 818/ 11.9%), Medical Practitioners (9,079 / 7.8%), Nursing Auxiliaries (8,350 / 7.2%).

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 were the NHS (69,008 / 8,024), Bristol-Myers Squibb (456 / 232) and Barnet Enfield and Haringey (2,444 / 208).

The top Total / Unique occupations for job postings were Nurses (36,180 / 2291), Medical Practitioners (3,484 / 733), Care Workers and Home Carers (4,733 / 674), Health Services and Public Health Managers and Directors (3,907 / 424) and Nursing Auxiliaries and Assistants (3,356 / 373).

The largest occupations among health and social care vacancies in late January 2023 are show in Table 3.3. Vacancies for care workers and nurses accounted for 40 per cent of all vacancies, with nannies, fitness and wellbeing instructors, and chefs being the next largest groups, together accounting for a further 15 per cent of vacancies.

**Table 3.3 Largest occupations in health and social care vacancies in WLA, January 2023**

SOC	Occupation	% of all vacancies in sector
6135	Care workers and home carers	28
2237	Other nursing professionals	12
6116	Nannies and au pairs	8
3433	Fitness and wellbeing instructors	4
5434	Chefs	3

Source: Adzuna vacancies snapshot, January 2023

In stakeholder consultations, the following recruitment and retention barriers were reported:

- Resource barriers to training were reported for learners (the cost of living crisis heightens debt fears) as well as for employers (not all can access training). Not all employers can access Apprenticeship funding or afford other training.
- A disconnect was identified in HSC learners' progression from training into a career in the sector. A recent West London collaborative research study unpacks this in detail: 'Exploring the barriers and enablers for progression to Health and Social Care careers for disadvantaged/ underrepresented Health and Social Care students studying in Further Education Colleges' (Buckinghamshire New University, HRUC and Brunel University, 2022). Amongst other barriers, they found that the limited placement capacity in the system meant that not all students had the opportunity to experience clinical insights placements. This was noted as a significant barrier to moving into work in the sector because clinical placements helped students understand the realities of the work and the variety of roles and career paths available. Those that had undertaken clinical placements were found to be more informed of their options, and more committed to pursuing a career in HSC.
- Cultural barriers: young people who lack maturity don't understand organisational hierarchy.
- Health & Social Care (HSC) attractiveness as a sector impaired by working conditions, including low pay, stress and unsocial hours compared with other sectors.
- Older workers may have difficulty accessing the Health and Social Care labour market, given the barriers to retraining.



- There are sector-specific recruitment and retention challenges, specifically private firms are more attractive than the public sector.
- Information barriers: employers and individuals may lack full knowledge of training and job opportunities (e.g. not all aware of No Wrong Door).
- “Digital poverty”: some learners lack access to online learning platforms outside of work.

### ii.iii Skills gaps

#### Top Skills based on Job Postings

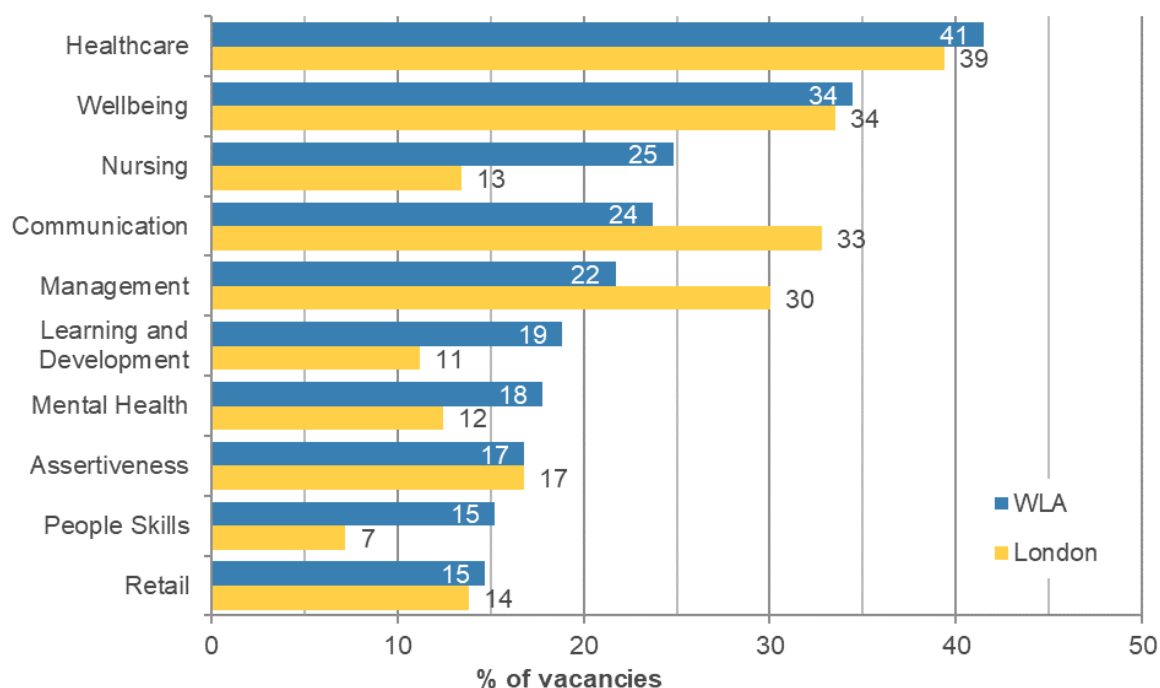
Skill	Postings with Skill
Nursing	2,647
Midwifery	1,671
Auditing	1,626
Mental Health	1,517
Surgery	854
Psychology	845
Risk Analysis	735
Physical Therapy	715
Clinical Practices	684
Clinical Governance	662

The Top Skills based on Job Postings were Nursing (2,647), Midwifery (1,671), Auditing (1,626), Mental Health (1,517) and Surgery (854). (Source: Lightcast)

Skills gaps were identified by 13.1% of health and social care employers. The most important technical skills gaps included solving complex problems requiring a solution specific to the situation (51.4%) and specialist skills or knowledge needed to perform the role (61.1%). Important IT skills gaps included Basic Microsoft Office skills (45.6%) and Foundation digital skills (27.6%). Important essential (soft) skills gaps included team working (58.3%) and an ability to manage own time and prioritise own tasks (71.3%).

Figure 3.5 gives an Adzuna view of the skills requested in health and social care vacancies in WLA, compared with health and social care vacancies across the whole of London. Skills in healthcare and wellbeing were the most commonly requested, as they were across London, while skills in nursing were twice as likely to be mentioned in WLA (25% of vacancies compared with 13% across London), and communication and management skills were much less likely to be requested in WLA. Other differences were WLA vacancies being more likely to mention skills in learning and development, mental health, and people skills.

**Figure 3.5 Skills requested in health and social care vacancies, WLA and London, 2022**



Source: Adzuna vacancies dashboard, January-December 2022

Technical/practical skills gaps - The Survation survey revealed that WLA Health and social care establishments were more likely than the London average to report gaps in writing instructions, guidelines, manuals or reports (36.7% compared with 26.7% across all sectors).

Essential (soft) skills gaps – The Survation survey revealed that WLA Health and social care establishments were more likely than the London average to report gaps in making speeches or presentations, managing or motivating other staff, and instructing, teaching or training people.

In stakeholder consultations, the following challenges were identified:

- GCSE Maths and English prerequisites present a challenge to career progression.
- Higher quality training opportunities are being offered outside the UK, which lead learners to pursue career progression opportunities elsewhere.
- Compared to their NHS counterparts, Health and Social Care workers are often on lower wages, doing work which is not recognised or rewarded; and they lack clear progression pathways.
- Training for staff on: administering insulin, learning disabilities/ mental health and technology (use of entry level software), effective care costing, deregistration of services, working with complex care, development of future leadership, early warning of future trends in sector.

- Use Care Skills Academy (<https://careskillsacademy.co.uk/>) but would also like more roll out of 'Train the trainers' model.

### iii. Retail

#### iii.i Employment overview

Around one in six employees (16.6 per cent, 153,000 employees) worked in the retail sector (combined with wholesale and vehicle repair). This is higher than the national proportion, of 15.2 per cent, and also the London proportion of 12.4 per cent. Significant retail employment sites are Heathrow (Hillingdon), Westfield London (Hammersmith & Fulham) and Brent Cross (Barnet).

Employment is spread relatively evenly across the WLA area, with the sector accounting for at least 13 per cent of employment (13.4% in Hillingdon), and up to 20 per cent in Brent.

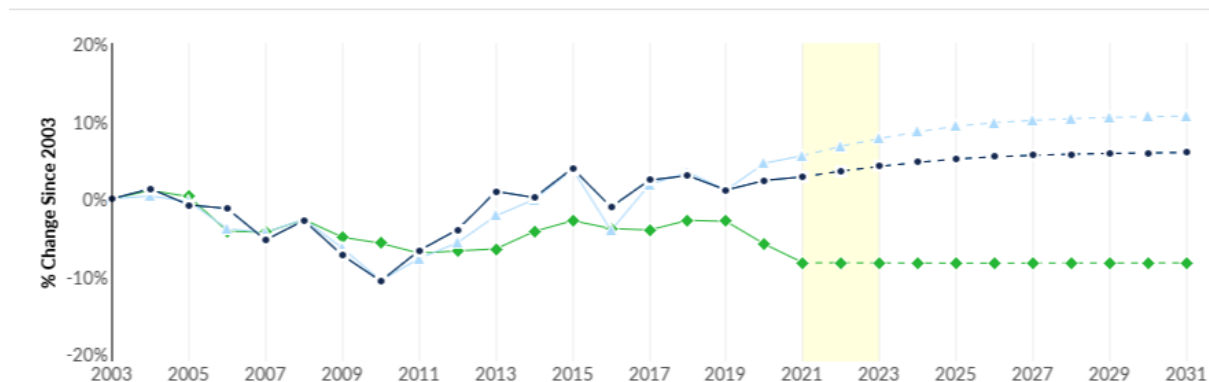
The sector has a range of occupations, from managerial to elementary. Sales and customer service occupations are the largest group, accounting for 30 per cent of all employees, while associate professional and technical occupations and managerial occupations each account for 12 per cent of all employees, and elementary occupations account for 11 per cent.

#### **Industry Overview - West London regional trends 2021-2023 (Lightcast)**

158,195 Jobs (2021) 17% above National average	+1.3% % Change (2021-2023) Nation: 0.0%	£30,670 Avg. Wages Per Job (2021) Nation: £23,994
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## West London Annex to the London Local Skills Improvement Plan (LSIP)

### Regional Trends



Region	2021 Jobs	2023 Jobs	Change	% Change
Region	158,195	160,259	2,064	1.3%
West London Alliance	158,195	160,259	2,064	1.3%
London	648,680	662,258	13,578	2.1%
United Kingdom	4,526,577	4,525,034	-1,543	0.0%

SOC	Description	Employed in Industry (2021)	Employed in Industry (2023)	Change (2021 - 2023)	% Change (2021 - 2023)	% of Total Jobs in Industry (2021)	Median Hourly Wages	Education Level
7111	Sales and Retail Assistants	33,035	33,416	381	1%	20.9%	£10.64	Level 2 NVQ; GCSE at grades A*-C
1190	Managers and Directors in R	10,041	10,199	159	2%	6.3%	£15.48	Level 2 NVQ; GCSE at grades A*-C
3545	Sales Accounts and Busines	7,821	7,937	116	1%	4.9%	£25.75	Honours, Bachelor's degree
9260	Elementary Storage Occupat	7,362	7,433	71	1%	4.7%	£11.20	Level 1 NVQ; GCSE at grades D-G
7112	Retail Cashiers and Check-o	5,823	5,896	73	1%	3.7%	£10.58	Level 2 NVQ; GCSE at grades A*-C
7130	Sales Supervisors	5,119	5,231	112	2%	3.2%	£12.17	Level 2 NVQ; GCSE at grades A*-C
8212	Van Drivers	4,420	4,511	91	2%	2.8%	£11.50	Level 2 NVQ; GCSE at grades A*-C
4159	Other Administrative Occupa	3,926	3,930	4	0%	2.5%	£14.38	Level 2 NVQ; GCSE at grades A*-C
7219	Customer Service Occupatio	3,025	3,077	52	2%	1.9%	£11.81	Level 2 NVQ; GCSE at grades A*-C
9251	Shelf Fillers	2,741	2,790	49	2%	1.7%	£10.33	Level 1 NVQ; GCSE at grades D-G
5231	Vehicle Technicians, Mechan	2,617	2,483	(134)	(5%)	1.7%	£13.65	Level 3 NVQ; A Levels
3542	Business Sales Executives	2,462	2,524	62	3%	1.6%	£16.85	Level 3 NVQ; A Levels
1132	Marketing and Sales Director	2,355	2,446	90	4%	1.5%	£41.82	Honours, Bachelor's degree
	All other occupations	67,449	68,388	939	1%	42.6%		

The Retail sector employed 160,259 in the WLA area in 2023: 24.2% of all sector employment in London and 3.5% of the sector across the UK. This represents a 1.3% increase in the WLA sub-region since 2021 (158,195 jobs), in contrast with a 2.1% increase in London and a static level across the UK. The average advertised sector wage in 2021 was £30,670, 28% higher than the national average of £23,994.

### National Industry Age Breakdown

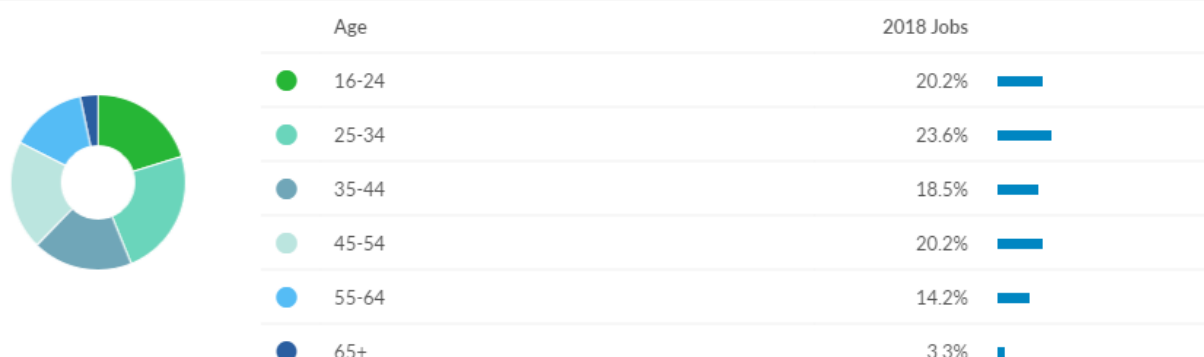


Table 3.1 shows the ten largest detailed occupations (4-digit SOC). Sales and retail assistants account for one in six employees, while managers and directors in retail and wholesale are the second largest group (6.1%), followed by cashiers and check-out operators, warehouse operatives, and sales supervisors.

**Table 3.1 Largest occupations in the retail sector in WLA, 2021/22**

	Number	%
7111 Sales and retail assistants	25,100	16.4
1150 Managers and directors in retail and wholesale	9,200	6.1
7112 Retail cashiers and check-out operators	7,400	4.8
9252 Warehouse operatives	7,400	4.8
7132 Sales supervisors - retail and wholesale	5,100	3.4
8214 Delivery drivers and couriers	3,700	2.4
5231 Vehicle technicians, mechanics and electricians	3,100	2.0
4159 Other administrative occupations n.e.c.	2,900	1.9
7219 Customer service occupations n.e.c.	2,900	1.9
3552 Business sales executives	2,700	1.8

Source: IES calculations from BRES 2021 and LFS 2022

In terms of workforce demographics:

- Just under half of all employees (48%) were female, the same as the figure across all sectors;
- Just under half (44%) were from ethnic minority backgrounds, mostly those from Asian backgrounds, compared with around 39 per cent of all workers;
- One in four workers (24%) were aged under 30, compared with 18 per cent across all sectors, and a further 29 per cent were aged between 30 and 40, compared with 26 per cent across all sectors;
- 14% of workers had a disability, slightly below the proportion across all sectors of 16%; and
- Around one in four workers (26%) had a degree or equivalent or higher qualification, considerably below the proportion across all sectors of 55 per cent, and a further quarter (24%) had A-levels/Level 3 qualifications as their highest qualification level (compared with 17% across all sectors), and a similar proportion (24%) had qualifications below GCSE level or no qualifications<sup>8</sup>, nearly twice as high as the proportion across all sectors (13%).

<sup>8</sup> Or did not know their qualification level.

### iii.ii Recruitment and retention challenges

#### Top Organisations Posting (Lightcast)

Company	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
Sky International Co.,Ltd	619 / 339	2 : 1	24 days
Ultra Group Company Limited	1,091 / 321	3 : 1	60 days
Harrods	386 / 280	1 : 1	60 days
Gilead Sciences	325 / 184	2 : 1	59 days
Estée Lauder	205 / 138	1 : 1	54 days
Sega USA Ltd	74 / 58	1 : 1	14 days
Tesco	570 / 57	10 : 1	19 days
Whsmith	393 / 55	7 : 1	19 days
BMW	119 / 43	3 : 1	38 days
Bakkavor Group	73 / 42	2 : 1	39 days

#### Top Posted Roles (Lightcast)

Occupation (SOC)	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
Sales Related Occupations n.e.c.	1,387 / 200	7 : 1	33 days
Programmers and Software Development Professionals	355 / 148	2 : 1	32 days
Customer Service Occupations n.e.c.	916 / 145	6 : 1	32 days
Sales and Retail Assistants	624 / 131	5 : 1	42 days
Sales Supervisors	400 / 107	4 : 1	32 days
IT Business Analysts, Architects and Systems Designers	203 / 86	2 : 1	25 days
Marketing and Sales Directors	135 / 84	2 : 1	29 days
Managers and Proprietors in Other Services n.e.c.	124 / 71	2 : 1	25 days
Van Drivers	304 / 71	4 : 1	35 days
Elementary Storage Occupations	187 / 67	3 : 1	32 days

Using SOC (Standard Occupational Classification) codes, the largest number / proportion of industry group WLA jobs posted in 2021 were for Sales and Retail Assistants (33,035 / 20.9%), Managers and Directors in Retail and Wholesale (10,041 / 6.3%), Sales Accounts and Business Development Managers (7,821 /



4.9%), Elementary Storage Occupations (7,362 / 4.7%) and Retail Cashiers and check-out operators (5,823 / 3.7%).

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 were Sky International Co. Ltd. (619 / 339), Ultra Group Company Limited (1,091 / 321), Harrods (386 / 280), Gilead Sciences (325 / 184) and Estée Lauder (205 / 138).

The top Total / Unique occupations for job postings were Sales Related Occupations n.e.c. (not elsewhere classified) (1,387 / 200), Programmers and Software Development Professionals (355 / 148), Customer Service Occupations n.e.c. (916 / 145), Sales and Retail Assistants (624 / 131) and Sales Supervisors (400 / 107).

Across the sector, 17% of businesses reported carrying vacancies, of which 35% were deemed to be hard to fill.

In 2022, customer service skills were slightly more commonly requested in WLA than in London while communication skills were slightly less commonly requested. WLA vacancies were also less likely to request skills in food and brands, but more likely to request skills related to luxury goods/services.

Table 3.3 shows the largest occupations listed in retail (including wholesale) vacancies in WLA in January 2023. The two largest occupations are the same as in the workforce as a whole, which accounted for just under a quarter of all vacancies in the sector (23%), while there was also demand for drivers and vehicle technicians, sales supervisors, and business professional staff, which together accounted for a further 24 per cent of all vacancies.

**Table 3.3 Largest occupations in retail vacancies in WLA, January 2023**

SOC	Occupation	% of all vacancies in sector
7111	Sales and retail assistants	12
1150	Managers and directors in retail and wholesale	11
8214	Delivery drivers and couriers	8
7132	Sales supervisors - retail and wholesale	6
5231	Vehicle technicians, mechanics and electricians	5
2439	Business, research and administrative professionals n.e.c.	5

*Source: Adzuna vacancies snapshot, January 2023*

In stakeholder consultations, the following challenges were identified:

- Lack of clear career progression in the retail industry hinders job commitment and retention. Certification of skills attainment could help with this.
- Transition from training to work is made difficult by unrealistic expectations of work: resilience required to sustain employment and learning journey ahead post-college.
- Lack of engagement with schools and colleges about variety of jobs and career opportunities from industry has led to a lack of interest from young people about joining the sector.
- Personal development opportunities can be limited by challenging requirements for communication and English skills on some qualification pathways.
- Retention of Apprentices is difficult; multiple causes have been identified.
- Insufficient numbers of Apprenticeships are available in the sector.
- The recruitment pool for candidates that the sector requires has been greatly reduced through some labour leaving the country post-Brexit and the cultural transition towards more working from home following the pandemic.

### **iii.iii Skills gaps**

In the retail sector, 42% reported skills gaps. Businesses in retail were more likely to report challenges for unskilled or semi-skilled roles (23% vs. 12% across all sectors). Respondents were more likely than average to report challenges with customer service skills (25.0% compared with 16.6% across all sectors) and commercial awareness/knowledge of the organisation (20.2% compared with 15.3%). Retail establishments were more likely than average to report gaps in manual dexterity e.g. to mend, repair, assemble, construct or adjust things, (15.5% of retail establishments compared with 13.1% of all establishments).

### Top Skills based on Job Postings (Lightcast)

Skill	Postings with Skill
Agile Methodology	325
Marketing	323
Key Performance Indicators (KPIs)	234
Merchandising	202
Cyber Security	181
Visual Merchandising	179
Warehousing	163
Selling Techniques	149
Product Knowledge	148
Information Assurance	146

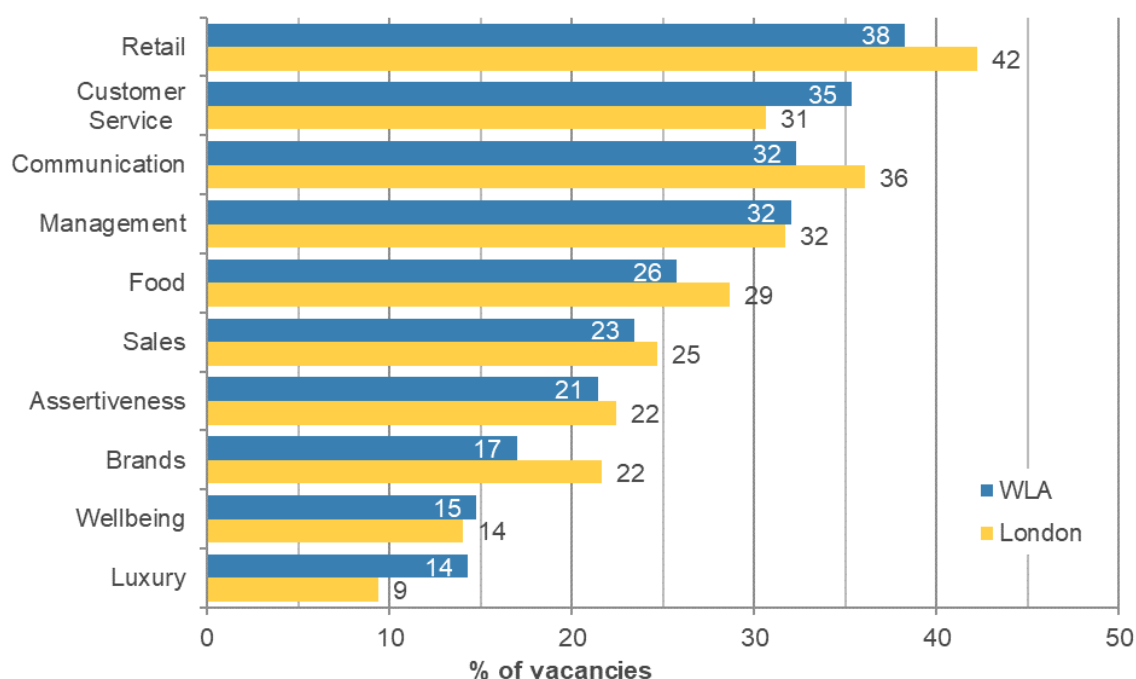
### Top Skills present in the Top Occupations in the Retail Industries (Lightcast)

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2022 - Dec 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2021 - 2022)
Marketing	16%	1,598 / 10,044	12%	991 / 8,388
Warehousing	11%	1,069 / 10,044	5%	448 / 8,388
Key Performance Indicators (KPIs)	6%	623 / 10,044	2%	149 / 8,388
Invoicing	5%	552 / 10,044	2%	166 / 8,388
Finance	5%	539 / 10,044	3%	261 / 8,388
Customer Relationship Management	5%	490 / 10,044	4%	364 / 8,388
Business Development	5%	487 / 10,044	10%	844 / 8,388
Selling Techniques	5%	479 / 10,044	3%	269 / 8,388
Booking (Sales)	4%	421 / 10,044	1%	85 / 8,388
Sales Management	4%	392 / 10,044	9%	753 / 8,388

The Top Specialised Skills based on Job Postings were Agile Methodology (325), Marketing (323), Key Performance Indicators (234), Merchandising (202) and Cyber Security (181). (Source: Lightcast)

Figure 3.6 shows the skills requested in retail vacancies in WLA, compared with those in the whole of London. Customer service skills were slightly more commonly requested in WLA than in London while communication skills were slightly less commonly requested. WLA vacancies were also less likely to request skills in food and brands, but more likely to request skills related to luxury goods/services.

**Figure 3.6 Skills requested in retail vacancies, WLA and London, 2022**



Source: Adzuna vacancies dashboard, January-December 2022

Skills challenges at Organisation level - WLA respondents in the retail sector were more likely than average to report challenges with customer service skills (25.0% compared with 16.6% across all sectors) and commercial awareness/knowledge of the organisation (20.2% compared with 15.3%).

- Technical/practical skills gaps - WLA retail establishments were more likely than average to report gaps in manual dexterity e.g. to mend, repair, assemble, construct or adjust things, mentioned by 15.5% of retail establishments compared with 13.1% of all establishments.
- Essential (soft) skills gaps – WLA Retail sector establishments were more likely than average to report gaps in sales skills.

In stakeholder consultations, the following challenges were identified:

- Essentials skills required are work readiness, communication, maths, digital, networking.
- Lack of English and effective communication skills can be a challenge (link to the pressure on ESOL system and lack of qualified tutors currently experiencing in West London).
- Online training since Covid has reduced face-to-face learning opportunities.
- Costs of training (including time off and staff cover) make upskilling much more difficult, especially for SMEs. Businesses were interested in potential incentives (tax?) which could make training more cost-effective.
- Existing courses not seen as ‘job-relevant’: courses should be designed collaboratively by employers and providers.
- Course delivery must be aligned with business need; short, modular format, locally accessible.

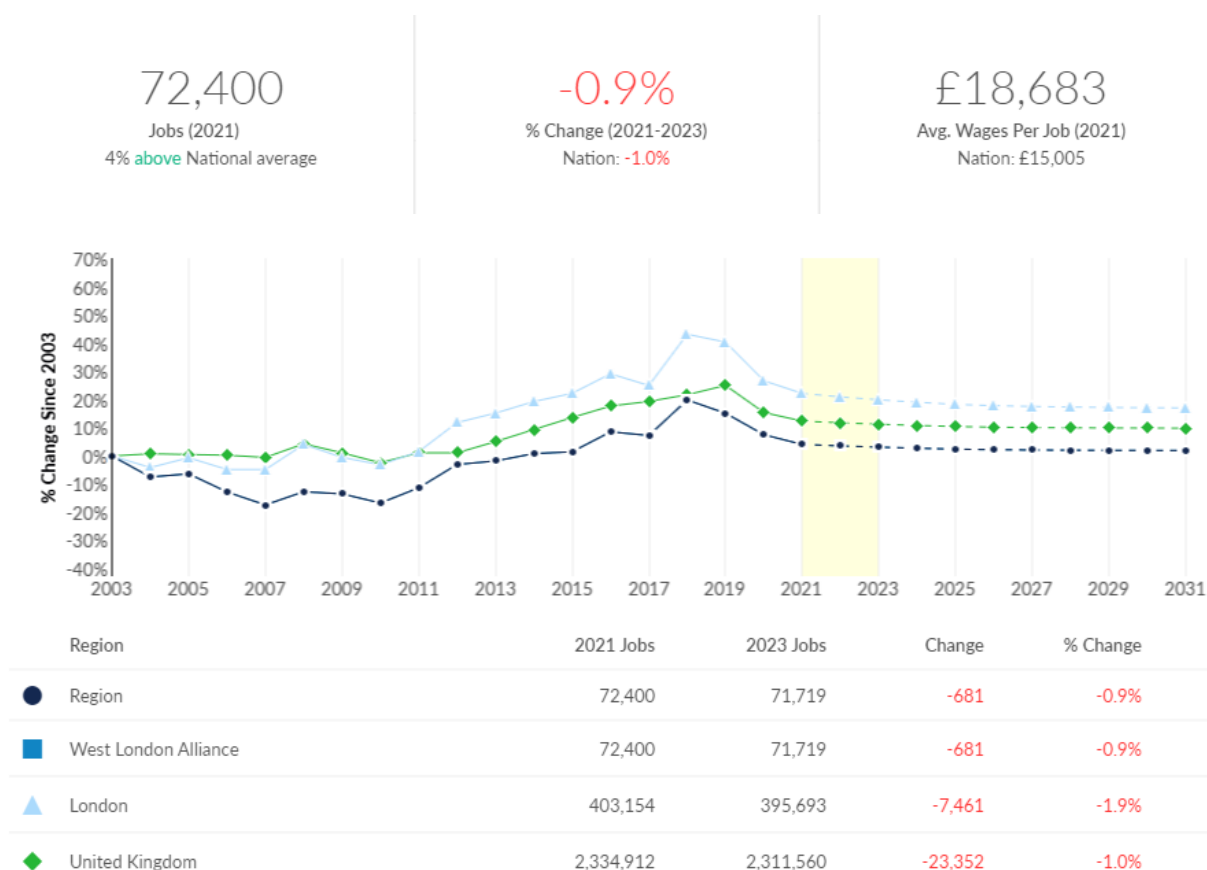
## iv. Hospitality

### iv.i Employment overview

The hospitality sector in the WLA geography was a similar size to that in London and the country as a whole, accounting for 7.6 per cent of all employees in 2021. There was relatively little variation by Borough, with Hillingdon having the highest proportion of workers in hospitality (9.5%) and Hounslow the lowest (6.1%).

The largest occupational group was elementary occupations, accounting for two fifths (39%) of workers, while skilled trades accounted for just under one fifth (18%) of all workers, and managerial occupations accounted for 12 per cent.

#### Industry Overview - West London regional trends 2021-2023 (Lightcast)



SOC	Description	Employed in Industry Group (2021)	Employed in Industry Group (2023)	Change (2021 - 2023)	% Change (2021 - 2023)	% of Total Jobs in Industry Group (2021)	Median Hourly Wages	Education Level
9272	Kitchen and Catering Assistants	15,003	14,959	(44)	(0%)	20.7%	£9.00	Level 2 NVQ; GCSE at grades A*-C
9273	Waiters and Waitresses	10,638	10,705	67	1%	14.7%	£8.26	Level 2 NVQ; GCSE at grades A*-C
5434	Chefs	9,219	9,232	14	0%	12.7%	£9.67	Level 2 NVQ; GCSE at grades A*-C
9274	Bar Staff	5,633	5,582	(51)	(1%)	7.8%	£8.92	Level 2 NVQ; GCSE at grades A*-C
1223	Restaurant and Catering Establishme	4,772	4,906	134	3%	6.6%	£12.00	Level 3 NVQ; A Levels
7111	Sales and Retail Assistants	3,640	3,610	(30)	(1%)	5.0%	£10.64	Level 2 NVQ; GCSE at grades A*-C
5436	Catering and Bar Managers	1,949	1,921	(28)	(1%)	2.7%	£10.80	Level 2 NVQ; GCSE at grades A*-C
5435	Cooks	1,783	1,768	(16)	(1%)	2.5%	£9.71	Level 2 NVQ; GCSE at grades A*-C
9233	Cleaners and Domestic	1,638	1,545	(93)	(6%)	2.3%	£9.57	Level 1 NVQ; GCSE at grades D-G
4216	Receptionists	839	758	(80)	(10%)	1.2%	£10.50	Level 2 NVQ; GCSE at grades A*-C
8212	Van Drivers	760	737	(23)	(3%)	1.0%	£11.50	Level 2 NVQ; GCSE at grades A*-C
4159	Other Administrative Occupations n.e	755	718	(37)	(5%)	1.0%	£14.38	Level 2 NVQ; GCSE at grades A*-C
7219	Customer Service Occupations n.e.c.	719	697	(21)	(3%)	1.0%	£11.81	Level 2 NVQ; GCSE at grades A*-C
	All other occupations	15,053	14,581	(472)	(3%)	20.8%		

The Hospitality sector employed 71,719 jobs in the WLA area in 2023: 18.1% of all sector jobs in London and 3.1% of sector jobs across the UK. This represents a 0.9% decrease in the WLA sub-region since 2021 (72,400 jobs), in contrast with a 1.9% decrease in London and a 1.0% decrease across the UK. The average advertised sector wage in 2021 was £18,683, 24.5% higher than the national average of £15,005.

**National Industry Age Breakdown (Lightcast)**

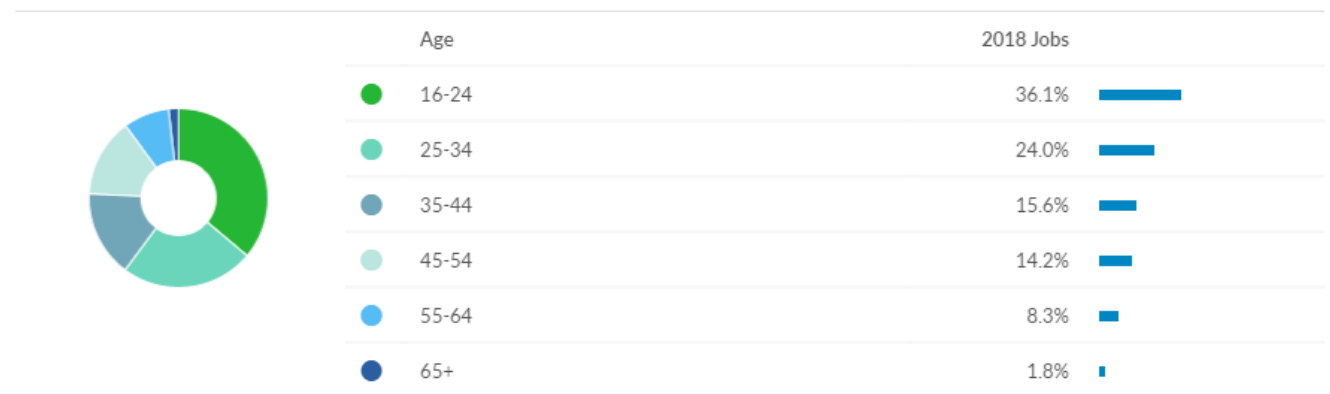


Table 3.4 shows the ten largest detailed occupations (4-digit SOC), and shows that kitchen and catering assistants were the largest group (18% of all workers) closely followed by waiters and waitresses (15%) then chefs (10%) and bar staff (9%).

**Table 3.4 Largest occupations in the hospitality sector in WLA, 2021/22**

	Number	%
9263 Kitchen and catering assistants	12,200	17.5
9264 Waiters and waitresses	10,600	15.2
5434 Chefs	7,000	10.1
9265 Bar staff	6,500	9.3
1222 Restaurant and catering establishment managers and proprietors	3,900	5.6
5436 Catering and bar managers	2,500	3.6
7111 Sales and retail assistants	2,500	3.5
9266 Coffee shop workers	1,700	2.4
9223 Cleaners and domestics	1,400	2.0
9261 Bar and catering supervisors	1,300	1.9

Source: IES calculations from BRES 2021 and LFS 2022

In terms of workforce demographics:

- The sector has a slightly above average proportion of male workers (55%, compared with 52% across all sectors);
- Just under half (47%) were from ethnic minority backgrounds, compared with around 39 per cent of all workers. Those from Asian backgrounds were the largest ethnic minority group (25%) although the sector has the largest proportions of those from mixed backgrounds (10%) or other ethnic backgrounds (9%) of the WLA priority sectors;
- Hospitality has the youngest age profile of the WLA priority sectors, with 36% of workers aged under 30 (compared with 18% across all sectors) and only 9% aged 55 and over (compared with 20% across all sectors);
- 19% of workers had a disability, above the proportion across all sectors of 16%; and
- Nearly one in three workers (30%) has qualifications below GCSE/Level 2, which is more than twice the proportion across all sectors (13%), although 26% have A-levels/Level 3 qualifications as their highest qualification, and 23% have higher education qualifications (across all sectors, 17% have A-levels/Level 3 qualifications, and 60 per cent have higher education qualifications).



## iv.ii Recruitment and retention challenges

The COVID-19 pandemic has had a significant impact on the sector, generating a challenging recruitment landscape. Over 90% of Hospitality businesses in West London reported struggles in filling vacancies, the highest across the key sectors observed here.





















Chefs, and kitchen/catering assistants were the largest occupations among hospitality vacancies in WLA in January 2023, together accounting for 29 per cent of all vacancies. Other common occupations were cleaners, waiters/waitresses, and business professional occupations.

Food skills were the most commonly requested skill in hospitality vacancies in WLA, being mentioned in 60 per cent of vacancies, and they were the most commonly mentioned skill across London. Hospitality vacancies in WLA were more likely than those in London as a whole to mention management and customer service skills, but less likely to mention skills in hospitality, brands, hotels and communication.

### Top Organisations Posting (Lightcast)

Company	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
Marriott International	224 / 62	4 : 1	60 days
Trg Concessions	421 / 61	7 : 1	24 days
Whitbread	365 / 57	6 : 1	36 days
Sodexo	171 / 46	4 : 1	35 days
McDonald's	68 / 28	2 : 1	26 days
Microsoft	30 / 26	1 : 1	32 days
The White Brasserie	96 / 23	4 : 1	29 days
E.A. International Consulting	103 / 23	4 : 1	26 days
Hilton Hotels & Resorts	384 / 22	17 : 1	20 days
Travelodge	119 / 20	6 : 1	27 days

### Top Posting Roles (Lightcast)

Occupation (SOC)	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
 Chefs	2,706 / 775	3 : 1 	33 days
 Kitchen and Catering Assistants	3,056 / 741	4 : 1 	34 days
 Waiters and Waitresses	1,125 / 268	4 : 1 	33 days
 Catering and Bar Managers	432 / 172	3 : 1 	32 days
 Bar Staff	420 / 125	3 : 1 	31 days
 Restaurant and Catering Establishment Managers and Proprietors	196 / 96	2 : 1 	33 days
 Cooks	157 / 73	2 : 1 	36 days
 Hotel and Accommodation Managers and Proprietors	226 / 57	4 : 1 	33 days
 Bakers and Flour Confectioners	85 / 36	2 : 1 	27 days
 Butchers	43 / 21	2 : 1 	32 days

Using SOC (Standard Occupational Classification) codes, the largest number / proportion of industry group WLA jobs posted in 2021 were for Kitchen and Catering Assistants (15,003 / 20.7%), Waiters and Waitresses (10,638, 14.7%), Chefs (9,219 / 12.7%), Bar Staff (5,633 / 7.8%), Restaurant and Catering Establishment managers and proprietors (4,772 / 6.6%).

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 were Marriott International (224 / 62), Trg Concessions (421 / 61), Whitbread (365 / 57), Sodexo (171 / 46), McDonald’s (68 / 28).

The top Total / Unique occupations for job postings were Chefs (2,706 / 775), Kitchen and Catering Assistants (3,056 / 741), Waiters and Waitresses (1,125 / 268), Catering and Bar Managers (432 / 172) and Bar Staff (420 / 125).

Chefs, and kitchen/catering assistants were the largest occupations among hospitality vacancies in WLA in January 2023, together accounting for 29 per cent of all vacancies (see Table 3.5). Other common occupations were cleaners, waiters/waitresses, and business professional occupations.

**Table 3.5 Largest occupations in hospitality vacancies in WLA, January 2023**

SOC	Occupation	% of all vacancies in sector
5434	Chefs	15
9263	Kitchen and catering assistants	14
9223	Cleaners and domestics	7
9264	Waiters and waitresses	6
2439	Business, research and administrative professionals n.e.c.	5

*Source: Adzuna vacancies snapshot, January 2023*

In stakeholder consultations, the following challenges were identified:

- Perception of hospitality career among young people appears to be problematic, often seen as stepping-stone or opportunity for social networking.
- Decline in pursuing career attributed to unagreeable hours and resulting limits placed on access to family and social life.
- Younger generation have unrealistic expectations about rate of progression, suggested to be a consequence of the pandemic.
- Post-pandemic: having to pay more to recruit for same jobs and workforce is becoming increasingly demanding.
- Self-presentation skills not generally taught in school (with some exceptions) and broader essential/personal skills also don't seem to be prioritised.
- Forecasting shortages in cheffing and housekeeping, due to limits on international staff and non-aligned expectations of local young people.
- Public lack appreciation for service industry.
- Significant lack of communication between training providers and employers.
- Sickness related absence particularly problematic in comparison to other sectors.
- Increasing number of older people looking to join the industry.

### iv.iii Skills gaps

#### **Top Skills present in the Top Occupations in the Hospitality Industries (Lightcast)**

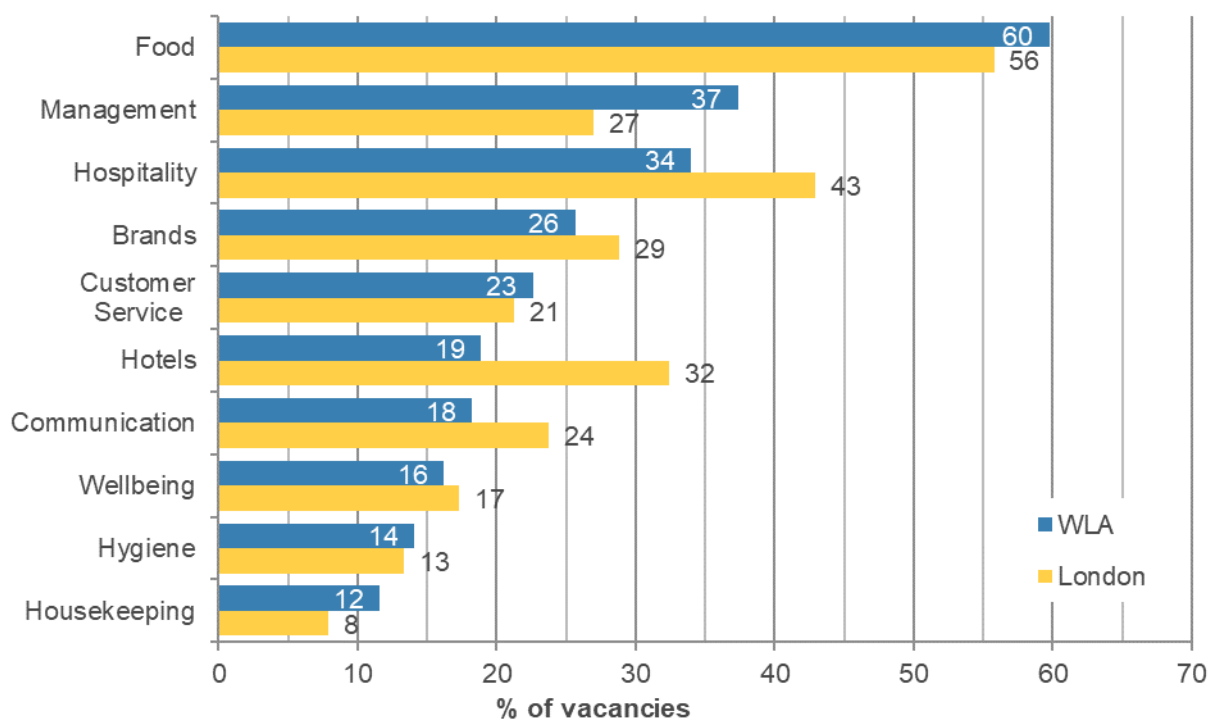
Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2022 - Dec 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2021 - 2023)
Restaurant Operation	7%	642 / 9,399	4%	220 / 5,99
Invoicing	6%	518 / 9,399	1%	88 / 5,99
Marketing	5%	495 / 9,399	3%	164 / 5,99
Cooking	5%	431 / 9,399	1%	51 / 5,99
Booking (Sales)	4%	419 / 9,399	1%	56 / 5,99
Food Safety And Sanitation	4%	349 / 9,399	1%	45 / 5,99
Housekeeping	3%	318 / 9,399	1%	49 / 5,99
Finance	3%	312 / 9,399	1%	78 / 5,99
Administrative Support	3%	307 / 9,399	1%	39 / 5,99
Warehousing	3%	280 / 9,399	1%	61 / 5,99

The top specialised skills requested (by frequency of appearance (%) in job postings during Jan 2022 – Dec 2022) were Restaurant Operation (7%), Invoicing (6%), Marketing (5%), Cooking (5%) and Booking (Sales) (4%). (Source: Lightcast)

Respondents in the hospitality sector were less likely to report skills gaps (19%) than in other sectors. Businesses in hospitality were more likely than average to report challenges for unskilled or semi-skilled roles (22%) compared with 12% across all sectors. Hospitality sector respondents were also more likely than average to report challenges with customer service skills (23.6% compared with 16.6%) and also team working (23.5% compared with 13.5%) and time management skills (19.7% compared with 14.0%). The 2019 Employers Skills Survey found that 62% of hospitality establishments with skills gaps reported gaps among elementary staff.

- Food skills were the most commonly requested skill in hospitality vacancies in WLA, being mentioned in 60 per cent of vacancies, and they were the most commonly mentioned skill across London (Figure 3.7). Hospitality vacancies in WLA were more likely than those in London as a whole to mention management and customer service skills, but less likely to mention skills in hospitality, brands, hotels and communication.

**Figure 3.7 Skills requested in hospitality vacancies, WLA and London, 2022**



Source: Adzuna vacancies dashboard, January-December 2022

- Skills challenges at Organisation level – The Survation survey revealed WLA Hospitality sector respondents were also more likely than average to report challenges with customer service skills (23.6% compared with 16.6%) and also team working (23.5% compared with 13.5%) and time management skills (19.7% compared with 14.0%).
- Technical/practical skills gaps - The Survation survey revealed that WLA Hospitality establishments were:
  - much more likely than London average to report gaps in communicating in a foreign language (35.3% compared with 19.9%).
  - more likely than London average to report gaps in manual dexterity e.g. to mend, repair, assemble, construct or adjust things, mentioned by 16.5% of hospitality establishments compared with 13.1% of all establishments.
  - more likely than London average to report gaps in adapting to new equipment or materials (41.4% compared with 31.6%).
- Essential (soft) skills gaps – The Survation survey revealed that WLA Hospitality sector establishments were more likely than London average to report gaps in instructing, teaching or training people, sales skills, customer handling skills, managing or motivating other staff, and managing their own feelings or handling the feelings of others.

In stakeholder consultations, the following challenges were identified:

- Historic reliance on low cost immigrant labour is unsustainable and has left the industry with a long-overdue need to invest in upskilling the local workforce.
- Automation of room service frees other areas in which human capital is better valued.

- Multi-layered nature of a hospitality businesses requires a training programme which provides experience of working in variety of areas.
- Incoming generation lacks interpersonal skills, "back to basics" training required, linked to greater catering training versus Front of House.
- Training cannot create commitment; the sector values motivation above training.

## v. Transport and logistics

### v.i Employment overview

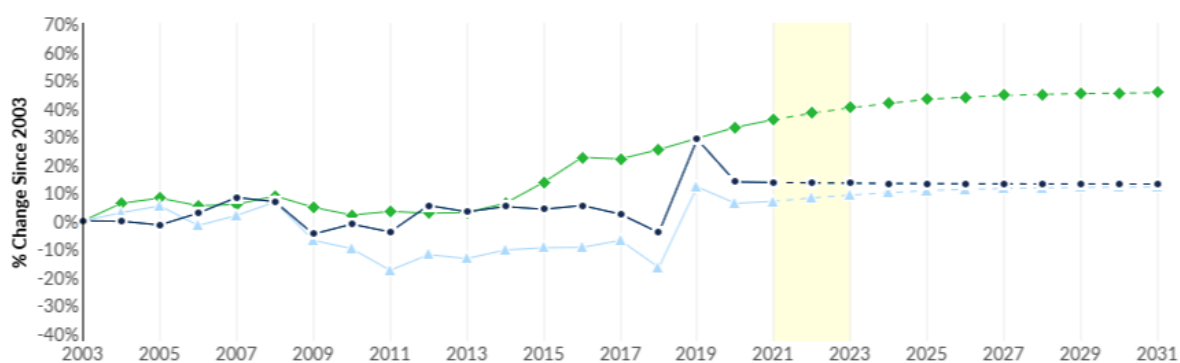
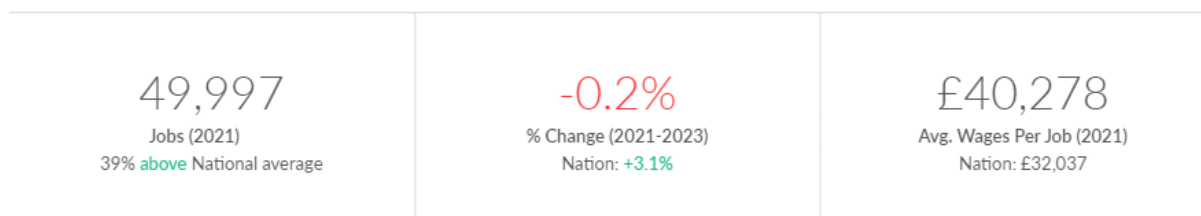
Around 95,000 employees worked in the transport and logistics sector in 2021, accounting for 10 per cent of all employees, double the regional and national proportions of around five per cent.

The sector is heavily concentrated in Hillingdon and Hounslow, centred on Heathrow Airport (UK's largest single site employer), where it accounts for 16 per cent and 25 per cent of total employment respectively.

Air transport accounts for just under one third of all employment in the sector (32%), while warehousing and supporting activities for transportation is only slightly smaller (31% of all employees) and is based mainly in Hillingdon and Hounslow, and land transport accounts for 24 per cent of all employees in the sector and is more evenly spread across the WLA area with the largest number of employees in Ealing.

The largest occupational group is process, plant and machine operatives – mainly drivers and vehicle operatives – who account for nearly a quarter of all workers (24%), followed by caring, leisure and other service occupations (17%) and administrative and secretarial occupations (15%).

## Industry Overview - West London regional trends 2021-2023 (Lightcast)



Region	2021 Jobs	2023 Jobs	Change	% Change
● Region	49,997	49,891	-106	-0.2%
■ West London Alliance	49,997	49,891	-106	-0.2%
▲ London	132,510	135,241	2,731	2.1%
◆ United Kingdom	1,199,978	1,236,680	36,702	3.1%

SOC	Description	Employed in Industry Group (2021)	Employed in Industry Group (2023)	Change (2021 - 2023)	% Change (2021 - 2023)	% of Total Jobs in Industry Group (2021)	Median Hourly Wages	Education Level
8211	Large Goods Vehicle Drivers	5,085	5,256	171	3%	10.2%	£14.22	Level 2 NVQ; GCSE at grades A*-C
9260	Elementary Storage Occupations	4,965	5,070	105	2%	9.9%	£11.20	Level 1 NVQ; GCSE at grades D-G
9211	Postal Workers, Mail Sorters, Messengers	4,151	4,047	(104)	(3%)	8.3%	£15.78	Level 1 NVQ; GCSE at grades D-G
8212	Van Drivers	2,453	2,450	(3)	(0%)	4.9%	£11.50	Level 2 NVQ; GCSE at grades A*-C
6214	Air Travel Assistants	2,305	2,248	(58)	(2%)	4.6%	£11.86	Level 2 NVQ; GCSE at grades A*-C
8233	Air Transport Operatives	2,162	2,136	(26)	(1%)	4.3%	£11.54	Level 2 NVQ; GCSE at grades A*-C
9241	Security Guards and Related Occupations	1,957	1,911	(46)	(2%)	3.9%	£10.99	Level 2 NVQ; GCSE at grades A*-C
1161	Managers and Directors in Transport and Storage	1,945	1,959	14	1%	3.9%	£20.03	Level 3 NVQ; A Levels
7219	Customer Service Occupations n.e.c.	1,535	1,485	(50)	(3%)	3.1%	£11.81	Level 2 NVQ; GCSE at grades A*-C
4134	Transport and Distribution Clerks and Related Occupations	1,379	1,353	(26)	(2%)	2.8%	£12.88	Level 2 NVQ; GCSE at grades A*-C
1162	Managers and Directors in Storage and Distribution	953	990	37	4%	1.9%	£16.20	Level 3 NVQ; A Levels
3545	Sales Accounts and Business Development	924	947	23	3%	1.8%	£25.75	Honours, Bachelor's degree
4122	Book-keepers, Payroll Managers and Related Occupations	910	913	3	0%	1.8%	£15.24	Level 2 NVQ; GCSE at grades A*-C
	All other occupations	19,274	19,127	(147)	(1%)	38.5%		

Around 36.9% of all sector jobs in London and 4% of sector jobs across the UK: This represents a 0.2% decrease in the WLA sub-region since 2021 (49,997 jobs), in contrast with a 2.1% increase in London and a 3.1% increase across the UK. The average advertised sector wage in 2021 was £40,278, 25.7% higher than the national average of £32,037.



### National Industry Age Breakdown

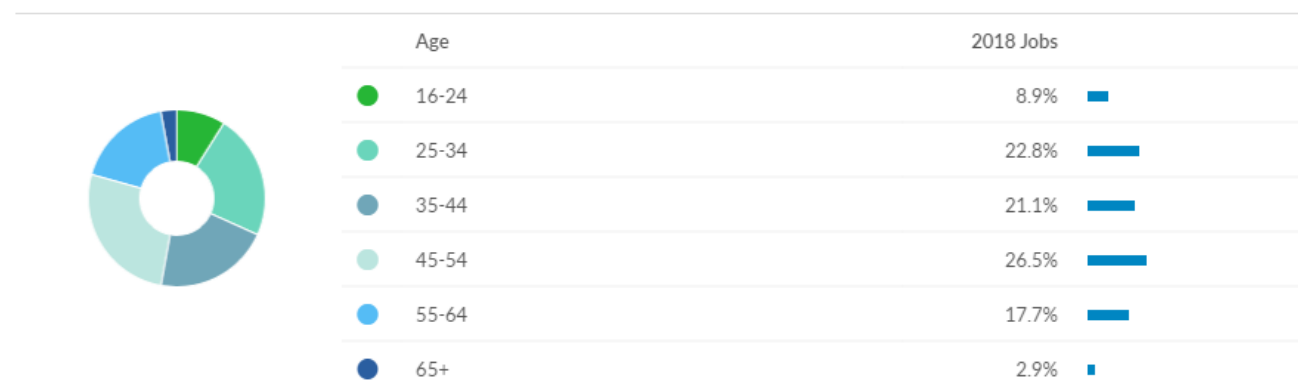


Table 3.6 shows the ten largest detailed occupations (4-digit SOC). Three of the top ten occupations are directly related to air transport – air travel assistants, the largest occupation, which account for 12 per cent of all workers, pilots and air traffic controllers who account for seven percent, and aircraft maintenance trades who account for three per cent. The other occupations are mainly drivers of various descriptions, warehouse operatives, and postal workers.

**Table 3.6 Largest occupations in transport and logistics sector in WLA, 2021/22**

	Number	%
6213 Air travel assistants	11,500	12.1
9252 Warehouse operatives	9,400	10.0
8211 Large goods vehicle drivers	6,900	7.3
3511 Aircraft pilots and air traffic controllers	6,700	7.0
8213 Taxi and cab drivers and chauffeurs	5,000	5.3
8214 Delivery drivers and couriers	3,600	3.8
9211 Postal workers, mail sorters and messengers	3,500	3.7
8212 Bus and coach drivers	2,800	3.0
5234 Aircraft maintenance and related trades	2,700	2.9
7219 Customer service occupations n.e.c.	2,400	2.5

Source: IES calculations from BRES 2021 and LFS 2022

Workforce demographics:

- The sector is the most male dominated of all the priority sectors – 70 per cent all workers were male, compared with 52% across all sectors;

## West London Annex to the London Local Skills Improvement Plan (LSIP)








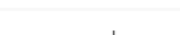

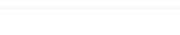










- 45% of all workers were from ethnic minority backgrounds, higher than the figure of 39% across all sectors;
- Only one in ten workers (10%) were aged under 30, compared with 18% across all sectors, while transportation has the highest proportion of workers aged 40 to 54 (47%, compared with 36% across all sectors);
- 13% of workers had a disability, below the proportion across all sectors of 16%; and
- The sector has relatively low qualification levels in comparison with other priority sectors except hospitality, with 29% of workers having degrees or equivalent (compared with 55% across all sectors), and 9% having HE qualifications below degree level (5% across all sectors), while 24% had qualifications below GCSE/Level 2 (13% across all sectors).

## v.ii Recruitment and retention challenges

### Top Organisations posting (Lightcast)

Company	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Postin Duratio
Wincanton	61 / 40	2 : 1	22 day
DX Group	113 / 29	4 : 1	39 day
Royal Mail	133 / 20	7 : 1	23 day
Yodel	42 / 15	3 : 1	32 day
British Airways	17 / 14	1 : 1	59 day
Kuehne + Nagel	25 / 12	2 : 1	30 day
Amazon	11 / 11	1 : 1	14 day
Expeditors	28 / 11	3 : 1	28 day
Deutsche Post DHL Group	14 / 9	2 : 1	46 day
Gxo Logistics	12 / 8	2 : 1	25 day

### Top Posted Roles (Lightcast)

Occupation (SOC)	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Postin Duratio
 Van Drivers	369 / 94	4 : 1 	36 day
 Elementary Storage Occupations	204 / 76	3 : 1 	36 day
 Transport and Distribution Clerks and Assistants	75 / 42	2 : 1 	46 day
 Large Goods Vehicle Drivers	87 / 29	3 : 1 	26 day
 Managers and Directors in Storage and Warehousing	31 / 18	2 : 1 	23 day
 Managers and Directors in Transport and Distribution	20 / 14	1 : 1 	37 day
 Bus and Coach Drivers	103 / 12	9 : 1 	31 day
 Purchasing Managers and Directors	17 / 11	2 : 1 	31 day
 Taxi and Cab Drivers and Chauffeurs	18 / 7	3 : 1 	33 day
 Importers and Exporters	15 / 5	3 : 1 	30 day

Using SOC (Standard Occupational Classification) codes, the number / proportion of industry group WLA jobs posted in 2021 were for Large Goods Vehicle Drivers, (5,085 / 10.2%), Elementary Storage Occupations (4,965 / 9.9%), Postal Workers, Mail Sorters, Messengers and Couriers (4,151 / 8.3%), Van Drivers (2,453 / 4.9%) and Air Travel Assistants (2,305 / 4.6%).

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 were Wincanton (61 / 40), DX Group (113 / 29), Royal Mail (130 / 20), Yodel (42 / 15) and British Airways (17 / 14).

The top Total / Unique occupations for job postings were Van Drivers (369 / 94), Elementary Storage Occupations (204 / 76). Transport and Distribution Clerks and Assistants (75 / 42), Large Goods Vehicle Drivers (87 / 29) and Managers and Directors in Storage and Warehousing (31 / 18).

The sector has an ageing workforce and is carrying some significant vacancies with 21.4% businesses reporting vacancies, 38% of which businesses consider hard to fill.

The most common occupations among vacancies in transport and logistics in WLA in January 2023 were delivery drivers (SOC 8214), vehicle technicians (SOC 5231), mechanics and electricians (SOC 5231), IT managers (SOC 2132), and engineering technicians (SOC 3113).

The data from 2022 suggests that more employers in WLA were focused on seeking logistics skills, rather than transport skills – 27 per cent of vacancies in WLA mentioned logistics skills, compared with 14 per cent in the whole of London, while 22 per cent mentioned transport skills compared with 26 per cent across London. Vacancies in WLA were more likely than those in London as a whole to mention

customer service skills and wellbeing skills, which may be related to the airlines and cabin staff, while they were less likely to mention management skills.

In stakeholder consultations, the following challenges were identified:

- Apprenticeship Trailblazers are generally hard for SMEs to engage with. Standards developed by larger firms in the sector may orientate learning in a way that may not be suitable for smaller firms.
- There are insufficient apprenticeships available to meet demand. There should be sufficient quality apprenticeships across all sectors for all school/ college leavers that do not go to university. Perhaps this suggests mandating a % of entry level apprenticeship roles to all organisations over a certain size (instead of the levy?).
- Lack of awareness of the variety of roles available in the sector
- Sector needs improved general careers guidance, awareness of jobs, and job skills (how to search for roles, apply for roles, understand your own skills, be work ready).
- For some roles the sector needs advanced data skills, an ability to use data to inform decision making and to improve operations, provide better customer service and personalised experiences.
- Poor reputation of some trades requires greatly improved messaging and extensive community outreach. Transport and logistics image is negative among young people.
- Confidence still far too low in many young people and a major deterrent to considering some career paths e.g. independence/ robustness required for HGV driving.
- Employers could support both new entrants and upskilling by offering their facilities and equipment, which is likely to be more extensive and up to date than in colleges.

### v.iii Skills gaps

#### **Top Skills based on Job Postings (Lightcast)**

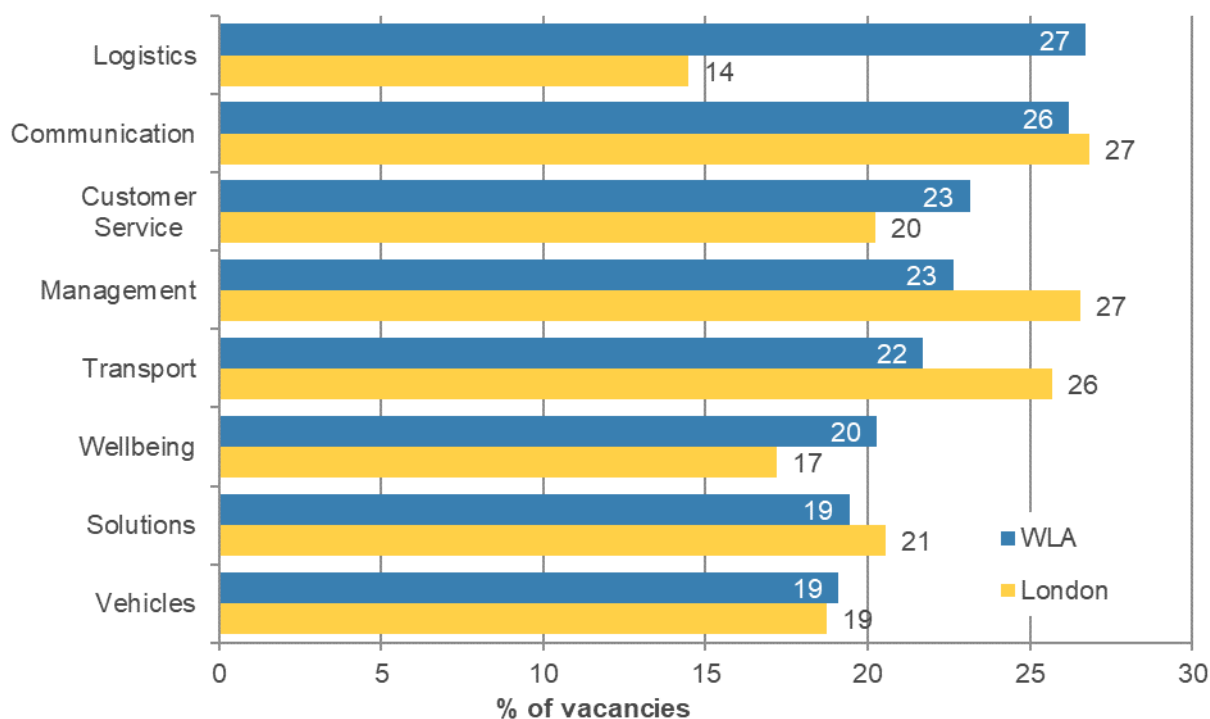
Skill	Postings with Skill
Warehousing	94
Manual Handling	38
Key Performance Indicators (KPIs)	36
Warehouse Management	29
Supply Chain	22
Numeracy	20
Forklift Truck	18
Freight Forwarding	16
Transportation Management Systems	16
Warehouse Operations	13

The top specialised skills based on job postings with those skills were Warehousing (94), Manual Handling (38), Key Performance Indicators (KPIs)(36), Warehouse Management (29) and Supply Chain (22). *(Source: Lightcast)*

Employers in transport and logistics were less likely to report skills gaps (25%) than in other sectors. Across London, businesses in transport and logistics were much more likely than average to report challenges for skilled manual/technical roles (41%) than in other sectors. Respondents in transport and logistics were much more likely than average to report challenges with basic IT skills (21.1% compared with 8.6%) and foreign language skills (12.8% compared with 7.0%). Transport and logistics establishments were more likely than average to report gaps in adapting to new equipment or materials (38.0%).

Adzuna data from 2022 suggests that employers in WLA were more focused on logistics skills rather than transport skills – Figure 3.8 shows that 27 per cent of vacancies in WLA mentioned logistics skills, compared with 14 per cent in the whole of London, while 22 per cent mentioned transport skills compared with 26 per cent across London. Vacancies in WLA were more likely than those in London as a whole to mention customer service skills and wellbeing skills, which may be related to the airlines and cabin staff, while they were less likely to mention management skills.

**Figure 3.8 Skills requested in transport and logistics vacancies, WLA and London, 2022**



Source: Adzuna vacancies dashboard, January-December 2022

- Skills challenges at Organisation level - The Suration survey revealed that WLA Respondents in transport and logistics were much more likely than the London average to report challenges with basic IT skills (21.1% compared with 8.6%) and foreign language skills (12.8% compared with 7.0%).
- Technical/practical skills gaps - The Suration survey revealed that WLA transport and logistics establishments were more likely than the London average to report gaps in adapting to new equipment or materials (38% compared with 31.6%).

In stakeholder consultations, the following challenges and opportunities were identified:

- Looking forward there is potential in future for the Heathrow Academy to act as a ‘Gateway and enabler to rewarding jobs and careers at the airport’. In short, it could be a one-stop shop where all jobs and careers seekers can find opportunities in one easy-to-navigate place. This would better enable the Academy to report on sectoral trends, including hard to fill role information.
- Heathrow will train for their own specific niche skill (e.g. they will train their security officers to be security officers) so their needs from education are sometimes more generic. In many instances Heathrow will recruit for “potential” not recruit for specific skills, especially for entry level roles. Potential means a number of things:
  - Emotional intelligence – being able to “read the room” and adapt behaviour accordingly

- To be inquisitive, an appetite to understand and learn
- Problem solving – ability to take any problem and be able to break it down into tasks that can be overcome
- Careers advice
  - Appears to be insufficient and too surface level; little understanding of what jobs there are, how to navigate through an organisation, career pathways. Industry needs to work with schools/ colleges to address this.
  - Most students have a linear view of careers, which in reality is rarely the case. “Squiggly careers” is a concept they need to be more familiar with – moving laterally to broaden skills and experience in order to progress. This is what most people do, very few career paths are linear.
- Work readiness and office skills most needed in next 3-5 years:
  - An understanding of the world of work -generic capabilities like how to look for jobs, apply for jobs, prepare for interviews (thoroughly) and sell yourself. This is more than just interview skills!
  - When young people get work: how do they organise themselves with the organisation and practical things like getting an NI number, opening a bank account, managing personal budget and understanding expectation of employers (conduct/behaviour, punctuality, responsiveness etc)
- Keeping up with technology: digitisation of processes (data literacy and data analytics skills), increased automation and changes in role of operator and user (a lot of kit is now semi-automatic), electrification of processes and implications of new power sources (e.g. hydrogen).
- Lack staff in FE sector able to teach these skills; gaps in understanding and knowledge of new processes and equipment.
- Adaptive capacity in individual learners (need knowledge but also deep understanding of wider work and operating environment and an ability to think more critically and creatively about roles).
- Time off the job for training is a huge impediment for many employers.
- Progression vs. job hopping: the latter is happening more due to salary divergence – perhaps also due to lack of clear career pathways.
- A method/ guidance is needed to receive reliable references from previous employer or training provider, including an accurate assessment of candidates’ strengths and weaknesses in literacy and numeracy: “Applicants should be able to write a coherent email without spelling mistakes, calculate a % discount or add on the VAT to a multiple sum transaction.”



## vi. Manufacturing, including Food

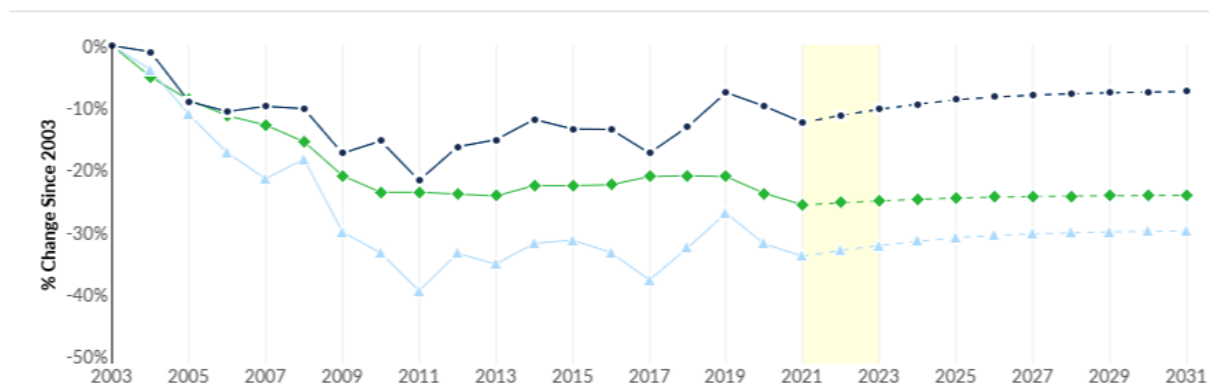
### vi.i Employment overview

Manufacturing sectors in WLA employed around 35,000 employees in 2021, accounting for 3.8 per cent of all employees. This is below the national figure of 8.0 per cent but above the figure for London of 2.2 percent. More than half of all manufacturing employment in WLA is in food and drink manufacturing (54%), while the high value added engineering sectors accounted for 10 per cent of all manufacturing employment. Of 1,586 Beahurst tracked fast growth companies in our seven boroughs 7.6% are in manufacturing. This may suggest that there is the potential for a resurgence in the sector locally as a result of Industry 4.0 and reshoring trends.

Manufacturing is a core part of the Park Royal Industrial Area, London's largest area of strategic industrial land, and the percentage of residents employed in the sector rises to 8.7% in Ealing and 6.9% in Brent. Based across both Ealing and Brent, Park Royal makes a significant contribution to West London's economy as the host of more than half of London's food and drink manufacturing roles, with over 19,075 residents employed just in Food and Drink Manufacturing. Hammersmith had the smallest manufacturing sector, at just 1.3 per cent of all employees.

The largest occupational group is process, plant and machine operatives – semi-skilled manufacturing process workers – who account for nearly a quarter of all workers (23%), followed by skilled trades occupations (15%), while professional workers, associate professional and technical workers, and elementary workers each make up 13 per cent of the total workforce.

### Industry Overview - West London regional trends 2021-2023 (Lightcast)



Region	2021 Jobs	2023 Jobs	Change	% Change
● Region	39,314	40,274	960	2.4%
■ West London Alliance	39,314	40,274	960	2.4%
▲ London	112,077	115,036	2,959	2.6%
◆ United Kingdom	2,369,901	2,390,676	20,775	0.9%

SOC	Description	Employed in Industry (2021)	Employed in Industry (2023)	Change (2021 - 2023)	% Change (2021 - 2023)	% of Total Jobs in Industry (2021)	Median Hourly Wages	Education Level
8111	Food, Drink and Tobacco Process Operatives	3,521	3,615	94	3%	9.0%	£10.93	Level 2 NVQ; GCSE at grades A*-C
1121	Production Managers and Directors in Manufa	2,337	2,395	58	2%	5.9%	£26.61	Honours, Bachelor's degree
9134	Packers, Bottlers, Canners and Fillers	2,111	2,202	90	4%	5.4%	£9.15	Level 1 NVQ; GCSE at grades D-G
3545	Sales Accounts and Business Development M	1,760	1,808	48	3%	4.5%	£25.75	Honours, Bachelor's degree
9260	Elementary Storage Occupations	1,100	1,108	8	1%	2.8%	£11.20	Level 1 NVQ; GCSE at grades D-G
8133	Routine Inspectors and Testers	965	1,065	100	10%	2.5%	£12.88	Level 3 NVQ; A Levels
5223	Metal Working Production and Maintenance Fi	936	966	30	3%	2.4%	£17.99	Level 3 NVQ; A Levels
9272	Kitchen and Catering Assistants	796	833	37	5%	2.0%	£9.00	Level 2 NVQ; GCSE at grades A*-C
8212	Van Drivers	704	717	12	2%	1.8%	£11.50	Level 2 NVQ; GCSE at grades A*-C
4159	Other Administrative Occupations n.e.c.	687	697	10	1%	1.7%	£14.38	Level 2 NVQ; GCSE at grades A*-C
5316	Glaziers, Window Fabricators and Fitters	659	649	(9)	(1%)	1.7%	£13.21	Level 2 NVQ; GCSE at grades A*-C
4122	Book-keepers, Payroll Managers and Wages C	595	597	1	0%	1.5%	£15.24	Level 2 NVQ; GCSE at grades A*-C
1139	Functional Managers and Directors n.e.c.	559	579	20	4%	1.4%	£32.75	Honours, Bachelor's degree
	All other occupations	22,585	23,045	460	2%	57.4%		

The Manufacturing sector employed 40,274 in the WLA area in 2023: 35% of all sector jobs in London and 1.7% of sector jobs across the UK. This represents a 2.4% increase in the WLA sub-region since 2021 (39,314 jobs), in contrast with a 2.6% increase in London and a 0.9% increase across the UK. The average advertised sector wage in 2021 was £34,316, 2.5% higher than the national average of £33,485.

### National Industry Age Breakdown

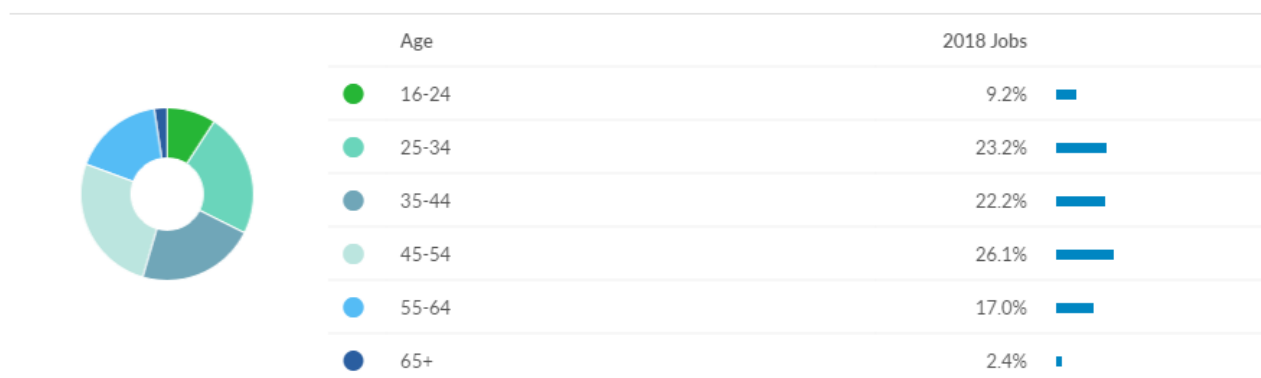


Table 3.7 shows the ten largest detailed occupations (4-digit SOC). The largest group reflects the sectoral strength in food and drink manufacturing, with food, drink and tobacco operatives accounting for 12 per cent of all workers, while packers, bottlers, canners and fillers, and production managers and directors in manufacturing each accounted for four per cent of all workers.

**Table 3.7 Largest occupations in manufacturing sector in WLA, 2021/22**

	Number	%
8111 Food, drink and tobacco process operatives	4,200	12.1
9132 Packers, bottlers, canners and fillers	1,400	4.0
1121 Production managers and directors in manufacturing	1,400	4.0
9252 Warehouse operatives	1,100	3.1
3556 Sales accounts and business development managers	1,000	2.7
9139 Elementary process plant occupations n.e.c.	700	2.0
5223 Metal working production and maintenance fitters	700	1.9
4122 Book-keepers, payroll managers and wages clerks	600	1.6
2129 Engineering professionals n.e.c.	500	1.5
8222 Fork-lift truck drivers	500	1.3

Source: IES calculations from BRES 2021 and LFS 2022

In terms of workforce demographics:

- Three fifths (60%) of workers were male, compared with 52% across all sectors;

- 30% of all workers were from ethnic minority backgrounds, below the figure across all sectors of 39%;
- The age profile of the manufacturing workers in WLA is fairly close to that of the entire workforce, with 43% of workers aged under 40 (44% across all sectors);
- 12% of workers had a disability, below the proportion across all sectors of 16%; and
- There was a slightly higher proportion of graduates in manufacturing compared with the whole WLA workforce (61% compared with 55%), and a slightly lower proportion of workers with qualifications below GCSE/Level 2 (11% compared with 13% across all sectors).




## vi.ii Recruitment and retention challenges

In the manufacturing sector, 13% of businesses are reporting vacancies, with a huge 57% in the hard to fill category.





















The most common occupations among manufacturing vacancies in WLA in January 2023 were financial project managers (SOC 2440), business sales executives (SOC 3552), metal working production and maintenance fitters (SOC 5223) and marketing associate professionals (SOC 3554).

The skills requested in manufacturing vacancies reflect the manufacturing sub-sectors in WLA, with 30 per cent mentioning food skills compared with 16 per cent across London, 30 per cent mentioning healthcare skills compared with less than 14 per cent across London, and 25 per cent mentioning skills in imaging equipment (for food inspection) compared with three per cent across London. Data skills and solution/problem solving skills were less commonly mentioned in manufacturing vacancies in WLA than in vacancies across London.

### Top Organisations Posting (Lightcast)

Company	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
GlaxoSmithKline	726 / 560	1 : 1 	23 days
Boeing	164 / 67	2 : 1 	17 days
Norgine	77 / 58	1 : 1 	60 days
The Coca-Cola Company	91 / 56	2 : 1 	14 days
Flashbay	97 / 36	3 : 1 	31 days
Mondelez International	47 / 35	1 : 1 	39 days
Ametek	43 / 32	1 : 1 	8 days
Greencore Foods Limited	39 / 23	2 : 1 	33 days
Tes Group	30 / 22	1 : 1 	60 days
Hotel Chocolat Corporate Ltd	43 / 19	2 : 1 	44 days

## Top Posted Roles

Occupation (SOC)	Total/Unique (Jan 2022 - Dec 2022)	Posting Intensity	Median Posting Duration
 Marketing and Sales Directors	117 / 89	1 : 1 	23 days
 Sales Related Occupations n.e.c.	161 / 83	2 : 1 	36 days
 Programmers and Software Development Professionals	153 / 66	2 : 1 	23 days
 Managers and Proprietors in Other Services n.e.c.	95 / 58	2 : 1 	27 days
 Health Services and Public Health Managers and Directors	49 / 40	1 : 1 	23 days
 IT Business Analysts, Architects and Systems Designers	48 / 30	2 : 1 	22 days
 Purchasing Managers and Directors	36 / 28	1 : 1 	23 days
 Financial Managers and Directors	34 / 26	1 : 1 	24 days
 Business and Financial Project Management Professionals	39 / 26	2 : 1 	23 days
 Management Consultants and Business Analysts	29 / 24	1 : 1 	32 days

Using SOC (Standard Occupational Classification) codes, the largest number / proportion of industry group WLA jobs posted in 2021 were for Food, Drink and Tobacco Process Operatives (3,521 / 9.0%), Production managers and directors in manufacturing (2,337 / 5.9%), Packers, Bottlers, Canners and Fillers (2,111 / 5.4%), Sales Accounts and Business Development Managers (1,760 / 4.5%) and Elementary Storage Occupations (1,100 / 2.8%).

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 GlaxoSmithKline (726 / 560), Boeing (164 / 67), Norgine (77 / 58), The Coca-Cola Company (91 / 56), Flashbay (97 / 36).

The top Total / Unique occupations for job postings were Marketing and Sales Directors (117/89). Sales Related Occupations n.e.c. (161 / 83), Programmers and Software Development Professionals (153 / 66), Managers and Proprietors in Other Services n.e.c. (95 / 58), Health Services and Public Health Managers and Director (49 / 40).

The most common occupations among manufacturing vacancies in WLA in January 2023 were financial project managers (SOC 2440), business sales executives (SOC 3552), metal working production and maintenance fitters (SOC 5223) and marketing associate professionals (SOC 3554).

In stakeholder consultations, the following challenges were identified:

- Taking on work experience or intern is very difficult as "spread quite thinly, especially at the moment" in this "very different economic climate".
- Concern that recruitment & retention is prolonged by job-seeker box-ticking – they're not actually interested in the sector.
- Administrative coordination involved in Apprenticeships presents significant barrier to uptake.
- Relevant Food sector Apprenticeships not available in West London – opportunity to introduce programme as long as sufficient demand.
- Phasing out of BTECs places increased pressure on employers to engage with training systems they may not have capacity for e.g. requirement for 45 days work placement in T Levels.
- Clearer career progression pathways needed as they may embolden young people to take less attractive roles as they understand they are a stepping-stone to more attractive roles.
- Brokerage function required to enable well positioned organisations (intermediaries) to develop strong partnership between skills providers and employers.
- Retention of middle management in this sector in West London negatively impacted by Brexit.

### vi.iii Skills gaps

#### **Top Skills based on Job Postings (Lightcast)**

Skill	Postings with Skill
Pharmaceuticals	286
Marketing	225
Authorization (Computing)	216
Finance	177
Agile Methodology	166
Supply Chain	153
Project Management	139
Key Performance Indicators (KPIs)	134
Risk Management	122
Procurement	121

The top skills based on job postings with those skills were Pharmaceuticals (286), Marketing (225), Authorization (Computing) (216), Finance (177), Agile Methodology (166). (Source: Lightcast)

Across London, business in manufacturing, and transport and logistics, were much more likely than average to report challenges for skilled manual/technical roles (59%).

Manufacturing respondents were more likely than average to report challenges with team working (26.0% compared with 13.5%), problem solving skills (26.3% compared with 16.6%), leadership skills (23.6% compared with 16.6%), technical or job-specific skills (41.0% compared with 31.1%) and foreign language skills (11.2% compared with 7.0%).

The skills requested in manufacturing vacancies (see Table 3.8 below) reflect the manufacturing sub-sectors in WLA, with 30 per cent mentioning food skills compared with 16 per cent across London, 30 per cent mentioning healthcare skills compared with less than 14 per cent across London, and 25 per cent mentioning skills in imaging equipment (for food inspection) compared with three per cent across London. Data skills and solution/problem solving skills were less commonly mentioned in manufacturing vacancies in WLA than in vacancies across London.

**Table 3.8 Skills requested in manufacturing vacancies, WLA and London, 2022**

	WLA %	London %
Communication	46	46
Management	34	37
Healthcare	30	< 14
Food	30	16
Policy	29	< 24
Data	28	36
Sales	28	< 24
Imaging	25	3
Solutions	25	35
Reporting	23	24

Source: Adzuna vacancies dashboard, January-December 2022

- Skills challenges at Organisation level - The Survation survey revealed that WLA Manufacturing respondents were more likely than the London average to report challenges with team working (26.0% compared with 13.5%), problem solving skills (26.3% compared with 16.6%), leadership skills (23.6% compared with 16.6%), technical or job-specific skills (41.0% compared with 31.1%) and foreign language skills (11.2% compared with 7.0%).
- Technical/practical skills gaps - The Survation survey revealed that WLA manufacturing establishments were more likely than the London average to



report gaps in adapting to new equipment or materials (38% compared with 31.6%).

In stakeholder consultations, the following challenges were identified:

- Impact of pandemic, increased working from home reduced young people's opportunities to develop business skills/relationships in workplace environment which are now lacking.
- Increased demand for flexible working arrangements in the wake of the pandemic often conflict with the responsibilities of manufacturing roles.
- Some of the resources to reskill are available, marketing/comms from training providers is failing to secure attention of employers.
- Small businesses unsure what good training models look like. Businesses open to external providers developing the training, and then delivering it in-house.
- **A global company with local manufacturing activity specifically cited wanting Science Manufacturing Technician Level 3 Apprenticeship standard provision in West London with a moulding/ extrusion specialism.**<sup>9</sup> We have asked whether there is a particular BTEC they would expect to underpin the provision and not yet received a response. Elsewhere in the country the business has seen a college partner with Solutions 4 Polymers to deliver this specialist flavour of the Apprenticeship standard.<sup>10</sup> The West London FE Principals group should agree on a college to market test whether local delivery of this standard, with specialisms when needed, is viable.

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<sup>9</sup> [https://www.instituteforapprenticeships.org/media/5640/science\\_manufacturing\\_technicianpdf-ap03.pdf](https://www.instituteforapprenticeships.org/media/5640/science_manufacturing_technicianpdf-ap03.pdf)

<sup>10</sup> <https://interplasinsights.com/plastics-industry-news/new-level-3-polymer-qualification-meets-with-industry-approv/> and [https://www.solutions4polymers.co.uk/wp-content/uploads/2019/02/S4P\\_apprenticeship\\_guide\\_L3.pdf](https://www.solutions4polymers.co.uk/wp-content/uploads/2019/02/S4P_apprenticeship_guide_L3.pdf)

## **vii. Creative, media and film**

### **vii.i Employment overview**

West London is home to a world class creative cluster with major TV and film studios located within the sub-region, including Ealing Studios, the BBC, Sky, ITV, Warner Bros. Discovery and Disney. New cultural quarters are also attracting investment, including the regeneration of Olympia and the Creative Enterprise Zones (CEZ) in Hounslow, Ealing/OPDC and Hammersmith & Fulham. Park Royal has long hosted creative businesses and communities underpinning the screen sector's supply chain. Whilst the average employment figure in the sector is 3.2%, this rises to 7.8% in both Hammersmith & Fulham and Hounslow. 46% of London's broadcast sector jobs are concentrated in the Great West corridor (Hounslow's CEZ).

The creative, media and film sector is the smallest of the priority sectors in WLA, employing around 29,000 employees in 2021, and accounting for 3.2 per cent of all employees. It is heavily over-represented in WLA, as across the country as a whole the sector accounts for just 0.5 per cent of all employees.

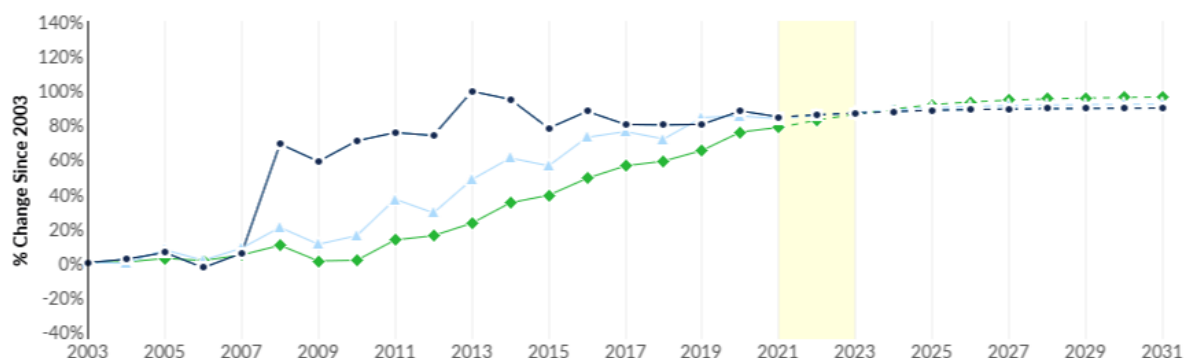
The sector is concentrated in Hammersmith and Hounslow, accounting for just under eight per cent of all employees in each Borough, while it accounts for just over two per cent of employment in Ealing.

The largest occupational groups are associate professional and technical occupations, and professional occupations, which together account for over three quarters of all employment in the sector (45% and 33% respectively).

## Industry Overview - West London regional trends 2021-2023 (Lightcast)

<p><b>33,451</b> Jobs (2021) 200% <b>above</b> National average</p>	<p><b>+1.2%</b> % Change (2021-2023) Nation: <b>+4.3%</b></p>	<p><b>£56,778</b> Avg. Wages Per Job (2021) Nation: £46,146</p>
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### Regional Trends



Region	2021 Jobs	2023 Jobs	Change	% Change
● Region	33,451	33,857	406	1.2%
■ West London Alliance	33,451	33,857	406	1.2%
▲ London	134,054	136,780	2,726	2.0%
◆ United Kingdom	373,649	389,793	16,144	4.3%

SOC	Description	Employed in Industry Group (2021)	Employed in Industry Group (2023)	% Change (2021 - 2023)	% of Total Jobs in Industry Group (2021)	Median Hourly Wages	Education Level
3416	Arts Officers, Producers and Directors	5,541	5,697	3%	16.6%	£19.91	Honours, Bachelor's degree
2136	Programmers and Software Development Professionals	3,132	3,054	(2%)	9.4%	£25.83	Honours, Bachelor's degree
2471	Journalists, Newspaper and Periodical Editors	1,559	1,596	2%	4.7%	£22.41	Honours, Bachelor's degree
3417	Photographers, Audio-visual and Broadcasting Equipment Operators	1,379	1,425	3%	4.1%	£13.88	Level 3 NVQ; A Levels
3543	Marketing Associate Professionals	856	877	2%	2.6%	£15.42	Honours, Bachelor's degree
1259	Managers and Proprietors in Other Services n.e.c.	822	848	3%	2.5%	£16.48	Level 3 NVQ; A Levels
1132	Marketing and Sales Directors	797	815	2%	2.4%	£41.82	Honours, Bachelor's degree
2133	IT Specialist Managers	785	765	(3%)	2.3%	£28.15	Honours, Bachelor's degree
1131	Financial Managers and Directors	729	743	2%	2.2%	£40.78	Honours, Bachelor's degree
2473	Advertising Accounts Managers and Creative Directors	725	750	3%	2.2%	£22.26	Honours, Bachelor's degree
2139	Information Technology and Telecommunications Professionals n.e.c.	720	701	(3%)	2.2%	£26.81	Honours, Bachelor's degree
4159	Other Administrative Occupations n.e.c.	682	681	(0%)	2.0%	£14.38	Level 2 NVQ; GCSE at grades A*-C
3421	Graphic Designers	677	711	5%	2.0%	£15.31	Honours, Bachelor's degree
	All other occupations	15,056	15,194	0%	45.0%	-	-

The Creative, media and film sector employed 33,857 in the WLA area in 2023: 24.8% of all sector jobs in London and 8.7% of sector jobs across the UK. This represents a 1.2% increase in the WLA sub-region since 2021 (33,451 jobs), in contrast with a 2.0% increase in London and a 4.3% increase across the UK. The average advertised sector wage in 2021 was £56,678, 23% higher than the national average of £46,146.

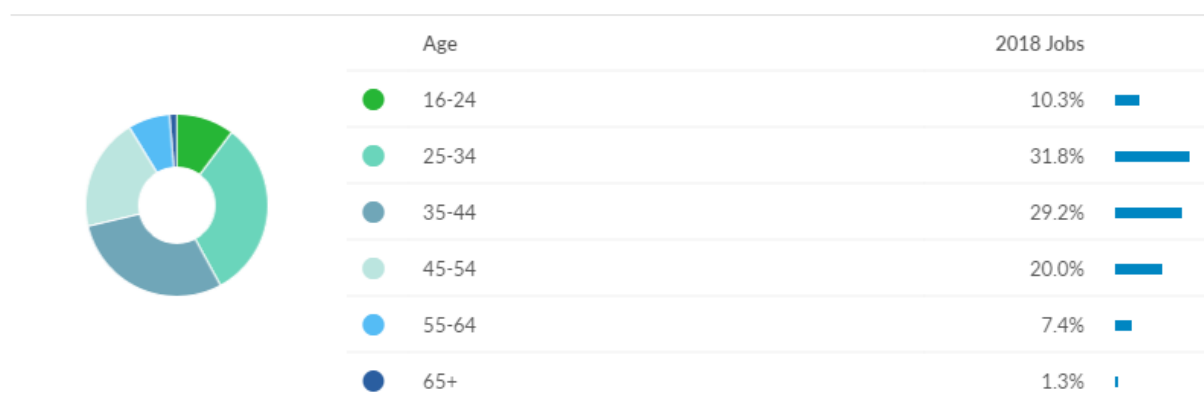
**National Industry Age Breakdown**

Table 3.9 shows the ten largest detailed occupations (4-digit SOC). Arts officer, producers and directors account for nearly a quarter of all workers in the sector (24%), while photographers and broadcasting equipment operatives account for seven per cent, and journalists and reporters account for five per cent.

**Table 3.9 Largest occupations in transport and logistics sector in WLA, 2021/22**

	Number	%
3416 Arts officers, producers and directors	7,000	23.9
3417 Photographers, audio-visual and broadcasting equipment operators	2,000	7.0
2492 Newspaper and periodical journalists and reporters	1,600	5.4
2134 Programmers and software development professionals	1,300	4.5
3413 Actors, entertainers and presenters	1,300	4.3
1255 Managers and directors in the creative industries	1,100	3.9
2142 Graphic and multimedia designers	900	3.1
9267 Leisure and theme park attendants	800	2.6
1132 Marketing, sales and advertising directors	700	2.3
3412 Authors, writers and translators	600	2.1

Source: IES calculations from BRES 2021 and LFS 2022

In terms of workforce demographics:

- Nearly three fifths (58%) of workers were male, compared with 52% across all sectors;
- The sector was the least ethnically diverse of all the priority sectors, with 21% of workers coming from ethnic minority backgrounds, below the figure across all sectors of 39%;

- The sector has a relatively old age profile, with 61% of workers aged 40 and over, compared with 56% across all sectors;
- 19% of workers had a disability, above the proportion across all sectors of 16%; and
- Four fifths (80%) of workers had a degree or equivalent or higher qualification, reflecting the large professional and associate professional workforce, while across all sectors, 55% of workers had degrees or equivalent or higher qualifications.

## vii.ii Recruitment and retention challenges

### Top Posted Roles (Lightcast)

Occupation (SOC)	Total/Unique (Apr 2022 - Sep 2022)
Other Administrative Occupations n.e.c.	2,385 / 1,029
Marketing and Sales Directors	1,496 / 955
Programmers and Software Development Professionals	1,817 / 886
Managers and Proprietors in Other Services n.e.c.	1,539 / 775
Customer Service Occupations n.e.c.	2,037 / 645
Financial Managers and Directors	688 / 479
Marketing Associate Professionals	756 / 476
IT Business Analysts, Architects and Systems Designers	935 / 466
Book-keepers, Payroll Managers and Wages Clerks	788 / 446
Chartered and Certified Accountants	738 / 442

Using SOC (Standard Occupational Classification) codes, the largest number / proportion of industry group WLA jobs posted in 2022 were for Arts Officers, Producers and Directors (5,541 / 16.6%), Programmers and Software Development Professionals (3,132 / 9.4%), Journalists, Newspaper and Periodical Editors (1,559 / 4.7%), Photographers, Audio-visual and Broadcasting Equipment Operators and Marketing Associate Professionals (856 / 2.6%).

The top Total / Unique occupations for job postings were Other Administrative Occupations n.e.c. (2,385 / 1,029), Marketing and Sales Directors (1,496 / 955), Programmers and Software Development Professionals (1,817 / 866), Managers and Proprietors in Other Services n.e.c. (1,539 / 775), Customer Service Occupations n.e.c. (2,037 / 645).

Vacancy data from Adzuna is not available for the creative, media and film sector as the industry breakdowns are limited to 1-digit SIC Sections. The Survation survey

found that creative/media/film employers were more likely than other sectors to report difficulties recruiting professional and highly skilled specialist roles.

### vii.iii Skills gaps

Solving complex problems requiring a solution specific to the situation was reported more often in the creative, media and film sector (64.5%), compared with 47.9% across all sectors. Manual dexterity (e.g. to mend, repair, assemble, construct or adjust things) is reported in the creative, media and film sector (29.8%), compared with 22.3% across all sectors). Adapting to new equipment or materials is reported more often than average as a required skill in the creative, media and film sector (34.1% compared with 28.0%). Setting objectives for others and planning human, financial and other resources were difficult to obtain for creative, media and film establishments (33.7% compared with 30.4% across all sectors).

#### **Top Technical Skills based on Job Postings (Lightcast)**

Skill	Frequency in Postings	Postings with Skill / Total Postings (Apr 2022 - Sep 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2022)
Marketing	15%	1,569 / 10,561	10%	2,782 / 27,616
Finance	12%	1,250 / 10,561	6%	1,554 / 27,616
Accounting	8%	841 / 10,561	7%	1,808 / 27,616
Auditing	8%	798 / 10,561	3%	939 / 27,616
Agile Methodology	7%	791 / 10,561	2%	553 / 27,616
Key Performance Indicators (KPIs)	6%	676 / 10,561	2%	462 / 27,616
Invoicing	6%	619 / 10,561	3%	740 / 27,616
Data Analysis	5%	507 / 10,561	3%	883 / 27,616
Business Development	4%	474 / 10,561	6%	1,775 / 27,616
Warehousing	4%	472 / 10,561	2%	617 / 27,616

#### **Top Essential Skills based on Job Postings (Lightcast)**

Skill	Frequency in Postings	Postings with Skill / Total Postings (Apr 2022 - Sep 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2022)
Communications	38%	4,035 / 10,561	8%	2,211 / 27,616
Management	30%	3,116 / 10,561	19%	5,225 / 27,616
Customer Service	20%	2,080 / 10,561	18%	5,015 / 27,616
Sales	18%	1,884 / 10,561	17%	4,766 / 27,616
Leadership	15%	1,560 / 10,561	7%	2,066 / 27,616
Planning	14%	1,491 / 10,561	4%	1,225 / 27,616
Operations	13%	1,409 / 10,561	6%	1,605 / 27,616
Detail Oriented	13%	1,405 / 10,561	1%	170 / 27,616
Problem Solving	11%	1,136 / 10,561	2%	637 / 27,616
Innovation	10%	1,058 / 10,561	3%	813 / 27,616

The top Technical / Specialised skills based on number / frequency in job postings were Marketing (1,569 / 15%), Finance (1,250 / 12%), Accounting (841 / 8%), Auditing 798 / 8%), Agile Methodology (791 / 7%). The top Essential skills based on number / frequency in job postings were Communications (4,035 / 38%), Management (3,116 / 30%), Customer Service (2,080 / 20%), Sales (1,884 / 12%), Leadership (1,560 / 15%). (Source: Lightcast)

Technical/practical skills gaps – The Survey revealed that WLA creative, media and film establishments were more likely than London average to report gaps in adapting to new equipment or materials (38% compared with 31.6%).

In stakeholder consultations, the following challenges were identified:

- 'Who You Know' access to industry limits opportunities for many, as jobs are not often advertised and often have to "fight" production executives to fill positions.
- Limitations on in-work opportunities created by industry's project-centred approach, core employee base typically very small, but recruit large numbers of freelancers in the short term during production.
- Non-linear nature of creative career pathways creates barrier to engagement.
- Unpaid work placements preclude large numbers of socioeconomically disadvantaged learners, many cannot afford to take time away from their part time jobs.
- Employers prioritise individual drive/passion, qualifications are not a priority.
- Demand for courses is heavily focused on extremely competitive roles (director etc) - unfortunately little demand from citizens for lesser known crew roles that the industry requires and needs.
- Some employers have found that Apprenticeships are too costly.
- Absence of trade bodies creates barrier to understanding of issues faced by businesses beyond the larger employers with capacity to engage in ScreenSkills and other national bodies.
- Industry not often considered as alternative for those training within another sector with transferable hard skills.
- Non-linear career pathways can lead to engagement with variety of subsectors.
- Entry level is not the focus of creative & media industry skills gap - it is upskilling its current talent as well as ensuring next generation is equipped to enter the industry particularly in consideration of the technological advancements.
- Mental preparation particularly important in wake of boom following the pandemic: "a lot of burnout happening".
- People looking to change careers unaware of sector training routes. Mechanism for raising awareness and improving accessibility is required.



## viii. Cross-cutting skills: Digital

### viii.i Employment overview

Digital skills are vital to the competitiveness and productivity of West London businesses, as they are to London as a whole. GLA Economics reports that employer demand for digital skills is particularly high in London. Upskilling digital skills is the main priority for workforce development in London, with signs that digital skills will be in even greater demand due to remote working.<sup>11</sup> This trend has been amplified by more working from home post-pandemic, a Creative/Film sector with a high reliance on advanced digital skills and now the accelerated introduction of AI and automation technologies.

Lightcast Labour Market Data for the Digital sector provides more detailed analysis of Digital job vacancies and skills in the WLA sub-region. The demand for specific digital skills is likely to evolve rapidly as the pace of technology progresses. The main IT-related skills gaps identified by employers in 2019, according to the DfE Employer Skills Survey, included basic and advanced Microsoft Office skills and communicating via email.<sup>12</sup> There is also evidence of high demand for software development skills.

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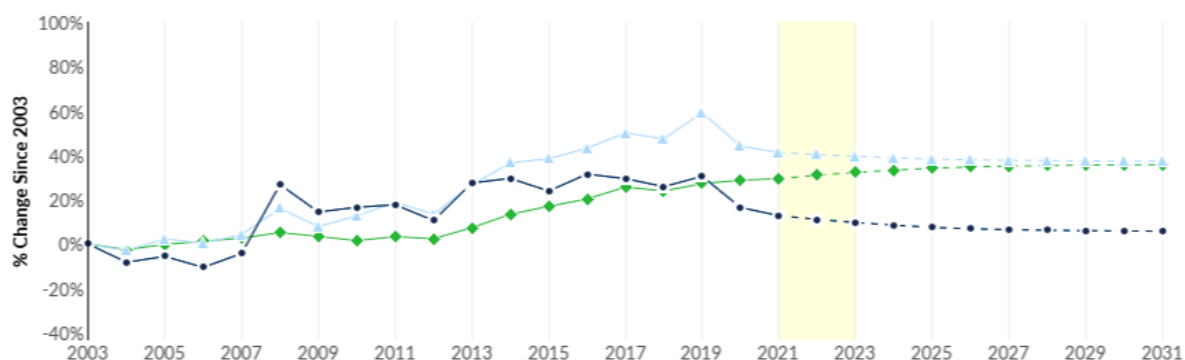
<sup>11</sup> London Chamber of Commerce and Industry/London Councils (2021) London Business 1000 (year 5) <https://www.londonchamber.co.uk/news-and-insights/news/press-releases/new-survey-explores-how-the-pandemic-has-changed-t/>

<sup>12</sup> Department for Education (2020) Employer Skills Survey 2019

## Industry Overview - West London regional trends 2021-2023 (Lightcast)

<p>62,150</p> <p>Jobs (2021)</p> <p>54% above National average</p>	<p>-2.7%</p> <p>% Change (2021-2023)</p> <p>Nation: +2.1%</p>	<p>£56,412</p> <p>Avg. Wages Per Job (2021)</p> <p>Nation: £46,079</p>
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### Regional Trends

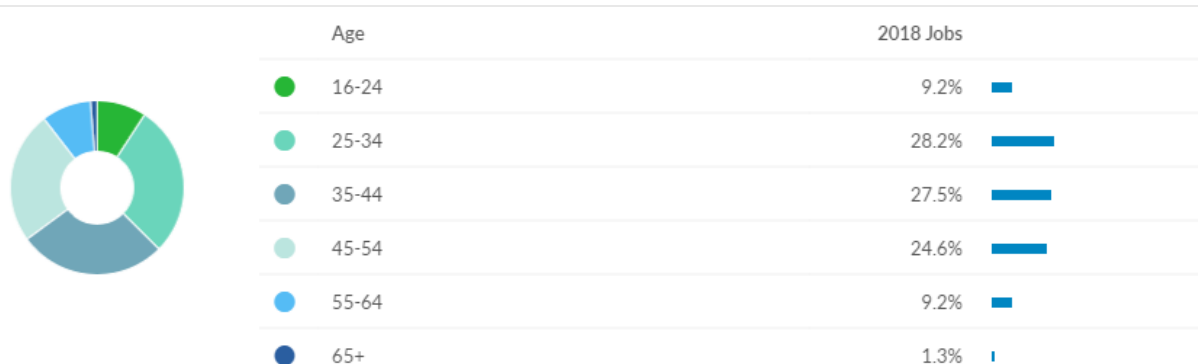


Region	2021 Jobs	2023 Jobs	Change	% Change
● Region	62,150	60,449	-1,701	-2.7%
■ West London Alliance	62,150	60,449	-1,701	-2.7%
▲ London	396,377	391,500	-4,877	-1.2%
◆ United Kingdom	1,354,498	1,382,965	28,467	2.1%

SOC	Description	Employed in Industry (2021)	Employed in Industry (2023)	Change (2021 - 2023)	% Change (2021 - 2023)	% of Total Jobs in Industry (2021)	Median Hourly Wages	Education Level
2136	Programmers and Software Development	6,312	5,981	(332)	(5%)	10.2%	£25.83	Honours, Bachelor's degree
3416	Arts Officers, Producers and Directors	5,749	5,896	147	3%	9.3%	£19.91	Honours, Bachelor's degree
2139	Information Technology and Telecommunications	4,142	3,873	(268)	(6%)	6.7%	£26.81	Honours, Bachelor's degree
2133	IT Specialist Managers	2,688	2,517	(171)	(6%)	4.3%	£28.15	Honours, Bachelor's degree
2471	Journalists, Newspaper and Periodicals	2,181	2,199	18	1%	3.5%	£22.41	Honours, Bachelor's degree
3545	Sales Accounts and Business Development	1,900	1,789	(111)	(6%)	3.1%	£25.75	Honours, Bachelor's degree
1132	Marketing and Sales Directors	1,809	1,767	(42)	(2%)	2.9%	£41.82	Honours, Bachelor's degree
1136	Information Technology and Telecommunications	1,555	1,463	(92)	(6%)	2.5%	£31.13	Honours, Bachelor's degree
3417	Photographers, Audio-visual and Broadcasting	1,503	1,542	38	3%	2.4%	£13.88	Level 3 NVQ; A Levels
2135	IT Business Analysts, Architects and Engineers	1,446	1,359	(87)	(6%)	2.3%	£26.06	Honours, Bachelor's degree
4159	Other Administrative Occupations n.e.c.	1,386	1,335	(51)	(4%)	2.2%	£14.38	Level 2 NVQ; GCSE at grades A*-C
2134	IT Project and Programme Managers	1,317	1,225	(91)	(7%)	2.1%	£28.73	Honours, Bachelor's degree
3543	Marketing Associate Professionals	1,286	1,278	(9)	(1%)	2.1%	£15.42	Honours, Bachelor's degree
	All other occupations	28,875	28,226	(649)	(2%)	46.5%		

The Digital sector employed 60,449 in the WLA area in 2023: 15.4% of all sector jobs in London and 4.3% of jobs across the UK. This represents a 2.7% decrease in the WLA sub-region since 2021 (62,150 jobs), in contrast with a 1.2% decrease in London and a 2.1% increase across the UK. The average advertised sector wage in 2021 was £56,412, 22.4% higher than the national average of £46,079.

## National Industry Age Breakdown



### viii.ii Recruitment and retention challenges

In a recent survey over half (56%) of respondents felt that their business would need more advanced digital skills over the next 2 to 5 years while a third (33%) felt that more basic digital skills would be required. Yet, compared to other parts of the country, businesses in London report more challenges in meeting their digital skills needs.<sup>13</sup>

Our survey of over 500 learners from West London found that over ¼ were interested in digital work. This was a higher proportion than those interested in engineering, finance, logistics, and manufacturing. These are industries which rely heavily on digital skills, so it would appear that the ubiquity and importance of digital skills is not fully understood, contributing to skills shortage vacancies and skills gaps in this sector.

Despite interest from the next generation of workers, the current landscape in West London is facing a major digital skills shortage: 36% of West London businesses highlighted basic digital skills as currently lacking from their workforce, whilst 56% considered advanced digital skills to be the most desired skill over the next 2-5 years.

Employers in the digital sector were more likely than average (90%) to report vacancies. 76 per cent of digital employers who reported vacancies across London said that they were struggling to fill them. In a recent survey over half (56%) of respondents felt that their business would need more advanced digital skills over the next 2 to 5 years while a third (33%) felt that more basic digital skills would be required. Yet, compared to other parts of the country, businesses in London report more challenges in meeting their digital skills needs.

<sup>13</sup> WorldSkills UK / Learning & Work Institute (2021) Disconnected? Exploring the digital skills gap <https://learningandwork.org.uk/resources/research-and-reports/disconnected-exploring-the-digital-skills-gap/>

### Top Organisations Posting (Lightcast)

Company	Total/Unique (Jan 2022 - Mar 2022)	Posting Intensity	Unique Postings Tren (Jan 2022 - Mar 2022)
British Sky Broadcasting Group	483 / 188	3 : 1	
NHS	1,337 / 180	7 : 1	
GlaxoSmithKline	88 / 70	1 : 1	
Harrods	54 / 34	2 : 1	
Sky International Co.,Ltd	67 / 33	2 : 1	
Cisco	58 / 32	2 : 1	
FIS	85 / 29	3 : 1	
The Creative Assembly	41 / 27	2 : 1	
Sega USA Ltd	32 / 25	1 : 1	

### Top Posted Roles

Occupation (SOC)	Total/Unique (Jan 2022 - Mar 2022)	Posting Intensity	Unique Postings Tren (Jan 2022 - Mar 2022)
Other Administrative Occupations n.e.c.	1,691 / 591	3 : 1	
Programmers and Software Development Professionals	1,381 / 536	3 : 1	
Marketing and Sales Directors	835 / 428	2 : 1	
IT Business Analysts, Architects and Systems Designers	794 / 319	2 : 1	
IT User Support Technicians	434 / 183	2 : 1	
IT Operations Technicians	587 / 181	3 : 1	
Business and Financial Project Management Professionals	331 / 173	2 : 1	
Information Technology and Telecommunications Professionals n.e.c.	364 / 145	3 : 1	
Sales Accounts and Business Development Managers	263 / 121	2 : 1	
Web Design and Development Professionals	280 / 115	2 : 1	

Using SOC (Standard Occupational Classification) codes, the largest number / proportion of industry group WLA jobs posted in 2022 were Programmers and Software Developers (6,312 / 10.2%), Arts Officers (5,749 / 9.3%), Information Technology and Telecommunications Professionals (4,142 / 6.7%), IT Specialist Managers, Journalists, Newspaper and Periodical Editors (2,688 / 4.3%).

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 were British Sky Broadcasting Group (483/188), NHS (1,337 / 180), GlaxoSmithKline (88 / 70), Harrods (54 / 34), Sky International Co. Ltd. (67 / 33).

The top Total / Unique occupations for job postings were Other Administrative Occupations n.e.c. (1,691 / 591), Programmers and Software Development Professionals (1,381 / 536), Marketing and Sales Directors (835 / 428), IT Business Analysts, Architects and Systems Designers (794 / 319), IT User Support Technicians (434 / 183).

In stakeholder consultations, the following challenges were identified:

- FE/ HE/ ITP course providers may find it difficult to keep up with creating up-to-date course content; this may in turn make it difficult for learners to transition into job posts.
- Skills recognition at all levels needed. Digital skills from school age up to senior management need to be recognised or supported. So the [intermediary organisation] offer various different types of support. This also applies to the Restart programme - upskilling training and getting people into work.
- Intermediaries helping people into work need digital training providers with accredited programmes. Need a programme that is accredited and high quality to offer our participants to get them into work. Challenge is finding right organisation in Digital sector for our participants. Not everyone is accredited, or can offer quality of training for diverse groups e.g. over 50s, refugees etc.

### **viii.iii Apprenticeship-specific issues**

- The essence of any Apprenticeship should be based on a needs analysis and a conversation between the training provider and the employer leading to creation, design and delivery of relevant training.
- Digital Apprentices are in greater demand to visualise project targets for manufacturing in order to reduce stock levels and increase cost-efficiency.
- Use of Apprenticeships as a recruiting tool for new hires requires clear understanding of how the business will make use of the resource in which it is investing.
- Needs for Apprentices are different for large companies (e.g. Google) versus SMEs. Large companies want higher-level Apprentices who can be trained into job-specific roles; SMEs will want more generalists.
- The calibre of candidates coming through the Apprenticeship system needs to be improved.

- Viable candidates have been scarce over last 12-18 months. New hires at Level 4 and above are needed to contribute to organisational innovation.

## viii.iv Skills Gaps

### Top Technical Skills based on Job Postings (Lightcast)

Top Specialized Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2022 - Mar 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2022)
Cloudflare	13%	400 / 3,010	0%	1 / 13,17
Agile Methodology	11%	340 / 3,010	4%	588 / 13,17
Finance	6%	191 / 3,010	5%	633 / 13,17
SQL (Programming Language)	6%	185 / 3,010	6%	770 / 13,17
Python (Programming Language)	6%	183 / 3,010	2%	249 / 13,17
JavaScript (Programming Language)	6%	180 / 3,010	4%	505 / 13,17
Software Engineering	5%	165 / 3,010	2%	221 / 13,17
Automation	5%	159 / 3,010	1%	174 / 13,17
Procurement	5%	156 / 3,010	2%	280 / 13,17
Business Development	5%	153 / 3,010	8%	1,023 / 13,17

The top Technical / Specialised skills based on number / frequency in job postings were Cloudflare (400 / 13%), Agile Methodology (340 / 11%), Finance (191 / 6%), SQL (Programming Language) (185 / 6%), Python (Programming Language) (183 / 6%). (Source: Lightcast)

WLA respondents with skills gaps were more likely than those elsewhere in London to report that English skills (reading and writing) and basic digital skills were lacking (33% reported English skills compared with 21% across London, and 36% reported basic digital skills compared with 33% across London).

In stakeholder consultations, the following challenges were identified:

- In a fast-moving digital landscape, businesses may find it difficult to define which skills they require, locate suitable training providers, find resources to fund training and/ or determine the business case/ benefits of training.
- Businesses report that FE colleges may not respond in a timely fashion to requests for help with digital skills training and/or recruitment.
- A "community of people who are digitally lost" may also lack motivation to acquire digital skills, although "86% of employers" require some digital skills.
- Time barriers: employers can't afford time to release staff for training, especially if they are already short staffed.

- While young people have digital technology skills, they need a different level of skill to see the bigger picture and assess what's best for the business as a whole. A mixture of essential (soft) skills and the ability to translate technology use into business benefit.
- Businesses need a range of digital skills to use tools (email, automated tools, CRM, Excel, etc.) across business-relevant platforms.
- Programming capability to deliver interoperability between different IT systems delivers critical business benefits.
- There is a need for business-related problem-solving abilities which transcend technical digital skills. This implies a deeper understanding of how a business works.
- Beyond technical expertise, the ability to be able to communicate with peers and management and customers is important but often found lacking.
- Management and leadership skills development needed among technical "superstars" who are progressing on to manage teams.
- Businesses need to know their digital skills priorities for training and recruitment. West London Digital Skills Matrix exercise identified artificial intelligence, data science and software development as skills priorities. Digital skills priorities vary according to business size, affordability of technologies, demand in London/ UK.
- Digital skills needs are diverse and can include cyber-security; making workflows more efficient; marketing and social media; and the capacity to recognise needs for, and manage, AI, data science and software development. Acquiring such skills can be especially challenging for SMEs.
- Businesses need an independent "training advisor" - perhaps funded by the local council - who could help them decide which training, is best, what is available and industry-specific.
- Adults require basic digital skills training. This can give them an idea of what's available and then employers can train them in job-specific skills.
- Government support for better two-way communication between employers & training providers needed.
- Specific skillset needs in creative businesses: Understanding the use of Unreal Engine, for example; technical artists - building assets that feed into VFX and post-production.
- Salary and benefits, as well as skills development, are crucial to retaining talent.
- Virtual production skills needed. Partnerships with independent training providers (vs. FE sector) being considered to deliver short courses around these skills.
- Additional skills needed: Social media, AI, Mechatronics Industrial design, Digital Marketing and Data Analysis as well as general marketing industry knowledge. Programming languages (SQL, PHP, Python etc).



- Grants and/or other incentives could help to mitigate the costs of keeping up with skills development in the fast-moving digital sector, which are particularly onerous for SMEs.
- Need better ways to recruit people into senior management roles. Use of networks such as LinkedIn to find local talent is a strategy but it remains challenging.
- Need Government to better inform employers on what resources are available for upskilling employees, particularly those which incur no significant cost for the business.
- Government support for training employees in essential (soft) skills would be helpful as there is significant need.
- Mentoring programmes are needed but potential mentors are very busy and they may be deployed onto billable work.
- Time limitations require short, modular training to ensure it is efficient, with maximum impact.
- Employers need to be educated to provide modular digital courses to people, regardless of age, if they are willing to learn. FE/ HE can play a supporting role in this process.
- Given digital field is so dynamic, need to shorten training time - learn on the job, overseen by external educators, with a verification process.
- Career progression needs to be achieved in a timely fashion in order to retain digital talent recruited through Apprenticeships.
- Collaboration between Government, employers and training providers is strongly advocated, given the speed of change in the industry anticipated up to 2030. FE and HE providers offering traditional qualifications not seen as able to keep up.
- Employers need to "check in" regularly with employees to ensure their skills needs are being met at different career stages.
- Employees need their own continual, on the job learning. Need to ensure training is bespoke to the business and that people can train even if they have childcare and other responsibilities outside of work.
- Investment funding from business may be more effective than from government. Bootcamps, colleges and ITPs reliant on government funding to get programmes off the ground, which slows things down, making it harder to retain learners and keep up with the field. More business investment in colleges, further education would be useful in this space because big tech companies already have infrastructure in place to help the education sector keep up (vs. relying on government funding).
- Training providers need a cadre of employers with whom they can work to identify employer needs precisely and match with candidates who have the right skills. Especially important with refugee referrals whose qualifications may not translate exactly to UK employer requirements.



## ix. Cross-cutting skills: Green, including Construction

### ix.i Defining the 'green' economy, sectors, employment and skills

**Green economy.** According to the 2022 *Green Skills Adult Education Provision in London* report prepared for the Greater London Authority (GLA), the United Nations System of Environmental Accounting defines the Environmental Goods and Services Sector (EGSS) as “areas of the economy engaged in producing goods and services for environmental protection purposes, as well as those engaged in conserving and maintaining natural resources”. The definition of ‘green’ taken by the GLA covers all sectors and sub-sectors within the low carbon environmental goods and services sector (LCEGS) taxonomy. The GLA’s current green skills work uses the LCGES definition, adding two other sectors; designing, building and maintaining active travel infrastructure and enhancing green spaces and resilience.

**Green jobs.** The Green Jobs Taskforce itself defines a ‘green job’ as “*employment in an activity that directly contributes to - or indirectly supports - the achievement of the UK's net zero emissions target and other environmental goals, such as nature restoration and mitigation against climate risks. It identified the following broad categories of activity: Homes & Buildings, Transport, Natural Resources, Power, Business & Industry, and Enabling Decarbonisation.*”

'Light' green skills/ upskilling will be needed for operational and managerial roles that will support workers deploying 'dark' green technical skills to realise Net Zero.

### ix.ii Employment overview: present and future

The [Green Jobs and Skills in West London report](#) (2022) produced by WPI Economics and Institute for Employment Studies provides an overview of ‘green jobs’ and ‘green skills’, now and into the future.

#### **Green jobs today in West London**

West London has just over 1 in 7 of the capital’s green jobs, totalling 31,600 green jobs in 2020. This represents 3.2% of the sub-region’s total jobs. Within these, the top sectors, also among the most prominent across London as a whole, are Power and Homes and Buildings. These two sectors account for almost 8 in 10 of the sub-region’s green sector jobs.

Workers in green jobs in West London are predominantly in higher level managerial, professional and associate professional occupations – 64% are in these three occupational groups, which compares with 53% of green workers across the country as a whole, but below the proportion of green workers across the whole of London (70%). Skilled craft manual workers (e.g. electricians and plumbers) are over-represented in green jobs in West London in comparison with the whole of London. There is variation by sector, with jobs in power and green finance/consultancy sectors being predominantly professional and associate professional, while the

largest group in sectors related to homes, buildings and infrastructure, and reduce, reuse, recycle is skilled craft workers. Around three fifths (59%) of West London residents in green jobs have degrees (above the proportion of graduates in all jobs in West London of 52%, and the proportion of graduates in green jobs across the UK as a whole of 38%). The vast majority of workers in power and green finance/consultancy sectors are graduates, although in homes, buildings and infrastructure and reduce, reuse, recycle the proportions of graduates are lower, at around 25%.











There are higher than average proportions of male workers, and white workers, in green jobs compared with all jobs in West London. Furthermore, the green workforce has an older than average age profile, in comparison with all workers in West London.

### Green roles and job postings – Lightcast data

#### *Top Organisations Posting 2021-2022*

Company	Total/Unique (Jan 2021 - Nov 2022)
London Borough Of Hillingdon	28 / 18
Brunel University	20 / 12
GlaxoSmithKline	10 / 9
BP	9 / 8
NHS	6 / 5
Bsi International Group	5 / 4
Hammersmith & Fulham Council	3 / 3
Canon USA	4 / 3
Ultra Group Company Limited	10 / 3
HCUC Group	3 / 3

### Top Posted Roles

Occupation (SOC)	Total/Unique (Jan 2021 - Nov 2022)
 Managers and Proprietors in Other Services n.e.c.	60 / 37
 Health and Safety Officers	50 / 31
 Environment Professionals	39 / 28
 Refuse and Salvage Occupations	44 / 23
 Other Skilled Trades n.e.c.	32 / 16
 Engineering Professionals n.e.c.	38 / 13
 Higher Education Teaching Professionals	8 / 6
 Quality Assurance and Regulatory Professionals	9 / 6
 Construction Project Managers and Related Professionals	21 / 5
 Production Managers and Directors in Mining and Energy	5 / 4

### Top Technical Skills based on Job Postings

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2021 - Nov 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2022)
Auditing	15%	41 / 272	6%	6 / 106
Environmental Health	14%	37 / 272	6%	6 / 106
Environment Health And Safety	13%	35 / 272	16%	17 / 106
Risk Analysis	8%	23 / 272	10%	11 / 106
Marketing	8%	22 / 272	6%	6 / 106
Procurement	8%	21 / 272	4%	4 / 106
Key Performance Indicators (KPIs)	8%	21 / 272	1%	1 / 106
Supply Chain	7%	20 / 272	2%	2 / 106
Net Zero	7%	20 / 272	0%	0 / 106
Loans	7%	20 / 272	0%	0 / 106

### **Top Essential Skills based on Job Postings**

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2021 - Nov 2022)	Frequency in Profiles	Profiles with Skill / Total Profiles (2020 - 2022)
Communications	42%	113 / 272	11%	12 / 106
Management	30%	82 / 272	28%	30 / 106
Leadership	19%	52 / 272	11%	12 / 106
Operations	15%	42 / 272	4%	4 / 106
Customer Service	15%	40 / 272	11%	12 / 106
Influencing Skills	13%	34 / 272	1%	1 / 106
Innovation	12%	32 / 272	4%	4 / 106
Research	11%	30 / 272	21%	22 / 106
Investigation	10%	28 / 272	2%	2 / 106
Planning	9%	25 / 272	7%	7 / 106

Top companies posting Total / Unique job vacancies in the WLA area during Jan – March 2022 were London Borough of Hillingdon (28 / 18), Brunel University (20 / 12), GlaxoSmithKline (10 / 9), BP (9 / 8) and NHS (6 / 5).

The top Total / Unique occupations for job postings were Managers and Proprietors in Others Services n.e.c (60 / 37), Health and Safety Officers (50 / 31), Environment Professionals (39 / 28), Refuge and Salvage Occupations (44 / 23), Other Skilled Trades n.e.c. (32 / 16)

The top Technical / Specialised skills based on number / frequency in job postings were Auditing (41 / 15%), Environmental Health (37 / 14%), Environmental Health and Safety (35 / 13%), Risk Analysis (23 / 8%). The top Essential skills based on number / frequency in job postings were Communications (113 / 42%), Management (82 / 30%), Leadership (52 / 19%), Operations (42 / 15%), Customer Service (40 / 15%).

### **Green jobs in West London in the future**

The research projects the total number of jobs will rise from 32,000 in 2020 to 64,000 in 2030 – a doubling of the green economy workforce over a decade – and rising to 112,000 in 2050 (a near-4-fold increase from 2020). Within this scenario, three sectors account for over 8 in 10 (84.5%) of West London’s total number of green jobs by 2030:

- Power infrastructure (23,200), representing 36% of total green jobs
- Homes and Buildings construction/ retrofit/ maintenance (18,800), representing 29% of total green jobs
- Low Carbon Transport (12,100), representing 19% of total green jobs – everything from e-bike maintenance to electric vans.

By 2050, these three sectors continue to dominate:

- Power infrastructure (42,600), representing 38% of total green jobs.
- Homes and Buildings construction/ retrofit/ maintenance (24,200), representing 22% of total green jobs.
- Low Carbon Transport (21,600), representing 19% of total green jobs.

In addition to the jobs that will be created by the transition to net zero, there will be jobs lost in carbon intensive industries. The WPI Economics research identified 117,000 jobs in West London are in carbon intensive industries and therefore at highest risk of change, mostly in Construction, Aviation and Land transport, representing a higher percentage of the total workforce than the rest of the UK and London economies. This transition from 'traditional' skills to green skills is not only essential as we move to mitigate the impacts of climate change, but also vital to our local economy: the shift represents a significant opportunity for our residents. Equipping them with the skills and training required to take full advantage of these opportunities is therefore a high priority.

The fastest growth rate is projected for skilled craft workers (140% increase to 2030), and this occupation group is also projected to experience the largest increase in numbers of workers (9,800 increase). In addition to the growth in numbers, there will be a need to replace workers who retire or leave the labour market. It is estimated that this replacement demand represents one third of the current employment level, with only minor variation across the occupational groups.

These projected total demands for workers in green jobs in the central scenario are large in relation to the outputs from FE and HE, and especially so for skilled craft workers. The annual increase in consultancy-based jobs represents a quarter (12%) of the annual output from education and training, while the annual increase in craft-based job is slightly larger than the total education and training output in craft-based subjects (2% larger). As outlined in recommendations below, increasing local skills supply (uptake of courses, as well as new/more courses) would set the sub-region up for this anticipated increase in demand.

### **ix.iii Recruitment and retention challenges**

Lightcast Labour Market data is broadly consistent with the 2022 WPI / IES report. Lightcast found 365 diverse job vacancy titles posted from groups including Conservation, Education, Energy Efficiency, Environmental Health and Safety, Environmental Services, Regulatory, Renewable Energy, Science, Technical, Waste. Analysis of total /unique job titles (Jan 2021 – Nov 2022) found that the top posted jobs included Sustainability Managers (36/ 26), Recycling Workers (46 / 25), Environmental Health Officers (36 / 25), Environmental Health and Safety Managers (22 / 13), and Environmental Test Engineers (34/ 10).

According to Lightcast, the top specialist skills being sought (through posted vacancies) are auditing (15%), environmental health (14%), environmental health and safety (13%), risk analysis (8%), marketing (8%), procurement (8%), key

performance indicators (KPIs)(8%), supply chain (7%), Net Zero (7%), and Loans (7%). Top common skill groups are communications (42%), management (30%), leadership (19%), operations (15%), customer service (15%), influencing skills, innovation, research, investigation and planning.

#### **ix.iv Skills gaps**

- Few AEB funded learners are taking courses providing specific green skills.
- AEB supports training of general construction workers and electricians with a wide range of relevant "green" skills.
- Many AEB learners also undertaking "green enabling" STEM qualifications - digital technology, science and engineering.
- AEB promotes skills development in areas such as finance, project management, marketing, retail and customer service needed to achieve Net Zero.
- The digitisation/automation of work with construction sector falls into digital and green categories:
  - Modular build installs
  - Global Positioning Systems (GPS) or Machine Control training for plant
  - Use of telematics to more efficiently supply the Construction/Infrastructure

I.e. Technology is being leveraged to deliver more efficient ways of working in support Net Zero targets.

- Course and module content in popular "green" areas not seen as reflecting green requirements by employers and providers.
- Green skills courses attract more male, ethnic minority learners living in deprived areas.
- Learners predominantly studying at Level 2 and below and many have few prior qualifications.
- Apprenticeships were the most popular progression pathways in Building and Construction and Transport and Logistics.
- Progression pathways do not appear to be clearly defined in all areas. More explicit progression pathways from the AEB to higher education and into employment can / should be developed.

#### **ix.v WLA consultation results**

Our consultation process, conducted in collaboration with the West London SDF (Skills Development Fund) Green Skills project – highlighted employer concerns about “green skills” gaps and training provision to address these.

**HS2, the largest infrastructure project in the sub-region at Old Oak, has specific recruitment challenges.** Their 2021 occupation level assessment prioritises<sup>14</sup>:

- labourers;
- scaffolders;
- construction trades supervisors;
- steel erectors/structural fabrications;
- plant operatives;
- civil engineering operatives; and
- civil engineers.

In addition, the following occupations are identified as being of lower priority, but could benefit from more detailed analysis:

- non-construction professional, technical, IT and other office-based staff;
- logistics;
- plant mechanics/fitters; and
- non-construction operatives.

**Business perspective on “green” / sustainability issues has changed.**

Businesses’ environmental/social values have, particularly since the pandemic, become increasingly important for both school and college learners in determining an employer's/opportunity's attractiveness. Investment in sustainability operates as a strong marketing tool.

**Employer engagement with training provision is problematic.** The complex network of training providers is confusing for SMEs as well as larger employers when looking for a training partner. University Technical Colleges (UTCs) were viewed as relatively ineffective and comparison with the FE sector.

**Short-term modular “green” skills training can produce benefits.** Simple one day courses can have a huge impact on an individual's and organisation's understanding of a problem, and the way in which to contribute to a solution.

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<sup>14</sup> HS2 Skills, Employment & Education Strategy, September 2018, Accessed at: <https://assets.hs2.org.uk/wp-content/uploads/2018/09/26114402/CS962-HS2-Skills-Education-Employment-Strategy-210x2101.pdf>; HS2 Labour & Skills Forecasting (summary report), August 2021, Accessed at: [https://assets.hs2.org.uk/wp-content/uploads/2021/08/25176\\_HS2\\_SEES\\_BuildingSkillsToDeliver\\_CS1578\\_v187.pdf](https://assets.hs2.org.uk/wp-content/uploads/2021/08/25176_HS2_SEES_BuildingSkillsToDeliver_CS1578_v187.pdf); Labour & Skills Forecasting (full report), July 2021, Accessed at: [https://assets.hs2.org.uk/wp-content/uploads/2021/08/HS2\\_LSF-report\\_clean\\_V2-0508.pdf](https://assets.hs2.org.uk/wp-content/uploads/2021/08/HS2_LSF-report_clean_V2-0508.pdf)



Example: Flannery's delivery of 'Eco Operator' idling training - turning off idle vehicles to reduce carbon emissions. Short, modular courses are optimal for upskilling 'light green' jobs (roles that aren't explicitly contributing to Net Zero goals, but are able to support).

**Cross-sector partnership working is needed to develop "green skills" training systematically.** Long term, cooperative planning between educators and employers is "absolutely critical" to developing training solutions. A clear-cut skills system which synthesises fragmented policies - example from the East Midlands LSIP 'Observatory' – is needed. Sustained resourcing is needed for the development of West London Green Skills Hub (<https://www.westlondongreenskills.co.uk/>). The sector is keen to work with all stakeholders to support the skills agenda/provision ensuring local residents get the employment/training opportunities that the construction/infrastructure needs in the next 5-10 years.

A '**Green Skills Prospectus**' for West London which details the courses and career progression pathways to which these courses lead is needed. Best practice from South London Partnership's 'Green Skills Career Tree' will be adopted in West London.

Work with West London Universities Partnership is needed to ensure '**carbon literacy**' is integrated into all WL degrees and all learners have clear understanding as they head into the workplace of actions required to achieve Net Zero in their chosen discipline.

A local **glass installation firm** expressed an interest in the local provision of a specialist Apprenticeship programme, as well as management training.

**The ECA (electrotechnical and engineering services industry trade body)** has raised concerns are (i) the level of apprenticeship starts for electricians in London seems low – 500 vs 7500 England; (ii) non-apprenticeship delivery in London is far higher than apprenticeship delivery; (iii) non-apprenticeship delivery is not good enough for producing competent qualified electricians; (iv) without a shift towards more apprenticeship delivery, London will not have a reliable pipeline of electrical engineers, essential the ECA argue for infrastructure and net zero.

The Apprenticeship is 4 years and far more demanding the FT/PT study. Success rates vary, but historically have averaged out for electrical in England at mid-60% (i.e. higher than the general IfATE average). Before COVID, some providers (including large ones) were achieving electrical success rates close to 80%.

The FE sector responds that most employers are micro and can struggle to support apprentices in the workplace, reducing the opportunities. Yet 80% of electrical apprentices are employed by non-levy firms, and so there would seem to be quite a few smaller businesses who do manage.

Solutions are likely to centre around:

- **ECA and providers understanding/ capturing how many micro enterprises already support electrical Apprenticeships** and spreading the lessons learned.
- **Trade to teach (dual professionals)** to help providers fill staffing gaps.



- **Developing a hybrid approach**, where learners front-load the knowledge elements (i.e. what they get from FT/ PT classroom-based courses) before moving on to the skills/ practical element (i.e. accelerated apprenticeship or NVQ). Such an approach would require providers to coordinate better with industry (and vice versa) and to take an interest in learners' subsequent progression into the trade, rather than just whether or not they complete the course.
- **Flexible apprenticeships** - DfE issued a Flexible Apprenticeships in Construction guide in 2021, which featured practice in the electrical sector.<sup>15</sup> Flexible Apprenticeships include: *Flexible training models* – options for delivering off-the-job training, including 'front-loading' blocks of training at the beginning of an apprenticeship; and *Accelerated apprenticeships* – approaches to adjusting the content and duration of apprenticeship training plans through recognition of prior learning.
  - Accelerated apprenticeships are quite well established for the electrical sector and could have further application in West London – and into other sectors. In one case the ECA cite a learner that had 3 years taken off time to complete their Apprenticeship (they had 4 years' prior experience, plus the L3 technical diploma). A learner with just the Level 3 technical diploma can probably look to have up to one year taken off the time taken to complete an Apprenticeship).
- The new Level 3 **Domestic Electrician Apprenticeship** could prove more attractive to domestic-only firms, which tend to be micro businesses.<sup>16</sup> Launched in September 2022 there are currently just 7 providers nationally with none based in the north-west London geography.

The findings from our engagement on Green Skills are supplemented by the GLA report on the landscape of green skills training examining how "green" skills gaps were being addressed - particularly through AEB (Adult Education Budget) course learning. It is helpful to note that employers favour focusing the AEB on developing long term career pathways for individuals with a broad range of skills rather than short term jobs for particular 'green' tasks, and that Green skills technical updating courses for already qualified adults are often delivered commercially (vs. via AEB).

## ix.viSDF Green Skills Project employer engagement insights

West London's **SDF Green Skills project** has produced recommendations for Construction and other sectors and developed light touch models for Green Skills Training Needs Analysis.<sup>17</sup>

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<sup>15</sup> Pg 16, Accessed at: [https://www.citb.co.uk/media/jqfbiesq/20210426\\_-csdg-cleared-flexible-apprenticeships-manual-construction-final.pdf](https://www.citb.co.uk/media/jqfbiesq/20210426_-csdg-cleared-flexible-apprenticeships-manual-construction-final.pdf)

<sup>16</sup> Domestic Electrician L3 Apprenticeship Standard, Access at: <https://www.instituteforapprenticeships.org/apprenticeship-standards/domestic-electrician-v1-0?view=standard>

<sup>17</sup> SDF Green Skills Project: Engaging West London businesses in environmental sustainability, West London Business, April 2023, [https://drive.google.com/file/d/19rqf0MqZ0yN9jCq0BjiV1zWfYceeSi5p/view?usp=share\\_link](https://drive.google.com/file/d/19rqf0MqZ0yN9jCq0BjiV1zWfYceeSi5p/view?usp=share_link)

Four principles/ approaches will need to be delivered in combination:

- **Hybrid teaching arrangements are needed between colleges and employers to train learners in real-life situations (i.e. retrofit)** In practice this means that typically some teaching would happen in college and some on the job training, particularly use of equipment, would happen in the workplace.
- **Learners need to understand how to co-ordinate what they do alongside other trades** – if the outcome is to achieve a high quality retrofit a property, multiple trades need to work alongside each other effectively. This implies on a technical level, more understanding of the integration between disciplines – an electrician and a plumber need to understand more about how the other works to be able to fit new energy sources.
- **Much more co-design and co-delivery of curriculum between employers and training providers is needed** – for example, employers will almost always have more up to date equipment available which can be made available for training and may also be able to release specialist staff to undertake some instruction.
- **Learning theory through practice** – having the opportunity to learn by doing is often a far more accessible and palatable way of taking on board more abstract concepts. This does not have to be through formal apprenticeships and CPD. It's more that we learn partly by instruction and partly by doing. When combined effectively they are mutually reinforcing. So learning theory through practice would likely mean having some basic instruction followed by 'trying things out' and gradually appreciating what the theory means for how the task is undertaken.

### ***Other sectors***

- **The practical green skills that can exist for sectors other than construction were not always clear to employers.** Employers do not always – or indeed often – understand what is meant by a 'green skill'. What they do understand is the concept of technical skills that are needed to undertake roles. The roles are 'green' in the sense that they contribute to net zero or decarbonisation. So we need to find different ways of talking about the issue because currently the language is obscuring as much as it is helping.
- **Developing more basic awareness modules that not only provide climate literacy but help all workers to understand the implications of technologies in their workplace:** Manufacturing facilities to cloud based digital technologies relied upon by knowledge workers all generate significant energy demands.
- **Alongside technical green skills, job roles across all significant sectors in West London from transport & logistics to film to professional services (i.e. law/ accounting) will need to develop a deeper understanding of sustainability to minimise their environmental footprint.** This demands more advanced training programmes and integration of environmentally

sustainable decision-making into the FE and HE curriculum across all subject areas.

### ***Green Skills Training Needs Analysis***

- **The West London SDF Green Skills Project has developed light touch Training Needs Analysis (TNA) models** that are replicable in other settings. Employer demand is limited at present, but can be transformative when businesses embrace the approach. This support should continue to be made available through a variety of channels and delivery models: employer delivered TNAs using toolkits, and with subsidised facilitation where small businesses need more handholding.

## x. Cross-cutting issue: Careers Advice and Essential Skills

### x.i Barriers

**The value of technical (vs. university) careers pathways is under-promoted.**

The college route is not sufficiently understood and young people and parents often do not hear the narrative that FE college route is of equal value to the university route, and in many instances can be a better fit for learners. School teachers tend to come from university so over-promote university as the pathway post-school. Education required on the diversity of high-quality options that exist outside of the university route.

**Employer leadership needed to raise sector profiles.** Employers start to build a pipeline of future talent through engaging early with schools and colleges, offering meaningful experience of the workplace, and clearly defining career progression pathways; 'what will you learn and what will you earn'. The employer needs to build the bigger picture - demonstrate career progression through the sector – selling the *career* rather than a *job*, e.g. retail viewed as a dead-end job because the career progression opportunities are not advertised. Pathways and salaries need to be clearly defined. Local Authorities, FE colleges, Careers Hubs, and Academy Skills Hubs can all support this effort but it needs to be business-led.

### x.ii Needs and opportunities

**Careers education needs to be better tailored to meet student needs and integrated into the core curriculum.** Young people want more tailored careers advice, and from an earlier age - perhaps beginning in Primary School - according to the Careers and Enterprise Company Future Skills questionnaire.

**Schools need a powerful, professional careers leader who has the backing of their School Leadership Team (SLT)** to ensure careers education is embedded in the school curriculum, rather than a bolt-on. The quality of careers education delivered is measured against the [Gatsby Benchmarks](#) with data collated by the Careers and Enterprise Company (CEC).

**Careers education needs to include labour market insights and be linked to the curriculum.** Teachers need to understand what jobs are available and be able to help learners understand the relevance of the curriculum to their future employment prospects. Teacher work experience could be a way of supporting this. Schools need to have strong strategic partnerships with employers that are not ad hoc/based on a one-off careers fair but are ongoing.

**Small and medium sized businesses need support to organise meaningful, relevant work experience.** SMEs may lack the time and resources to offer meaningful work experience and need support. There is an opportunity for institutions to collaborate more on engagement with SMEs on work experience, for example on messaging around the business case and specialist sectoral guidance. A recently launched West London Employment and Skills online platform might

provide a starting point for this work to develop.

**Better employer preparation for transition from BTECs to T Levels is needed.**

Employers have not been adequately prepared to offer the 45-day placements required by T Levels. Employers reported they do not know the requirements and have not been sufficiently engaged to prepare. This will start to become an issue as BTECs are phased out and all colleges in WL are competing for placements with the same employers. Better coordination at sub-regional level is needed to mitigate against multiple colleges and schools bombarding employers with requests to offer work experience for the same courses at the same time.

**Parents can play a role in raising career awareness and aspirations.** The Careers and Enterprise Company have been trialling pilots to measure the impact of parental expectations. It was suggested that we could explore running something within WL to understand the impact locally.

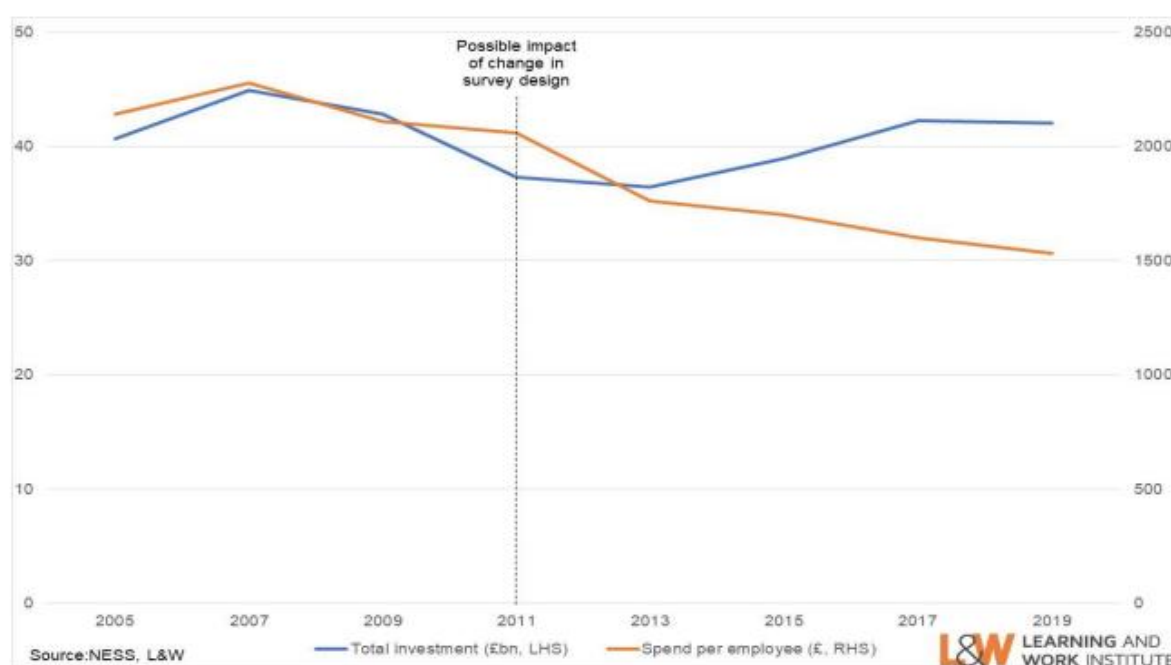
## **xi. Cross-cutting issue: Aligning and increasing funding**

### **xi.i Challenges**

#### *Employer funding of training declining*

- **Incentives are needed for employers to invest in workforce development.** How can we encourage employers to invest in their workforce? What incentives are there? Could there be tax incentives similar to the Research and Development incentives that exist?
- **Employers need help to make the business case for investing in workforce training and development.** Investment in training has been decreasing, both from public and private sources, over the last decade. Training spend per employee has fallen significantly and is now about 50% of the EU average - a competitive disadvantage for the UK. The business case for investment in workforce training and development needs to be communicated more effectively to employers. Ultimately though the business case for employers will always come down to time and money; if it takes too much time and costs too much the likelihood is much greater that employers won't take up the opportunity.

### **Employer investment in training, constant prices**



### **Concern that T-levels will be less accessible than BTECs**

- **Help is needed to break through the training “glass ceiling” for learners who don't have English and Maths GCSEs** and therefore cannot access Apprenticeships or T Levels. This creates an unintended blockage in the training pipeline and could potentially lead to an increase in NEETs. For example, 720 HRUC learners were reported as NOT being able to access a T Level, the opposite of the intended outcome. By contrast, BTECs have been very accessible; if the idea of T Levels is to replace the BTEC, where will that leave those learners?
- 16-18 2 A level equivalent option is needed for the forgotten 25% potential NEETS. Are Higher Technical Qualifications (HTQs) a solution?

### **Apprenticeships**

- **SMEs are disadvantaged by the current training funding system**, particularly Apprenticeship Levy funding. Small and medium-sized businesses find the administrative burden of the Apprenticeship Levy system too onerous. As a result, Levy funds remain underspent despite significant efforts to ensure unspent levy is ‘gifted’. SMEs need to be better supported in accessing Government funding for skills training and recruitment, particularly the Apprenticeship Levy System, if they are to make cost-effective investments in developing a skilled workforce.
- **Inflexibility of the Apprenticeship system impedes employer investment in training and effective course delivery by employers.** Funds are intended to ensure Apprenticeships are used exclusively as a recruitment tool, not for other

upskilling / continuing professional development (CPD) for existing staff. This system has produced numerous unintended consequences. Universities are experiencing a drop in CPD demand from employers because they are having to pay the Levy instead, which is often then handed back to Treasury and not being invested in training at all.

**Example 1: Under current rules for L4-7 Apprenticeships, HE providers cannot afford to deliver them cost-effectively.**

- The L2 skills focussed apprenticeships are very different from a very academic degree Apprenticeship, yet they are governed by the same guidelines.
- Funding to deliver the same degree through the Apprenticeship route is a lot less than HE providers earn for the straight degree route (and definitely less than they earn from international learners). With all the administration costs, the current system results in having to deliver a lot more for a lot less. These rules were set before universities came on board.

**Example 2: Apprenticeships are being used for upskilling (vs. recruitment).**

At UWL (University of West London), 90% of Apprenticeships are fully Levy funded i.e. small businesses are not getting involved. Average age of entry is 34, which demonstrates that employers are using apprenticeships for upskilling rather than as the entry point to a sector that they are often touted to be.

**Example 3: Disparity between degree completion and end point**

**assessment results in funding losses for universities.** Once people have the degree, they often drop out before the end point assessment which technically doesn't add any additional qualification. For example, once they've got their degree in nursing, they can register as a qualified nurse, so why would they stay on and complete the end point assessment? When learners do this, universities can lose up to 20% of their funding (which was already tight).

**Example 4: Apprenticeship standards insufficiently flexible to meet**

**employer needs.** Some employers noted that Apprenticeship standards don't match their needs. The Apprenticeship standard assumes that roles are the same across all different organisations, but these could be very different in micro v SME v large businesses.

***Providers are spending a lot of time and energy applying for short-term funding***

E.g. skills bootcamps for 1 year. The short time frames for accessing some centrally-funded government programmes is unhelpful.



### ***Employer engagement is costly and needs better resourcing***

- Increased funding needed to support providers (and/or intermediary partners) to resource employer engagement.
- Could unspent Apprenticeship Levy be used to support Work Experience/ employer engagement?

### ***Multiply programme to improve numeracy skills could be further developed***

- FE colleges reported that [Multiply](#) is working well and engaging new sectors of the population.
- However, there are some eligibility criteria that are hindering more learners from accessing the support e.g. if they have a L2 secured decades ago - they need help getting back into it but can't access the programme.

## **xi.ii Opportunities**

### ***Skills Bootcamp funding***

Skills Bootcamps offer free, flexible courses of up to 16 weeks. Unemployed participants are offered a job interview with an employer once you complete the course.

Participants that are self-employed will be able to use the training to seek new opportunities for your business.

Participants that are being supported by their current employer to complete the Skills Bootcamp will be offered a new role or new responsibilities.

Additional eligibility requirements:

- are aged 19 or over
- have the right to work in the UK
- live in England
- meet residency requirements – the training provider can check this
- If claiming Universal Credit, can apply and continue to claim benefits.

Some Skills Bootcamps have additional eligibility criteria.

Skills Bootcamps delivered in London span:<sup>18</sup>

- Health and social care
  - Care Skills
  - Peer Worker (Mental Health) Skills
  - Bridging Programme for health and social care workers with L3 vocational qualification who wish to progress onto degree apprenticeships
- Retail

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<sup>18</sup> List of Skills Bootcamps for employers, Department for Education, Accessed on 17 April 2023: <https://www.gov.uk/government/publications/skills-bootcamps-training-providers>



- None
- Hospitality
  - None
- Transport and logistics
  - New to HGV driving
  - Upgrade HGV license
  - Skilled track operative bootcamp (Rail)
  - Controller of Site Safety (Rail)
  - New Entrant - Track Operative London Underground
  - Rail Engineering Traction and Rolling Stock
- Manufacturing
  - None
- Creative, Media and Film
  - Digital Marketer and Content Creator (Pathway to Accelerated Apprenticeship)
  - Digital Marketing (Pathway to Accelerated Apprenticeship)
  - Music Industry Skills
- Cross-cutting skills: Digital
  - Agile Project Management
  - Analysing Data
  - Artificial intelligence / Machine learning and AI for business applications
  - AWS Cloud Data Engineer / AWS Cloud Engineering Bootcamp
  - Business Analysis
  - Cloud / Cloud computing and data analytics / Cloud Engineering / Google Cloud Data Engineer / ICT Cloud
  - Coding / Introduction to Coding / Junior software developer
  - Cyber Academy / Cyber security / Cyber Technician / Cyber technologist
  - Data Analysis / Data analyst / Data Analyst (Pathway to Accelerated Apprenticeship) / Data Analytics / Data analytics and visualisation: from advanced Excel to Power BI / Data Analyst / Data and service management / Data engineering / Data Literacy / Data Science / Data science (with Microsoft certification) / Data science and cloud systems / Data Technician / Data Utilization and Analysis
  - Desktop Support
  - DevOps/ DevOps: DevNetSkills by The Open University
  - Digital Design / Digital Design (Pathway to Accelerated Apprenticeship)
  - Digital leadership
  - Digital Literacy
  - Digital Marketer / Digital marketing / Digital Marketing Strategy
  - Front-End Web Development
  - Full stack web development
  - Infrastructure Technician
  - Introduction to Project Management Skills
  - IT Sales Associate
  - Microsoft Azure Data Engineer / Microsoft data analyst / Microsoft data engineer / Microsoft Dynamics 365 Engineer / Microsoft Finance and Operations Engineer / Microsoft IT Engineer / Microsoft Power Platform Engineer / Microsoft software developer
  - Network Engineer
  - Real Time 3D

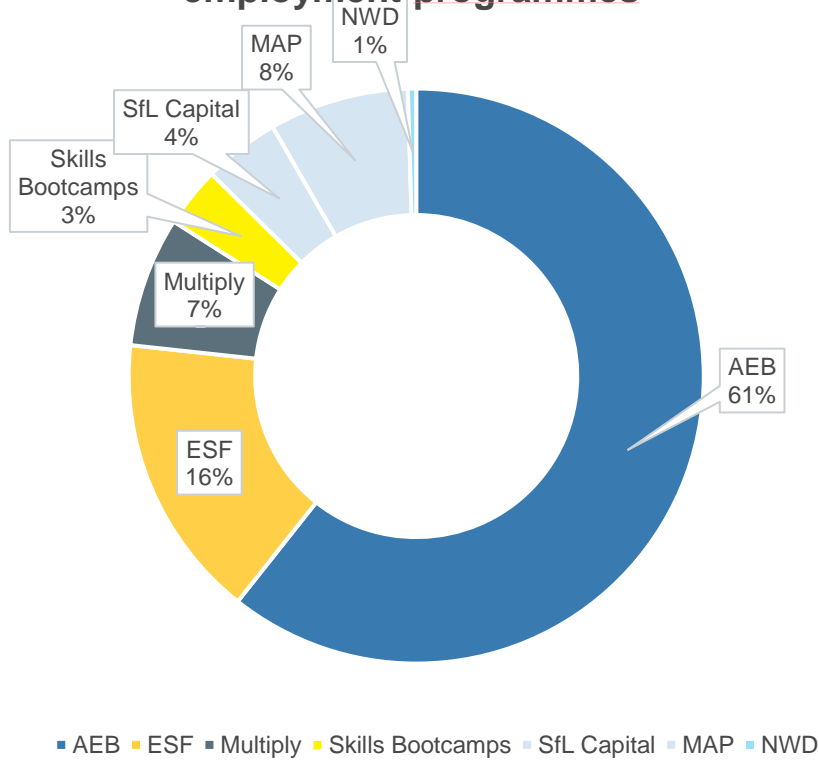
- Service Design and Management with ServiceNow
- Software Developer / Software developer and engineer / Software Development / Software Development (Pathway to Accelerated Apprenticeship) / Software development (with Microsoft certification)
- Software Engineering / Software engineering and development
- Software Tester
- Technical Service Desk / Technical Support / IT Support / IT technician
- UI/UX design for games / UX Design
- Web Development / Web development skills
- Cross-cutting skills: Green, including Construction
  - Industrial health and safety advisor
  - Sustainability
  - EV Domestic Installations
  - EV Superfast (Large Scale) Installations
  - Domestic Electrical Installer
  - EV Charging Installer
  - Land Management and Arboriculture
  - Electech (General Electronics)
  - Electech (General Electronics with PEMD)
  - EV Domestic Installations
  - EV Superfast (Large Scale) Installations
  - Domestic Electrical Installer
  - EV Charging Installer
  - Plant Operators
  - Construction – L3 Award in ILM Leadership and Management Practice for the Construction and Built Environment Sector.
  - NEBOSH Construction
- Other
  - Project Management
  - Insurance professional
  - Leadership & Management – None delivered in London

Providers well known to us in West London are: Avado Learning, Flannery Plant Hire, Hounslow Council and Dynamic Training.

### **Adult Education Budget (AEB)**

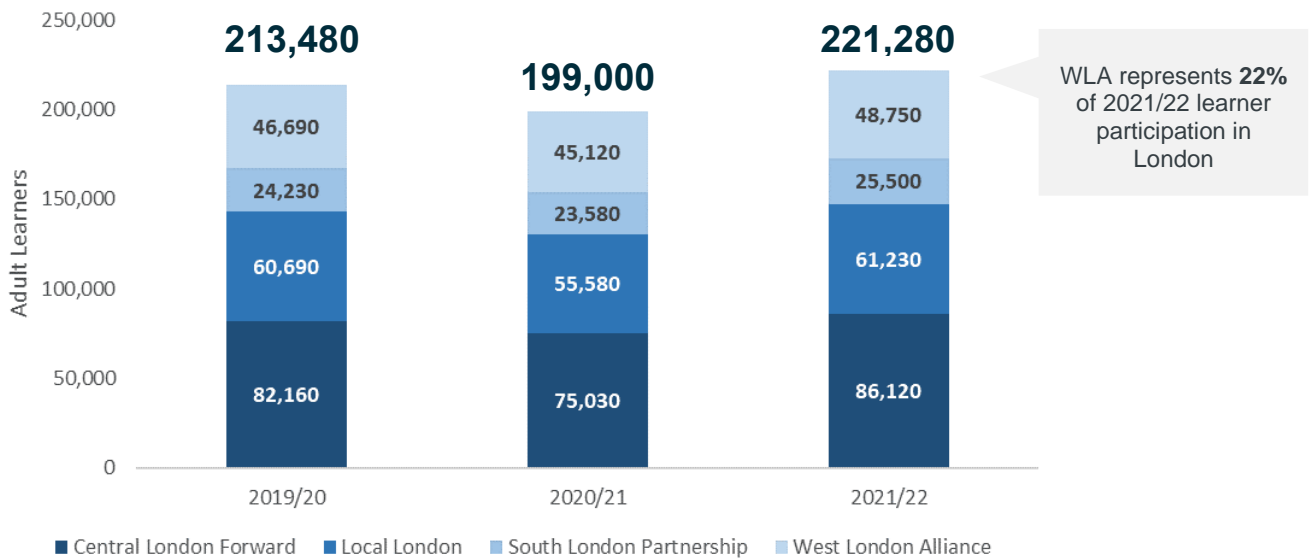
- AEB is the GLA's largest revenue budget at approx. £340m - West London allocated c. 22%
- It has been delegated to the Mayor of London since August 2019
- Covers most 19+ skills training in the capital
- Supporting Londoners to get skills they need to find good jobs
- Includes ring-fenced free courses for jobs (fcj)
- London's AEB is the "most accessible adult education offer in the UK"
- AEB is there to enable locally relevant skills training that meets employer needs
- Flexibility to support retraining

### Scale of AEB against other skills and employment programmes

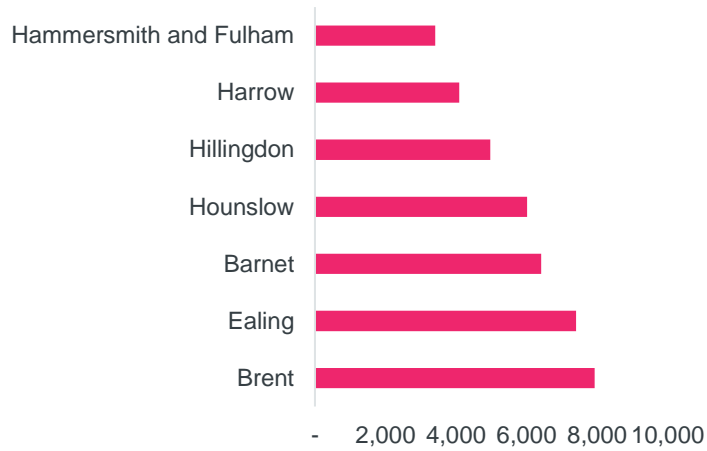


**In 2021/22, there were 48,750 learners in the West London Alliance (WLA)**

*Learner participation increased by 8% compared to 45,120 in 2020/21*



**Adult Skills: 40,150**



Brent had the highest number of Adult Skills learners in 2021/22 of all West London Alliance LADs.

**Community Learning: 11,150**



Barnet had the highest number of Community Learning learners in 2021/22 of all West London Alliance LADs.

Source: R14 Individualised Learner Record 2021/22

Sector Subject Area Tier 1	West London Alliance Aims Enrolments		
	2019-20	2020-21	2021-22
Health, Public Services and Care	7%	8%	9%
Science and Mathematics	2%	2%	2%
Agriculture, Horticulture and Animal Care	1%	1%	1%
Engineering and Manufacturing Technologies	1%	1%	1%
Construction, Planning and the Built Environment	2%	2%	2%
Information and Communication Technology	4%	6%	4%
Retail and Commercial Enterprise	3%	2%	2%
Leisure, Travel and Tourism	4%	2%	3%
Arts, Media and Publishing	12%	9%	10%
History, Philosophy and Theology	1%	2%	1%
Social Sciences	0%	0%	0%
Languages, Literature and Culture	8%	7%	5%
Education and Training	1%	1%	1%
Preparation for Life and Work	52%	53%	55%
Business, Administration and Law	4%	4%	4%
<b>All AEB</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Total</b>	<b>97,400</b>	<b>97,580</b>	<b>104,300</b>

Source: R14 Individualised Learner Record 2019/20, 2020/21 and 2021/22

- The most frequent subject area was Preparation for Life and Work (SSA 14).
- SSA 14 includes predominantly basic skills qualifications in English, Mathematics and English for Speakers of Other Languages.
- Since 2019/20, some subject areas have shown a sustained and significant rise in aims enrolments, for instance Health, Public Services and Care (+36%), and Construction, Planning and the Built Environment (+23%).
- Conversely, Languages, Literature and Culture (-30%) and Leisure, Travel and Tourism (-20%) have not reached their pre-pandemic levels by the end of the reporting period.

### **New funding streams**

- **Lifelong Learning Entitlement could improve adult access to education.** This offers great flexibility and perhaps it could create more accessibility for more adults to engage in higher education. It was unclear whether employers know what it is and how people can access it. A request was made for an overview document that explains it clearly as this scheme is not currently well understood.

## xii. Cross-cutting issue: Communications and engagement with employers

### xii.i Improved communications to engage employers with skills and education

- **Employers need more help to understand the skills and education landscape, which is extremely complex.** There are too many funding streams and insufficient clarity about what they all do, and who can access them. A clear overview is needed of the options available for post-16 technical education, including Adult Education, and how these funded courses can be accessed. Employers need to understand the breadth of courses that are available, and where they are offered. GLA have started to address this with the London Provision Map which shows all funded provision in London, (<https://www.london.gov.uk/programmes-strategies/jobs-and-skills/find-adult-learning-providers-near-me>) but this only seems to show the location of *institutions* - it remains challenging to find *courses* which are relevant to employer and student needs.
- **Better communication between employers and skills providers is needed.** There is currently lack of clarity on how training providers best communicate key messages to employers. Perhaps skills messages could be linked to Apprenticeship emails or correspondence or, alternatively, via industry trade bodies (e.g. Film London) or Chambers of Commerce?
  - Transparency on costs by all Apprenticeship training providers is vital with no surprise extra charges. Employers remain concerned that quality varies with too many “self-appointed experts”.
  - Better engagement with line managers before, during and after training provision by providers. And managers need to be given time, knowledge and guidance to develop their teams by their business leaders.
- **Effective communication channels need to be identified and used.** Are there any universal touch points for businesses that we can use to communicate with them, e.g. rates bills, offer discount on rates bill if sign-up for email alerts? Communication and engagement with employers could be improved by a funded employer brokerage system which could enable more cost-effective employer investment in training and development and benefit employees (see below).
- **A common language and aligned mindsets are needed to enable effective collaboration between employers and training providers.** Employers talk in the language of skills, whereas providers talk in the language of qualifications. How do we work around this? Note that often businesses’ skills needs won’t require a formal qualification, e.g. essential skills.
- **Need a clear Employer-facing briefing note that outlines all the funded routes available, and who can access them** e.g. if an employer would like to access ESOL provision for their employees, how would they do that?

## **xii.ii Sustained employer support/ guidance on recruitment and skills**

- **Student transition from training to work requires a collaborative cross-sector efforts.** Colleges are trying to focus their offerings on growth sectors, but more support is needed to help learners transition from training into work. HE/FE are very collaborative and are trying to respond; local business needs to be engaged in this effort.
- **LSIP could provide value in sustaining employer / training provider engagement.** Translating employer demand into course provision is much more difficult than it sounds and requires significant, consistent engagement. The LSIP may provide a useful foundation, if properly funded on an ongoing basis.
- **Could be a space for a London Recruitment & Skills Business Support Hub.** Recruitment agencies are very costly and businesses would welcome alternatives which engage FE / Local government. One way could be through the new West London Employment and Skills Hub (No Wrong Door). Development of a supporting app was suggested and one employer offered to provide pro bono support. Such a system could engage the collaborative efforts of BusinessLDN, ERBs (West London Business), Chambers of Commerce, Intermediary Trade Bodies.

## Appendix 4: Employer engagement with training providers

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### Recent evidence at the organisation level

According to the **Survation survey**, WLA businesses' engagement with training providers was broadly similar to that of all businesses across London, as Figure 4.1 shows. WLA businesses were slightly less likely to have engaged with independent training providers, universities and Jobcentre Plus or other employment service providers, but were slightly more likely to be delivering T-levels.

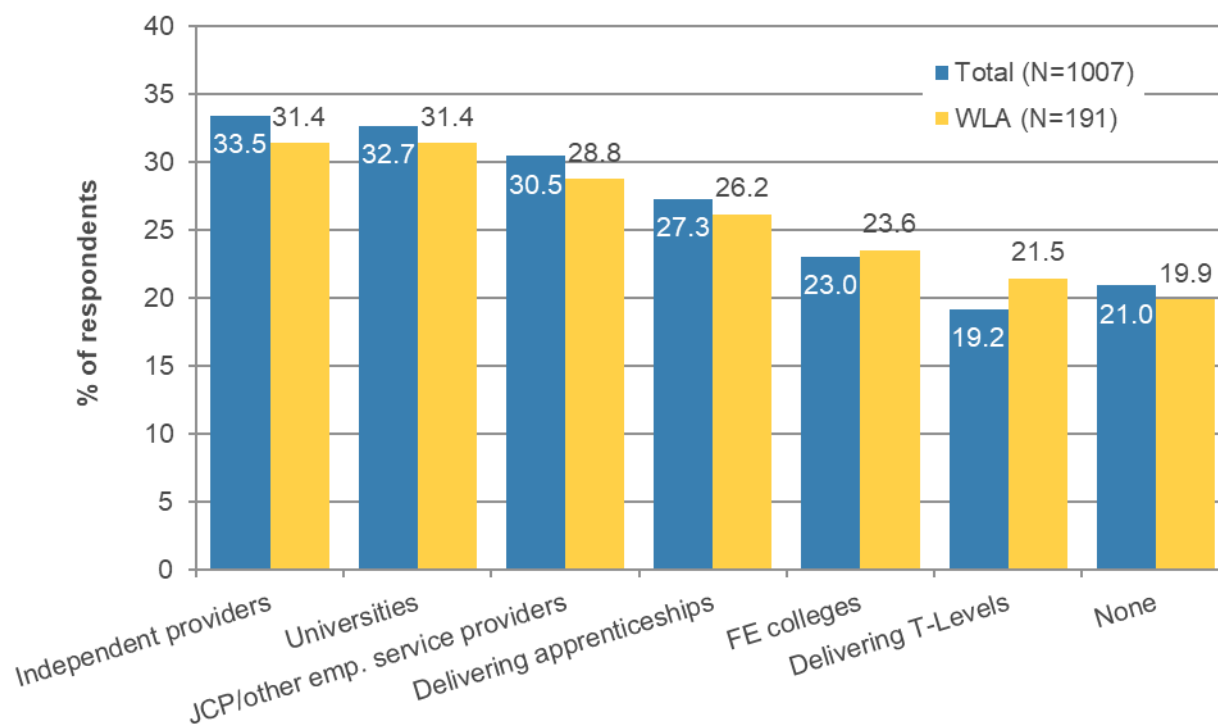
Hospitality businesses were much more likely to have engaged with Jobcentre Plus or other employment service providers (50%) but much less likely to have engaged with other provision, while businesses in the transport and logistics, and manufacturing sectors were more likely than average to have engaged with independent training providers (46% and 39% respectively).

WLA businesses did not face any particular barriers to engaging with training for their staff that were not faced by businesses across London, and were less likely than average to report the cost of training, or time available in the business as barriers – 39 per cent of WLA businesses mentioned the cost of training as a barrier, compared with 47 per cent of businesses across London, and 35 per cent of WLA businesses mentioned time available in the business as a barrier, compared with 42 per cent of all businesses.

Cost and time available were particular barriers for retail businesses across London (mentioned by 54% and 56% respectively), while hospitality businesses were much more likely than average to report the relevance or quality of local training courses as a barrier (54% compared with 40% of businesses across all sectors) and transport and logistics businesses were much more likely to report knowing where to find the right training (43% compared with 34% across all sectors) and the location of training (57% compared with 30% across all sectors).



**Figure 4.1 Businesses' engagement with training providers, WLA and London, 2022**



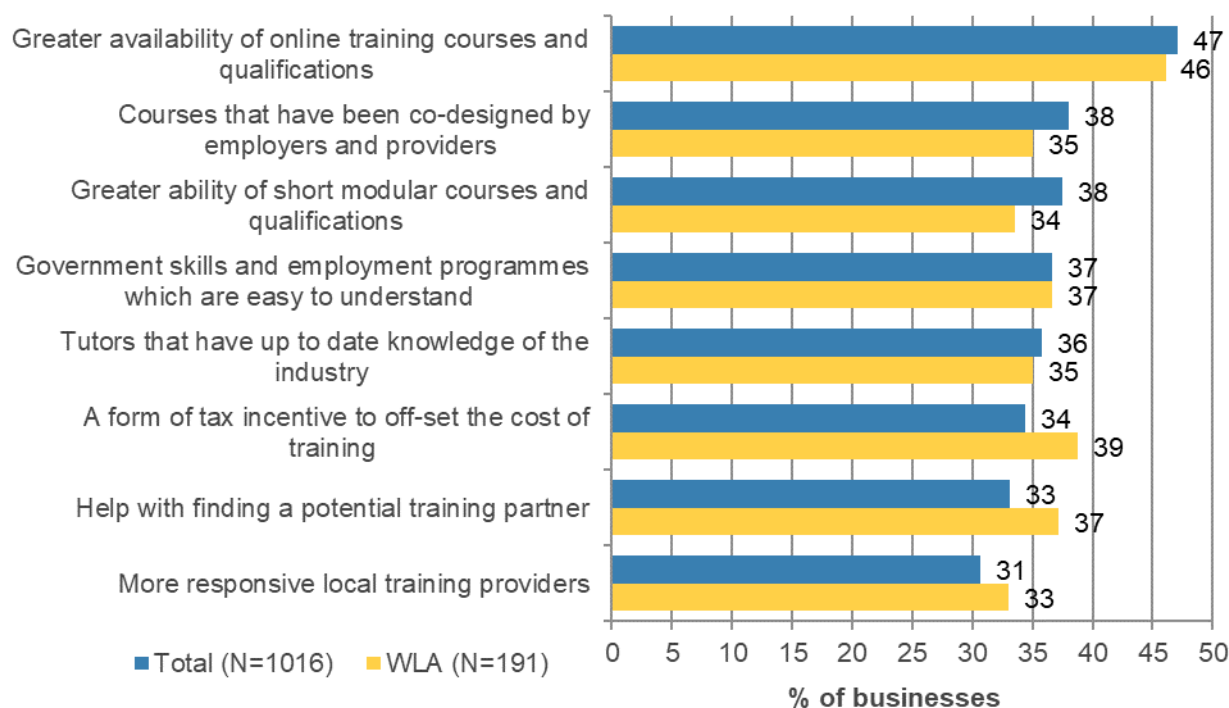
Source: *Survation survey, December 2022*

WLA businesses were slightly less likely than businesses across London to be planning on increasing their investment in training over the coming year, with 24 per cent of WLA businesses saying it would increase significantly, compared with 29 per cent of businesses across London, and 41 per cent saying it will increase somewhat, compared with 40% across London. Transport and logistics businesses were much more likely than average to be planning to increase their investment in training (43% planned to increase it significantly and 39% planned to increase it somewhat).

Figure 4.2 shows the responses when businesses were asked which measures would help them to improve the skills of their workforce the most. WLA businesses were more likely than those across the whole of London to report that tax incentives to offset the cost of training and help with finding a potential training partner would help them the most, and were less likely to mention greater availability of short modular courses or qualifications.

Manufacturing businesses across London were more likely than average to report co-designed courses as a useful measure to improve workforce skills (47%), while retail businesses were more likely to report government skills and employment programmes which are easy to understand (48%), and for hospitality businesses, greater availability of short modular courses and tax incentives were the most popular measures (58% mentioning each measure).

**Figure 4.2 Measures that would help businesses improve workers' skills, WLA and London, 2022**



Source: *Survation survey, December 2022*

The **London Business 1000 survey** found that 13 per cent of WLA employers employed Apprentices, similar to the proportion across the whole of London of 14 per cent. Looking at variation by sector from businesses across London, those in retail and hospitality were less likely to employ Apprentices (10% in each sector) while those in manufacturing, and transport and logistics, were more likely to employ Apprentices (25% and 23% respectively).

There was also sectoral variation in whether or not businesses were required to pay the Apprenticeship levy, and whether or not they intended to use Apprenticeship funding over the next 12 months, with manufacturing, and transport and logistics businesses being more likely to have to pay the levy (17% in each sector) and retail and hospitality businesses being less likely (10% and 8% respectively), while transport and logistics, and retail businesses were more likely to use Apprenticeship funding (20% and 16% respectively) and those in manufacturing and hospitality were less likely (12% and 9% respectively).

### Evidence from 2019 at the establishment level

The **2019 ESS** results show that 8.7 per cent of establishments in WLA employed Apprentices, above the proportion across the whole of London of 7.0 per cent.

Among WLA establishments that did not employ Apprentices, the most common reasons for not doing so were that they were not suitable due to the size of the establishment (24.1% compared with 22.6% of all London establishments), the establishment was not looking to recruit new staff (12.7% compared with 10.5%) and there was no need for Apprentices as all staff were fully skilled (12.0% compared with 9.7%).

WLA establishments were as likely to provide off-the-job training for their staff as establishments across the whole of London (42.5% and 43.0% respectively) and to have provided external training for staff (69.5% compared with 68.9% across London). Those that had provided external training were less likely than average to have used FE colleges (12.7% compared with 15.0% across London) but more likely than average to have use universities or other HE providers (16.2% compared with 14.4%).

## Appendix 5: Technical skills training provision in West London

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This sector provides information on current provision in West London funded by the Adult Education Budget, and in higher education.

### i. AEB provision

Table 5.1 shows the AEB aims enrolments by subject area across the WLA area. The largest subject area is preparation for life and work, which includes predominantly basic skills qualifications in English, mathematics and English for Speakers of Other Languages, accounting for over half of all AEB provision, and nearly two thirds of adult skills provision.

Health, public services and care is the next largest subject area for adult skills provision, account for nine per cent of the total, which will provide skills for the health and social care sector, while around one third of community learning provision is in arts, media and publishing which may feed into the creative, media and film sector.

Provision related to the other WLA priority sectors accounts for a small proportion of the total.

**Table 5.1 AEB aims enrolments by subject, WLA, 2021/22**

	Community learning	Adult skills	All AEB
Health, Public Services and Care	7.0	9.2	8.7
Science and Mathematics	0.6	2.1	1.8
Agriculture, Horticulture and Animal Care	1.1	0.9	0.9
Engineering and Manufacturing Technologies	0.1	0.9	0.7
Construction, Planning and the Built Environment	0.1	2.7	2.1
Information and Communication Technology (ICT)	3.7	4.4	4.2
Retail and Commercial Enterprise	1.3	2.8	2.4
Leisure, Travel and Tourism	7.3	1.7	2.9
Arts, Media and Publishing	35.1	3.3	10.1
History, Philosophy and Theology	4.1	0.1	0.9
Social Sciences	0.5	0.1	0.2
Languages, Literature and Culture	14.7	2.5	5.1
Education and Training	0.1	1.3	1.1
Preparation for Life and Work	23.8	63.7	55.2
Business, Administration, Finance and Law	0.4	4.5	3.6
Total aims enrolments	22,240	82,070	104,310

Source: GLA, *Adult Education Budget, August 2021-July 2022*

## ii. HE provision

Table 5.2 shows HE student enrolments at West London HE providers for 2021/22 by subject. The three large universities in the area – University of West London, Middlesex University, and Brunel University – account for around four fifths of all learners, while BPP University and Regents College account for 12 per cent of learners, and there are a dozen small providers which account for the remaining seven per cent of learners, largely providing courses in design, and creative and performing arts.

Around one third of learners in HE in the WLA area (34%) are studying courses in business and management, which is much larger than the proportion across London of 19 per cent, while there is also an above average proportion studying computing courses (9.0% compared with 6.1%). Design, and creative and performing arts, which would provide high level skills for the creative, film and media priority sector, is the same size in WLA as across the whole of London, accounting for around 13 per cent of all learners.

**Table 5.2 HE student enrolments by subject, WLA and London, 2021/22**

	WLA	London
01 Medicine and dentistry	0.0	4.0
02 Subjects allied to medicine	11.1	10.7
03 Biological and sport sciences	3.6	3.4
04 Psychology	3.8	4.1
05 Veterinary sciences	0.5	0.7
06 Agriculture, food and related studies	0.1	0.1
07 Physical sciences	0.5	2.2
09 Mathematical sciences	0.6	2.1
10 Engineering and technology	5.8	6.4
11 Computing	9.0	6.1
13 Architecture, building and planning	0.6	2.3
26 Geography, earth and environmental studies	0.1	0.8
15 Social sciences	6.3	9.6
16 Law	6.4	6.0
17 Business and management	33.8	19.1
19 Language and area studies	0.6	2.4
20 Historical, philosophical and religious studies	1.1	2.6
22 Education and teaching	1.7	1.6
23 Combined and general studies	0.6	0.7
24 Media, journalism and communications	0.8	2.4
25 Design, and creative and performing arts	12.9	12.9
Total students	47,205	286,985

*Source: Higher Education Statistics Agency, 2021/22*

### iii. HE and FE courses by priority sector

Note on method: Apprenticeships data shown below for West London were gathered from the <https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses> website by entering the postcode 'HA2 0AA' and filtering data by sector. Additional training course provision data were collected via keyword searches – i.e. ([Sector] + [FE / HE Institution] + “courses”) on Google and UCAS.

#### Health and social care

##### *North West London Skills Academy Courses*

<b>PROVIDER / COURSE</b>
<b>Brunel University</b>
<b>Postgraduate Courses</b>
Advanced Clinical Practice (Cardiovascular Health) PgCert, PgDip and MSc
Advanced Clinical Practice (Critical Care) PgCert, PgDip and MSc
Advanced Clinical Practice (Musculoskeletal Rehabilitation) PgCert, PgDip and MSc
Advanced Clinical Practice (Neurological Rehabilitation) PgCert, PgDip and MSc
Advanced Clinical Practice (Occupational Therapy) PgCert, PgDip and MSc
Advanced Clinical Practice (Pelvic Health) PgCert, PgDip and MSc
Advanced Clinical Practice PgCert, PgDip and MSc
Ageing Studies PhD
Clinical Education PGCert, PGDip and MSc
Health Sciences Integrated PhD
Musculoskeletal Ultrasound PgCert
Ultrasound Guided Injection Therapy PgCert
Specialist Community Public Health Nursing PgDip and MSc
<b>Undergraduate Courses</b>
Nursing (Adult) BSc
Nursing (Mental Health) BSc
Specialist Community Public Health Nursing BSc
Physiotherapy BSc
Sport, Health and Exercise Sciences BSc

<b>PROVIDER / COURSE</b>
<b>Buckinghamshire New University</b>
<b>Postgraduate</b>
MSc (PG Diploma entry) Specialist Practitioner Qualification (District Nursing)
MSc (PG Diploma entry) Specialist Practitioner Qualification (Community Children's Nursing)
MSc Community Healthcare Practice
MSc Child Protection and Adult Safeguarding
MSc Mental Health and Wellbeing in Education
MSc Nursing
MSc Advanced Clinical Practitioner
PGCert General Practice Nursing
MSc Professional Practice (Healthcare)
MSc Nursing (Adult) with NMC registration
PGCert Professional Practice (Nursing)

<b>Undergraduate</b>
BA (Hons) Public Health with Foundation Year
BA (Hons) Public Health
BSc (Hons) Midwifery with NMC Registration
BSc (Hons) Nursing (Children's) with NMC Registration
BSc (Hons) Nursing (Mental Health) with NMC Registration
BSc (Hons) Nursing (Adult) with NMC Registration
BSc (Hons) Paramedic Science
BSc (Hons) Physiotherapy (Pre-Registration)

<b>PROVIDER / COURSE</b>
<b>West London College</b>
Safe Handling of Medication in Health & Social Care Level 2
Access to Higher Education Nursing
Care Sector Level 1
CAREer Clinic Care Sector SWAP
End of Life Care Level 2
Exploring Caring Level 1



Health and Social Care Level 2
Health and Social Care Level 3
Preparing to Work in Adult Social Care Level 2
Principles of Care Planning Level 2
Understanding Behaviour that Challenges Level 2
Understanding Nutrition and Health Level 2

PROVIDER / COURSE
<b>West Thames College</b>
Destination Health and Social Care with Childcare (with ESOL support)
Foundation Health and Social Care with Childcare - Level 1
Health and Social Care - Level 2
Access to Midwifery
Access to Nursing
Health and Social Care - Level 3
Preparing to Work in Adult Social Care - Level 2

*West London Apprenticeships – from reasonably accessible providers*

HEALTH & SOCIAL CARE APPRENTICESHIPS	NO. OF PROVIDERS
<b>TOTAL</b>	<b>627</b>
Healthcare science assistant (level 2)	8
Healthcare support worker (level 2)	39
Healthcare assistant practitioner (level 5)	26
Senior healthcare support worker (level 3)	39
Healthcare cleaning operative (level 2)	13
Associate continuing healthcare practitioner (level 5)	2
Healthcare science practitioner (integrated degree) (level 6)	7
Healthcare science associate (level 4)	4
Health and care intelligence specialist (level 7)	0
Social worker (integrated degree) (level 6)	12
Health play specialist (level 5)	1
Community health and wellbeing worker (level 3)	12

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Community sport and health officer (level 3)	21
Oral health practitioner (level 4)	0
Environmental health practitioner (integrated degree) (level 6)	1
Public health practitioner (integrated degree) (level 6)	1
Specialist community public health nurse (level 7)	1
Lead adult care worker (level 3)	122
Adult care worker (level 2)	127
Lead practitioner in adult care (level 4)	77
Leader in adult care (level 5)	93
Advanced forensic practitioner (custody or sexual offence) (level 7)	0
Hearing aid dispenser (level 5)	0
Midwife (degree) (level 6)	0
Physician associate (degree) (level 7)	1
Registered nurse - degree (NMC 2010) (level 6)	5
Associate ambulance practitioner (level 4)	6
Mammography associate (level 4)	1
Operating department practitioner (integrated degree) (level 6)	6
Psychological wellbeing practitioner (level 6)	0
Regulatory affairs specialist (level 7)	1

**Retail****Retail / Sales Marketing Training Provision**

	<b>RETAIL</b>	<b>SALES AND MARKETING</b>
<b>HIGHER EDUCATION</b>		
Brunel University		Marketing Management BSc Marketing MSc Marketing MS Marketing Management BSc Accounting and Business Management MS Accounting and Business Management BSc
Bucks New University	BA - Business Finance	BA - Marketing
Imperial College		Strategic Marketing MSc
Middlesex University		Business Management (Marketing) (Top-up) BA Honours Business Management (Marketing) BA Honours Foundation Year in Business Marketing BA Honours Branding and Marketing Communication MSc Digital Marketing MSc Marketing Management MSc
University of West London		BA - Business Studies with Marketing
University of Westminster		Business Management (Marketing) BA Digital Marketing BA International Marketing BA Marketing Communications BA Marketing Management BA Marketing Management (Advanced Standing) MA Marketing Management

	<b>RETAIL</b>	<b>SALES AND MARKETING</b>
		(Advanced Standing) MSc Marketing Management MA/MSc
Richmond University - American University London	BA (Hons) Business Administration Combined Studies (Fashion Marketing and Retail)	Master of Business Administration (MBA): Marketing
Royal College of Art	Interior Design: Retail Futures (short course)	
<b>FURTHER EDUCATION</b>		
West Thames College		Business - Level 2
West London College	Retail Operations Level 2 Preparation for Work and Retail	BTEC Level 2 Extended Certificate in Business
HCUC	Level 1 Award in Retail Knowledge UAL Level 2 Diploma in Fashion Business and Retail	BTEC Level 3 Foundation Diploma In Business (RQF)
Barnet and Southgate College	Level 2 UAL Diploma In Fashion Business & Retail	Business Management BSc
Stanmore College		Level 2 BTEC Certificate in Business

***Retail Apprenticeships – from reasonably accessible providers***

<b>RETAIL APPRENTICESHIPS</b>	<b>NO. OF PROVIDERS</b>
<b>TOTAL</b>	<b>139</b>
Retail manager (level 4)	31
Retailer (level 2)	38
Retail leadership (integrated degree) (level 6)	0

Retail team leader (level 3)	37
Assistant buyer and assistant merchandiser (level 6)	4
Buying and merchandising assistant (level 4)	5
Junior estate agent (level 2)	9
Advanced butcher (level 3)	4
Butcher (level 2)	6
Fishmonger (level 2)	4

## Hospitality

### *Hospitality / Travel and Tourism Training Provision*

	HOSPITALITY	TRAVEL AND TOURISM
<b>HIGHER EDUCATION</b>		
Middlesex University	MSc International Hospitality and Event Management BSc International Hospitality and Tourism Management (Top-up)	
University of West London	BSc (Hons) International Hospitality Management FdA Hospitality Management BSc (Hons) Hospitality Entrepreneurship MA Luxury Hospitality Management MSc Digital Hospitality and Travel Leadership	BA - Tourism and Events Management BA - Tourism Planning and Management BA - Tourism with Business MA - Tourism Management
University of Westminster		MA - Tourism Management BA - Tourism and Events Management BA - Tourism Planning and Management BA - Tourism with Business
<b>FURTHER EDUCATION</b>		
West Thames College		Travel and Tourism - Level 2 Travel and Tourism - Level 3

West London College	Culinary Arts Level 1 Patisserie and Confectionery Level 2 Patisserie and Confectionery Level 3 Professional Cookery Level 1 Professional Cookery Level 2 Professional Cookery Level 2 (Adults) Professional Cookery Level 3 Step Up to Culinary Arts Entry Level	
HCUC		HNC - International Travel & Tourism Management HND - International Travel & Tourism Management City and Guilds Diploma and Extended Diploma in Travel and Tourism (L3). This also include L2 Cabin Crew and Extended Certificate in Travel.
Barnet & Southgate College		Level 2 Pearson BTEC in Travel and Tourism Level 3 Pearson BTEC in Travel and Tourism

## Transport and logistics

### *Transport & Logistics Training Provision*

	<b>TRANSPORT &amp; LOGISTICS</b>
<b>HIGHER EDUCATION</b>	
Brunel University	MSc - Global Supply Chain Management
Bucks New University	BSc Aviation and Logistics Management
Imperial College	MSc Transport
Middlesex University	BA Business Management (Supply Chain and Logistics)
University of West London	BSc - Air Transport Management (Airline and Airport Specialist) Executive MSc - Air Transport Operations and Management FdA - Aviation and Tourism Management

University of Westminster	MSc - Air Transport Planning and Management MSc - Air Transport Planning and Management MSc - Logistics and Supply Chain Management MSc - Transport Planning and Management
<b>FURTHER EDUCATION</b>	
West Thames College	Driver CPC Training - Driver Certificate of Professional Competence
Stanmore College	MSc in Logistics and Supply Chain Management MBA with Diploma in Logistics and Supply Chain Management Level 4 + Level 5 + Level 6 Diploma in Logistics and Supply Chain Management Level 4 + Level 5 Diploma in Logistics and Supply Chain Management Level 5 Diploma in Supply Chain Management and Operations Level 4 Diploma in Logistics and Supply Chain Management Level 5 Diploma in Logistics and Supply Chain Management Level 6 Diploma in Logistics and Supply Chain Management Level 7 Diploma in Logistics and Supply Chain Management

***Transport & Logistics Apprenticeships – from reasonably accessible providers***

<b>TRANSPORT &amp; LOGISTICS APPRENTICESHIPS</b>	<b>NO. OF PROVIDERS</b>
<b>TOTAL</b>	<b>223</b>
Air traffic controller (level 5)	0
Aviation customer service operative (level 2)	1
Aviation ground handler (level 2)	1
Aviation ground operative (level 2)	3
Aviation ground specialist (level 3)	5
Aviation movement specialist (level 3)	1
Aviation operations manager (level 4)	3
Boatmaster (level 3)	2
Cabin crew (level 3)	1
Express delivery manager (degree) (level 6)	1
Express delivery operative (level 2)	6

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Express delivery sortation hub operative (level 2)	4
First officer pilot (level 6)	0
Harbour master (level 6)	0
International freight forwarding specialist (level 3)	6
Large goods vehicle (LGV) driver C + E (level 2)	18
Marina and boatyard operative (level 2)	2
Marine pilot (level 5)	0
Network operations (level 2)	1
Officer of the watch (near coastal) (level 3)	2



## Creative, media and film

### Creative Skills Progression Pathways

FE course title	HE degree course title
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma and Extended Diploma in Animation and Games (UAL) <i>This course focuses on 3D animation and games design, learners mainly use Maya, Mudbox and Unity software for this course.</i></li> </ul>	<p><b>Brunel University</b></p> <ul style="list-style-type: none"> <li>BA Games Design (All Pathways)</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BA Animation</li> <li>BA Visual Effects</li> <li>BA 3D Games Design</li> <li>BA Games Development</li> </ul>
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma and Extended Diploma in Creative Media Production (UAL) <i>This course focuses on film and television production skills.</i></li> <li>Level 4 HNC Creative Media Production (Pearson) <i>This course focuses on film and television production skills.</i></li> <li>Level 5 HND in Creative Media Production (Pearson) <i>This course focuses on film and television production skills.</i></li> </ul>	<p><b>Brunel University</b></p> <ul style="list-style-type: none"> <li>BA Film and Television Studies</li> <li>BA Film Production</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BA Film &amp; TV Production</li> <li>BA Film Production</li> <li>BA Media Production</li> </ul>
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma and Extended Diploma in Performing Arts (UAL) <i>This course focuses on acting and performance skills.</i></li> <li>Level 4 HNC Diploma in Performing Arts and Dance (Pearson)</li> </ul>	<p><b>Brunel University</b></p> <ul style="list-style-type: none"> <li>BA Theatre</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BA Acting (Film, TV and Stage)</li> </ul>
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma and Extended Diploma in Dance (UAL)</li> </ul>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BA Dance and Performance</li> </ul>
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma and Extended Diploma in Music Performance and Production</li> </ul>	<p><b>Brunel University</b></p> <ul style="list-style-type: none"> <li>BA Music</li> <li>BA Music Production</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BA Audio and Music Production</li> <li>BA Music Production and Performance</li> <li>BA Music Production and Business</li> <li>BA Songwriting</li> <li>BA Electronic Music Production</li> <li>BA Music Business</li> </ul>
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma and Extended Diploma in Creative Design (UAL)</li> </ul>	
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>Level 3 Diploma in Specialist Makeup VTCT- Theatre and Media Makeup Design</li> </ul>	
<p><b>HCUC - Uxbridge College</b></p>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BA Graphic Design</li> </ul>

FE course title	HE degree course title
<ul style="list-style-type: none"> <li>• UAL Level 3 Applied General Diploma/Extended Diploma (Art &amp; Design) with Dip 1 yr / Ext dip 2yr</li> <li>• UAL Level 3 Applied General Diploma/Extended Diploma in Art &amp; Design (Graphics) with Dip 1 yr / Ext dip 2yr</li> <li>• UAL Level 3 Applied General Diploma/Extended Diploma in Art &amp; Design - (Fashion&amp; Textiles) with Dip 1 yr / Ext dip 2yr</li> <li>• UAL Level 3 Diploma/Extended Diploma in Creative Media Production &amp; Technology (Film and Television)</li> <li>• UAL Level 3 Diploma/Extended Diploma in Creative Media Production &amp; Technology (Game Design)</li> <li>• UAL Level 3 Diploma/Extended Diploma in Music</li> <li>• UAL Level 3 Diploma/Extended Diploma in Music Production</li> <li>• UAL Level 3 Diploma/Extended Diploma in Performing Arts (Acting OR Dance Pathways)</li> </ul>	<ul style="list-style-type: none"> <li>• BA Interior and Spatial Design</li> <li>• BSc Architectural Technology</li> <li>• BSc Product Design</li> <li>• BA Fashion Design</li> <li>• BA Fashion and Textiles</li> <li>• BA Textile Design</li> <li>• BA Costume Design and Making</li> <li>• BA Fashion Promotion and Communication</li> <li>• BA Fine Art</li> <li>• BA Illustration</li> <li>• BA Hair and Make Up for Film</li> </ul>
<p><b>Harrow College</b></p> <ul style="list-style-type: none"> <li>• UAL Level 3 Applied General in Art &amp; Design</li> <li>• UAL Level 3 Applied General in Art &amp; Design (Architecture/Interior/Product Design)</li> <li>• UAL Level 3 Diploma/Extended Diploma in Creative Media Production &amp; Technology (Film and Television)</li> </ul>	
<p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• UAL Level 3 Creative Practice (Digital Design)</li> </ul> <p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• UAL Level 3 Creative Practice (Art &amp; Design)</li> </ul> <p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• BTEC L3 IT (Games Development)</li> </ul> <p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• UAL Creative Media Production &amp; Technology</li> </ul>	<p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>• BSc Digital Design</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BA (Hons) Fine Art</li> </ul> <p><b>Middlesex University</b></p> <ul style="list-style-type: none"> <li>• Fine Art Mixed Media BA Honours</li> </ul> <p><b>Brunel University</b></p> <ul style="list-style-type: none"> <li>• BA Games Design (All Pathways)</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BSc Games Development (BNU)</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>• BSc Computer Games Technology</li> </ul> <p><b>Brunel University</b></p> <ul style="list-style-type: none"> <li>• BA Film and Television Studies</li> <li>• BA Film Production</li> </ul>

FE course title	HE degree course title
<p><b>United Colleges Group - City of Westminster College</b></p> <ul style="list-style-type: none"> <li>• Level 3 Diploma and Extended Diploma in Creative Media Production (UAL) <i>This course focuses on film and television production skills.</i></li> <li>• Level 3 Diploma and Extended Diploma in Performing Arts (UAL) <i>This course focuses on acting and performance skills.</i></li> <li>• Level 3 Diploma and Extended Diploma in Music Performance and Production (UAL)</li> <li>• Level 3 Applied General Diploma and Extended Applied General Diploma in: Fine Art, Photography, Graphics 2D and 3D and Fashion and Textiles.</li> </ul>	
<p><b>Barnet &amp; Southgate College</b></p> <ul style="list-style-type: none"> <li>• UAL Level 3 Extended Diploma Creative Media Production</li> <li>• AIM Level 3 Extended Diploma NextGen Games Design &amp; Animation</li> <li>• UAL Level 3 Extended Diploma Photography</li> <li>• UAL Level 3 Extended Diploma Art &amp; Design</li> <li>• UAL Level 3 Extended Diploma Architecture &amp; Product Design</li> <li>• UAL Level 3 Extended Diploma Fashion</li> <li>• BTEC Level 3 National Extended Diploma in Performing Arts</li> </ul>	

### ***Creative, media, film: FE/HE Creative Education Audit Update***

The following data were taken from the *FE/HE Creative Education Audit Update*, September 2022 (conducted by Middlesex University London, JGA and Creative Enterprise West).

Course data focused on Screen as a sub-sector of all creative courses: All creative courses, TV/Film, VFX, Animation, Games

#### ***Institutions: Courses by Level***

<b>Institution</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Levels 4-6</b>	<b>Level 5</b>	<b>Level 7</b>
University of West London			9	9		2
Brunel University				8		2
Middlesex University			7	7		1
University of Westminster			2	3		8
Buckinghamshire New University			9	11		4
Barnet & Southgate College		2	3			
West Thames College	1	1	2		1	
West London College	1	3	1			
Stanmore College	1	1	4			
United College Group	1	2	3			
HCUC	2	5	1	1	1	

**All Screen: 11 institutions/7 levels/116 programmes**

Institution Subject	BRU	BUCKS NEW	MDX	WESTM	UWL	Barnet & Southgate	West Thames	West London	HCUC	Stanmore	United
Media-related	L4-6 L7	L3-6 L4-6	L3 L4-6 L7	L3 L4-6 L7 L7	L3 L4-6 L7 L7 L7	L2 L1 L3	L1 L2 L5	L1 L2 L3	L2 L3	L1 L2 L3	L1 L2 L3
Film Production	L4-6	L4-6 L3-6 L7	L3-6 L4-6	L4-6							
Film Production +	L4-6	L7	L3-6 L4-6	L4-6	L3 L4-6 L7						
Music for Film/TV					L4-6 L7						
TV/Digital Production			L3-6 L4-6	L4-6							
Film & TV Production	L4-6	L3-6 L4-6								L3	
Film/TV Theory/Business	L4-6			L7	L3 L4-6						
Animation		L3-6 L4-6 L7	L3-6 L4-6	L3-6		L3					
Games	L4 L7	L3 L3-6 L4-6	L3-6 L4-6		L3-6 L4-6	L3	L3	L2	L2 L3	L4 L5	L3 L3

## Cross-cutting: Digital skills

An overview of AEB-funded Digital Skills Courses available across West London, can be found by searching the West London Employment and Skills Hub: [West London Alliance \(wlesh.co.uk\)](https://wlesh.co.uk) and filtering on 'digital'.

### Digital Skills Progression Pathways

The progression pathways below were developed by the West London FE/HE Digital Skills Working Group to facilitate effective transition between local FE and HE courses in the sector. As such, it focusses on specific digital courses which develop digital sector knowledge, rather than general digital skills, which are provided for through the AEB funded courses that can be found at the link above.

FE course title	HE degree course title
<p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>Pearson BTEC Level 3 National Extended Diploma in Electrical and Electronic Engineering</li> </ul> <p><b>Stanmore College</b></p> <ul style="list-style-type: none"> <li>BTEC Nat Ext Cert in Engineering L3</li> <li>BTEC Nat Fnd Dipl in Engineering L3</li> <li>BTEC Nat Dipl in Engineering L3</li> <li>BTEC Nat Ext Dipl in Engineering L3</li> </ul>	<p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>BEng Electronic and Electrical Engineering</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>BEng Electronic and Electrical Engineering</li> </ul>
<p><b>West London College</b></p> <ul style="list-style-type: none"> <li>BTEC L3 IT (Digital Skills/ Cyber Security)</li> <li>OCN L3 Access to HE Computing</li> </ul> <p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>Pearson BTEC Level 3 National Extended Diploma in IT</li> <li>Pearson BTEC Level 3 National Extended Diploma in Computing</li> </ul> <p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>L3 BTEC National Extended Diploma in Computing</li> <li>L3 BTEC National Foundation Diploma in Computing</li> </ul> <p><b>Stanmore</b></p> <ul style="list-style-type: none"> <li>BTEC L3 Extended Diploma in ICT</li> </ul>	<p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>BEng Computer Systems Engineering</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>BSc Information Technology</li> <li>BSc Computer Science</li> </ul> <p><b>West London Institute of Technology</b></p> <ul style="list-style-type: none"> <li>HNC in Computing Security</li> <li>HNC in Creative Media Production (Games Dev)</li> <li>HNC in Computing Plus</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>BSc Computer Science</li> <li>BSC Computing</li> <li>BSC Cyber Security</li> </ul>
<p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>Level 3 Aim Awards Extended Diploma in Games, Animation and VFX</li> <li>UAL Level 3 Extended Diploma in Creative Media and Technology</li> </ul>	<p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>BSc Digital Design</li> <li>BA Games Design (All pathways)</li> </ul> <p><b>University of West London</b></p>

FE course title	HE degree course title
<ul style="list-style-type: none"> <li>• UAL Level 3 Applied General Diploma &amp; Extended Diploma in Art &amp; Design – Graphic Design</li> <li>• UAL Level 3 Diploma &amp; Extended Diploma in Creative Media Production &amp; Technology – Film &amp; TV</li> <li>• UAL Level 3 Diploma &amp; Extended Diploma in Creative Media Production &amp; Technology – Games Design</li> </ul> <p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• UAL Level 3 Creative Practice (Digital Design)</li> <li>• BTEC L3 IT (Games Development)</li> <li>• UAL Creative Media Production &amp; Technology</li> </ul> <p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>• BTEC Level 3 Extended Diploma in Information Technology</li> <li>• Pearson BTEC Level 3 National Extended Diploma in IT</li> </ul> <p><b>Barnet &amp; Southgate College</b></p> <ul style="list-style-type: none"> <li>• Level 3 UAL Extended Diploma in Computer Games Design &amp; Development</li> <li>• Level 3 UAL Extended Diploma in Computer Animation</li> <li>• Level 3 UAL Extended Diploma in Creative Media Production (B&amp;S College)</li> <li>• Diploma in Creative Practice: Art, Design and Communication.</li> </ul> <p><b>Stanmore College</b></p> <ul style="list-style-type: none"> <li>• Level 3 UAL Extended Diploma in Creative Media Prod &amp; Tech. - Animation &amp; Games Design</li> <li>• UAL Extd Dipl in Creative Media Prod &amp; Tech L3</li> <li>• UAL Dipl in Creative Media Prod &amp; Tech L3</li> <li>• UAL Extd Dipl in Creative Media TV &amp; Film L3</li> <li>• UAL Dipl in Creative Media TV &amp; Film L3</li> <li>• Level 3 Access to HE Creative &amp; Digital Media</li> <li>• Level 3 UAL Extended Diploma in Creative Media &amp; Technology – Multimedia</li> </ul> <p><b>United Colleges Group - City of Westminster College</b></p> <ul style="list-style-type: none"> <li>• Level 3 Diploma in Media Production and Technology (UAL)</li> </ul>	<ul style="list-style-type: none"> <li>• BSc Creative Computing</li> <li>• BSc Computer Games Technology</li> <li>• BSc Information Technology</li> <li>• BSc Creative Computing</li> </ul> <p><b>West London Institute of Technology</b></p> <ul style="list-style-type: none"> <li>• HNC in Computing Security</li> <li>• HNC in Creative Media Production (Games Dev)</li> <li>• HNC in Computing Plus</li> </ul> <p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BA Animation</li> <li>• BA Visual Effects</li> <li>• BA 3D Game Art</li> <li>• BSc Computer Games Development</li> <li>• BA Media Production</li> </ul>
<p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>• Level 3 Aim Awards Extended Diploma in Games, Animation and VFX</li> <li>• UAL Level 3 Extended Diploma in Creative Media and Technology</li> </ul>	<p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>• BSc Visual Effects &amp; Motion Graphics</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>• BSc Computer Games Technology</li> <li>• BSc Information Technology</li> </ul>

FE course title	HE degree course title
<ul style="list-style-type: none"> <li>• UAL Level 3 Applied General Diploma &amp; Extended Diploma in Art &amp; Design – Graphic Design</li> <li>• UAL Level 3 Diploma &amp; Extended Diploma in Creative Media Production &amp; Technology – Film &amp; TV</li> <li>• UAL Level 3 Diploma &amp; Extended Diploma in Creative Media Production &amp; Technology – Games Design</li> </ul> <p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• UAL Level 3 Creative Practice (Digital Design)</li> <li>• BTEC L3 IT (Games Development)</li> <li>• UAL Creative Media Production &amp; Technology</li> </ul> <p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>• BTEC Level 3 Extended Diploma in Information Technology</li> <li>• Pearson BTEC Level 3 National Extended Diploma in IT</li> </ul> <p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>• Level 3 Diploma and Extended Diploma in Animation and Games (UAL) <i>This course focuses on 3D animation and games design, learners mainly use Maya, Mudbox and Unity software for this course.</i></li> <li>• Level 3 Diploma and Extended Diploma in Media Production, Film and TV (UAL)</li> </ul> <p><b>Barnet &amp; Southgate College</b></p> <ul style="list-style-type: none"> <li>• Level 3 UAL Extended Diploma in Computer Games Design &amp; Development</li> <li>• Level 3 UAL Extended Diploma in Computer Animation</li> <li>• Level 3 UAL Extended Diploma in Creative Media Production</li> <li>• Diploma in Creative Practice: Art, Design and Communication</li> </ul> <p><b>Stanmore College</b></p> <ul style="list-style-type: none"> <li>• Level 3 UAL Extended Diploma in Creative Media Prod &amp; Tech. - Animation &amp; Games Design</li> <li>• UAL Extd Dipl in Creative Media Prod &amp; Tech L3</li> <li>• UAL Dipl in Creative Media Prod &amp; Tech L3</li> <li>• UAL Extd Dipl in Creative Media TV &amp; Film L3 -</li> <li>• UAL Dipl in Creative Media TV &amp; Film L3</li> <li>• Level 3 Access to HE Creative &amp; Digital Media, and Level 3 UAL Extended Diploma in Creative Media &amp; Technology – Multimedia</li> <li>• UAL Level 3 Diploma/Extended Diploma in Creative Media Production &amp; Technology (Film and Television)</li> </ul>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BA (Hons) 3D Game Art</li> <li>• BA (Hons) 3D Game Art</li> <li>• BA (Hons) Animation</li> <li>• BA (Hons) Animation</li> <li>• BA (Hons) Media Production</li> <li>• BA (Hons) Film Production</li> <li>• BA (Hons) Film and Television Production</li> <li>• BSc (Hons) Sound Design</li> <li>• BA (Hons) Visual Effects</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>• BA (Hons) Games, Design and Animation</li> <li>• BA (Hons) Content, Media and Film Production</li> <li>• BA (Hons) English and Media and Communications</li> <li>• BA (Hons) Journalism</li> <li>• BA (Hons) Content, Media and Film Production</li> <li>• BA (Hons) English and Film</li> <li>• BA (Hons) Film and Screen Business</li> <li>• BA (Hons) Visual Effects</li> </ul> <p><b>Middlesex University London</b></p> <ul style="list-style-type: none"> <li>• Games Design BA/BSc Honours</li> <li>• 3D Animation and Games BA Honours</li> <li>• Animation BA Honours</li> <li>• Advertising, Public Relations and Branding BA Honours</li> <li>• Creative Writing and Journalism BA Honours</li> <li>• Digital Media BA Honours</li> <li>• Digital Media BA Honours</li> <li>• Film BA Honours</li> <li>• Visual Effects BA Honours</li> <li>• Television and Digital Production BA Honours</li> </ul> <p><b>University of Westminster</b></p> <ul style="list-style-type: none"> <li>• Animation with BA Honours</li> <li>• Contemporary Media Practice BA Honours</li> <li>• Film BA Honours</li> <li>• Television Production BA Honours</li> <li>• BSc Computer Science</li> <li>• BEng Software Engineering</li> <li>• BSc Business Information Systems</li> </ul> <p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>• Games Design BA (Pathways in Design / Studies / Technology / Art / Sound)</li> <li>• Games Design and Creative Writing BA</li> <li>• Film Production BA</li> <li>• Film Production and Theatre BA</li> <li>• Film and Television Studies BA</li> <li>• Film and Television Studies and English BA</li> </ul>



FE course title	HE degree course title
<p><b>United Colleges Group - City of Westminster College</b></p> <ul style="list-style-type: none"> <li>• Level 3 Diploma in Media Production and Technology (UAL)</li> <li>• Level 3 Extended Diploma in Creative Media Production (QCF): Film and TV</li> </ul>	
<p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>• Pearson BTEC Level 3 National Extended Diploma in IT</li> </ul> <p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>• L3 BTEC National Extended Diploma in Computing</li> <li>• L3 BTEC National Foundation Diploma in Computing</li> </ul>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BSc Artificial Intelligence</li> </ul>
<p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• BTEC L3 IT (Digital Skills/Cyber Security)</li> </ul> <p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>• Pearson BTEC Level 3 National Extended Diploma in IT</li> </ul>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BSc Cyber Security</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>• BSc Cyber Security</li> </ul>
<p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• BTEC L3 IT (Digital Skills/ Cyber Security)</li> </ul> <p><b>HCUC</b></p> <ul style="list-style-type: none"> <li>• Pearson BTEC Level 3 National Extended Diploma in IT</li> </ul> <p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>• L3 BTEC National Extended Diploma in Computing</li> <li>• L3 BTEC National Foundation Diploma in Computing</li> </ul>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BSc Computing &amp; Web Development</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>• BSc Creative Computing</li> <li>• BSc Cyber Security</li> </ul>
<p><b>West London College</b></p> <ul style="list-style-type: none"> <li>• BTEC L3 IT (Games Development)</li> </ul> <p><b>Stanmore College</b></p> <ul style="list-style-type: none"> <li>• UAL Extd Dipl in Creative Media Prod &amp; Tech-GAMES L3</li> <li>• UAL Dipl in Creative Media Prod &amp; Tech-GAMES L3</li> </ul>	<p><b>Buckinghamshire New University</b></p> <ul style="list-style-type: none"> <li>• BSc Games Development</li> </ul> <p><b>University of West London</b></p> <ul style="list-style-type: none"> <li>• BSc Computer Games Technology</li> </ul> <p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>• BA Games Design (BUL)</li> </ul>
<p><b>West Thames College</b></p> <ul style="list-style-type: none"> <li>• Level 3 Diploma and Extended Diploma in Music Performance and Production</li> </ul>	<p><b>Brunel University London</b></p> <ul style="list-style-type: none"> <li>• BA Music</li> <li>• BA Music Production</li> </ul>

**Digital Apprenticeships**

<b>DIGITAL APPRENTICESHIPS</b>	<b>NO. OF PROVIDERS</b>
<b>TOTAL</b>	<b>417</b>
Applications support lead (level 4)	5
Artificial intelligence (AI) data specialist (level 7)	4
Business analyst (level 4)	26
Creative design professional (integrated degree) (level 6)	1
Cyber security technical professional (integrated degree) (level 6)	2
Cyber security technician (level 3)	25
Cyber security technologist (2021) (level 4)	15
Data analyst (level 4)	60
Data scientist (integrated degree) (level 6)	5
Data technician (level 3)	40
DevOps engineer (level 4)	12
Digital accessibility specialist (level 4)	0
Digital and technology solutions professional (integrated degree) (level 6)	24
Digital and technology solutions specialist (integrated degree) (level 7)	15
Digital community manager (level 4)	7
Digital support technician (level 3)	46
Digital user experience (UX) professional (integrated degree) (level 6)	2
Game programmer (level 7)	1
Information communications technician (level 3)	46
IT solutions technician (level 3)	31
Network cable installer (level 3)	5
Network engineer (level 4)	43
Radio network technician (level 3)	2
Software developer (level 4)	42
Software development technician (level 3)	34

## **Cross-cutting: Green skills**

### ***AEB-Funded Learners' Courses Relevant to Green Skills***

Source: *Greater London Authority (2022), Green Skills Adult Education Provision in London (RCU Ltd)*. <https://www.westlondongreenskills.co.uk/useful-resources/>

#### **BUILDING AND CONSTRUCTION**

Plumbers and heating and ventilation engineers  
Elementary construction occupations  
Electricians and electrical fitters  
Steel erectors  
Construction and building trades  
Carpenters and joiners  
Construction operatives

#### **TRANSPORT AND LOGISTICS**

Transport and distribution clerks and assistants  
Vehicle technicians, mechanics and electricians  
Large goods vehicle drivers  
Road construction operatives  
Rail construction and maintenance operatives  
Elementary storage occupations  
Electrical and electronic technicians

#### **ENVIRONMENT, CONSERVATION AND AGRICULTURE**

Horticulture trades  
Agricultural and Fishing Trades n.e.c.  
Forestry workers  
Conservation & environmental associate professional  
Gardeners and landscape gardeners  
Refuse and salvage occupations

#### **ENERGY AND CIRCULAR ECONOMY**

Energy Plant Operatives  
Other Energy Courses

### **ENABLING SKILL (STEM)**

ICT for Practitioners

ICT for Users

Engineering

Science

Manufacturing

### **OTHER SKILLS**

Project Management - Construction

Project Management - Management

Accounting and Finance

Marketing and Sales

Customer Service

Retail and Wholesaling

### ***New Green courses and curriculum in West London***

Source: *West London Green Skills Hub* (<https://www.westlondongreenskills.co.uk/>)

#### **Climate Literacy**

- Understanding Environmental Sustainability
- Understanding Decarbonisation

#### **Retrofitting**

- Introduction to Understanding Heat Pumps
- Introduction to Understanding Solar PV Installations
- Introduction to Understanding Solar Thermal Technology
- Understanding Smart Home Heating Systems

#### **Low Carbon Transport**

- Introduction to Understanding Electric Vehicle (EV) Charge Point installation

#### **Energy Efficiency**

- Understanding Micro and Macro Wind Systems
- Introduction To Batteries and Battery Energy Storage Systems for renewables
- Understanding Hydrogen and Fuel Cell Technologies

## iv. T-Level course provision

T-Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. A qualification is equivalent to three A levels and carries UCAS points for progression into Higher Education, and prepares students for apprenticeship and employment. T-Level courses include an in-depth industry placement that lasts at least 45 days, giving students valuable experience in the workplace and employers an early insight of the new talent in their industry.

The following T-Level provision **is now live** in West London. Further details on each course can be found on each colleges' respective websites.

Catering, as well as Media, Broadcast and Production, T-Level qualifications will be available to deliver from September 2024. Whether West London providers will deliver these options is yet to be confirmed. There appears to be no Retail T-level qualification in the pipeline, but this space may be better served by the Retail Team Leader (L3) Apprenticeship.

College	Academic Year	T-Level Course (Level 3 Technical Qualification)
Barnet and Southgate	23/24	<ul style="list-style-type: none"> <li>• <b>Health &amp; Science</b> - Healthcare Science - Assisting Healthcare Science</li> <li>• <b>Health &amp; Science</b> - Science - laboratory sciences</li> <li>• <b>Digital</b> - Digital Production, Design and Development</li> <li>• <b>Digital</b> - Digital Support Services - Digital Infrastructure</li> <li>• <b>Education &amp; Childcare</b> - Education and Childcare - early years educator</li> <li>• <b>Construction</b> - Building Services Engineering - Plumbing and Heating Engineering</li> </ul>
HRUC	22/23	<ul style="list-style-type: none"> <li>• <b>Digital Production, Design and Development</b> – Occupational specialism: Digital Production, Design and Development</li> <li>• <b>Digital Business Services</b> – Occupational Specialism: Data Technician</li> <li>• <b>Design, Surveying and Planning for Construction</b> (September 2023 start) – Occupational Specialism - Surveying and design for construction and the built environment</li> <li>• <b>Design and Development for Engineering and Manufacturing</b> – Occupational Specialism – Mechanical Engineering</li> <li>• <b>Management and Administration</b> – Occupational Specialism – Team Leadership/Management</li> </ul>

West London Annex to the London Local Skills Improvement Plan (LSIP)

		<ul style="list-style-type: none"> <li>• <b>Education and Childcare</b> – Occupational Specialism – Early Years Education and Childcare</li> <li>• <b>Science</b> – Occupational Specialism – Lab Technician</li> </ul>
<b>Stanmore</b>	<b>22/23</b>	<ul style="list-style-type: none"> <li>• <b>Health</b> – Pathway/Occupational Specialism Supporting Healthcare - Supporting the Adult Nursing team</li> <li>• <b>Digital Production, Design and Development</b> - Pathway/Occupational Specialism Digital Production, Design and Development</li> <li>• <b>Management &amp; Administration</b> – Pathway/Occupational Specialism Business Support</li> <li>• <b>Education and Childcare</b> – Pathway/Occupational Specialism Early years educator</li> <li>• <b>Science Pathway/Occupational Specialism Technical</b> - Laboratory Sciences</li> <li>• <b>Accounting</b> – Pathway/Occupational Specialism Assistant Accountant</li> </ul>
<b>West London College</b>	<b>23/24</b>	<ul style="list-style-type: none"> <li>• <b>Health</b></li> <li>• <b>Digital Production, Design and Development</b></li> <li>• <b>Business Management and Administration</b></li> <li>• <b>Science</b></li> </ul>
<b>West Thames College</b>	<b>23/24</b>	<ul style="list-style-type: none"> <li>• <b>Health</b></li> <li>• <b>Digital Production, Design and Development</b></li> </ul>

## Appendix 6: Examples of Good Practice and/or emerging solutions

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This section contains examples of good practice, as well as proposed innovations and practical solutions to common skills training challenges which have emerged from the West London LSIP research and consultation process.

### i. Health & Social Care

#### Good Practice

- **No Wrong Door** online directory that maps skills and employment support provision across the sub-region 'West London Employment and Skills Hub' (<https://wlesh.co.uk/>). This is used to help front-line advisors find and refer residents into appropriate, high-quality provision, including in Health and Social Care.
- **North West London Academy Skills Hub:** <https://www.nwlondonics.nhs.uk/careers/skillsacademy>
- **Apprenticeships** can provide real-world work experience before employment and intersects with multiple progression pathways (e.g. Ambulance Service)
- **HRUC + NWL NHS Cadet Scheme:** Thirty L3 learners from HRUC offered 'cadet' roles with placements of minimum 100 hours within the Trust. Cadets guaranteed a healthcare support worker role upon successful completion or can progress onto nursing apprenticeships.
- [NHS career pathways mapping](#)

#### Emerging solutions

- **Legacy Nurses:** Developed by Clodagh Carry (former Education and Practice Development Manager with Norfolk and Waveney Health and Care, now NWL Health and Social Care Academy Skills Hub Lead) nurses nearing retirement stay on in flexible "legacy" roles to share their expertise with others. Provide essential professional advice and guidance, offering 'real time' support, through clinical supervision and coaching to learners and colleagues, based upon their lengthy careers and accrued professional expertise. Ensures accumulated clinical wisdom is not lost (through retirement) to the employing organisation but can be used within the new 'legacy' roles, to have a lasting impact on future workforce knowledge, skills and expertise. Discussions beginning in West London Spring 2023 to design a pilot programme.

## ii. Retail

### Good Practice

- JD Sports were looking to recruit staff to 5 stores. In collaboration with DWP, West London College hosted a mini SWAP (Sector-based Work Academy Programme) and delivered a standalone customer service level 2 qualification which included role play scenarios and some interview prep. All learners gave information on their preferred venues to work in and were given a half day trial work experience and a guaranteed interview. Those that attended the interviews successfully gained employment.
- Trainers available in workplace reduce costs of time travelling and absence from work tackling one of the barriers this sector faces to greater investment in training
- Group work with certifications adds value to organisations as well as student learning
- [BRC Learning](#) offers programmes for Leaders in retail

### Emerging solutions

- Future Retail SWAPs could be underpinned by the L1/L2 Certificate in Employability Skills and Level 2 Customer Service. West London College can build other elements into the programme as well to suit employer requirements, as well as Multiply (the maths initiative) to help learners for example, develop their cash handling capabilities.
- Scope & stimulate demand with employers for a '**West London Retail Centre of Excellence**' with Pathway from T-levels, to Work Academies to L6 Apprenticeship - backed up by high quality local provision.
- **Apprenticeship delivery needs to be flexible** with a DfE supported pilot to test a modular approach to funding reducing risk for all parties with high turnover workforce. Lead FE/ HE providers? Partnership with BRC and Inspire ATA.
- Employers engaging with colleges/ learners to share their enthusiasm about retail careers
- Spark! can play "handholding" role engaging retail employers with schools

## iii. Hospitality

### Good Practice

- [Springboard](#) works across 3 key areas to promote Hospitality skills, offering:



- Employability training programmes to help disadvantaged people learn soft and hard hospitality focused skills and transition to work or education
- ...education programmes which collaborate with schools, colleges, and universities to enhance curriculum teaching and provide insight into the industry's requirements (such as the FutureChef competition, now the biggest school culinary competition in the UK, which celebrates young talent, supports the national curriculum, and builds connections between teachers, students and industry professionals to support routes into careers in the kitchen (<https://futurechef.uk.net/>)).
- ...and careers resources and advice via specialist careers activities online, face to face, and at careers events.
- [UKH Pathway](#) is UKHospitality's online learning platform which provides learning, wellbeing and personal development resources for hospitality employees. Hosting over 5,000 users from over 2,400 businesses, the platform allows users to access a library of knowledge and keep a record of their achievements online.
- SilverDoor Academy (<https://www.silverdoorapartments.com/about/careers/academy/>) trains undergraduates in hospitality-specific skills during a 1-year "gap year" to get work experience before completing a degree.
- Employers offering shared accommodation for graduates/ low paid staff can remove commute issues and promotes team bonding (e.g. Silverdoor).
- Employers engaging with colleges/ learners to share their enthusiasm about hospitality careers.
- Spark! can play "handholding" role engaging hospitality employers with schools.
- Trainers available in workplace reduce costs of time travelling and absence from work tackling one of the barriers this sector faces to greater investment in training

## Emerging solutions

- Greater engagement with West London Hospitality Academy to support more networking between businesses and training providers. The Academy should map progression pathways for key roles and create the communications assets/ portal for dissemination to local careers advisors/ intermediaries/ citizens.
- Hospitality focussed careers campaign. Opportunity to collaborate with Hospitality UK.

## iv. Transport & Logistics

### Good Practice

- West Thames College launched the [Logistics Skills Alliance](#) and the University of West London has launched the [L6 Express Delivery Manager Apprenticeship](#) with the IOC.
- NSAR have developed the careers resource [Routes to Rail](#).
- Heathrow has developed a [resource profiling careers](#) within Heathrow Airport Ltd.

### **Spotlight: BIFA (British International Freight Association)**

- BIFA tools are essential to freight forwarders training people to do customs and declarations
- Brexit required adaptations to training: creating online, modular offerings.
- Work readiness and office skills are what are most needed in next 3-5 years; these are relevant, not only to freight forwarding, but other industries and businesses of all sizes
- Schools engagement builds awareness of the sector and careers
- Apprenticeships are used by BIFA members to develop understanding of the sector and create a workforce with industry knowledge
- BIFA partnership with Manpower helps to make Apprentices “industry ready”
- Other non-Apprenticeship training is available for mature workers
- Staff shortages still exist but have largely settled down
- BIFA Freight Service Awards recognise the Apprentice of the Year and have formed the basis for building a social network.

### Emerging solutions

- Co-delivery of courses by employers and providers (with employers being able to offer facilities and equipment which is likely to be far more extensive and up to date than will be available in colleges)
- This enables more learning of theory through practice which is likely to be more interesting and useful for learners [‘Learning Factory’ model?]
- Together these would enable more hybrid learning based both in colleges and in places of work
- Recruitment firms being more actively involved in promoting opportunities for young people in the school system

- More broadly improving awareness and information for young people particularly in schools (need some attractors and good stories). This can be facilitated through the WL Careers Hub.
  - Trade bodies needs to step up and make the available courses far more visible
  - Attitudes and interest are major problem – requires more positive and interesting descriptions of the nature of work in the relevant sectors
- Schools focus is on qualifications not destinations (and they are inspected and assessed on that basis)
- For upskilling of existing workers – mentoring seen as helpful, particularly to advocate progression routes
- Vocational v academic divide is fundamental and has yet to be properly addressed. Need parity of esteem between the two routes.
- Far too much emphasis on teaching knowledge, rather than developing more adaptive capability
- Learn from Dutch example of recasting the role of universities to focus on specific industry and sector missions/needs
- Develop Transport & Logistics centre of excellence/ collaboration between sector employers, intermediaries and providers. Map and disseminate clear career pathways and training offer. WTC and UWL lead, building on existing work?

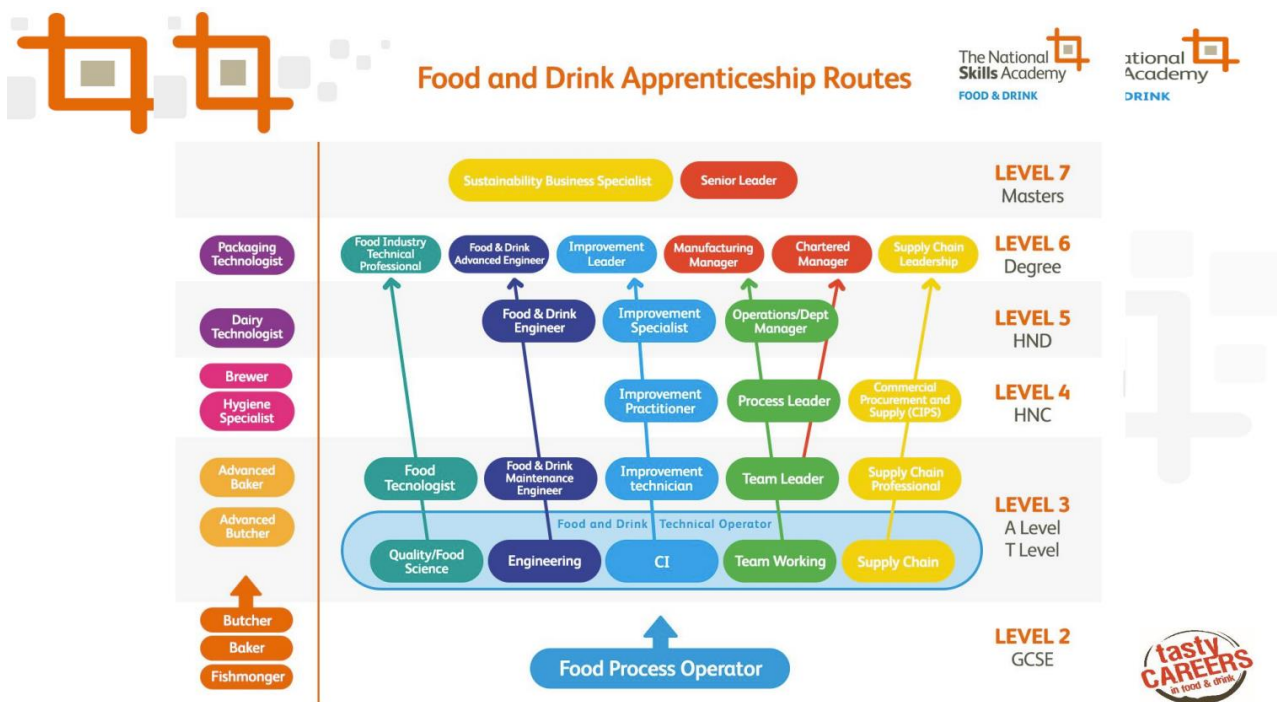
## v. Manufacturing, including Food

### Good Practice

- Bucks New Uni - Skilled advisors go out to businesses to do training & skills gaps analysis.
- Consultation for employees on career goals helpful to determine appropriate courses/modules – with easy access to career pathways mapping.
- Increased responsibility in training (T Levels) as possible solution to making technical positions more attractive to young people.
- BMW use short term, accelerated programmes to 'sell' the full-time position.
- Manufacturing replication/simulation technologies (West London Institute of Technology) are powerful training tool, bridging gap between training and work.

- The Forge @ Park Royal are developing a business support package (to assist SMEs in developing training systems) that also provides access to business advisors.
- The National Skills Academy for Food and Drink’s (NSAFD) Tasty Careers campaign offers sector insights and support for career development by simplifying learning and training options available for young people in the food and drink sector.
- The NSAFD’s career pathways map (below) clearly illustrates on one page a range of possible career progression routes through food and drink Apprenticeship programmes.

**National Skills Academy for Food & Drink career pathways map**



**Emerging solutions**

- Test demand with anchor local food manufacturers for establishing Centre of Excellence, introducing Apprenticeship provision in West London; if supportive launch working group with WL IoT (Institute of Technology).
- With new local training provision in place a ‘[Tasty Careers](#)’ campaign could then be rolled out in local schools / colleges/ JCPs.

## vi. Creative & Media

### Good Practice

- [Met Film School](#), based within Ealing Film Studios, and working with employers to deliver industry-relevant training.
- West Thames College's collaboration with [Set Ready](#) on entry level skill development.
- The **West London Film & Television Academy Hub** (<https://www.jga-group.com/film-television-hub/>) is becoming a critical part of local skills infrastructure to enable industry partnership with FE/ HE/ ITPs to provide skills training and must be sustained.
- [MAMA Youth](#) programmes target young people who have limited educational and work opportunities by getting them trained and employed in the creative, media and film sector. Businesses are subsequently supplied with a young, skilled and diversified talent pool, which has been successful given that 96% of graduates were in sustained employment a year after they completed their training.
- [Sky Up Academy Studios](#) offers an immersive learning experience that places young people centre stage as media creators. Students work together, with cutting edge equipment, to create a trailer or news report, as well as receiving a behind the scene tour of Sky. Lesson plans and guides are provided to allow teachers to prepare for the experience.
- VMI led Trailblazer to develop [Apprenticeship Standard for Camera Prep Technicians](#).
- [MARS Academy](#) is delivering virtual production CPD for industry professionals.

### Emerging solutions

- Self employment/business skills training across all relevant courses to prepare for freelance nature of employment E.g. FE collaborating with [Film Fixer](#).
- Through the Academy Hub there is a need to map progression pathways for key roles and create the communications assets for dissemination to local careers advisors/intermediaries.
- Enhance work with employers in the sector to develop a sustainable pipeline of meaningful work experience placement.

## vii. Digital

### Good Practice

- [CISCO offer three programmes](#) to support the next generation into tech jobs: Pathways School Programme, Pathway to your future work experience and Girls Power Tech.
- West London Institute of Technology is set up to develop and deliver courses at an accelerated pace <https://www.westlondoniot.ac.uk/courses/digital/>
- [London Digital Jobs & Skills Hub](#) is a Mayoral Academy convening training providers, employers and intermediaries across the capital.
- Employers are developing their own in-house video training on topics such as cybersecurity. This is complemented by work of an intermediary organisation developing a cyber tech cluster demonstrator to get business engagement in the cybersecurity space.
- Higher education is gradually moving away from traditional degree programmes to more skills-based qualifications developed with employers to address specific training needs. This is now giving rise to more learner focused training, addressing the rescaling, upscaling of existing workforces, or bringing in the new talent to the business, which has the required set of skills in readiness to take up new jobs.

### Emerging solutions

- Partnerships between FE providers and industry partners could facilitate flexible / micro learning to acquire industry-relevant job-specific skills. In championing a collaborative approach between employers and training providers, the employers / employees get skills they need for their organisation / job role and employees are more likely to commit to the employer who invests in them.
- Training/upskilling existing employees to address skills gaps A solutions directory may be needed for employers on how to do this in-house and/or with external support.
- General digital skills training to address skills shortages. Intermediaries would welcome a directory of employer-endorsed provision.
- Pan-London Digital Employers board needed – perhaps following Digital Skills Partnership model applied elsewhere in country. This would provide efficient model for employers to advise training providers and develop local partnerships/ collaboration giving city-wide coverage.
- Independent, impartial advice to SME business leaders needed/ Part-time CTOs to ensure right tech choices being made with skills decisions alongside.

## **ix. Green Skills, including Construction**

### **Good Practice**

- West London Green Skills Hub (<https://www.westlondongreenskills.co.uk/>) is a Mayoral Academy brings together training providers, employers and intermediaries. It has a strong construction sector employer voice as it emerged from the Construction Academy.
- Guaranteed interview with employer at end of training (HS2 / West London College)
- A clear-cut skills system which synthesises fragmented policies - example from the East Midlands LSIP 'Observatory'?

### **Emerging solutions**

- Long term, cooperative planning between educators and employers is "absolutely critical" to developing solutions.
- Short, modular courses for upskilling 'light green' jobs (roles that aren't STEM based but increasingly have environmental sustainability-related content).
- Sustain resourcing for the development of West London Green Skills Hub
- The hub is developing a West London 'Green Skills Prospectus' that details courses and career progression pathways. This would ideally span 'dark' and 'light green' jobs.
- Work with West London Universities Partnership to ensure 'carbon literacy' is integrated into all WL degrees and all learners have clear understanding as they head into workplace of actions required to achieve net zero in their chosen discipline
- *See lessons learners from SDF Green Skills Project elsewhere in report*

## **ix. Inclusive Recruitment**

### **Good Practice**

- West London has an established network promoting Supported Internships.
- Apprentices who have special educational needs, learning difficulties or disabilities can use an Entry Level 3 qualification in English or Maths, rather than the usual L2 requirement. (Dynamic Training)



### **Spotlight: Thames Water**

- Following a Workforce Profiling Report which highlighted that Thames Water was not fully reflective of the communities it serves and faced an increasingly aging workforce, they released their 2021 Skills Strategy which relied upon strategic partnerships
- By signing up to Business in the Community's (BITC) Ban the Box campaign, Thames Water committed to judge candidates first and foremost on the basis of their skills and suitability for a role, rather than criminal records consisting of past mistakes
- By developing partnerships with the Care Leavers Covenant, the Unite Foundation, the Social Mobility Foundation, and 10,000 Black Interns, access to their Summer Internship programme has greatly expanded.
- By introducing diverse recruitment panels to the apprenticeship process, Thames Water is facilitating a unprejudiced and more attractive recruitment process for candidates from all social and economic backgrounds.
- Changes to the Apprenticeship programme have also improved in-work progression, as the opportunity to become an Apprentice is extended to the existing workforce for their own personal development.
- Read more about Thames Water's story: <https://www.bitc.org.uk/wp-content/uploads/2022/10/bitc-mww-case-study-thames-water-october22.pdf>
- Read BITC's inclusive recruitment toolkit: <https://www.bitc.org.uk/wp-content/uploads/2023/04/bitc-toolkit-employment-skills-opening-doors-through-partnerships-april23.pdf>

### **Emerging solutions**

- Seek funding for dedicated post to disseminate inclusive recruitment/in-work progression Good Practice and training to businesses across West London, particularly in SMEs. The tools/case studies/accreditations exist but their application remains very limited.
- Disability confident training for employers so they feel comfortable employing people with SEND which often brings significant benefits to the whole organisation.
- Disability Confident accreditation can support businesses to make the changes they need to make to become truly inclusive recruiters.
- Inclusive recruitment toolkits for employers: already exist but need to be easier to find.
- Employers can use external providers to manage things like reasonable adjustments. Is there a list that we can provide for West London employers of businesses doing this locally? E.g. LBHF using Microland.
- Businesses (re)commit to giving colleagues time to develop e.g. X number of days/year for CPD.



- Employers should consider the talent that already exists already in the business as a first port of call to fill a skills gap, not pigeon-holing people according to characteristics e.g. gender, ethnicity, SEND. Are people in the right place in the business? Do they have capacity/ability to grow? What training might enable that? Likely to be much cheaper than recruiting someone new, especially through an agency.
- Employers should adapt the job to the employee where possible, rather than trying to make the job fit the employee - person-centric approach increases productivity and delivery.

## Appendix 7: West London Student Survey: Further Education and Careers

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In partnership with West London Careers Hub, West London Alliance designed a survey for school children (years 7 – 11) to get a sense of the interests, knowledge and aspirations they had for their future education and careers. West London Careers Hub circulated this to their network of schools for completion through February and March 2023 and we had a total of 537 responses. We think this is a useful pulse survey that we would like to repeat annually to monitor shifts in preference/expectations and any progress made in Careers Education.

### Key survey insights

- Nearly 75% of respondents said they had an idea of what they might do for a job or career in the future
- When asked which 3 sectors they would most like to work in, the most popular were; Science, professional services (teacher, lawyer etc), Health and Social Care and Creative. This is encouraging to see for Health and Social Care, where we have some significant skills shortages, and also for Creative, which is an industry that continues to grow in West London.
- Retail (9.34%), Manufacturing (5.47%) and Transport & Logistics (2.73%) were the least chosen sectors, which demonstrates a significant mismatch between the aspirations of local young people and the reality of the local labour market; these 3 priority sectors account for c.30% of employment in West London and we know all are carrying hard to fill vacancies.
- 'Other' was also very popular with over 150 responses, the most popular of which involved the Arts – drama, music, dance.
- When asked 'what do you think a green job is' answers ranged very widely with lots of references to the environment, mentions of 'eco' and 'sustainable' and a large amount of 'don't knows' which demonstrates what we already know to be the case - that we need to do a lot more work on educating young people about what green jobs are and the wealth of opportunities that will be available in the WL economy in the future.
- 81.4% said that after Year 11 they were planning to study for A-Levels,
- Roughly the same (80.94%) said that they were planning on attending University after Year 13, with 11% saying they would like to do an apprenticeship, and 8% would like to go straight into full-time work.
- 70% knew what an apprenticeship was and how it works which is a positive indicator that young people know the opportunity is available to them. That being said, this means that 30% don't feel confident that they know what an apprenticeship is. Given the new statutory guidance for schools mandating 2 encounters per Key Stage for all learners with approved providers of Apprenticeships and technical education, our careers education should ideally equip 100% of learners with the knowledge they need to make an informed decision about whether an apprenticeship would be a good fit for them or not.
- Surprisingly just under 75% said they felt confident in their ability to use digital skills in a future career, which is lower than expected. We tend to think about young people who have grown up with digital technology to be very comfortable using it in future

careers, with the older generation feeling hesitant about their skills/having gaps in their digital skills, but perhaps this is too simplistic a view and requires further investigation.

- 71.54% answered that they knew how to access careers advice in their school and had a teacher or careers advisor to talk to about next steps. This indicates that there is still some way to go to embedding consistent high-quality Careers Education, including visible Careers Leaders, in our schools.

### *Survey questions*

Q1 Which borough is your school in?

Q2 What school year are you in?

Q3 Do you have an idea what you might do for a job or career in the future?

Q4 What sort of work are you interested in? Please select up to 3 sectors from the list below.

- Science – i.e. medical research, working in a laboratory
- Engineering or Construction
- Finance – accountancy
- Digital – i.e. computer science, analysing data
- Creative – film industry, music
- Retail
- Hospitality
- Transport & Logistics – warehouse, rail or bus services, etc.
- Manufacturing
- Health & Social care – nurse, doctor, carer,
- Professional services - teacher, lawyer, manager
- Other (please specify)

Q5 After Year 11 I would like to:

- Study for A Levels
- Do a vocational course like a T-Level, BTEC
- Do an apprenticeship
- Work full time
- other

Q6 After year 13 I would like to:

- Go to University
- Do a Higher Degree apprenticeship
- Work full-time

Q7 'I understand what an apprenticeship is and how it works.' (Yes / No)

Q8 What do you think a 'green job' is?

Q9 Do you feel confident in your ability to use digital skills in your future career? (Yes/ No)

Q10 I know how to access careers advice in my school and have a teacher or careers advisor to talk to about my next steps. (Yes / No)

Q11 I am concerned about the cost of further and higher education(university). (Yes / No)

## Appendix 8: Gatsby Benchmarks - West London schools and colleges

Correct as of 17 April 2023 – Source: The Careers & Enterprise Company

The eight Gatsby Benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Borough	No. of inst.	No# inst BM1 Achieved	No# inst BM2 Achieved	No# inst BM3 Achieved	No# inst BM4 Achieved	No# inst BM5 Achieved	No# inst BM6 Achieved	No# inst BM7 Achieved	No# inst BM8 Achieved
Barnet	29	6	15	15	15	19	8	10	13
Brent	15	5	3	3	8	7	6	3	6
Ealing	21	12	16	11	14	20	13	12	17
Ham. and Fulham	20	6	12	7	12	12	9	4	13
Harrow	17	10	15	10	14	15	11	8	9
Hillingdon	28	10	18	14	22	22	16	13	16
Hounslow	26	15	15	15	18	18	13	5	13
<b>Total</b>	<b>156</b>	<b>64</b>	<b>94</b>	<b>75</b>	<b>103</b>	<b>113</b>	<b>76</b>	<b>55</b>	<b>87</b>

Borough	No. of inst.	%BM1 Achieved	%BM2 Achieved	%BM3 Achieved	%BM4 Achieved	%BM5 Achieved	%BM6 Achieved	%BM7 Achieved	%BM8 Achieved
Barnet	29	21%	52%	52%	52%	66%	28%	34%	45%
Brent	15	33%	20%	20%	53%	47%	40%	20%	40%
Ealing	21	57%	76%	52%	67%	95%	62%	57%	81%
Ham. and Fulham	20	30%	60%	35%	60%	60%	45%	20%	65%
Harrow	17	59%	88%	59%	82%	88%	65%	47%	53%
Hillingdon	28	36%	64%	50%	79%	79%	57%	46%	57%
Hounslow	26	58%	58%	58%	69%	69%	50%	19%	50%
<b>Total</b>	<b>156</b>	<b>41%</b>	<b>60%</b>	<b>48%</b>	<b>66%</b>	<b>72%</b>	<b>49%</b>	<b>35%</b>	<b>56%</b>

## Appendix 9: Our plan: The West London roadmap detail

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### Supporting more residents into good jobs



#### Improve the recognition of qualifications obtained abroad

##### ***Why? What challenges does this address?***

Given that almost half (47%) of West London Residents were born abroad, in the context of one third of surveyed West London businesses reported skills shortages, it is increasingly important to ensure West London residents are leveraging prior learning. UNESCO research (2018) found that one third of highly educated immigrants are overqualified for their jobs. FE colleges and some local authority refugee programmes already work with UK ENIC – the national agency for international qualifications and skills.

##### ***Actions, owners and resourcing***

WLA, WLB and JCP to work with UK ENIC to:

- improve awareness of their Industry Skills Statements and Statement of Comparability processes within JCP and local employers.
- potentially subsidise access to their services locally.

##### ***Desired outcome***

Expansion of the talent pool for West London businesses with sector-specific technical skills gaps, as well as promoting routes back into the labour market and higher paid jobs for disenfranchised born-abroad residents.



## Fund a dedicated post to support West London businesses with inclusive recruitment

### ***Why? What challenges does this address?***

Businesses have skills gaps that need filling but report feeling unsure about recruiting more diverse talent including those with additional needs. There is also a lack of awareness of support and funding available to support them broadening participation in their workforce.

### ***Actions, owners and resourcing***

- WLA and WLB to work with DWP to design a post that would deliver this function, acting as an expert source of support on inclusive recruitment for local businesses. This post would be funded by JCP (tbc) and embedded in WLB or another employer-led intermediary. *The interface between the postholder and boroughs with an active interest in this area should be carefully considered to maximise impact and avoid duplication.*
- Training provision may be required for managers in SMEs to support their upskilling. Could this be resourced through AEB?

### ***Desired outcome***

Businesses in West London feel empowered to recruit from different cohorts of residents, including those with additional needs. They know where to access support both for new recruits and existing staff who may have additional needs. This will be measured through an annual pulse survey.



## Engage more employers through a collaborative approach to delivering Recruitment Fairs in West London

**Why? What challenges does this address?**

The delivery of employer facing recruitment fairs by colleges and universities in the sub-region is fragmented and can be hard to find. This adds to the complexity for employers of navigating how to recruit local talent when many online channels (Indeed, LinkedIn) are national/ international.

**Actions, owners and resourcing**

- WLA/ WLB map existing calendar of recruitment fairs taking place in the sub-region in 2023.
- WLA/ WLB work with colleges and universities to develop one or two pilot West London Recruitment Fairs focussed on priority sectors in 2024.

**Desired outcome**

Measurable number of live jobs vacancies filled by participating employers. Employers transition from benefiting from recruitment events to wider collaboration in strengthening the skills system.

**People – building the skills system capacity to deliver**



**Advance the ‘Trade to Teach’ dual professional teaching pilot**

**Why? What challenges does this address?**

Training providers report continued shortfalls in qualified staff across many subject areas, placing limits on the quality of teaching as well as the capacity to deliver. Under the SDF programme foundational work was started on a ‘Trade to teach’ initiative developing the processes for recruiting, training and employing professionals that join the FE workforce as part of a portfolio career. If scaled these associate staff can provide learners and colleges with direct access to current industry expertise and insights. *This initiative should not be seen to exclude the need for investment in our existing teacher and trainer workforce through CPD and to address current skills gaps.*

**Actions, owners and resourcing**

- WLA/ WLB to work with FE college partners to continue to develop the project started with SDF funding to support professionals in taking on teaching roles alongside their profession (i.e. becoming ‘dual professionals’). This is likely to form part of an LSIF bid, but may also be an initiative the GLA could support.
- Shaw Trust, Ingenus and job brokerage channels to be accessed through WLA to support recruitment.
- Channels through which ‘recently retired’ can be recruited will be explored by LSIP partners.



- From an initial focus on Construction the initiative will be broadened out to cover other sectors including Digital.
- WLB to work with employer partners to promote the concept of 'time off to teach'.
- May offer opportunities to work with locally based Advantages of Age Ltd.

***Desired outcome***

Providers have the confidence that they can sustain existing, and bring forward new programmes, with suitably qualified staff. Teaching of technical skills will benefit from direct insights and expertise from the workplace ensuring graduates are ready for work and transition into technical roles more seamlessly.



## Run innovative pilot programme to recruit and train new ESOL tutors from within our local communities

### **Why? What challenges does this address?**

Increasing demand for ESOL provision that borough Adult and Community Learning teams and FE colleges are struggling to meet due to the lack of tutors available and the ageing demographic of the existing pool of tutors.

### **Actions, owners and resourcing**

- WLA to work with Shaw Trust to train unemployed over 50s in West London on their Work and Health Programme to teach ESOL within their local communities.
- Project may offer opportunities to work with locally based Advantages of Age Ltd.

### **Desired outcome**

We are able to meet the demand for ESOL within West London, encouraging more uptake of provision through community-based tutors. This will enable more residents to get into work, or indeed progress within their existing employment. ACL teams and FE colleges will have the capacity to offer bespoke ESOL courses for businesses to support them up-skill existing staff, increasing productivity.



## Support further rollout of Skills Builder framework in local schools, colleges, universities and workplaces

### **Why? What challenges does this address?**

Businesses reported that young people lacked essential 'non-technical' skills across all sectors. The skills most lacking were identified as: Ability to manage own time and prioritise own tasks; Persuading or influencing others; and Team working.

### **Actions, owners and resourcing**

- Schools, Colleges, Universities in WL to work with Skills Builder to deliver their funded programmes that equip teachers/careers leads/leaders in institutions with the skills and resources they need to deliver 'essential skills' training to learners of all ages.
- Adoption of Skills Builder to be supported by West London Careers Hub, WLA and WLB.
- West London Careers Hub and WLB to encourage partner businesses to sign-up to sponsor (fund) provision at local schools/ colleges where required.
- Review Essential Digital Skills (EDS) needs of employers - data and digital is needed as well as basic IT skills. For employers this is about using data (evidence) for decision making and understanding, as well as how automation and AI is starting to be deployed and managed in the workplace.

- More focus on school leavers being “work ready” and self-organisation – being able to plan, think ahead, how to navigate a bigger organisation, plus how businesses are structured, serving shareholders and thinking commercially.

**Desired outcome**

Currently 13 education providers in WL work with Skills Builder; we would like this to increase significantly across schools, FE and HE. The benefit of a consistent programme and language for ‘essential skills’ through the education levels will further support our young people to continually develop their essential skills, preparing them for the workplace. More long-term, we would like to see future employer surveys demonstrate a downward trend in the number citing essential skills gaps/shortages.

## Perceptions, pathways and collaborative infrastructure



### Sustain existing three West London Mayoral Academies: Health and Social Care, TV/Film and Green Skills

**Why? What challenges does this address?**

West London’s three Mayoral Skills Academies are still relatively young structures. Over the past two years they have started to demonstrate the impact that relatively light touch structures can have in building new partnerships between training providers, employers and intermediaries.

**Actions, owners and resourcing**

- Ensure through City Hall support that the work of these four academies, critical to the West London labour market, are sustained and further developed with a robust and locally endorsed operating model.
- All four Academies should be tasked with producing clear career pathways for a non-expert audience and working with the West London Careers Hub and other partners to ensure that they support careers programmes in West London schools, colleges, universities and JCP.
- The Green Skills Hub should be more clearly positioned as the home of West London’s collaboration with the construction sector.
- The Academies should actively promote the IfATE occupational maps <https://occupational-maps.instituteforapprenticeships.org/> and if gaps are identified work with IfATE to fill them.

**Desired outcome**

Continue to build long term employer partnerships in Health & Social Care, TV/ film and Green skills with a measurable increase in provision aligned to labour market need.



## Implement lessons learned from the SDF Green Skills Project

### ***Why? What challenges does this address?***

The West London SDF Green Skills Project has developed light touch Training Needs Analysis (TNA) models that are replicable in other settings. Employer demand is limited at present, but can be transformative when businesses embrace the approach, so the capability and capacity should ideally be maintained and developed.

### ***Actions, owners and resourcing***

- Green Skills Training Needs Analysis - This support should continue to be made available through a variety of channels and delivery models: employer delivered TNAs using toolkits, and with subsidised facilitation where small businesses need more handholding.
- FE colleges and employers need to particularly note these principles as we expand green construction skills delivery:
  - Hybrid teaching arrangements are needed between colleges and employers to train learners in real-life situations (i.e. retrofit)
  - Much more co-design and co-delivery of curriculum between employers and training providers is needed
- Alongside technical green skills, job roles across all significant sectors in West London from transport & logistics to film to professional services (i.e. law/accounting) will need to develop a deeper understanding of sustainability to minimise their environmental footprint. This demands more advanced training programmes and integration of environmentally sustainable decision-making into the FE and HE curriculum across all subject areas.

### ***Desired outcome***

Employer support and engagement with the West London Green Skills Hub continues to grow. West London's carbon footprint reduces.



## Support the development of a London Digital Skills Partnership

### ***Why? What challenges does this address?***

Whilst West London has an established HE/ FE Digital Working Group, employer engagement has been a struggle. This reflects the intense interest in the sector from a skills perspective and the lack of capacity of larger employers to participate in the volume of consultative groups/ bodies up and down the country. Elsewhere in the country Digital Skills Partnerships have been established to simplify the landscape for employers.

### ***Actions, owners and resourcing***

- Strategic mapping and research is needed to better understand nature, scope, scale of Digital training needs from basic skills to Level 4/5. This should examine national initiatives, so we avoid duplication in West London. This should be considered for LSIF funding.
- Subject to the outcome of research WLB/ WLA and our HE/ FE partners will support the development of a London Digital Skills Partnership as a key vehicle for employer engagement/ advice on the Digital curriculum.
- Intermediaries would welcome a directory of employer-approved Digital skills provision.
- West London partners will continue to engage with the London Digital Jobs and Skills Hub (a Mayoral Academy).

### ***Desired outcome***

Greater insight into employer needs and partnerships with employers to ensure the curriculum is up to date and FE schools/ colleges/ universities have access to the latest tools to support delivery.



## Establish Transport & Logistics Skills Hub/ Centre of Excellence

### **Why? What challenges does this address?**

Transport & Logistics is one of our largest employment sectors and yet far too few young people aspire to work in the industry. Lack of coordination in Transport & Logistics between employers/ providers and the need for clearly defined career progression pathways underpinned by specialist local provision. There is also a need to address 'what will you learn and what will you earn' questions for prospective learners of all ages.

### **Actions, owners and resourcing**

- We expect West Thames College (tbc) and the University of West London (tbc) to take the lead in coordinating scope and model for a specialist hub/ centre of excellence building, reinvigorating the Skills Logistics Alliance and bringing other FE/ HE/ ITP partners on board where required. This will require LSIF and/or City Hall funding, although it should be designed with the private sector to attract their investment beyond start-up stage.
- This sector skills hub/ centre of excellence should align with a potentially reimagined Heathrow Academy acting as a key gateway for airport jobs.
- Hub partners will map the career pathways from Bootcamps/ T-levels through to higher level Apprenticeships and clarify the gaps in locally accessible provision, building on the IfATE Occupational Map: <https://occupational-maps.instituteforapprenticeships.org/maps/#/route/transport-logistics>
- Partners are expected to include Team Heathrow, National Skills Association Rail (NSAR) and the Department for Transport's Taskforce for Transport Employment and Skills (TEST).
- There are now 171 Level 2 Apprenticeship standards (out of 832). For some young people post-GCSE these are a vital point of entry into the workforce. Careers maps in priority West London sectors such as Transport & Logistics should review relevant Level 2 standards and provision in the sub-region.

### **Desired outcome**

Local residents have clearly communicated career pathways through the sector and young people are enthusiastic about working in the Transport & Logistics sector. Numbers of vacancies goes down. Numbers of workers in sector upskilling increased. As the UK's global gateway we have world-class technical training provision to match the needs of the sector.



## Establish Retail Skills Hub/ Centre of Excellence

### **Why? What challenges does this address?**

Retail is one of our largest employment sectors and yet far too few young people aspire to work in the industry. Lack of coordination in Retail between employers/ providers and the need for clearly defined career progression pathways underpinned by specialist local provision. There is also a need to address 'what will you learn and what will you earn' questions for prospective learners of all ages.

### **Actions, owners and resourcing**

- We expect West London FE College Principals Group to agree the lead college and a lead local university (tbc) to coordinate development of scope and model for this centre of excellence. This will require LSIF and/or City Hall funding, although it should be designed with the private sector to attract their investment beyond start-up stage.
- We will work with DfE to pilot a more modular and flexible approach to retail apprenticeships in West London to ensure barriers are removed for employers/ training providers given risks of learner drop out.
- Build on the IfATE Occupational Map in articulating the local career pathway: <https://occupational-maps.instituteforapprenticeships.org/maps/#/route/sales-marketing-procurement>
- Inspiration should be sought from the Shopper Science Lab (<http://insights.com/gsk-shopper-science-lab-2/>), Engage Works Flux Innovation Lounge (<https://engageworks.com/en/flux/>) and from further afield.
- Partners are expected to include Team Heathrow, Westfield, Brent Cross, West 12 Shopping Centre, local Business Improvement Districts (BIDs) and Inspire ATA (tbc).

### **Desired outcome**

Local residents have clearly communicated career pathways through the sector and young people are enthusiastic about working in the Retail sector. Numbers of vacancies goes down. Numbers of workers in sector upskilling increased.



**Resource West London capacity to partner with existing pan-London Hospitality Skills Hub, explore development of a Hospitality Careers campaign in West London and new approaches to sector Apprenticeships**

***Why? What challenges does this address?***

Hospitality is a major employer in West London, there are significant numbers of vacancies and yet no coordinated effort to promote careers in the sector locally. This means there is a lack of consistent messages regarding career progression/ pathways and where to find specialist local training provision. As a priority sector the challenge does not seem to be a lack of provision issue, but more about engagement of residents in the industry and also making sure that employment packages are sufficiently competitive. There is scope for greater take up of Apprenticeships although this might require new flexibilities to incentivize employers and providers.

***Actions, owners and resourcing***

- WLA/ WLB/ WLCH/ JCP explore (Spring/ Summer 2023) with West London Hospitality Academy, Springboard and trade bodies such as Hospitality UK how national careers campaigns could be amplified and disseminated locally.
- Further engagement with the pan-London Hospitality Skills Hub to be undertaken to understand how to leverage maximum impact for West London Residents. Currently the Hub operates pan-London, with limited resource, so we could look at ways in which we could fund some resource dedicated to expanding the offering in West London. The Hub has an extensive network of employers and is run by a coordinator with extensive industry experience.
- Build on the IfATE Occupational Map in articulating the local career pathway: <https://occupational-maps.instituteforapprenticeships.org/maps/#/route/catering-hospitality>
- Work with DfE to pilot a more modular and flexible approach to hospitality apprenticeships in West London to ensure barriers are removed for employers/ training providers given risks of learner drop out.

***Desired outcome***

Local residents have clearly communicated career pathways through the sector and young people are enthusiastic about working in the Hospitality sector. Numbers of vacancies goes down. Numbers of workers in sector upskilling increased.





## Establish Food Manufacturing Skills Hub/ Centre of Excellence

### **Why? What challenges does this address?**

Food manufacturing is a significant cluster in West London, particularly concentrated in Park Royal and a corridor running to Heathrow airport. Despite this at present there is little or no specialist training south of Birmingham.

### **Actions, owners and resourcing**

WL Institute of Technology (tbc), supported by WLB and the National Skills Academy for Food & Drink, to engage anchor employers in the sub-region to further test the business case for developing specialist provision at the IoT incorporating a 'Learning Factory' environment. This will require LSIF support.

### **Desired outcome**

High quality training provision that is locally accessible and raises the aspirations of more local residents to work in the diverse range of careers the sector has to offer.



## Build on schools' existing good practice to deliver more, better, careers education and encounters for all learners with approved providers of Apprenticeships and technical education

### **Why? What challenges does this address?**

A whole school approach is required to careers education – it cannot rely on careers leaders alone. Our engagement highlighted a lack of awareness amongst young people on the different pathways into and roles within priority sectors in West London, including clarity and understanding of the FE technical education route vs. HE university route (with its 'one front door' of UCAS).

### **Actions, owners and resourcing**

- West London Business to help amplify West London Careers Hub call to action for employers to join West London Careers Hub (WLCH) Cornerstone Employer Group.
- CEO, WLB and Director, WLA to work with local secondary Heads to support them in meeting their statutory obligations under provider access legislation, leveraging support from Local Authorities where required. Need to consider whether this will require resourcing through LSIF.
- Subject to discussion with existing Borough Career Leader Networks regarding value add, develop a West London Career Leader Network. Work with WLCH, Spark!, WLB and WLA to deliver an annual conference to upskill and build the network. Ongoing sharing of toolkits, draft documents, templates, resources.

- Explore potential for a joined-up careers campaign by LSIP partners – for example where comms assets are jointly developed and each month of the year there is a different sectoral focus. Might need LSIF resourcing. Leverage the existing Amazing Apprenticeships campaign locally. The Apprenticeship Support & Knowledge (ASK) programme for schools and colleges programme ('Amazing Apprenticeships') is funded by the Department for Education and aims to support schools and colleges in England to increase awareness of apprenticeships, traineeships and T Levels amongst students, parents, carers, teachers and careers advisers.<sup>19</sup>
- Continue to maintain and develop West London's recently launched FE/ HE Progression Agreement - disseminate updates to careers advisors in schools and colleges to build awareness.
- Collaborate with CEC/ WLCCH to develop a local businesses database / CRM for careers advisors to assist them with relationship management and knowledge transfer when responsibilities move.
- Encourage schools and colleges to use the Future Skills Questionnaire (FSQ) tool alongside Compass+.<sup>20</sup>
- Start scoping for next round of West London LSIP updates the potential model for an All Age West London Careers Service.

***Desired outcome***

- A broader range of employers are represented in the Cornerstone Employer group, covering all West London priority sectors. This improves long-term engagement between schools and businesses.
- Encounters with apprenticeship and technical education providers empowers young people to make appropriate choices for their next step, confident of the opportunities and careers that the Apprenticeship /technical education route can offer.
- Career Leader Network embedded and best practice sharing leads to improved quality and consistency of careers education across schools/colleges.

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<sup>19</sup> The Apprenticeship Support & Knowledge (ASK) programme, Accessed at: <https://amazingapprenticeships.com/about-ask/>

<sup>20</sup> Future Skills Questionnaire, Careers & Enterprise Company, Accessed at: <https://careersandenterprise.zendesk.com/hc/en-gb/articles/360020423600-What-is-the-Future-Skills-Questionnaire->



## Support employers to offer more learners meaningful experience of the workplace

### ***Why? What challenges does this address?***

Across all sectors, a lack of 'work readiness' was reported as a key skills shortage. This is especially true post-pandemic as young people's opportunities to experience of the workplace diminished – they remain lower than pre-pandemic. Businesses in some sectors also reported a lack of interest from young people; meaningful workplace experience can begin to build a vital talent pipeline. An education system-wide approach to work experience placements is needed in priority sectors to facilitate employer engagement.

### ***Actions, owners and resourcing***

- WLCH/ FE colleges/ Schools/ Local Authority networks create a short resource for businesses clearly outlining what is required of the business hosting workplace visits/ placements and what benefit they will receive, with links to further resources and support they can leverage (e.g. sectoral guidance). This should also support more consistent messaging from providers to employers regarding work experience.
- Promote use of Careers and Enterprise Company's (CEC) 'Employer Standards for Careers Education'<sup>21</sup>, which employers can use to self-assess and track progress over time. By taking part they will also help create a national picture, enabling the CEC to plug any gaps through local Careers Hubs.
- Encourage employers to engage through a structured programme e.g. Spark's Youth Employability Partnership (YEP!) currently being delivered in partnership with Brent and Ealing Councils. Monitor the success and roll out across other WL boroughs if successful.
- Schools and FE Colleges to explore options, including potential for greater collaboration between employer engagement functions for example on coordinating placement programme dates, working closely with WLCH and building networks through proposed Career Leader Network (mentioned above).
- Work with WLCH to explore alternative models of experience of the workplace – moving away from the idea that it has to be a set 5 day placement. Work experience includes: industry insight days, 1 or 2 days/week in a workplace over a period of time, T-level placements and career mentoring (which works especially well for those with additional barriers).
- Explore expansion of Spark's career mentoring programme, CONNECT, as a model.
- Work with WL Academy Skills Hubs to provide industry experience days e.g. being on set, or on site to supplement schools and colleges' existing provision.
- Work with Spark! to expand their 'Way to Work' Programme which provides a work experience programme for young people with barriers to employment as well as support for schools to establish and manage their own sustainable WEX provision

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<sup>21</sup> Employer Standards for Careers Education, Careers and Enterprise Company's (CEC), Accessed at: <https://resources.careersandenterprise.co.uk/employer-standards-resource-directory>

e.g. undertaking onsite Health and Safety checks on behalf of schools, DBS checks – things that might put schools off taking the opportunity.

- West London Business to explore a one year pilot where they offer all the West London Enterprise Advisors free individual memberships of WLB and look at how this supports building their familiarity with the wider labour market/ economy.

***Desired outcome***

Young people feel more confident joining sectors that were previously disregarded as they did not understand the opportunities available within them. Businesses find it easier to recruit as they have invested in developing a diverse pipeline of talent into their business through sustained engagement with education/skills providers. Businesses find it easier to retain new staff as they have more experience of working with young people, and a better understanding /knowledge of how best to support them transition into work.



**Engage Local Authority Business Support teams and pan-London Wayfinder programme to align messages on skills and use multiple channels used to connect with businesses**

***Why? What challenges does this address?***

Businesses reported that they did not have sufficient information about how and where to access skills provision – both in relation to skills shortages and skills gaps, and relevant course information e.g. Bootcamps, Short courses, Online provision, Apprenticeships. Training providers reported not knowing how best to engage with businesses directly post-pandemic and to get noticed ‘above the noise’. It should be noted that the WLA already convene borough Skills and Employment Leads on a monthly basis.

***Actions, owners and resourcing***

- Intermediaries (coordinated by WLA) map key touchpoints where businesses are already being engaged and develop signposting and shared guidance for business support teams to embed skills in business support gateway websites and programmes.
- Work closely with London & Partners as they take over the London Business Hub and Wayfinder programmes.
- Integrate approach with a ‘London Skills & Recruitment Hub’ if established at a pan-London level.

***Desired outcome***

More businesses report knowing how to access skills support/ provision, or at the least they know how to access the information they require quickly, without facing lengthy trawls of the internet. Business support teams have the knowledge to signpost to skills teams/provision. This is reflected in an increased take up of training provision and in-work progression through upskilling.

## Align funding of provision with local need



### Align Skills Bootcamp and AEB funding to new West London labour market insights

#### ***Why? What challenges does this address?***

Significant funding is now in the training system for Skills Bootcamps and Adult Education (AEB). There is no single point of reference which details where funding is available for employers which covers all agencies (e.g. DfE, GLA, HE, ESFA, BEIS). We need to make sure that this spend is balanced and deployed in West London where there is labour market need.

#### ***Actions, owners and resourcing***

- Skills Bootcamps development and AEB investment updates will become a standing agenda item for quarterly WL SEB meetings.
- The mismatch between what is funded by the GLA under the Adult Education Budget (i.e. accredited provision with qualifications outcomes) and what Businesses/ employers need must be addressed. Balance and content of accredited AEB provision versus Employer/Businesses related skills provision (e.g. Bootcamps and/or Employment programmes, which can be shorter and tailored to needs) needs to be carefully considered and changed.
- Bootcamp branding sounds overly militaristic to some and may be put off young or older learners; this should be considered in marketing.
- A clear 'interactive map' for West London which details which funding is where (by which institution) and when – and linking employers to sources of further information.

#### ***Desired outcome***

Spend aligns to WL labour market insights arising from the LSIP and ongoing dialogue with employers through Hubs/ Centres of Excellence.



## **Publish employer guidance on how to align Skills Investment business case with productivity improvement goals**

### ***Why? What challenges does this address?***

There has been a continued long-term slide in the level of employer investment in skills (Learning & Work Institute, 2022). This is one of a number of contributory factors to the continued slide in many firms' productivity levels. We suspect there is also limited awareness amongst employers of existing tax relief for training costs.<sup>22</sup>

### ***Actions, owners and resourcing***

- WLB will work with the GLA (Good Work Standard team), Be the Business, Learning & Work Institute and BusinessLDN to produce employer guidance on aligning Skills Investment with productivity improvement goals. This will suggest a minimal level of investment in training per annum per employee. We will track time allocated to training, as well as £££, given cost of delivery may reduce with greater use of online training solutions.
- Guidance could also highlight learning & development tools that some companies are adopting to provide a minimum level of online training provision in place for staff (e.g. LinkedIn Learning) and how this can be augmented through specialist partnerships.
- WLB will make adopting this guidance a minimum requirement of entries to the annual Responsible Workplace award in the West London Business Awards 2025 (launching July 2024).

### ***Desired outcome***

We see an increase in the investment of time/ £££ in staff training in West London over the next five years. We will also look for evidence of wider business benefits – e.g. retention and productivity improvement.

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<sup>22</sup> Everything you need to know about tax-deductible training expenses, Business West Blog, August 2019, Accessed at: <https://www.businesswest.co.uk/blog/everything-you-need-know-about-tax-deductible-training-expenses>



## Communications campaign to raise awareness of Lifelong Learning Entitlement

### ***Why? What challenges does this address?***

From 2025, the Lifelong Loan Entitlement (LLE) will provide individuals with a loan entitlement to the equivalent of 4 years of post-18 education to use over their lifetime. LLE will provide funding for new modules of courses, which will be introduced in stages: first for Higher Technical Qualifications and some technical level 4 and 5 qualifications from launch in 2025, before expanding to further level 4, 5 and 6 qualifications from 2027. LLE will eventually span both modular and full-time study at higher technical and degree levels (levels 4 to 6), regardless of whether they are provided in colleges or universities. Funding wise, it is to be noted that the lifelong loan entitlement follows the learner and not the employer (level 4 and above).

### ***Actions, owners and resourcing***

- WLA, WLB, SEB members and partner local authorities will deliver a local awareness raising campaign in 2025 to ensure that employers and their staff are ready for opportunities that the LLE will open up. This will use existing communications channels and resources.

### ***Desired outcome***

West London tracks on or above average for take-up of the LLE in 2025/26 and beyond.