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Greater Manchester  
Chamber of Commerce

# Greater Manchester Local Skills Improvement Plan

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Prepared by Greater Manchester Chamber of Commerce

# Approval

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This Local Skills Improvement Plan has been approved by the Secretary of State in accordance with the requirements of section 1 of the Skills and Post-16 Education Act 2022 and the relevant published statutory guidance.

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# Executive Summary

This report presents the Greater Manchester Local Skills Improvement Plan (LSIP) for the period 2026 to 2029. Developed by Greater Manchester Chamber of Commerce (GMCC) as the designated Employer Representative Body in close partnership with Greater Manchester Combined Authority, the LSIP is a statutory plan under the Skills and Post-16 Education Act 2022. The LSIP places employers at the heart of the skills system. It identifies current and future skills needs across Greater Manchester (GM) and the actions required to address those skills needs. As set out in the LSIP statutory guidance, the LSIP forms a critical part of strategic skills planning in GM and is intended to help inform how funding and other investment are deployed to support skills priorities in the city region. The LSIP is relevant to a wide range of stakeholders, each of whom has a distinct relationship with its findings and recommendations:

| Stakeholder                      | Relevance                                                                                                           | Expected Response                                                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employers                        | Identifies the skills gaps affecting recruitment, productivity and growth across GM's sectors and Growth Locations. | Shape workforce planning; engage with providers on curriculum; participate in apprenticeships, work placements and CEIAG activity.                        |
| Education and Training Providers | Sets out employer-validated priorities and a clear evidence base for curriculum and provision planning.             | Respond through Accountability Statements, curriculum development and, where relevant, new or expanded provision.                                         |
| Local Authorities                | Maps the skills implications of GM's Growth Locations and regeneration programmes within their areas.               | Align economic development and employment support programmes with LSIP priorities to support place-based delivery.                                        |
| Learners                         | Shows where employment demand is growing and where pathways into good work exist.                                   | Use LSIP-informed CEIAG to make well-evidenced choices about training, qualifications and careers.                                                        |
| GMCA                             | GMCA provide the strategic and investment framework through the GMS, LGP and GMWP                                   | Facilitate governance through the Employment, Work and Skills Executive Board; align Integrated Settlement funding and commissioning with LSIP priorities |

Table 1 - LSIP Impact on Stakeholders

This LSIP is underpinned by an extensive evidence base of quantitative and qualitative insights from employers and other stakeholders. In addition to 918 survey responses, 111 business representatives were engaged through in-depth interviews. In addition, there were 165 participants in roundtable discussions held across different GM boroughs. Amongst employer participants, a significant proportion were non-members of GMCC, ensuring that the findings reflect the views of the wider GM business community.

Engagement extended beyond the employer community to include a dedicated roundtable with Jobcentre Plus work coaches from across GM's ten boroughs, and targeted interview with trade union representatives. The findings from different sources were triangulated to ensure comprehensiveness and tested through stakeholder engagement.

This LSIP identifies six overarching priorities, which encapsulate recurrent, cross-sectoral issues raised by employers. These include:

|                               |                                                                                                                                                            |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overarching Priority 1</b> | Increase employer engagement with the skills system and training uptake.                                                                                   |
| <b>Overarching Priority 2</b> | Enhance careers education, information, advice and guidance (CEIAG).                                                                                       |
| <b>Overarching Priority 3</b> | Strengthen leadership and management capabilities across the workforce.                                                                                    |
| <b>Overarching Priority 4</b> | Strengthen digital skills provision for all sectors and occupational levels.                                                                               |
| <b>Overarching Priority 5</b> | Address shortages in mechanical and electrical engineering at both degree level (Level 6) and higher technical qualification (HTQ) level (Levels 4 and 5). |
| <b>Overarching Priority 6</b> | Continued tracking of emerging skills requirements from employers and other sources of labour market information                                           |

Alongside these, the plan sets out sector-specific priorities across eight sectors: construction, logistics, health and social care, engineering and manufacturing, digital and technology, creative and media, hospitality, and financial, business and professional services. To address these priorities, five clear and specific actions with multiple measurable activities were identified. These actions and activities have been set out in Annex B. The actions cover

|                       |                                                                                                                                                  |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Action Point 1</b> | Ensure that learners gain a practical understanding of career pathways, sector opportunities and progression routes.                             |
| <b>Action Point 2</b> | Track emerging skills and employment demand through ongoing employer intelligence gathering and regular reporting.                               |
| <b>Action Point 3</b> | Improve the visibility of existing training provision and increase employer and learner uptake.                                                  |
| <b>Action Point 4</b> | Expand or maintain training provision in priority areas, from baseline digital skills to specialist construction and engineering qualifications. |
| <b>Action Point 5</b> | Support employers with funding, business planning and workforce development.                                                                     |

Importantly, the actions and activities are system-level ambitions to which learning providers will respond through Accountability Statements and curriculum development. Alongside learning providers, other stakeholders including employers and wider system partners will also respond to relevant actions and activities through their own strategies and resources to ensure a consistent GM-wide approach.

# Introduction

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Greater Manchester is the fastest growing sub-regional economy in the UK and aims to grow further in the next decade. The city-region's dual ambitions for good lives and good growth are set out in the Greater Manchester Strategy<sup>[1]</sup> (GMS), supported by the Greater Manchester Local Growth Plan<sup>[2]</sup> (LGP) and five Sector Development Plans focused on GM's priority growth-driving sectors.

However, GM's growth aspirations are against a challenging national backdrop. UK GDP growth remains modest, and the labour market is cooling. Rising employment costs are affecting employers' recruitment intentions and constraining their ability to invest in staff training and development. Nonetheless, GMCC's most recent Quarterly Economic Survey (QES)<sup>[3]</sup> data showed that nearly 45% of those employers that had attempted to recruit experienced difficulties filling vacancies, with persistent shortages in technical occupations. A growing not in education, employment or training (NEET) population further limits the pool of available talent. At the same time, rapid technology adoption including increased uptake of AI is reshaping the skills employers seek. These challenges make action on the LSIP recommendations all the more urgent.

This LSIP is designed to complement and support the delivery of the GMS and the LGP. It is directly aligned with Workstream 4 of the GMS, 'A clear line of sight to high-quality jobs', which commits to providing parity between academic and technical education through the Greater Manchester Baccalaureate (MBacc) ambition. It is also a direct enabler of Workstream 6 - 'A great place to do business', sending a signal to our current employer base as well as to potential inward investors that GM understands the workforce needs that will drive productivity, opportunity and job creation.

By ensuring that skills provision is responsive to employer demand and aligned with both GM's growth sectors and the UK's Modern Industrial Strategy<sup>[4]</sup> (IS), the LSIP acts as a link between employers, the skills system and the strategic vision of the GMS and LGP. The LSIP priorities are also aligned with GMCA's Integrated Settlement Skills Outcomes Framework and the Get Greater Manchester Working Plan (GMWP)<sup>[5]</sup>, which adopts a holistic approach for health, skills and work support to encourage more people into gainful employment. The LSIP's actions on CEIAG and on increasing employer uptake of existing training opportunities contribute directly to the Plan's Engage and Inspire and Pathways into Good Work and Better Skills pathways, thus supporting GM's ambition to move towards an 80% employment rate.

It is envisaged that the LSIP will be a 'living document'. Through ongoing employer intelligence gathering and continued engagement with education and training providers, it will continue to track emerging employer needs and local strategic priorities over the three-year period. Governance for the LSIP will be maintained through the GM Employment, Work and Skills Executive Board. By identifying employer-led priorities and translating them into specific actions, this LSIP will enable the system-level response needed to not only improve Greater Manchester's economic, employment and skills landscape but also support the achievement of the GMS and the LGP.

The LSIP does not operate in isolation. LSIP actions will be aligned with existing initiatives such as the employer support services delivered through the Business Growth Hub, work and skills initiatives at local authorities and, importantly, with the Post-16 Tertiary Education project led by GM's HE institutions. The latter initiative aims at developing a more coherent and connected post-16 education system with stronger learner pathways into higher level skills and qualifications. Together, these complementary programmes will ensure that the implementation of the LSIP is reinforced through coordination and collaboration across the wider skills and business support landscape.



**Subrahmaniam Krishnan-Harihara**  
**Director of Business Policy and Research**  
**Greater Manchester Chamber of Commerce**

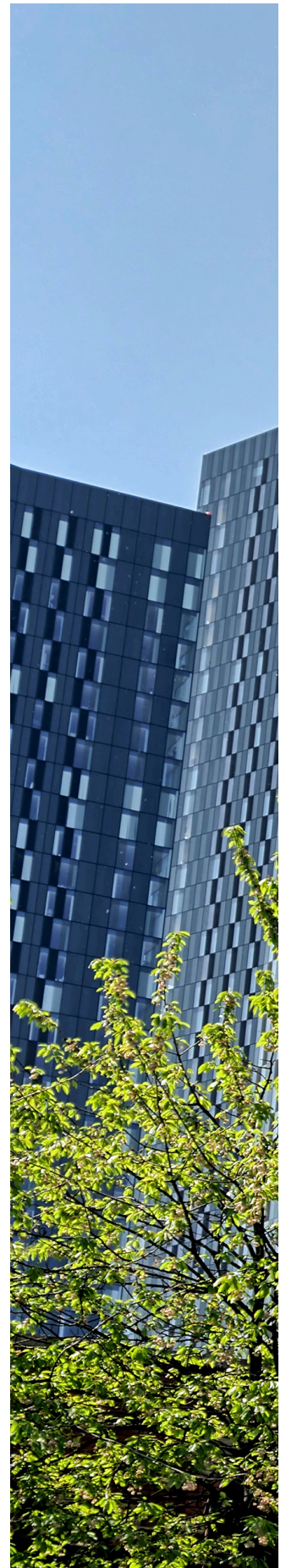
# Strategic and Economic Context

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Greater Manchester is going through an exciting period of growth and transformation with several major developments taking place over the next few years. The city region is one of the fastest growing local economies in the UK, with average annual growth of 3.1%<sup>[6]</sup>. Over the past years, the local economy has also grown significantly faster than the national economy. With a GVA of £96 billion, GM's economy is now estimated to be 46% larger than it was in 2011<sup>[7]</sup>. Over the same period, the UK economy only grew by 23%<sup>[8]</sup>. This growth trajectory has been enabled by sustained urban regeneration, significant inward investment, innovation, the growth of the knowledge economy and deepening internationalisation all empowered by the strategic direction and local leadership that devolution has facilitated. The GMS, founded on two complementary principles - economic growth and good lives for all residents - sets the strategic vision for the city region's evolution over the next decade, supported by a pipeline of growth-driving projects and regeneration across the city-region via GM's pioneering £1bn Good Growth Fund, further boosted in March 2026 by a new £500m partnership with the National Wealth Fund. GM's skills priorities are also shaped by its recognised strengths across the IS8+2 sectors of the UK's Modern Industrial Strategy. The six growth locations in GM give those sectoral strengths a specific geographic and investment context. The priority sectors for this LSIP: construction, logistics, health and social care, engineering and manufacturing, digital and technology, creative and media, hospitality, and financial, business and professional services align well both with the IS8+2 sectors and the seven MBacc gateway sectors.

However, GM's current growth and future ambition sit within a challenging national economic context. Although UK GDP grew by 0.6% in the first quarter of 2026<sup>[9]</sup>, growth has been modest in recent quarters. The labour market is also showing signs of stress with both employment and the number of open vacancies declining recently. At the same time, the unemployment rate and number of economically inactive people have gone up. Earnings growth has been modest relative to cost pressures. Annual growth in average weekly earnings was 3.8% for total pay in the three months to February 2026, but this goes down to 0.4% in real terms after adjusting for CPIH inflation. Alongside these labour market pressures, GM is contending with a growing NEET population, which further limits the pool of available talent, and limits the opportunities, aspirations and life chances of too many young people. The proportion of 16-17-year-olds who are classed as NEET in the North West is currently 5.7% in 2024/25, up from 5.3% in 2023/24<sup>[11]</sup>. Learning providers and policy makers that the LSIP engaged with specifically identified the importance of addressing increasing NEET levels, arguing that there must be targeted initiatives to ensure that these young people have access to the education and training they require to enter the labour market. Central government has introduced initiatives such as the 'Youth Guarantee' which is designed to give 6 months of work to young people who have been out of work and training for at least 18 months. However, LSIP participants have made it clear that more must be done to reduce the NEET cohort in GM and to create suitable entry level opportunities that will give young people their first foothold in the labour market.

The national political and economic landscape is also crucial to consider within the LSIP, as national policies shape and influence how businesses can operate on a local level.





Recent increases in National Insurance contributions and National Minimum Wage have contributed to rising price pressures on employers. This is reflected in the BCC's QES survey data for Q1 2026<sup>[12]</sup>, where 73% of respondents identified high labour costs as their main cost pressure<sup>[13]</sup>. Rising price pressures are resulting in lower levels of investment in training by employers, acting as a barrier to internal progression of staff.

The Growth Locations are generating further momentum for economic growth in the city region. Each growth location impacts multiple sectors, generating specific and immediate labour demand, directly shaping the skills priorities set out in this LSIP. As the LGP explains, GM has recognised strengths across all the IS8+2 sectors of the UK's Modern Industrial Strategy. Table 2 summarises each growth location's primary sectors and how they map with the LSIP priorities. This rising demand has placed increasing pressures on the local labour market. At the same time, employers are struggling to recruit the staff they need. Continued shortages in essential soft and technical skills, as well as relevant qualifications and experience, has made it difficult for employers to find the staff that they need to sufficiently fill vacancies. Amongst employers who were attempting recruitment, the proportion of those suffering recruitment difficulties decreased from 45.6% in 2025 Q1 to 44.8% in 2026 Q1<sup>[14]</sup>. However, this is an increase in the past quarter from 39.8% in 2025 Q4<sup>[15]</sup>, suggesting that recruitment pressures remain volatile and are largely dependent on wider economic conditions. These factors combined emphasise the complexity and scale of the challenges currently facing GM's social and economic landscape. While the region is undergoing substantial growth and opportunity, employers continue to face skills shortages, rising employment costs, and a declining pool of available talent. This context must be taken into account when reviewing the LSIP and goes hand-in-hand with the issues outlined in this report.

To achieve the overall economic ambition, the GMS seeks to bridge the gap between education and work by emphasising technical skills in key growth sectors like digital, construction and advanced manufacturing. Of the GMS's seven workstreams, Workstream 4, 'A clear line of sight to high-quality jobs' is particularly relevant to the LSIP. The GMS also lays out the vision for the MBacc to be a prestigious technical and vocational alternative to the more academic A-level route. Skills are also foundational to addressing GM's productivity deficit, which the GMS commits to addressing. This LSIP supports these commitments by prioritising enhanced CEIAG to connect young people with opportunities in growth sectors, by strengthening leadership and management training provision and helping employers adopt new technologies to drive productivity improvements. The LSIP will also be central to delivering the LGP's integrated investment pipeline and commitment to housebuilding and retrofitting existing homes. Delivering this housing programme depends on the availability of a skilled construction workforce. This plan has identified shortages in construction trades such as bricklaying, electrical work and HVAC, as well as professional occupations such as quantity surveying. This plan also contains recommendations to address these shortages. These recommendations will be considered alongside the GM construction workforce plan (nearing completion at the time of LSIP publication), which will be supported and enabled by the devolved Construction Skills Package, part of a national drive to boost the construction workforce as a vital enabler of growth-driving infrastructure projects.

The LSIP is also intended to align with the GMWP, jointly developed by GMCA, DWP and NHS Greater Manchester. GMWP complements the GMS and LGP by setting out how health, skills and employment support will be integrated to tackle economic inactivity and ensure that growth is inclusive. The LSIP's priorities on strengthening CEIAG and encouraging greater employer engagement with training provision are central to delivering the plan's objectives around Engage and Inspire and Pathways into Good Work and Better Skills. Actions to implement the LSIP must, therefore, work alongside other measures to achieve GMWP's target of narrowing the employment rate gap and ensuring that every resident has the opportunity to acquire the necessary qualifications and work experience.

The implementation of the LSIP will be fully aligned with work and skills initiatives undertaken by the 10 local authorities in GM with GMCA coordinating delivery and investment across GM and the local authorities themselves facilitating the local frameworks through which LSIP priorities are translated into place-based workforce and skills activity.

The LGP makes it clear that achieving GM's significant ambitions will depend on a larger and better-skilled workforce. Employers must be able to recruit more residents into good-quality jobs. The LSIP will be the mechanism for turning these ambitions into action by setting clear employer informed priorities for the skills system. It will support training that meets employer needs and address barriers to workforce development.

As the GMS, LGP and GMWP set GM's integrated strategic framework for inclusive growth, the LSIP becomes the mechanism through which skills provision is aligned to the workforce demands this framework generates. In so doing, it will fully support delivery of the GMS, GMWP and the LGP.

| Growth Location                                                                      | Description                                                                                                                                                                                                                | Sectors Impacted                                                                                                                              | Relevant IS8+2 Sectors                                                                                                                     | Relevant LSIP Priorities                              |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| NorthFold (Wigan and Bolton Corridor)                                                | Up to 1 million sqm of employment space and 12,000-13,000 new homes; new Health Innovation Campus linked to Royal Bolton Hospital                                                                                          | Manufacturing; logistics and distribution; health and social care; construction                                                               | Advanced Manufacturing; Health and Social Care; Construction                                                                               | C1-C6, L1-L3, EM1-EM3, HSC1-HSC3, H1-H2, OP3, OP5     |
| North East Growth Corridor (Atom Valley MDZ in Bury, Rochdale and Oldham)            | Create the Advanced Machinery and Productivity Institute (AMPI) and redevelop Kingsway Business Park, Stakehill and Northern Gateway to form a £1bn advanced manufacturing and materials cluster and build 7,000 new homes | Advanced manufacturing and materials; construction; logistics and distribution                                                                | Advanced Manufacturing; Construction                                                                                                       | C1-C6, EM1-EM3, L1-L3, OP3, OP4, OP5                  |
| Eastern Growth Cluster (Tameside)                                                    | Links Ashton Moss, St Petersfield and Ashton town centre. Anchored by Ashton's Mayoral Development Zone                                                                                                                    | Advanced manufacturing and materials; construction; logistics and distribution; retail                                                        | Advanced Manufacturing; Construction                                                                                                       | C1-C6, EM1-EM3, L1-L3, OP5                            |
| Central Growth Cluster (located across Manchester city centre, Salford and Trafford) | Aims at significant urban regeneration, creating 58,000 new homes, growing innovation districts and a science and technology cluster at Sister, Crescent Salford and Oxford Road Corridor                                  | Health innovation and life sciences; financial and professional services; digital, tech and data; education; hospitality, leisure and tourism | Digital and Technology; Life Sciences; Financial Services; Business and Professional Services; Creative Industries; Health and Social Care | DT1-DT6, FBPS1-FBPS3, HSC1-HSC3, H1-H2, OP1, OP2, OP4 |
| MIX Manchester (Airport City and Southern Growth Corridor)                           | MIX Manchester capitalises on international connectivity to grow life sciences and technology clusters alongside logistics, aviation and professional services                                                             | Logistics and supply chain; aviation and aerospace; advanced manufacturing; financial, business and professional services; retail and leisure | Life Sciences; Digital and Technology; Advanced Manufacturing; Business and Professional Services; Financial Services                      | L1-L3, EM1-EM3, FBPS1-FBPS3, OP1, OP3, OP5            |
| Western Gateway (Trafford and Salford)                                               | Developing Port Salford; Connectivity to the HyNet low-carbon hydrogen project; new employment sites linked to creative and digital industries and GM's low-carbon visitor economy                                         | Creative, digital and media; logistics; advanced manufacturing; low-carbon and net zero industries                                            | Creative, digital and media; logistics; advanced manufacturing; low-carbon and net zero industries                                         | CM1-CM5, L1-L3, EM1-EM3, DT4-DT5, OP4, OP5            |

Table 2 - GM Growth Locations and LSIP Priority

# 1. Local Skills Needs

This section presents findings identified from research, data analysis and from other sources collected since November 2025, building on data continuously gathered throughout the period that the GMLSIP has been active.

This section is a comprehensive reflection of the diverse nature of GM’s economy and illustrates the volume of data and evidence collected. The priorities have been split into two sections. The first section is a series of overarching priorities that reflect the most common, non-sector specific issues raised by employers and recorded through our survey works or other interactions. The second section highlights the more specific skills needs and priorities raised by employers in critical sectors in GM.

The overarching and sector-specifics skills needs are prioritised in order, with the first being the top priority. For example, C1 is the top priority within the construction sector. In addition, each skills need is labelled with a Time horizon category of either ‘current’ or ‘emerging’. ‘Current’ skills needs refer to those which are presently having a significant impact on the labour market and should be addressed in the next 12 months. ‘Emerging’ skills needs are those for significant demand is anticipated in the next 13 to 36 months, and which could pose challenges if not dealt with within the timeframe of this LSIP.

The priorities identified in this section have clear implications for provision and workforce planning across GM. Providers should consider how their current curriculum offer, staffing and capacity align with the shortages identified, particularly in relation to sector specific priorities in construction, logistics, engineering and manufacturing and digital and technology, creative and media and financial, business and professional services. In some areas, new or expanded provision may be required. In other areas such as leadership and management, health and social care or hospitality, utilisation of available provision needs to increase. For employers, the priorities provide clear direction for workforce planning and investment in staff development. For GMCA and local authorities, they identify the sectors and skill levels where commissioning, funding and labour market interventions will have the greatest impact on GM’s growth ambitions.

Annex A will give more information on the priorities identified and refer to specific occupation details in more depth. Annex C gives further details of the background and methodology used to identify the skills needs and priorities from the evidence gathered from Greater Manchester businesses.

## Overarching Priorities

|                                                   |                                                                                     |
|---------------------------------------------------|-------------------------------------------------------------------------------------|
| Overarching Priority 1:<br>Time Horizon Category: | Increase employer engagement with the skills system and training uptake.<br>Current |
|---------------------------------------------------|-------------------------------------------------------------------------------------|

Whilst there are several examples of effective collaboration between employers and learning providers, levels of employer participation, especially amongst SMEs, in activities such as curriculum co-design, provision of industry placements and apprenticeship development could be boosted. Lower levels of participation of SMEs limits the extent to which current training provision reflects business needs.

Limited employer engagement carries the risk that a persistent disconnect might emerge between the skills being developed within the education system and those required by employers. Any misalignment with industry practices, particularly in priority sectors such as digital and advanced manufacturing might exacerbate existing skills shortages.

Mechanisms for systematic engagement and collaboration between employers and learning providers is therefore essential. Employers require clear channels through which they can articulate their current and future skills needs, while providers need consistent employer insight to ensure that qualifications and delivery models remain relevant and responsive.

At the same time, raising employer participation in apprenticeships and work placements represents a significant opportunity to not only build work readiness amongst learners but also address labour shortages. The MBacc also envisions embedding extensive employer engagement and co-design to ensure that curriculum content, qualifications and delivery models are directly aligned to employer's skills requirements. Furthermore, employer investment in staff training could be further strengthened. Evidence from research undertaken for the GM LSIP indicates that, while a wide range of sector-specific courses, apprenticeships and other training is already delivered by learning providers, employer uptake of such training provision could be increased.

There appears to be conflicting evidence on employer training investment and uptake. Data from the 2024 edition of the Employer Skills Survey (ESS) commissioned by DfE shows genuine improvement compared to ESS 2022 with both the number of learners participating in training and the number of training days showing increases<sup>[16]</sup>. Yet, some providers report poor uptake of training courses, including in areas with reported shortages, such as leadership and management. This suggests that the primary challenge is not necessarily a dearth in training availability, but rather issues relating to accessibility, awareness and a perceived lack of alignment between specific employer needs and training opportunities.

The GMS and the UK Industrial Strategy both emphasise the need to improve productivity. Workforce training and development are critical to enabling workers to improve their skills and to also aid smooth adoption and utilisation of new productivity enhancing technologies.

|                                                           |                                                                                  |
|-----------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Overarching Priority 2:<br/>Time Horizon Category:</b> | Enhance careers education, information, advice and guidance (CEIAG).<br>Emerging |
|-----------------------------------------------------------|----------------------------------------------------------------------------------|

Several employers expressed the view that school and college leavers have little understanding of the breadth and diversity of roles available within key sectors such as construction, health, logistics and manufacturing. CEIAG within schools and colleges often focuses on a narrow set of common occupations and overlooks the wide range of technical, operational and specialist roles in those sectors. As a result, many young people are not exposed to viable and rewarding career pathways. This lack of awareness is contributing to persistent recruitment difficulties and creating misconceptions about roles in these sectors. A construction and property consultancy highlighted that more information regarding career options is needed: "I think more education to young people on the career options within the industry because they're so vast and they're so wide that a lot of them have no idea what the options are available to them."

This challenge is further compounded by the comparatively low visibility of vocational and technical routes, particularly apprenticeships. Although employers indicated a strong preference for candidates who have developed practical and on the job skills through apprenticeships, vocational routes are not always presented alongside academic options in CEIAG. As a result, vocational pathways are undervalued despite offering strong employment outcomes and progression possibilities. An accounting and tax firm mentioned that providing more information on alternative career paths to young people is critical: "Information given on careers and pathways earlier would be really useful. And that's making sure that students know that there is an alternative to university that can still result in a professional qualification."

Improved careers awareness and progression potential are essential to ensuring that individuals can access opportunities in high growth sectors linked with delivering the GMS and LGP. This will also support the MBacc's vision of creating a 'clear path and line of sight' to jobs and opportunities in GM.

|                                                                                                         |                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overarching Priority 3:<br/>Time Horizon Category:<br/>Related SIC Codes:<br/>Related SOC Codes:</b> | Strengthen leadership and management capabilities across the workforce.<br>Emerging<br>Cross-sectorial<br>112, 113, 114, 115, 117, 122, 124, 4142, 5250, 5330, 7220, 8160, 9251 and 9261 |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Employers across GM report that progression into leadership and management roles is a significant and growing challenge. Evidence shows that leadership and management capabilities represent one of the most persistent and widespread skills gaps. According to the LSIP survey, more than half of employers report difficulties filling professional and managerial roles. This is corroborated by findings from the GC Business Intelligence Report<sup>[17]</sup> which ranks staff management and motivation as the second largest interpersonal skills gap in the workforce.



A key issue underpinning this challenge is the prevalence of 'accidental managers', where individuals are promoted into leadership roles without an assessment of their management capability or formal leadership and management training. Whilst these individuals often possess strong technical expertise, they may lack people management skills or not be adept in operational leadership skills and strategic thinking. A management consulting firm mentioned that businesses across GM experience such difficulties: "That first line management piece can be a real challenge, getting them to move away from what is a technical role of engineering into people management. Obviously, they [businesses] don't tend to recruit team managers ... they promote from within, but actually even getting people to consider those roles can be challenging now."

These issues have presented themselves in specific sectors. For example, in services such as the creative industries, good business management is necessary to make work profitable and responsive to fast-moving technology and trends – whether in an agency or as a freelancer. Management within logistics has been identified as a particular challenge due to issues with the specialisation of the role and requirements for sector-specific knowledge. One national logistics company stated that they "struggle in terms of getting general managers through the door".

The gap in leadership and management capability has wide implications for business performance and productivity across GM. Moreover, it impacts other identified skills gaps such as the specialist expertise required to lead digital transformation and more recently, the adoption of AI. Without strong leadership and management capability, the effective adoption of technology and innovation amongst GM's businesses and priority sectors may be constrained.

The GMS emphasises the need to improve GM's productivity. Leadership and management capability is critical to workforce development, technology adoption and innovation, all of which are essential to improving productivity. This is a crucial aspect of the LGP, which highlights the importance of evolving skills requirements and specifically cites leadership and management within this.

|                                                                 |                                                                                         |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Overarching Priority 4:</b><br><b>Time Horizon Category:</b> | Strengthen digital skills provision for all sectors and occupational levels.<br>Current |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------|

Employers consider a baseline of digital skills and competency as a core employability requirement. Employers in multiple sectors report increasing adoption of digital technologies within their organisations and expect employees at all levels and roles to possess essential digital skills. These core digital skills include proficient use of Microsoft Outlook and Excel, the ability to compose clear and professional emails, and effective use of Microsoft Teams. Where these skills are lacking, businesses face recruitment difficulties, reduced efficiency and barriers to smooth adoption of new technologies.

This shift is not restricted to the digital sector but is also seen in sectors historically perceived as lagging in digital adoption. For example, employers highlight the growing use of digital tools in sectors such as social care and logistics, where staff are increasingly required to use handheld devices, electronic patient records and automated systems as part of their day-to-day responsibilities. At the level of supervisors and managers, staff in manufacturing are increasingly required to monitor and assess data as part of their role, again needing familiarity with digital tools. An example of this can be seen in an interview with a management consultancy firm which stated that "data analysis is another key skill that people are looking for because obviously it's about knowledge and information that is showing where the improvements could be made... In some of the organisations we're working with, that's just part of your day job now."

Several aspects of digital skills requirements are sector specific and can be considered 'advanced' digital skills. Employers in manufacturing and logistics reported adopting IoT devices. These devices generate a lot of data and create demand for data expertise to analyse and interpret operational data. In construction, there is increased adoption of BIM whereas in the creative industries, role profiles are evolving to include the use of AI tools for image generation and graphic design.

Employers in many sectors are also actively exploring the adoption of AI. Despite this growing demand, there is reportedly a lack of sector specific digital skills training. Employers also argued that industry required digital skills are not embedded with curricula. This has resulted in a gap between technology adoption and skill readiness.

Some employers want to accelerate digital transformation but are hamstrung by workforce skills deficits. In particular, employers reported limited availability of AI skills and training. One employer reported that this limited availability has resulted in "a real lack of awareness of AI and what it can do".

Digital skills are fundamental to both the GMS and the UK Industrial Strategy. To enable more businesses to adopt technology and improve productivity, workforce need a good level of digital skills.

|                                                                                                                               |                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overarching Priority 5:</b><br><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | Address shortages in mechanical and electrical engineering at both degree level (Level 6) and higher technical qualification (HTQ) level (4 and 5).<br><br>Current<br>Cross-sectorial<br>2122, 2123 and 3119 |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Employers in different sectors have reported significant shortages of mechanical and electrical engineers. This shortage is particularly felt within construction, engineering and manufacturing, where these roles are critical to core business operations.

Interview evidence highlights high demand for individuals both with degrees and those with HTQs. Job title analysis from the LSIP survey and the Quarterly Economic Survey identified roles such as engineer, electrical engineer and mechanical engineer as amongst the most difficult to fill across both the construction and manufacturing sectors. An employer from the construction sector noted that "electrical [engineering] is probably the worst by far at the moment", whilst also pointing out that "mechanical has always been difficult". More specifically, some employers from the construction sector identified a shortage in engineers with degree-level qualifications (Level 6) who could perform design, system planning tasks or solve advanced technical problems. Employers from engineering and manufacturing required electrical and mechanical engineers and technicians with other higher technical qualifications (Levels 4 and 5). Installation of electrical systems was repeatedly cited as an area of shortage.

The transition to a low-carbon economy, the expansion of advanced manufacturing and the delivery of major infrastructure and housing projects all rely on the availability of skilled mechanical and electrical engineers. The evidence gathered points to a potential misalignment between current education and training provision and employer demand. Whilst both academic and technical pathways exist, employers report a lack of work readiness amongst candidates entering the labour market. One manufacturing employer emphasised that "it's not so much the skills in terms of the technical ability ... there's just not enough of them [mechanical and electrical engineers]". The insufficient numbers of qualified engineers have forced some employers to resort to visa sponsorship and international recruitment although employers also emphasise that this is not a substitute for nurturing the local talent pipeline.

In addition to being a national priority under the UK Industrial Strategy, higher level engineering skills are critical to delivering the GMS's ambitions for advanced manufacturing and contributes to the LGP's ambition to improve transport infrastructure.

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| <b>Overarching Priority 6:</b><br><br><b>Time Horizon Category:</b> | Continued tracking of emerging skills requirements from employers and other sources of labour market information.<br><br>Emerging |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

Driven by technological change, changes in compliance or service delivery requirements and sustained investment in priority sectors such as advanced manufacturing, construction, creative, digital and health innovation, skills requirements across GM are likely to evolve rapidly. Many employers expect big changes in the labour market over the next few years. A construction company anticipates new jobs to emerge and skills requirements to change: "Technology and developments are moving so quickly and they're teaching kids in school about getting ready for jobs that don't exist yet. It's something that's completely unprecedented. I think we're all experiencing it and we're all trying to think how do we make sure that our workforce is ready for jobs in 5-10 years' time that we don't know will exist?"

To ensure that the skills system remains responsive and aligned with employer demand there is a clear need for ongoing, structured intelligence gathering to ensure that the skills system remains responsive and aligned with employer demand.

While the LSIP provides a robust snapshot of current challenges and priorities, employers emphasise that skills gaps, recruitment difficulties, and workforce requirements can shift quickly. Without regular monitoring, there is a risk that provision becomes outdated, leading to mismatches between training supply and labour market needs.

Continuous research is also essential to capture changes in employer response including approaches to recruitment, training investment and adoption of emerging technologies. Understanding changes in employer engagement with training providers, and the impact of measures to address barriers to workforce development can provide ongoing insights into how effectively the skills system is functioning. Iterative labour market analysis and data sharing will, therefore, be critical to ensuring that the GM LSIP functions as a living document that supports timely interventions.

# Sector Specific Priorities

## Construction

**C1:**

**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a shortage of mechanical and electrical engineers, both at degree level (Level 6) and among those with higher technical qualifications (Levels 4 and 5).

Current  
42, 432, 7112  
2122, 2123, 3112, 3113/99

Interviewees reported a labour shortage in mechanical and electrical engineering and discussed difficulties recruiting people with electrical and mechanical engineering qualifications at both degree (Level 6) and HTQ levels (Levels 4 and 5). Despite graduates coming out with great technical skills, these roles are difficult to recruit for due to the shortage. Degree-qualified electrical engineers were even described by one interviewee as 'impossible to find'. As a result of this lack of local talent, employers have recruited some staff using sponsorship visa schemes. Employers also mentioned a loss of skills through the retirement of experienced employees who have developed strong skillsets throughout their career as a mechanical or electrical engineer.

A generalised shortage of these people was discussed by interviewees and participants at roundtable discussions. Engineering was described by employers as 'the big problem', with one employer stating that "the main need for us at the minute is the engineering roles: electrical, mechanical." This, in combination with the fact that engineering makes up a high proportion of the construction industry, gives evidence for this as a priority. Furthermore, the QES job title analysis shows that engineers rank second in terms of demand and are among the top five hard-to-fill roles within the construction and property sector.

**C2:**

**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

Qualified electricians are in high demand and there is a labour shortage in this trade.

Current  
4321  
5241

Interviewees reported shortages of both domestic and commercial qualified electricians (Level 3). New Electrotechnical Assessment Specification (EAS) requirements - effective from 1 October 2026 - will mandate that electricians hold the correct Level 3 qualifications to legally carry out electrical work. These qualifications aim to raise industry standards and include low carbon skills essential to the net zero strategy, but their cost and time commitment were identified as barriers to completion.



Employers also highlighted that large projects such as Northern Powerhouse Rail may increase demand for electricians, worsening the shortage.

A lack of employer engagement with apprenticeships, driven by cost and time pressures, is reducing apprenticeship opportunities and shrinking the pipeline of new tradespeople. Interviewees stressed the need for more support and funding for training, as well as efforts to encourage women into the sector to widen the talent pool. Multiple employers described the shortage of qualified electricians as severe and likely to intensify due to the 1 October deadline, noting that electricians make up a significant share of the GM construction workforce. One employer emphasised the scale of the challenge, stating that electrical roles are “really, really challenging” to fill due to insufficient supply.

These findings align with the QES job title analysis, which identifies electricians as the hardest roles to recruit (alongside quantity surveyors) within the construction sector. Furthermore, the 2025 GM Construction Pipeline Analysis indicates a requirement for 9,600 electricians in 2026 to deliver planned construction projects across GM.

This issue is further compounded by the Government’s Clean Energy Jobs Plan<sup>[18]</sup>, which requires the number of electricians to more than double to meet net zero and sustainability goals. These ambitions align with GM’s wider strategy, including its target to deliver 10,000 energy efficient homes by 2030.

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| C3:<br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | The industry is facing a shortage of bricklayers. |  |
|                                                                           | Current                                           |  |
|                                                                           | 4120                                              |  |
|                                                                           | 5313                                              |  |

Employers reported a significant shortage of bricklayers. They noted that the requirement to work outdoors, often in challenging weather conditions, may make the role less appealing despite its strong earning potential. One construction interviewee described the situation by saying that “bricklayers are like gold dust”, thus highlighting the scale of the skills gap. This shortage reflects similar issues seen with electricians, where limited employer engagement with apprenticeships is contributing to a lack of qualified tradespeople, especially bricklayers.

Interviews consistently identified bricklaying as a critical shortage occupation. This priority is underscored by the fact that housing represents the largest segment of the Greater Manchester construction pipeline, with demand for bricklayers closely tied to housebuilding activity. In this regard, the 2025 GM Construction Pipeline Analysis estimates that 7,500 bricklayers will be required to complete planned GM construction projects in 2026.

Meeting housing targets will require addressing this shortage. Construction is essential to achieving the Greater Manchester Strategy, both in delivering new homes and progressing the Integrated Growth Pipeline. Any bottleneck in key construction trades - such as bricklaying - risks slowing down housing delivery across the region and UK-wide target of 300,000 homes per year.

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| C4:<br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | The sector is experiencing a significant shortage of qualified quantity surveyors. |  |
|                                                                           | Current                                                                            |  |
|                                                                           | 7490/2                                                                             |  |
|                                                                           | 2453                                                                               |  |

Interviewees reported persistent difficulties in recruiting quantity surveyors, a role that remains in exceptionally high demand. Among technical professions in construction, surveyors consistently rank as the most sought-after, requiring a university degree (Level 6) or specialist qualifications alongside professional accreditation. Employers also noted that starting salaries for quantity surveyors do not adequately reflect the level of skill involved. This longstanding demand has been evident for several years, with multiple employers emphasising both the shortage of candidates and the challenges in attracting suitable applicants.

The QES job title analysis reinforces this, identifying quantity surveyors as the most in-demand role within the construction and property sector. The analysis also identifies them as the hardest-to-fill role (tied with electricians), underscoring the importance of prioritising this occupation.



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| <b>C5:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | Roofers are currently in short supply and there is a labour shortage in this trade.<br>Current<br>4120, 4391<br>5314/01 |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

Employers reported significant challenges in recruiting roofers, citing both a low volume of applications and concerns about the quality of candidates. As one employer put it: “In terms of the volume of applications, there aren’t many, and the quality is also an issue,” reflecting widespread frustration across the sector. Interviewees highlighted persistent difficulties in attracting interest to roofer vacancies and emphasized the shortage as a key barrier to meeting industry needs.

Roofing is identified in the 2025 GM Construction Pipeline report as one of the most in demand roles within the exterior trades. The report estimates that 2,000 roofers will be needed to carry out the construction projects planned for GM in 2026.

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| <b>C6:</b><br><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is an increasing demand in BIM-related skills and roles and this is an area with a skills shortage.<br>Emerging<br>41, 42, 7111, 7112<br>2121, 2451, 2452, 3120 |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

There is an increase in demand for BIM-related skills in the construction sector, with more BIM-related roles being created, such as ‘BIM manager’, ‘BIM lead’ and ‘BIM modeller’. This demand is predicted to grow, with one employer stating that “this is one of the sectors that we’re definitely looking into increasing the numbers within the company.”

Employers emphasised the increasing demand for BIM-related skills, which they said should be reflected in the availability and contents of construction courses. There are construction courses in Levels 3 and 4, which include BIM within their curricula and the need for these courses will increase as demand for BIM-skills rises.

## Logistics

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| <b>L1:</b><br><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is a shortage of HGV Drivers, especially those of Class 1 with 3-5 years of experience.<br>Current<br>4941<br>8211 |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

Employers identified a shortage of HGV drivers, specifying that it is difficult to recruit Class 1 drivers. Experienced drivers, with 3-5 years of experience, were identified as being particularly difficult to recruit, despite strong interest in entry-level driving roles. Employers emphasised that this is a national issue and it is far from being resolved. Furthermore, employers mentioned that this issue is exacerbated by the lack of support and mentorship within the first few months of the role, often leading to poor retention.

This shortage was identified by several interviewees, including a national logistics company, emphasising the scale of this issue. This business mentioned: “We all know about the driver crisis and the government put so much stuff in place a few years ago, didn’t they, that sadly isn’t there anymore because I think they think it’s finished.”

The QES job title analysis identifies drivers as the second most in-demand role within the logistics and transport sector, emphasizing that employers are constantly recruiting for this role. At a Greater Manchester level, it is crucial that we address this shortage, with land transport making up almost a third of GM’s logistics workforce (BRES, 2023).





**L2:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a shortage of business development skills within the logistics sector.  
Emerging  
49, 52  
1241, 1242, 1243, 3556/02

Employers identified a skills gap in business development, discussing their struggle to recruit for business development managers but also a lack of this skill more generally. Business development within logistics was discussed as being a specialised skill itself, which is perhaps the reason for this gap in the sector. One interviewee suggested that the market for business development within logistics is 'too niche'.

**L3:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a shortage of customer service skills within the logistics sector.  
Emerging  
49, 52  
4143, 721, 722

Customer-service skills are increasingly in demand, for example for customer service advisor roles and positions within contact centres. In addition, employers emphasised that despite digitalisation, they are placing an emphasis on interpersonal skills. Employers noted that confidence and communication skills are key within these customer-facing roles. One employer emphasised that "the customer service role is what is the highest in demand at the moment."

## Health and Social Care

**HSC1:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a severe shortage of healthcare assistants.  
Current  
861, 87, 8810  
6135, 6136

According to interviewees, there is a lack of people wanting to become healthcare assistants (HCAs), especially for night-shift positions. This priority refers to those working in health, rather than porters, cleaners or any other facility-related roles. This has worsened since COVID, and agency work is much more appealing due to higher pay and increased flexibility. Whilst there are variations in local talent depending on the local borough within GM in question, interviewees mentioned a lack of applications and poor-quality applicants.

Due to a limited supply of UK labour, many positions have been filled using visa schemes. This creates challenges, particularly for SMEs, that cannot afford visa sponsorships. In addition to this, a further barrier, specifically within domiciliary care, is the cost and commitment of obtaining a driving licence. Roles within domiciliary care usually require staff to drive between visits. Due to the nature of the job, the cost and time involved with learning to drive has been identified as a barrier to entry for these roles. The expense of buying and keeping a car adds to this and can become 'problematic' according to one employer. Furthermore, the UK is still facing a significant backlog on driving tests due to the Covid-19 pandemic, creating further barriers to acquiring a licence.

Employers emphasised that the lack of UK resident's interest in HCA positions in order to fill the shortage sustainably must be addressed. This will significantly influence the Greater Manchester Integrated Care Partnership's (GM ICP) ability to improve the health and wellbeing through tackling health inequalities, preventing poor health, and improving life chances.

The shortage of HCAs was particularly prevalent in care companies operating in South Manchester, compared to Oldham in the north of GM where there is more local interest in HCA roles. One employer from Trafford highlighted this issue: "The worst challenge was our location is very hard. You cannot find local people who are willing to do care work."



Furthermore, care workers were identified in the QES job title analysis as being the most difficult role to recruit for within the health and social care sector, indicating a shortage in this occupation.

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| <b>HSC2:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There are not enough nurses to meet current demand.<br>Current<br>861, 87<br>223 |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

There is a shortage of nurses generally, with the hardest to fill roles being senior nursing positions. This is particularly prevalent in nursing homes, with most nurses being attracted into mainstream NHS roles. Agency work is also often more attractive than working for a nursing home due to the significant difference in salary and flexibility. One interviewee described the shortage as causing 'great concern' as an over-reliance on agency staff caused safeguarding issues within one nursing home.

Another employer from the sector said: "We know that there's not enough nurses out there for us to kind of recruit. There's a lot of competition." Moreover, nurses were identified as a hard to fill job role in the QES job title analysis. Therefore, this is an important priority within the health and social care sector.

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| <b>HSC3:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is a shortage of senior and managerial skills due to a lack of uptake of qualifications in Levels 3 and 4 for senior care workers, and Level 5 diplomas for care managers.<br>Current<br>861, 87, 8810<br>1232, 223, 6136 |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Within H&SC, Level 3 and 5 qualifications improve an individual's opportunities within the sector, opening doors for progression into more senior positions. Many employers stated that whilst they offer these courses to their workers free of charge, there is very low uptake. Employers explained that funding constraints meant that the salary increase for senior roles is not worth the extra responsibility and effort to take on new qualifications.

Multiple employers in both roundtable discussions and interviews highlighted a lack of incentive for employees to complete these Level 3 to 5 courses. One care home business voiced the hesitancy of their employees to pursue these higher-level qualifications, mentioning that "they would think, when am I applying meds or when I'm washing somebody's body, why am I stressing myself for that [qualification]?" Senior and managerial roles, such as home manager, were also identified as hard to fill roles, emphasising the demand for people with these qualifications.

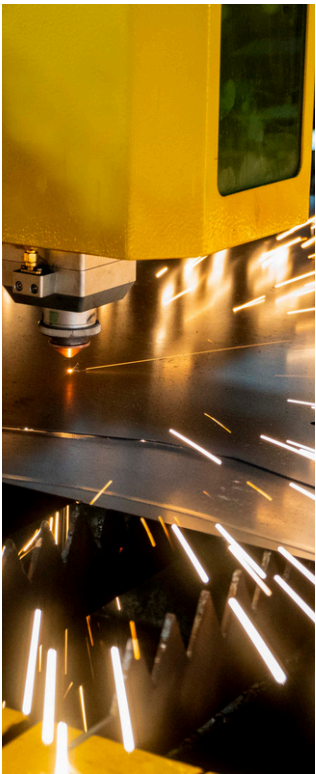
## Engineering and Manufacturing

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| <b>EM1:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is a shortage of advanced degree-level engineering skills (Level 6).<br>Current<br>10, 11, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33 and 71121<br>2122, 2123 and 2126 |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

There are not enough workers with degree-level qualifications in engineering (Level 6). There is also a shortage of engineers with mid-level work experience. The shortage of electrical and mechanical engineers is especially acute, though other types of engineers, like aerospace engineers, are also reported to be in shortage. Likewise, engineers for R&D positions are in short supply.

Employers believe that not enough UK learners are choosing to pursue engineering careers. An employer in the advanced manufacturing industry mentioned this point during the interviews: "It's outside of skills, but we just haven't got enough people going into these professions [electrical, mechanical and aerospace engineering]."

Several interviewees from the engineering and manufacturing sector mentioned a generalised shortage of these workers.



The QES job title analysis indicates that roles such as engineers, electrical engineers and mechanical engineers are cited by many employers as difficult to recruit. The shortage is contributing to rising wages, intensified competition, and the significant effort and expense involved in recruiting international workers through sponsored visas.

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| EM2:<br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a labour shortage in core manufacturing trades.<br>Current<br>10, 11, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 and 33<br>3112, 5211, 5213, 5223, 5241/02, 5246, 811, 812, and 814 |
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Within manufacturing, traditional metal, electrical and electronic trades have the greatest demand and also face severe shortages.

Production operatives: There is continuous demand for general production roles as they are needed across manufacturing sub-sectors.

Electronics and electrical technicians: Employers reported a shortage of electronics and electrical technicians for the assembly and repair of their products. Employers mainly look for candidates with college-level manufacturing qualifications (Level 3) and view apprenticeships favourably. PCB repair and maintenance was a sought-after skill. An employer from Wigan noted that finding technicians with PCB skills was quite difficulty: "So because we're a manufacturing company, what's difficult to find is specialised skills. I'll give you for example: in our business, we produce the populated PCB boards, printed circuit boards. It is putting the electronic resistors and capacitors on the boards. So we're struggling - we're going to start trying to find somebody, but I think we'll really struggle to find that specific skill."

There are concerns regarding the provision of apprenticeships in these areas. An employer from Tameside highlighted that there are no GM providers that deliver apprenticeships for repairing electronic devices.

Mechanical and maintenance fitters: Employers struggle to recruit experienced mechanical fitters. An employer based in Trafford mentioned that recruitment in this area became more difficult after COVID-19: "So, the mechanical fitters and experience and skills within that area. We had a real struggle over the last couple of years since coming out of lockdown, in actually trying to recruit in that area because our orders went up and we needed more staff and trying to find people with experience was really tricky."

Welders and metal fabricators: Reports indicate that welders and metal fabricators remain in shortage in GM. A widely cited skills gap is in welding proficiency.

Multiskilled 'Electromechanical technicians': Employers identified a lack of technicians with the combined skillset to work across mechanical and electrical components. Whilst these technicians are not expected to be experts in both fields, employers expressed that view that technicians should be adaptable, proficient in different areas, have hands-on experience and possess a working understanding of each field.

Nearly all interviewees from the manufacturing sector reported recruitment difficulties and skills gaps in this field. The QES job title analysis identifies welder as the role most frequently cited as hard to recruit among the engineering and manufacturing respondents. Production operatives, electronics/ electrical technicians and mechanical fitters are also identified as hard to fill.

There are concerns around an ageing workforce and the difficulty of backfilling these roles when people retire. Employers expect these gaps to continue for the next few years. Persistent shortages in mechanical, electrical and multiskilled engineering roles are a constraint to innovation and business growth and, in turn, limiting opportunities for productivity growth. There is, therefore, only a faint hope of addressing the already existing 47,000 vacancies created by the EU exit (Skills England, 2025).

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|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| EM3:<br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a shortage of trade skills needed to support advanced manufacturing.<br>Emerging<br>20, 26, 27, 28, 29 and 30<br>3113, 5221 and 5241/02 |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

There is an increasing need for advanced manufacturing tradespeople, such as robotics technicians, mechatronics technicians and multiskilled technicians with experience in work of the intersection of mechanical, electrical and computer-based technologies. Demand for CNC machinists is high, while demand for robotics and mechatronics technicians is moderate now but expected to grow over a short period of time. This was highlighted in a roundtable with advanced manufacturing and graphene businesses.

These technicians are crucial for boosting advanced manufacturing industries, as they install, maintain and operate advanced machinery, new equipment and technology. These occupations are fundamental for the further development of the Atom Valley Mayoral Development Zone (AVMDZ). Advanced manufacturing is also a core sector in both the UK Industrial Strategy and GMS and underpins other Industrial Strategy sector priorities such as defence and green technologies.

## Digital and Technology

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|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>DT1:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is a shortage of cybersecurity professionals.<br>Current<br>6201, 6202, 6203 and 6209<br>2135 and 1136 |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|

Businesses both within and outside the technology sector struggle to recruit cybersecurity professionals. Staff with cyber skills are hard to find and expensive to hire. The evidence gathered shows that there is both a labour shortage of cybersecurity professionals and a skills deficit in cybersecurity amongst existing IT staff.

All interviewees with technology functions reported a demand, often acute, for cybersecurity skills. Further, the increasing use of AI is driving a need for more advanced cybersecurity. Employers report that clients are increasingly asking for cybersecurity services and the adoption of AI presents the need to protect against new risks. Cybersecurity is a priority area for Manchester, with DiSH (Greater Manchester Digital Security Hub) acting as a hub for large employers to co-ordinate training and career development.

Cyber was mentioned not only by high-tech companies but also by an IT service provider for SMEs. They reported that interest in the field from SMEs was growing. As an industry, ‘cyber’ is quickly evolving, requiring frequent upskilling. Some employers are willing to train junior staff with no experience in cyber but there remains a demand for mid-level and senior cybersecurity staff. Other employers felt that they would be unable to afford to pay market rates for the skills. “As soon as we put them through training for cybersecurity, they go from being a £40k employee to a £70k employee,” said one IT services SME. There remains a demand for mid-level and senior cybersecurity staff.

The GMS positions cybersecurity as a foundational pillar for the digital sector and central to advancements in AI and data. Likewise, the UK Industrial Strategy prioritises cyber security as central to the UK’s ambitions in AI and quantum computing. Moreover, cyber is positioned as a strategic capability essential for the UK’s national security and economic resilience.

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| <b>DT2:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is a shortage of data skills.<br>Current<br>6311<br>2133/03, 3544, 2132/01 and 2132/02 |
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There is a rising need for data-related roles at all levels. High-tech employers seek data engineers with experience of building pipelines; recruiters report this role as being in shortage. Many smaller firms seek data analysts and better data literacy for existing staff.





As technology adoption provides greater quantities of data, employers want the skills to leverage that into benefits for their organisation. Roles such as data product owner, data analyst and data engineer were reported as being in demand. Data skills were also mentioned as being relevant for green energy projects, for monitoring sustainability and in the life sciences sector. "I think data product owner and data product managers are absolutely flying at the moment. Companies are building new sort of data product teams to be able to manage data better," said one recruiter in the tech sector.

Being able to interpret and communicate data was mentioned as needing to complement technical skills. Some firms are undergoing digitalisation of factories and warehouses which is creating a need for more data analysis and visualisation skills either in dedicated roles or among their existing workforce. Employers in the creative industries report an increasing need to monitor and evaluate effectiveness of their work using data.

AI and data are a GMS priority.

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|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>DT3:</b><br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a shortage of skills in cloud computing e.g. AWS.<br>Current<br>202, 6203 and 6209<br>2133 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

Many organisations are in the process of transforming their systems to be integrated into the cloud. The highest demand from employers is for specialists with cloud computing certifications e.g. AWS. Large employers are upskilling existing staff but recruiters still report that there is a demand for new entrants. A leading tech employer said: "There's a greater need to migrate everything to cloud. And I feel like that was probably the biggest topic in tech until AI came along. For us, that is still the biggest topic, at least in terms of the work we have and work we need to do."

Non-specialist software engineers and IT professionals are also expected to have some knowledge of cloud and non-technical roles are increasingly expected to have awareness.

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| <b>DT4:</b><br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a shortage in AI and ML engineering skills.<br>Emerging<br>6201<br>2134/99 |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

As employers increasingly adopt AI within their businesses, demand for AI engineers is rising - particularly among large organisations where technological functions play a central role. Employers are looking for strong technical skills and hands-on experience building pipelines in Python, alongside communication skills and the ability to operate effectively in commercial environments. Interviewees described AI engineering as a small but rapidly growing specialism that has expanded quickly over the past few years. One large firm reported plans to both recruit externally and upskill existing technology staff, while recruiters noted that these roles can be difficult to fill. Much of the current AI expertise originates in academia, which employers find does not always translate easily into commercial settings.

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| <b>DT5:</b><br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | Software engineering continues to be a key skill in this sector.<br>Current<br>6201<br>2134/02 and 2134/03 |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

The ongoing digitalisation of businesses means that software engineers continue to be in demand. LSIP survey respondents reported hiring for both back-end and front-end developers. Tech businesses themselves are a significant sector across Greater Manchester with a focus on Manchester itself, but interviewees beyond the tech sector e.g. financial services, construction and creative industries all reported a need for developers as their sectors digitalise. Interviewees noted that the emergence of AI had changed the role of a developer but had not replaced them.

The QES job title analysis shows that software developers have the fourth highest demand within the digital and technology sector, indicating strong employer demand for this role. The analysis also identifies software engineers and software consultants among the job titles in demand.



**DT6:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

IT Technicians continue to be in demand with signs this will increase in future.  
Emerging  
6202, 6203 and 6209  
2132/08 and 3132

IT Technicians continue to be in demand. There is a good pipeline of applicants for entry-level roles but support is needed to ensure development into mid-level and management roles. The rise in digitalisation in all sectors means a wide and increasing range of employers require IT support. Employers reported taking on junior staff as apprentices and providing in-house training, but mid-level and senior staff were expected to already have qualifications at Level 3 or above. Qualifications in specific technologies e.g. Microsoft are required, with project management certifications also being desirable.

The QES job title analysis aligns with these results, showing that IT support technicians are the third most in-demand roles while also being the most difficult to recruit within the digital and technology sector. This analysis indicates that employers recruit for IT technicians at a range of experience levels, from 1st line support to 3rd line support.

## Creative and Media

**CM1:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a shortage of new AI skills in the creative sector.  
Current  
731, 741, 59, 6201 and 6202  
2432/02, 3554, 2142, 3416/03 and 2141

Generative AI is being rapidly adopted in the creative industries and is changing the nature of work. Designers are expected to integrate AI and digital techniques; traditional artworker roles are rarer. Writing-heavy roles, e.g. in PR, are still human-driven but leverage AI responsibly in workflows. Video post-production and web design and development roles already use AI frequently.

Almost all employers interviewed in this sector mentioned that AI would have a large impact and that upskilling would be needed. Interviewees varied in the extent to which they already used it but most predicted that this would increase in the future. Interviewees mentioned that upskilling was currently done ad-hoc via short courses or self-taught. Beyond technical skills, several interviewees specifically singled out AI ethics and responsible usage as being particularly important in this sector.

**CM2:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There are shortages in technical skills for live performance and an inefficient use of existing skills.  
Current

The fragmented and fluctuating nature of the live performance sector makes it challenging to develop and share talent. GM has a large and complex performing arts sector including TV and film, theatre, music concerts and live events. This creates demand for roles including music, lighting and sound technicians, hair and make-up and trades such as carpenters. However, most work in this area is in the form of temporary projects and freelancing, with unstructured entry routes or training. Many people are unaware of these opportunities or are deterred by job precarity.

Employers in the TV/film and in the live music sectors mentioned this issue and expressed support for a more structured way of workforce planning and a more joined-up approach between different employers. They mentioned a need for skills that overlap with other sectors e.g. hair/makeup, construction trades, social media marketing, that probably already exist in GM but are not being leveraged. "Building a set for a theatre is not too dissimilar to building a set for a TV production," said one interviewee in the sector.



"When production levels dip in our screen sector and our freelance crew and workforce are out of work in the screen sector, sometimes we just don't do enough then to get them into work in the theatre sector and the live music sector, for instance."

Some roles e.g. music technicians have insufficient training provision in GM. Existing courses focus on studio production rather than music technician training.

The UK Industrial Strategy and GMS both identify creative sector as a growth priority with huge potential for exports. GM has critical assets such as MediaCity, Factory International and the Sharp Project. Skills shortages in technical production roles risk constraining growth and inward investment opportunities.

|                                                                                   |                                                                                                             |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>CM3:</b><br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a demand for new skills in digital marketing.<br>Emerging<br>7021, 731 and 741<br>3554 and 2432/02 |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Modern marketing campaigns cover many different channels. Employers increasingly favour a social-first approach to marketing, requiring skills in social media, digital analytics and motion and interactive design. Even small employers expect designers or marketers to have many of these skills and to keep upskilling in new developments.

Recruiters reported that the breadth of skills needed for marketing had increased. Staff already in post report needing to upskill. New types of roles are being recruited such as social content creator and influencer talent manager. "Once upon a time," said one SME, "marketing had about three specialisms, but with the onset of digital, you've now got so many specialisms were under the umbrella of digital marketing. And I think for a small agency like us, finding somebody who's multi-skilled is a challenge."

The QES job title analysis identifies a range of marketing positions as in demand within the creative and media sector, such as marketing managers, marketing professionals, marketing executives, marketing assistants and social media managers. While these roles are not exclusively digital marketing positions, they suggest an increase in demand for digital marketing skills. This is because these skills are now used across most marketing roles, not just in dedicated digital marketing jobs.

|                                                                                   |                                                                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>CM4:</b><br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a shortage in augmented reality and virtual reality skills which may intensify in the future.<br>Emerging<br>741<br>3429 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

The northwest is second behind London and the southeast in usage of AR/VR. Limited expertise exists in GM currently, meaning roles are hard to fill when they arise.

Recruiters with nationwide experience note that GM lags behind London in this area despite GM otherwise having quite a competitive creative sector. At present the number of roles is relatively small but applications of the technology are being developed for healthcare, engineering and training and education, meaning there will be an increasing need for these skills in future.

## Hospitality

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|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>H1:</b><br>Time Horizon Category:<br>Related SIC Codes:<br>Related SOC Codes: | There is a labour shortage of chefs across a wide variety of settings.<br>Emerging<br>55, 56 and 87<br>5434 |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Employers across a wide range of businesses reported that chef roles are difficult to fill. This challenge was noted by Highstreet hospitality employers in outer GM as well as by hotel operators in central Manchester, suggesting that the issue is industrywide.



Organisations outside the hospitality sector but with inhouse catering—such as those in education, health and social care, and engineering—also reported recruitment difficulties. Although applicants often hold strong technical qualifications, pay is frequently a deterrent, with staff moving jobs for higher wages. Midlevel positions, such as commis chefs and chef de partie roles, were identified as the hardest to recruit.

Findings from the QES job title analysis indicate that chef roles are the second most in-demand but the most difficult to recruit within the hospitality sector. The analysis also shows that kitchen assistants are in demand.

|                                                                                                       |                                                                                                                              |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>H2:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | Development and retention of mid-level staff is a challenge.<br>Emerging<br>55, 56 and 93<br>1221, 6240, 1222, 9261 and 1224 |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

It is easy to fill junior roles, but staff do not stay to progress. Conversely, direct applicants for mid-level roles have not built-up sufficient experience. This was mentioned independently by the hotel and leisure/sports sectors. Hospitality is often seen as a temporary job at the junior level. There are training opportunities offered e.g. specialist health/sport qualifications in leisure (Levels 2 to 4), supervisory roles in hotelling (Level 3), but employers report that not many junior staff are interested. "We don't actually have many people coming in at entry-level roles who want to actually stay in hospitality or have seen it as a career choice at that point. And I think that is a UK-ism as such," said an interviewee from a prestige hotel group. "It's definitely not the same in Europe. Our ownership group owns a hotel in Rome. I've spent seven or eight months there. It's a full-on career for them. They will happily be able to take people from other industries into a hotel."

## Financial, Business and Professional Services

|                                                                                                          |                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FBPS1:</b><br><b>Time Horizon Category:</b><br><b>Related SIC Codes:</b><br><b>Related SOC Codes:</b> | There is a shortage of qualified solicitors, especially in some legal specialisations.<br>Current<br>69102<br>2412, 2412/01, 2412/04 and 2412/98 |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

There is a shortage of qualified solicitors who already hold the full Solicitors qualifying examination (SQE). There seems to be enough supply of law graduates, but they cannot provide legal advice, represent clients and practice the same way as fully qualified solicitors. Employers can upskill law graduates to qualified solicitors, but it has a high cost, and the process takes at least two years. For this reason, employers require solicitors who have completed the SQE route and are fully qualified.

The shortages of solicitors are more significant in property, wills and probate, corporate, and commercial. Employers struggle to find qualified solicitors with a few years of experience in these specialisations. One employer from Wigan mentioned that wills and probate solicitor roles were "extremely difficult to fill", which emphasises the severity of the problem in that specialisation. Another employer highlighted that property, and wills and probate roles took many months to fill: "When I joined, which was January 2025, they had two particular job roles on for solicitor: one in 'Commercial property', one in 'Wills and probate'. They had those on for between six months and when I joined, between six months and twelve months, we have just filled them this year. So over 12 months." The QES job title analysis supports these findings, as it identifies solicitors as in high demand and hard to fill. Wills and probate solicitors are cited as particularly hard to recruit.

The defunding of Level 7 apprenticeships is affecting law firms, as apprenticeships are a way for employers to train law graduates to become qualified solicitors. From 2026, this funding was restricted to 16–21-year-olds for new starters. Employers expect the defunding of Level 7 apprenticeships to aggravate the shortage of solicitors.



**FBPS2:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a shortage of B2B business development and sales skills.  
Emerging  
691, 692 and 702  
3552 and 3556/02

There is a shortage of skilled business development and salespeople. There are difficulties filling sales and related roles across industries as these roles usually require a combination of soft and technical skills. Employers typically look for workers with sales, negotiation and client relationship skills as well as industry-specific technical knowledge. Qualifications are not a major problem; the gap is more related to experience and skills.

This gap was mentioned by many interviewees not only in the FBPS sector but in other sectors as well. The QES job title analysis showcases that employers struggle to recruit sales-related roles, including sales representatives, sales managers, sales consultants and business development managers.

**FBPS3:**  
**Time Horizon Category:**  
**Related SIC Codes:**  
**Related SOC Codes:**

There is a shortage of experienced accountancy and finance professionals.  
Emerging  
692  
1131 and 2421

Employers reported a shortage of experienced accountancy and finance professionals, including chartered accountants, finance managers and other finance staff. Accountancy firms, in particular, face difficulties recruiting senior chartered accountants just below manager level, while organisations across various sectors struggle to fill inhouse roles such as finance managers and finance controllers. Although chartered status is not always required for these internal positions, qualifications such as AAT, ACCA and ICAEW (Levels 4 to 7) are widely viewed as desirable.

This shortage is further supported by the QES job title analysis, which shows that accountants, finance managers and finance controllers are in demand. Furthermore, the analysis identifies accountants as the hardest-to-fill roles within the financial and professional services sector.

In response to these challenges, some accountancy firms have turned to overseas contractors to cover vacancies. Given that Greater Manchester is a major hub for financial, business and professional services - and continues to attract investment from across the UK and internationally - strengthening the talent pipeline is critical to maintaining the region's competitiveness and appeal to investors.



## 2. Agreed Changes

This section outlines what changes to the skills landscape would help to address the priorities outlined in the previous section. They are split into two sections matching the priorities as Overarching and Sector-specific.

The agreed changes set out in this section are a direct response to the skills priorities identified in Section 1. Each change maps to one or more of the overarching or sector-specific priorities identified through employer engagement, and is designed to produce a specific, measurable improvement in how the GM skills system meets employer demand. The line of sight from skills need to required change to intended outcome is made explicit throughout: where Section 1 identifies what employers need, Section 2 sets out what must change to meet that need, and Annex B sets out the specific, time-bound activities through which change will be delivered and measured. The changes presented in this section are high-level and do not provide detailed information on delivery and implementation. Annex B develops this information into concrete actions and activities with lead organisations, delivery partners, timescales, expected outputs and monitoring indicators.

### Overarching Priority Changes

#### Overarching Priority 1:

Increase employer engagement with the skills system and training uptake.

Enhance collaboration between education providers and employers to better align provision with industry requirements. This could be achieved through increasing the number of employers involved in existing skills advisory panels already established by education and training providers.

Improve awareness of available training provision and facilitate businesses' navigation of the skills system. Promote the GM Skills Map to employers as a single, accessible directory of courses and training opportunities.

Improve awareness of and advocate the use of the Skills and Growth Levy and levy transfer schemes. One approach would be to launch an online campaign targeting employers, involving social media.

Implement flexible delivery models to address time and access barriers, for example, hybrid delivery, evening/shift friendly timetables and bit-sized modules.

Amplify communication around the value and impact of staff training on productivity and business performance. This initiative could be supported through a marketing campaign via social media highlighting the benefits for employers of various forms of training.

Support existing skills referral services that help employers find adequate training, apprenticeships and placements. Put a scheme in place to consistently signpost employers to these services.

Encourage further uptake of work-based learning opportunities such as placements, internships and apprenticeships. This aligns with the GMS' commitment to ensuring that every young person who needs a 45-day work placement has guaranteed access to one.

#### Overarching Priority 2:

Enhance careers education, information, advice and guidance (CEIAG).

Increase employer involvement in CEIAG with secondary schools, FE colleges and HE institutions ensuring that learners are exposed to the full range of roles within key sectors.

Encourage employers to engage directly with learners through talks, site visits and industry projects organised alongside education providers. This may also involve promoting engagement with the MBacc, including targeted support for the GM Careers Community of Practice to strengthen CEIAG for young people.

Equip careers advisors with relevant and up-to-date labour market insights to ensure that guidance reflects current and future job opportunities and also roles with declining demand.

Collaborate with key stakeholders to create shared resources for career advice which operates across colleges.

Ensure that apprenticeships and technical routes are consistently presented alongside academic options, including clear information on progression and earnings.

Build on existing initiatives to deliver employer talks at secondary schools, FE colleges and HE institutions featuring successful women to encourage women into STEM roles.

Embed CEIAG at earlier stages to allow learners to make more informed subject and pathway choices.

Develop progression maps for careers within the existing 7 gateways in the MBacc, as well as IS8+2. One of the MBacc's main aims is to provide clear 'line of sight' from education into employment by improving awareness of career options and progression routes from an early stage.

#### Overarching Priority 3:

Strengthen leadership and management capabilities across the workforce.

Increase awareness and uptake of available leadership and management training courses. One way to increase awareness of existing training provision is through the promotion of the GM Skills Map.

Expand access to leadership and management apprenticeships, ensuring that funding is particularly accessible to SMEs. Prioritise funding for Level 3 Team Leader, Level 4 Lead Practitioner in Adult Care, Level 5 Operations Manager and Level 6 Chartered manager apprenticeships.

Improve the relevance and flexibility of provision to ensure it is less generic and better aligned with the specific needs of businesses in different sectors.

Encourage more formal workforce planning and development to ensure structured progression into management roles. Workforce planning toolkits should be created and distributed among GM employers to support this initiative.

Promote mentoring and peer-learning schemes to support the development of new and emerging managers. This could be achieved through workshops aimed at assisting employers implement peer-mentoring schemes.

#### Overarching Priority 4:

Strengthen digital skills provision for all sectors and occupational levels.

Enhance digital skills provision so that courses and curricula reflect the modern digital reality and provide concrete digital skills within the context of different sectors.

Embed baseline digital skills as a core employability requirement across all learning pathways.

Signpost employers to existing AI Skills Hub training under AI Skills Boost scheme.

Encourage increased adoption of new AI apprenticeship units to enable more organisations to get acquainted with using AI in a responsible and ethical manner.

Expand access to training in data and emerging technologies such as data engineering, cloud computing and AI to support workforce upskilling.

GM's MBacc could support the delivery of this priority by providing digital and technology pathways within education, improving digital literacy and progression into roles in AI, cyber and data.

Overarching Priority 5:

Address shortages in mechanical and electrical engineering at both degree (Level 6) and higher technical qualification (HTQ) levels (4 and 5).

Increase learner progression into higher technical qualifications (Levels 4 and 5) and degrees (Level 6).

Strengthen initiatives and campaigns to raise aspirations amongst young people to pursue careers in engineering. A core component of this initiative is increasing employer visibility and participation in CEIAG activities such as careers fairs and workplace safaris.

Promote diversity in engineering careers by encouraging participation from underrepresented groups. Employer talks featuring successful women in STEM roles would help attract more female students into engineering.

Expand industry exposure through work placement opportunities to build awareness of progression pathways and the breadth of roles available in engineering.

GM's MBacc could support the delivery of this priority by providing attractive entry routes and progression pathways into engineering through specialist technical and vocational qualifications.

Overarching Priority 6:

Continued tracking of emerging skills requirements from employers and other sources of labour market information.

Maintain continuous engagement with employers to capture evolving needs and priorities. Keep conducting roundtable discussions and one-to-one interviews with employers from LSIP priority sectors.

Develop regular outputs and publications about skills needs, employment demand and training gaps to inform training and education providers and other stakeholders across the skills system.

By creating a structured mechanism for employer input, progress on the MBacc will support the delivery of this priority.

Introduce a 'You said, we did' report to illustrate how employer feedback is shaping skills provision and system change. This report would be aimed at employers to show how their input is influencing training provision.

Hold regular discussions with education and training providers to ensure that LSIP outputs are consistently used to inform provision and to understand their implementation challenges.

## Sector Specific Changes

### Construction

C1

There is a shortage of mechanical and electrical engineers, both at degree level (Level 6) and among those with higher technical qualifications (Levels 4 and 5).

To retain the skillsets being lost through retirement, a mentorship scheme would facilitate the passing of skillsets from experienced workers to those less experienced. Schemes such as this should be encouraged through workshops.

Mechanical and electrical engineering is a heavily male-dominated role. Encouraging women and girls to pursue careers in these fields could widen the availability of talent within GM. This could be done through empowering talks at educational institutions by successful women.

The North-West Construction Technical Excellence College (CTEC) offers construction qualifications at Levels 2 to 5, providing progression pathways into Level 6.

C2

Qualified electricians are in high demand and there is a labour shortage in this trade.

Improve access to Level 3 NVQ courses to align with the EAS requirements, alleviate cost barrier for employers and encourage them to ensure their workers are fully qualified. In addition, SMEs that may struggle to commit sufficient time should be encouraged to take on electrician apprentices through shared apprenticeship schemes such as the PlanBee Scheme.

Women make up only 3% of the electrical workforce in the UK, highlighting a significant opportunity to widen the talent pool by promoting electrician careers to women. One employer reported that showcasing female electricians at careers events and on social media helped them achieve the highest proportion of women in trade roles in the company’s history, demonstrating the impact of targeted promotion. This type of activity could be implemented across GM at various CEIAG events.

The Greater Manchester Electrotechnical Training and Careers Alliance (ETCA) focuses on offering the qualifications required to become fully qualified electrician (Level 3). These courses will potentially help to address the shortage of electricians.

C3

The industry is facing a shortage of bricklayers.

Similarly to the changes for the shortage of electricians, improvements should be made to increase employer engagement with apprenticeship schemes such as the PlanBee scheme. This should be done through outreach to SMEs.

Promote bricklaying as a viable career option, particularly for those interested in vocational careers and/or lacking qualifications at GCSE or A levels. This promotion could be carried out through employer engagement with CEIAG activities and employer talks at educational institutions.

C4

The sector is experiencing a significant shortage of qualified quantity surveyors

Quantity surveying is not widely available as a course across GM, both in terms of university offerings and colleges. Increasing the access to and uptake of quantity surveying courses across GM could increase the number of people pursuing QS and form a talent pipeline for the industry.

C5

Roofers are currently in short supply and there is a labour shortage in this trade.

Employers should improve engagement with CEIAG activities to promote roofing as a career. This could highlight earnings potential and roofing’s role in energy efficiency and meeting net zero requirements, attracting more young people to pursue roofing qualifications at Levels 2 and 3.

Improving shared apprenticeship schemes through outreach to SMEs could also improve accessibility to roofing apprenticeships.

C6

Roofers are currently in short supply and there is a labour shortage in this trade.

BIM is becoming an increasingly important skills across many construction jobs. Modules teaching BIM competency should be implemented consistently in construction courses across GM from Level 4 to Level 7.



# Logistics

**L1**

There is a shortage of HGV Drivers, especially those of Class 1 with 3-5 years of experience.

As employers mentioned a lack of support for new drivers and low retention amongst these individuals, a mentorship scheme could mitigate this issue. This mentorship scheme could involve experienced drivers accompanying new drivers within the first 3-6 months on the job to provide support and ensure a smooth transition into the role. This could improve retention rates amongst new drivers.

**L2**

There is a shortage of business development skills within the logistics sector.

Employers could be encouraged invest in in-house business development training. Encouraging increased uptake of CPD courses related to business development skills would support internal skills improvements.

**L3**

There is a shortage of customer service skills within the logistics sector

Embed customer service skills within current logistics courses. Training providers should liaise with employers to ensure that courses include the necessary customer service skills involved in the day-to-day roles within logistics, especially for customer-facing roles. This will ensure that learners acquire customer service skills that are specific to the sector.

# Health and Social Care

**HSC1**

There is a severe shortage of healthcare assistants.

Many employers spoke about the negative perception of careers in care. To mitigate this, HCA roles should be emphasised as a career route with opportunities for progression, especially for those without qualifications. As HCA positions often do not require any specific qualifications, this could be a good route for those lacking GCSEs or NEET. This career could be promoted through increased employer engagement with CEIAG activities, such as careers fairs.

**HSC2**

There are not enough nurses to meet current demand.

The shortage of nurses, particularly within social care settings, reflects ongoing structural workforce challenges rather than mere skills gaps. Although training provision and progress pathways remain important, improving retention and avoiding competition within the sector can help in easing some of the gaps. Encouraging degree apprenticeship routes could improve the pipeline for nursing and ease future skills gaps.

**HSC3**

There is a shortage of senior and managerial skills due to a lack of uptake of qualifications in Levels 3 and 4 for senior care workers, and Level 5 diplomas for care managers.

Improve the access to and uptake of H&SC Level 3 to 5 qualifications. This could be done through improved workforce planning and the use of toolkits, as well as encouraging mentorship schemes to promote internal progression in the sector.

# Engineering and Manufacturing

## EM1

There is a shortage of advanced degree-level engineering skills (Level 6).

HEIs and FE colleges should maintain their electrical and mechanical engineering qualifications at Levels 4 to 6 and encourage learner uptake.

Strengthen employer engagement with schools and colleges to promote engineering careers and raise awareness of both entry routes and the wide range of roles within engineering and manufacturing. Central to this is increasing the number of employers participating in CEIAG activities, such as careers fairs, workplace safaris and employer talks.

Employers should also be encouraged to expand T-level placements, adopt higher and degree apprenticeships (Levels 4-6), and develop graduate programmes to accelerate the upskilling of early-career engineers and address mid-level experience gaps.

## EM2

There is a labour shortage in core manufacturing trades.

Shortages across core manufacturing trades reflect gaps in apprenticeship provision, particularly in specialist areas such as electronics repair, alongside ongoing challenges in practical skills development, workforce progression and long-standing issues around the attractiveness of the sector.

Expanding MBacc pathways will provide clear entry routes into engineering careers and help nurture the future talent pipeline and allow more learners to progress into advanced manufacturing trades.

Expand and strengthen apprenticeship and technical provision at Levels 2 and 3 to better cover assembly, repair and PCB maintenance. Courses should have enhanced focus on developing practical skills and work-readiness.

FE provision in core manufacturing trades such as mechanical fitting and welding should be sustained and, where needed, access to industry standard equipment and workshop-based learning environments enhanced. Alongside, new pathways could be created to build electromechanical capability to allow learners to progress into multi-skilled technician roles.

Encourage women into manufacturing trades as a way to increase the supply of workers. Employer talks at educational institutions featuring successful women could be an avenue to attract more women to STEM roles.

## EM3

There is a shortage of trade skills needed to support advanced manufacturing.

There is a need to increase uptake of CNC machining and precision engineering provision (Level 3) and specialist provision mechatronics and automation (Levels 3-5), while establishing clear pathways to upskill the existing workforce from Levels 2-3 to HTQs.

Campaigns to improve awareness and attractiveness of advanced manufacturing careers and correct outdated perceptions of engineering and manufacturing as lower skilled work could attract more people to advanced manufacturing careers. Increased employer participation in these campaigns would help debunk such stereotypes.

# Digital and Technology

DT1

There is a shortage of cybersecurity professionals.

Manchester already has good-quality provision in its FE and HE sector and a framework for supporting employers in the form the Digital Security Hub (DiSH). Actions to improve CEIAG will bring these together to encourage uptake of existing provision for FE training in cybersecurity (Level 4-5), especially by women.

Actions to provide mentoring workshops and workforce planning tools will be introduced to support employers in upskilling into mid- and senior-level roles.

DT2

There is a shortage of data skills.

GM has good HE provisions for high-level data engineers but many leave GM. HE institutions and employers should work to incorporate more commercial experience into courses.

FE, HE and ITPs should embed data analysis in sector-specific courses to reflect industry practice.

DT3

There is a shortage of skills in cloud computing e.g. AWS.

Ensure digital qualifications at all levels include reference to cloud technologies.

Work with providers to make cloud computing training available to smaller employers by engaging with industry e.g. AWS and identifying SMEs that are going through cloud computing implementations.

DT4

There is a shortage in AI and ML engineering skills.

GM has high-level HE in this area. HE institutions and employers should work to incorporate more commercial experience into courses.

GMCC, LAs and GMCA will track the labour market in this rapidly changing field.

The GM Institute of Technology (IOT) will offer HTQs (Levels 4 and 5) in computing and digital technologies and provide progression pathways to Level 6. This will help ensure the continued supply of IT professionals.

DT5

Software engineering continues to be a key skill in this sector.

Continue provision of software development courses.

Strengthen employer input into course content to make sure the use of new practices such as AI coding tools is reflective of new industry practices.

DT6

IT Technicians continue to be in demand with signs this will increase in future.

FE colleges will encourage increased uptake of existing provision for FE training in IT support (Level 2-3), which is the best preparation for entry-level roles.

GMCC, LAs and GMCA will track the labour market to identify any future increase.

GMCC will provide relevant workforce development support to SMEs to enable planning for changes.

# Creative and Media

CM1

There is a shortage of new AI skills in the creative sector.

Training providers should ensure creative and media qualifications reflect current and responsible use of AI by liaising with employers to understand the current use of AI within the sector. Compare this with current provision and identifying any gaps.

GMCC and GMCA should signpost employers to the AI Skills Hub and monitor engagement.

CM2

There are shortages in technical skills for live performance and an inefficient use of existing skills.

Working with employers, training providers should extend provision of courses aimed at training theatre and live performance technicians.

GMCA should consult with freelancers and set up a mechanism for discussing stability and progression concerns.

GMCA should facilitate discussions between different parts of the sector about workforce planning. The Creative Places Growth Fund should be leveraged to support these aims.

CM3

There is a demand for new skills in digital marketing.

GMCC and GMCA will support signpost employers to training offers to upskill their existing workforce.

Strengthen employer input into curriculum planning by increasing the number and breadth of employers involved in existing skills advisory panels.

CM4

There is a shortage in augmented reality and virtual reality skills which may intensify in the future.

GMCC and GMCA will advise training providers and colleges on the adoption of this emerging technology over the next 3 years.

Training providers will continue to engage with industry e.g. through the Centre for Digital Innovation (CDI).

## Hospitality

H1

There is a labour shortage of chefs across a wide variety of settings.

Training providers should continue the provision of culinary skills and professional cookery qualifications (Levels 2 and 3) to ensure the steady supply of chefs into the labour market.

H2

Development and retention of mid-level staff is a challenge

GMCC will work with industry networks to provide relevant workforce development support, offering training and development to improve retention.

Actions to improve CEIAG and promotion of the GM skills map will better promote opportunities available in mid-level and senior roles so that junior roles are seen as the start of a career pathway.

# Finance, Business and Professional Services

**FBPS1**

There is a shortage of qualified solicitors, especially in some legal specialisations.

Addressing shortages of solicitors requires strengthening the pathway from law graduate to qualified solicitor by expanding support for the Solicitors Qualifying Examination (SQE) and increasing qualifying work experience (QWE) opportunities. To offset the impact of defunding Level 7 apprenticeships, employers, particularly smaller firms, should be supported to expand QWE placements.

The provision of CPD training in shortage areas such as property, probate, and corporate law should be expanded.

**FBPS2**

There is a shortage of B2B business development and sales skills.

Shortages in sales and business development can be addressed through stronger work-based learning, including internal training, shadowing, sector-specific programmes, and CPD courses.

**FBPS2**

There is a shortage of experienced accountancy and finance professionals.

Continue the provision of accountancy-related qualifications as employers see them as desirable. Ensure provision at Levels 4 to 5 to provide progression pathways into Levels 6 and 7. Employers should strengthen work-based learning and create progression pathways from entry-level to qualified roles, particularly supporting attainment of AAT, ACCA and ICAEW qualifications.



# Annex A SIC/SOC Mapping

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This annex presents the mapping of priorities to Standard Industrial Classification (SIC) codes and Standard Occupational Classification (SOC) codes. The annex is divided into nine sections. It begins with the mapping of the overarching priorities, followed by sector-specific sections covering construction, logistics, health and social care, engineering and manufacturing, digital and technology, creative and media, hospitality and financial, business and professional services.

The overarching priorities section consists of a table matching priorities with job titles and related SOC codes. Notably, only a partial mapping of SOC codes is shown, as some priorities are cross-occupational and, as such, cannot be mapped to SOC codes. Similarly, this section does not include SIC mapping because overarching priorities are non-sector specific issues and cannot be match with specific industries.

The sector-specific sections each comprise two tables outlining the SIC and SOC code mappings. The mapping of priorities to industries and SIC codes is introduced first, followed by the mapping of priorities to job titles and SOC codes.

The methodology is outlined in Annex C.

## Annex A – SIC/SOC Mapping

### Overarching Priorities

#### SOC Mapping

| Priority                                                                             | Job titles associated with this priority | SOC codes                                                                                                                                                                                                                                                                                                                                                                                               | Rationale                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OP1: Increase employer engagement with the skills system and training uptake.        | Across occupations                       |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                              |
| OP2: Enhance careers education, information, advice and guidance (CEIAG).            | Across occupations                       |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                              |
| OP3: Strengthen leadership and management capabilities across the workforce.         | Managers                                 | <b>112</b> -Production managers and directors<br><b>113</b> -Functional managers and directors<br><b>114 and 124</b> - Logistics, warehousing and transport managers and directors<br><b>122</b> - Managers and proprietors in hospitality and leisure services<br><b>123</b> - Managers and Proprietors in Health and Care Services<br><b>1255</b> - Managers and directors in the creative industries | The LSIP found shortages of managerial skills and roles in manufacturing, finance, legal, logistics, health and social care, creative and media, and hospitality, thus the codes 112, 113, 114,122, 123, 124 and 1255 were selected to reflect this gap.                                                                                     |
|                                                                                      | Supervisors                              | <b>5250</b> - Skilled metal, electrical and electronic trades supervisors<br><b>6136</b> -Senior care workers<br><b>7220</b> - Customer service supervisors <b>9261</b> -Bar and catering supervisors<br><b>8160</b> - Production, factory and assembly supervisors<br><b>9251</b> -Elementary storage supervisors                                                                                      | The LSIP identified management skills gaps among first-line managers in the manufacturing, logistics, health and social care, and hospitality sectors, hence the selection of the codes 5250, 6136, 7220, 9261, 8160 and 9251. Notably, there is no specific code for care supervisors, and the closest match is '6136-Senior care workers'. |
| OP4: Strengthen digital skills provision for all sectors and occupational levels.    | Across occupations                       |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                              |
| OP5: Address shortages in mechanical and electrical engineering at both degree level | Mechanical engineers                     | <b>2122</b> -Mechanical engineers                                                                                                                                                                                                                                                                                                                                                                       | Job title directly matches the wording and scope of the                                                                                                                                                                                                                                                                                      |

|                                                                                                                        |                                    |                                                      |                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Level 6) and higher technical qualification (HTQ) level (4 and 5).                                                    |                                    |                                                      | official SOC description.                                                                                                                                                      |
|                                                                                                                        | Electrical engineers               | <b>2123</b> -Electrical engineers                    | Job title directly matches the wording and scope of the official SOC description.                                                                                              |
|                                                                                                                        | Mechanical engineering technicians | <b>3113/99</b> -Engineering technicians n.e.c.       | There is no specific code for 'Mechanical engineering technicians' at an associate professional level. The closest match is the '3113/99-Engineering technicians n.e.c.' code. |
|                                                                                                                        | Electrical engineering technicians | <b>3112</b> - Electrical and electronics technicians | 'Electrical engineering technicians' are a type of 'Electrical and electronics technicians', therefore the code selected was 3112.                                             |
| OP6: Continued tracking of emerging skills requirements from employers and other sources of labour market information. | Across occupations                 |                                                      |                                                                                                                                                                                |

## Sector Specific Priorities

### SIC/SOC Mapping

#### Construction - SIC Mapping

| Priority                                                                                                                                                             | Industries associated with this priority | SIC code                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------|
| C1. There is a shortage of mechanical and electrical engineers, both at degree level (Level 6) and among those with higher technical qualifications (Levels 4 and 5) | Building services                        | <b>432</b> - Electrical, plumbing and other construction installation activities |
|                                                                                                                                                                      | Engineering design and consultancy       | <b>7112</b> - Engineering activities and related technical consultancy           |
|                                                                                                                                                                      | Infrastructure                           | <b>42</b> - Civil engineering                                                    |
| C2. Qualified electricians are in high demand and there is a labour shortage in this trade.                                                                          | Electrical installation and maintenance  | <b>4321</b> - Electrical installation                                            |
| C3. The industry is facing a shortage of bricklayers.                                                                                                                | Bricklaying                              | <b>4120</b> - Construction of residential and non-residential buildings          |
| C4. The sector is experiencing a significant shortage of qualified quantity surveyors.                                                                               | Quantity surveying activities            | <b>7490/2</b> - Quantity surveying activities                                    |

|                                                                                                               |                 |                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C5. Roofers are currently in short supply and there is a labour shortage in this trade.                       | Roofing         | <b>4120</b> - Construction of residential and non-residential buildings<br><b>4391</b> -Roofing activities                                                                                 |
| C6. There is an increasing demand in BIM-related skills and roles and this is an area with a skills shortage. | Building design | <b>41</b> - Construction of buildings<br><b>42</b> - Civil engineering<br><b>7111</b> - Architectural activities<br><b>7112</b> - Engineering activities and related technical consultancy |

### Construction - SOC mapping

| Priority                                                                                                                                                             | Job titles associated with this priority | SOC code                                             | Comments                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1. There is a shortage of mechanical and electrical engineers, both at degree level (Level 6) and among those with higher technical qualifications (Levels 4 and 5) | Mechanical engineers                     | <b>2122</b> - Mechanical engineers                   | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
|                                                                                                                                                                      | Electrical engineers                     | <b>2123</b> - Electrical engineers                   | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
|                                                                                                                                                                      | Mechanical engineering technicians       | <b>3113/99</b> - Engineering technicians nec.        | The priority refers to mechanical engineering technicians at an associate professional level (SOC level 3). Accordingly, this job title aligns most closely with SOC code 3113/99, as mechanical engineering technicians are not encompassed within the other subsections of SOC code 3113. |
|                                                                                                                                                                      | Electrical engineering technicians       | <b>3112</b> - Electrical and electronics technicians | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
| C2. Qualified electricians are in high demand and there is a labour shortage in this trade.                                                                          | Electricians                             | <b>5241</b> - Electricians and electrical fitters    | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
| <del>€4</del> C3. The industry is facing a shortage of bricklayers.                                                                                                  | Bricklayers                              | <b>5313</b> - Bricklayers                            | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
| <del>€5</del> C4. The sector is experiencing a significant shortage of qualified quantity surveyors.                                                                 | Quantity surveyors                       | <b>2453</b> - Quantity surveyors                     | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
| <del>€2</del> C5. Roofers are currently in short supply and there is a labour shortage in this trade.                                                                | Roofers                                  | <b>5314/01</b> - Roofers                             | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |
| <del>€4</del> C6. There is an increasing demand in BIM-related skills and roles, and                                                                                 | Architects                               | <b>2451</b> - Architects                             | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                           |

|                                         |                             |                                                                                        |                                                                                                                                                                                                             |
|-----------------------------------------|-----------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| this is an area with a skills shortage. | Architectural technologists | <b>2452</b> - Chartered architectural technologists, planning officers and consultants | Job title directly matches the wording and scope of the official SOC description.                                                                                                                           |
|                                         | Architectural technicians   | <b>3120</b> - CAD, drawing and architectural technicians                               | Job title directly matches the wording and scope of the official SOC description.                                                                                                                           |
|                                         | BIM Managers                | <b>2451</b> - Architects<br><b>3120</b> - CAD, drawing and architectural technicians   | The priority relates to 'BIM managers' specifically within the fields of architecture and architectural technology, hence, SOC codes 2451 and 3120 were identified as the most appropriate classifications. |
|                                         | Civil engineers             | <b>2121</b> - Civil engineers                                                          | Job title directly matches the wording and scope of the official SOC description.                                                                                                                           |

### Logistics – SIC Mapping

| Priority                                                                                          | Industries associated with this Priority | SIC code                                                                                                                    |
|---------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| L1. There is a shortage of HGV Drivers, especially those of Class 1 with 3-5 years of experience. | Land transportation                      | <b>4941</b> - Freight transport by road                                                                                     |
| L2. There is a shortage of business development skills within the logistics sector.               | Warehousing and transport                | <b>49</b> - Land transport and transport via pipelines<br><b>52</b> - Warehousing and support activities for transportation |
| L3. There is a shortage of customer service skills within the logistics sector                    | Warehousing and transport                | <b>49</b> - Land transport and transport via pipelines<br><b>52</b> - Warehousing and support activities for transportation |

### Logistics – SOC Mapping

| Priority                                                                                          | Job titles associated with this Priority | SOC code                                            | Comments                                                                          |
|---------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------|
| L1. There is a shortage of HGV Drivers, especially those of Class 1 with 3-5 years of experience. | HGV Drivers                              | <b>8211</b> - Heavy and large goods vehicle drivers | Job title directly matches the wording and scope of the official SOC description. |
| L2. There is a shortage of business development skills within the logistics sector.               | Logistics managers                       | <b>1243</b> - Managers in logistics                 | Job title directly matches the wording and scope of the official SOC description. |
|                                                                                                   | Warehouse managers                       | <b>1242</b> - Managers in storage and warehousing   | Job title directly matches the wording and scope of the official SOC description. |



|                                                                                 |                               |                                                                                                                                   |                                                                                                                                  |
|---------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                                                                 | Transport managers            | <b>1241</b> - Managers in transport and distribution                                                                              | Job title directly matches the wording and scope of the official SOC description.                                                |
|                                                                                 | Business development managers | <b>3556/02</b> - Business development managers                                                                                    | Job title directly matches the wording and scope of the official SOC description.                                                |
| L3. There is a shortage of customer service skills within the logistics sector. | Customer service advisors     | <b>4143</b> - Customer service managers<br><b>721</b> - Customer service occupations<br><b>722</b> - Customer service supervisors | This priority relates to a variety of customer service roles, all of which are fully encompassed by SOC codes 4143, 721 and 722. |

### Health and Social Care – SIC Mapping

| Priority                                                                                                                                                                               | Industries associated with this priority | SIC code                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HSC1. There is a severe shortage of healthcare assistants.                                                                                                                             | Residential care work                    | <b>87</b> - Residential care activities                                                                                                                                |
|                                                                                                                                                                                        | Hospital care work                       | <b>861</b> - Hospital activities                                                                                                                                       |
|                                                                                                                                                                                        | Domiciliary care work                    | <b>8810</b> - Social work activities without accommodation for the elderly and disabled                                                                                |
| HSC2. There are not enough nurses to meet current demand.                                                                                                                              | Nursing                                  | <b>861</b> - Hospital activities<br><b>87</b> - Residential care activities                                                                                            |
| HSC3. There is a shortage of senior and managerial skills due to a lack of uptake of qualifications in Levels 3 and 4 for senior care workers, and Level 5 diplomas for care managers. | Care work                                | <b>861</b> - Hospital activities<br><b>87</b> - Residential care activities<br><b>8810</b> - Social work activities without accommodation for the elderly and disabled |
|                                                                                                                                                                                        | Nursing                                  | <b>861</b> - Hospital activities<br><b>87</b> - Residential care activities                                                                                            |

### Health and Social Care – SOC Mapping

| Priority                                                                                                        | Job titles associated with this priority | SOC code                                                                        | Comments                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| HSC1. There is a severe shortage of healthcare assistants.                                                      | Healthcare assistants                    | <b>6135</b> - Care workers and home carers<br><b>6136</b> - Senior care workers | The priority refers to HCAs at both general and senior levels. Accordingly, SOC codes 6135 and 6136 were selected. |
| HSC2. There are not enough nurses to meet current demand.                                                       | Nurses                                   | <b>223</b> - Nursing professionals                                              | Job title directly matches the wording and scope of the official SOC description.                                  |
| HSC3. There is a shortage of senior and managerial skills due to a lack of uptake of qualifications in Levels 3 | Care managers                            | <b>1232</b> - Residential, day and domiciliary care managers and proprietors    | Care managers across both residential and domiciliary care are associated with this priority, resulting in         |

|                                                                        |                  |                                    |                                                                                                                                                           |
|------------------------------------------------------------------------|------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| and 4 for senior care workers, and Level 5 diplomas for care managers. |                  |                                    | the selection of SOC code 1232.                                                                                                                           |
|                                                                        | Care supervisors | <b>6136</b> - Senior care workers  | There is no designated SOC code for 'care supervisor'. This role sits below the level care manager, and therefore most closely aligns with SOC code 6136. |
|                                                                        | Senior nurses    | <b>223</b> - Nursing professionals | Senior nurses are included in SOC code 223.                                                                                                               |

## Engineering and Manufacturing – SIC Mapping

| Priority                                                                           | Industries associated with this priority               | SIC code                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EM1. There is a shortage of advanced degree-level engineering skills (Level 6).    | Manufacture of food and beverages                      | <b>10</b> - Manufacture of food products<br><b>11</b> - Manufacture of beverages                                                                                                                                           |
|                                                                                    | Manufacture of chemicals, plastics and pharmaceuticals | <b>19, 20 and 23</b> - Manufacture of chemicals and mineral products<br><b>21</b> - Manufacture of basic pharmaceutical products and pharmaceutical preparations<br><b>22</b> - Manufacture of rubber and plastic products |
|                                                                                    | Manufacture of metals, electronics and machinery       | <b>24 and 25</b> - Manufacture of metals and metal products<br><b>26 and 27</b> - Manufacture of electronics and electrical equipment<br><b>28, 29, 30 and 33</b> - Manufacture of machinery and vehicles                  |
|                                                                                    | Engineering design for industrial production           | <b>71121</b> - Engineering design activities for industrial process and production                                                                                                                                         |
| EM3. There is a shortage of trade skills needed to support advanced manufacturing. | Automotive                                             | <b>29</b> - Manufacture of motor vehicles, trailers and semi-trailers                                                                                                                                                      |
|                                                                                    | Batteries                                              | <b>27</b> - Manufacture of electrical equipment                                                                                                                                                                            |
|                                                                                    | Aerospace                                              | <b>30</b> - Manufacture of other transport equipment                                                                                                                                                                       |
|                                                                                    | Space                                                  | <b>26</b> - Manufacture of computer, electronic and optical products<br><b>30</b> - Manufacture of other transport equipment                                                                                               |
|                                                                                    | Advanced materials                                     | <b>20</b> - Manufacture of chemicals and chemical products                                                                                                                                                                 |
|                                                                                    | Agri-tech                                              | <b>28</b> - Manufacture of machinery and equipment n.e.c.<br><b>20</b> - Manufacture of chemicals and chemical products                                                                                                    |
| EM2. There is a labour shortage in core manufacturing trades.                      | Manufacture of food and beverages                      | <b>10</b> - Manufacture of food products<br><b>11</b> - Manufacture of beverages                                                                                                                                           |

|  |                                                        |                                                                                                                                                                                                                            |
|--|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Manufacture of chemicals, plastics and pharmaceuticals | <b>19, 20 and 23</b> - Manufacture of chemicals and mineral products<br><b>21</b> - Manufacture of basic pharmaceutical products and pharmaceutical preparations<br><b>22</b> - Manufacture of rubber and plastic products |
|  | Manufacture of metals, electronics and machinery       | <b>24 and 25</b> - Manufacture of metals and metal products<br><b>26 and 27</b> - Manufacture of electronics and electrical equipment<br><b>28, 29, 30 and 33</b> - Manufacture of machinery and vehicles                  |

### Engineering and Manufacturing – SOC Mapping

| Priority                                                                        | Job titles associated with this priority | SOC code                                                                                                                           | Rationale                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EM1. There is a shortage of advanced degree-level engineering skills (Level 6). | Mechanical engineers                     | <b>2122</b> - Mechanical engineers                                                                                                 | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                 |
|                                                                                 | Electrical engineers                     | <b>2123</b> - Electrical engineers                                                                                                 | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                 |
|                                                                                 | Aerospace engineers                      | <b>2126</b> - Aerospace engineers                                                                                                  | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                 |
| EM2. There is a labour shortage in core manufacturing trades.                   | Production operatives                    | <b>811</b> - Process operatives<br><b>812</b> - Metal working machine operatives<br><b>814</b> - Assemblers and routine operatives | 'Production operative' is an umbrella term used to refer to entry-level routine production roles, which in this case includes 'Process operatives' (811), 'Metal working machine operatives' (812) and 'Assemblers and routine operatives' (814). |
|                                                                                 | Electronics and electrical technicians   | <b>3112/99</b> - Electrical and electronics technicians n.e.c.                                                                     | 'Electronics and electrical technicians' can fall under the code                                                                                                                                                                                  |

|                                                                                    |                                    |                                                                                                                   |                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    |                                    | <b>5246</b> - Electrical service and maintenance mechanics and repairers                                          | 3112/99 or 5246 depending on their qualification level, expertise or specific functions. The code 3112/99 aligns closely with Level 4 technicians while the code 5246 is more suitable for Levels 2 and 3 technicians. |
|                                                                                    | Mechanical and maintenance fitters | <b>5223</b> - Metal working production and maintenance fitters and technicians                                    | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                      |
|                                                                                    | Welders and metal fabricators      | <b>5211/01</b> - Metal fabricators and finishers<br><b>5213</b> - Welding trades                                  | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                      |
|                                                                                    | Multiskilled technicians           | <b>5241/02</b> - Electro-mechanical technicians                                                                   | 'Multiskilled technicians' are also typically called 'Electro-mechanical technicians', hence the selection of the code 5241/02                                                                                         |
| EM3. There is a shortage of trade skills needed to support advanced manufacturing. | Robotics technicians               | <b>3113/99</b> - Engineering technicians n.e.c.                                                                   | There is no specific code for 'Robotics technicians', but they are typically considered associate-level engineering roles, thus the selection of the code 3113/99.                                                     |
|                                                                                    | Mechatronics technicians           | <b>3112/99</b> - Electrical and electronics technicians n.e.c.<br><b>3113/99</b> - Engineering technicians n.e.c. | There is no specific code for 'Mechatronics technicians', but they are typically considered associate-level engineering roles, and thus they can fall under the codes 3112/99 or 3113/99.                              |
|                                                                                    | Multiskilled technicians           | <b>5241/02</b> - Electro-mechanical technicians                                                                   | 'Multiskilled technicians' are also typically called 'Electro-mechanical technicians', hence                                                                                                                           |

|  |                |                                                            |                                                                                               |
|--|----------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|  |                |                                                            | the selection of the code 5241/02.                                                            |
|  | CNC machinists | <b>5221</b> - Metal machining setters and setter-operators | 'CNC machinists' are a type of 'Machining setter-operators', thus the code selected was 5221. |

### Digital and Technology – SIC Mapping

| Priority                                                                             | Industries associated with this priority | SIC code                                                                                                                                                                               |
|--------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DT1. There is a shortage of cybersecurity professionals                              | IT services and consultancy              | <b>6202</b> - Computer consultancy activities<br><b>6203</b> - Computer facilities management activities<br><b>6209</b> - Other information technology and computer service activities |
|                                                                                      | Software development                     | <b>6201</b> - Computer programming activities                                                                                                                                          |
| DT2. There is a shortage of data skills                                              | Cross-sectorial                          | Cross-sectorial                                                                                                                                                                        |
|                                                                                      | SaaS service providers and platforms     | <b>6311</b> - Data processing, hosting and related activities                                                                                                                          |
| DT3. There is a shortage of skills in cloud computing e.g. AWS                       | IT services and consultancy              | <b>6202</b> - Computer consultancy activities<br><b>6203</b> - Computer facilities management activities<br><b>6209</b> - Other information technology and computer service activities |
|                                                                                      | Data processing                          | <b>6311</b> - Data processing, hosting and related activities                                                                                                                          |
| DT4. There is a shortage in AI and ML engineering skills                             | Software engineering                     | <b>6201</b> - Computer programming activities                                                                                                                                          |
| DT5. Software engineering continues to be a key skill in this sector                 | Software engineering                     | <b>6201</b> - Computer programming activities                                                                                                                                          |
| DT6. IT Technicians continue to be in demand with signs this will increase in future | IT services and consultancy              | <b>6202</b> - Computer consultancy activities<br><b>6203</b> - Computer facilities management activities<br><b>6209</b> - Other information technology and computer service activities |

### Digital and Technology – SOC Mapping

| Priority | Job titles associated with this priority | SOC code | Rationale |
|----------|------------------------------------------|----------|-----------|
|----------|------------------------------------------|----------|-----------|

|                                                                |                         |                                                                            |                                                                                                                                                                                                        |
|----------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DT1. There is a shortage of cybersecurity professionals        | Cyber security analysts | <b>2135</b> - Cyber security professionals                                 | There are a variety of in-demand roles in cybersecurity which share this common SOC code.                                                                                                              |
|                                                                | SOC analysts            |                                                                            |                                                                                                                                                                                                        |
|                                                                | Penetration testers     |                                                                            |                                                                                                                                                                                                        |
|                                                                | Heads of Cyber Security | <b>1136</b> - Information Technology and Telecommunications Directors      | Senior cyber roles that require leadership experience as well as cyber training come under this code.                                                                                                  |
| DT2. There is a shortage of data skills                        | Cross-sectorial         | Cross-sectorial                                                            | Many occupations are required to work with data as part of an existing role while not being data specialists                                                                                           |
|                                                                | Data analysts           | <b>3544</b> - Data analysts<br><b>2132/01</b> - IT information managers    | 3544 describes roles which involve working with an organisation's data to support its operations. Data analysts may also have responsibility for information management (2132/01) in more senior roles |
|                                                                | Data engineers          | <b>2133/03</b> - Data engineers                                            | Job title directly matches the wording and scope of the official SOC description.                                                                                                                      |
|                                                                | Data product managers   | <b>2132/02</b> - IT product managers                                       | Job title directly matches the wording and scope of the official SOC description.                                                                                                                      |
| DT3. There is a shortage of skills in cloud computing e.g. AWS | Cloud engineers         | <b>2133</b> - IT business analysts, architects and systems designers       | Cloud computing implementation is a specialism within IT systems which requires a variety of roles covered by this code.                                                                               |
| DT4. There is a shortage in AI and ML engineering skills       | AI engineers            | <b>2134/99</b> - Programmers and software development professionals n.e.c. | The emerging field of AI and ML is not well described in the SIC taxonomy. It is a discipline of programming and                                                                                       |



|                                                                                      |                                          |                                                                               |                                                                                                                             |
|--------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                                                                                      |                                          |                                                                               | software development.                                                                                                       |
| DT5. Software engineering continues to be a key skill in this sector                 | Software engineers                       | <b>2134/02</b> - Computer programmers<br><b>2134/03</b> - Software developers | These two codes cover the use of coding to work on systems and software.                                                    |
|                                                                                      | Front-end developers                     |                                                                               |                                                                                                                             |
|                                                                                      | Back-end developers                      |                                                                               |                                                                                                                             |
| DT6. IT Technicians continue to be in demand with signs this will increase in future | IT Technicians (supervisors/managers)    | <b>2132/08</b> - Technical support managers                                   | This code specifically relates to managers of IT user support services. They usually have a background as an IT technician. |
|                                                                                      | IT Technicians (first-line, second-line) | <b>3132</b> - IT user support technicians                                     | This code relates to IT technicians without managerial responsibility.                                                      |

### Creative and Media – SIC Mapping

| Priority                                                                                                    | Industries associated with this priority                      | SIC code                                                                                                               |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| CM1. There is a shortage of new AI skills in the creative sector                                            | Advertising and marketing                                     | <b>731</b> - Advertising                                                                                               |
|                                                                                                             | Design (graphic)                                              | <b>741</b> - Specialised design activities                                                                             |
|                                                                                                             | Film, TV, video, radio, photography, animation and podcasting | <b>59</b> - Motion picture, video and television programme production, sound recording and music publishing activities |
|                                                                                                             | Web design and development                                    | <b>6201</b> - Computer programming activities<br><b>6202</b> - Computer consultancy activities                         |
| CM2. There are shortages in technical skills for live performance and an inefficient use of existing skills | Film, TV, video, radio, photography, animation and podcasting | <b>59</b> - Motion picture, video and television programme production, sound recording and music publishing activities |
|                                                                                                             | Live music and events                                         | <b>90</b> - Creative, arts and entertainment activities                                                                |

|                                                                                                            |                           |                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| CM3. There is a demand for new skills in digital marketing                                                 | Advertising and marketing | <b>7021</b> - Public relations and communication activities<br><b>731</b> - Advertising<br><b>741</b> - Specialised design activities |
| CM4. There is a shortage in augmented reality and virtual reality skills which may intensify in the future | Multimedia design         | <b>741</b> - Specialised design activities                                                                                            |

### Creative and Media - SOC Mapping

| Priority                                                                                                    | Job titles associated with this priority | SOC code                                                                                                  | Rationale                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| CM1. There is a shortage of new AI skills in the creative sector                                            | Marketing managers                       | <b>2432/02</b> - Marketing managers                                                                       | Job title directly matches the wording and scope of the official SOC description.                                                         |
|                                                                                                             | Marketing executives                     | <b>3554</b> - Advertising and marketing associate professionals                                           | Job title directly matches the wording and scope of the official SOC description.                                                         |
|                                                                                                             | Graphic designers                        | <b>2142</b> - Graphic and multimedia designers                                                            | In the modern creative sector the role of graphic designer often overlaps with web designer. Some roles are shared between 2142 and 2141  |
|                                                                                                             | Social content creators                  | <b>2142</b> - Graphic and multimedia designers<br><b>3416/03</b> - Broadcasting and entertainment editors | This emerging role has no dedicated SOC code but combines elements of both graphic design and video editing skills                        |
|                                                                                                             | Video editors                            | <b>3416/03</b> - Broadcasting and entertainment editors                                                   | This code is designed to cover video editors both in the traditional TV/film industry and in content creation roles in marketing agencies |
|                                                                                                             | Web designers                            | <b>2141</b> - Web design professionals                                                                    | These roles can involve coding but are best classified as design roles. There is some overlap with 'Graphic Designers'                    |
| CM2. There are shortages in technical skills for live performance and an inefficient use of existing skills | Stage managers                           | <b>3416/05</b> - Studio and stage managers                                                                | This code covers operational managers in performance                                                                                      |

|                                                                                                            |                       |                                                                                                  |                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                            |                       |                                                                                                  | settings who often have a background in one of the skilled technician roles below                                                                                                                                                                                                 |
|                                                                                                            | Lighting technicians  | <b>3417/02</b> - Lighting designers<br><b>3417/06</b> - Theatre technicians (excludes hospitals) | These roles can vary from purely operational (closer to 3417/06) to roles involving planning and design (closer to 3417/02)                                                                                                                                                       |
|                                                                                                            | Music technicians     | <b>3417/05</b> - Sound designers<br><b>3417/06</b> - Theatre technicians (excludes hospitals)    | These roles can vary from purely operational (closer to 3417/06) to roles involving planning and design (closer to 3417/05)                                                                                                                                                       |
|                                                                                                            | Riggers               | <b>8151</b> - Scaffolders, stagers and riggers<br><b>9269/03</b> - Stagehands                    | These roles can involve scaffolding and assembly skills but in the specific context of performing arts. Code 8151 specifically covers this but care should be taken not to include engineering or construction riggers. Other elements of the role are better covered by 9269/03. |
| CM3. There is a demand for new skills in digital marketing                                                 | Marketing executives  | <b>3554</b> - Advertising and marketing associate professionals                                  | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                 |
|                                                                                                            | Marketing managers    | <b>2432/02</b> - Marketing managers                                                              | Job title directly matches the wording and scope of the official SOC description.                                                                                                                                                                                                 |
| CM4. There is a shortage in augmented reality and virtual reality skills which may intensify in the future | Interactive designers | <b>3429</b> - Design occupations n.e.c.                                                          | This emerging field is not well covered by existing SIC codes. It is a creative design occupation working with AR/VR technology.                                                                                                                                                  |
|                                                                                                            | AR/VR designers       |                                                                                                  |                                                                                                                                                                                                                                                                                   |

## Hospitality - SIC Mapping

| Priority                                                                   | Industries associated with this priority                                                                                | SIC code                                                              |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| H1. There is a labour shortage of chefs across a wide variety of settings. | Food and beverage service                                                                                               | <b>56</b> - Food and beverage service activities                      |
|                                                                            | Accommodation                                                                                                           | <b>55</b> - Accommodation                                             |
|                                                                            | Residential social care - Residential social care providers reported a notable shortage of chefs across their services. | <b>87</b> - Residential care activities                               |
| H2. Development and retention of mid-level staff is a challenge.           | Food and beverage service                                                                                               | <b>56</b> - Food and beverage service activities                      |
|                                                                            | Accommodation                                                                                                           | <b>55</b> - Accommodation                                             |
|                                                                            | Leisure and sports                                                                                                      | <b>93</b> - Sports activities and amusement and recreation activities |

## Hospitality - SOC Mapping

| Priority                                                                  | Job titles associated with this priority   | SOC code                                                                                                                           | Rationale                                                                                                                                   |
|---------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| H1. There is a labour shortage of chefs across a wide variety of settings | Chefs de partie                            | <b>5434</b> - Chefs                                                                                                                | Job title directly matches the wording and scope of the official SOC description.                                                           |
|                                                                           | Commis chefs                               |                                                                                                                                    |                                                                                                                                             |
| H2. Development and retention of mid-level staff is a challenge           | Hotel supervisors and managers             | <b>1221</b> - Hotel and accommodation managers and proprietors<br><b>6240</b> - Cleaning and housekeeping managers and supervisors | Mid-level staff range from supervisors immediately above entry-level (6240) to managers just below senior directors (1221).                 |
|                                                                           | Food and beverage supervisors and managers | <b>1222</b> - Restaurant and catering establishment managers and proprietors<br><b>9261</b> - Bar and catering supervisors         | Mid-level staff range from supervisors immediately above entry-level (9261) to managers just below senior directors (1222).                 |
|                                                                           | Supervisors in leisure and sports          | <b>1224</b> - Leisure and sports managers and proprietors                                                                          | Mid-level staff range from supervisors immediately above entry-level (no relevant SIC code) to managers just below senior directors (1224). |

## Financial, Business and Professional Services – SIC Mapping

| Priority | Industries associated with this priority | SIC code                  |
|----------|------------------------------------------|---------------------------|
|          | Legal services                           | <b>69102</b> - Solicitors |

|                                                                                               |                              |                                                                               |
|-----------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------|
| FBPS1. There is a shortage of qualified solicitors, especially in some legal specialisations. | Property law                 |                                                                               |
|                                                                                               | Wills and probate law        |                                                                               |
|                                                                                               | Corporate law                |                                                                               |
|                                                                                               | Commercial law               |                                                                               |
| FBPS2. There is a shortage of B2B business development and sales skills.                      | Legal services               | <b>691</b> - Legal activities                                                 |
|                                                                                               | Accounting services          | <b>692</b> - Accounting, bookkeeping and auditing activities; tax consultancy |
|                                                                                               | Business consulting services | <b>702</b> - Management consultancy activities                                |
| FBPS3. There is a shortage of experienced accountancy and finance professionals.              | Accounting services          | <b>692</b> - Accounting, bookkeeping and auditing activities; tax consultancy |

### Financial, Business and Professional Services – SOC Mapping

| Priority                                                                                      | Job titles associated with this priority | SOC code                                           | Rationale                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FBPS1. There is a shortage of qualified solicitors, especially in some legal specialisations. | Qualified solicitors                     | <b>2412</b> - Solicitors and lawyers               | 'Qualified solicitors' are a subtype of 'Solicitors and lawyers', hence the selection of the code 2412. Notably, the code 2412 also includes trainee solicitors, but the priority refers only to qualified solicitors.            |
|                                                                                               | Commercial solicitors                    | <b>2412/01</b> - Commercial solicitors and lawyers | 'Commercial solicitors' are a subtype of 'Commercial solicitors and lawyers', hence the selection of the code 2412/01. Notably, this code also includes trainee solicitors, but the priority refers only to qualified solicitors. |
|                                                                                               | Property solicitors                      | <b>2412/04</b> - Property solicitors and lawyers   | 'Property solicitors' are a subtype of 'Property solicitors and lawyers', hence the selection of the code 2412/04. Notably, this code also includes trainee solicitors, but the priority refers only to qualified solicitors.     |
|                                                                                               | Corporate solicitors                     | <b>2412/98</b> - Other solicitors and lawyers      | There is no specific code for 'Corporate solicitors', and the closest match is the code 2412/98- 'Other solicitors and lawyers'.                                                                                                  |
|                                                                                               | Wills and probate solicitors             | <b>2412/98</b> - Other solicitors and lawyers      | There is no specific code for 'Wills and probate solicitors', and the closest match is the code 2412/98- 'Other solicitors and lawyers'.                                                                                          |

|                                                                                  |                               |                                                                         |                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FBPS2. There is a shortage of B2B business development and sales skills.         | Sales representatives         | <b>3552</b> - Business sales executives                                 | In the professional services sector, 'Sales representatives' are often referred to as 'Business sales executives', thus the code selected was 3552. There is no specific code for 'Sales representatives'. |
|                                                                                  | Sales consultants             | <b>3552</b> - Business sales executives                                 | There is no specific code for 'Sales consultants', the closest match for this occupation in professional services sector is 'Business sales executives'.                                                   |
|                                                                                  | Business development managers | <b>3556/02</b> - Business development managers                          | Job title directly matches the wording and scope of the official SOC description.                                                                                                                          |
| FBPS3. There is a shortage of experienced accountancy and finance professionals. | Finance managers              | <b>1131/02</b> - Company secretaries and finance managers and directors | 'Finance managers' are included in the category 'Company secretaries and finance managers and directors', thus the code selected was 1131/02.                                                              |
|                                                                                  | Finance controllers           | <b>1131/02</b> - Company secretaries and finance managers and directors | 'Finance controllers' are considered a senior manager role and therefore they fall under the category of 'Company secretaries and finance managers and directors'. There is no specific code for them.     |
|                                                                                  | Chartered accountants         | <b>2421</b> - Chartered and certified accountants                       | Job title directly matches the wording and scope of the official SOC description.                                                                                                                          |



# Annex B Actions

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This annex sets out in detail the actions to address the priorities identified in part 2 based on the evidence presented there.

In part 2, recommended changes were identified for each overarching priority and for each individual sector priority. In many cases the same changes were shared across priorities or were of a similar nature. Five general actions were identified to comprehensively address these findings.

Each of the actions below is a response to the Greater Manchester skills landscape as a whole, with specific activities implementing the action in a sector-specific context. For each activity the relevant overarching and sector-specific priorities are listed in the second column. An index of these priorities is provided at the end of this report. Each activity has a lead organisation as well as relevant partners who will give input. Wherever an activity requires collective action by colleges, GMColleges is listed as lead/partner. In cases where each college must individually undertake an activity, FE colleges are designated as leads/partners. An expected timescale with intermediate milestones is provided for each activity. These actions extend over the three years of this LSIP from 2026-2029. Where specified, year 1 refers to the academic year 2026-27; year 2 to the academic year 2027-28; and year 3 to the academic year 2028-29. Specific outputs (where possible quantified) are given for each activity with monitoring and measurement indicators.

The actions and activities in this annex are system-level ambitions, not instructions to individual providers. Training providers will respond to these outcomes through their own strategic planning, including, where applicable, through Accountability Statements and curriculum development. The role of the ERB and GMCA is to ensure that the conditions, coordination and resources are in place to support providers to respond effectively.

## Annex B – Actions

A1. Ensure that learners gain a practical understanding of career pathways, sector opportunities and progression routes, improving job readiness and aligning education with employer demand.

Many employers report that learners are unaware of the opportunities available in different sectors. These activities will improve career guidance to equip learners with a better understanding of working life and entry routes in different career paths.

| Activity                                                                                                                                                                                                                                                                                                                                                                                         | Related Priorities                                                                    | Lead           | Partners Involved                                                                           | Timescale and Milestones                                                                                                                                                                                                                                                                      | Expected Output(s)                                                                     | Monitoring and Measurement                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1.1: Engage 300 employers in CEIAG activities with secondary schools, FE colleges and HE institutions, such as careers fairs, workplace safaris and initiatives such as Meet Your Future (by GM Careers Hub). The aim of this activity is to better showcase the wide range of roles across sectors, increase the visibility of career pathways, and gain insight into different kinds of jobs. | OP1 and OP2                                                                           | GMCC           | Secondary schools, FE colleges, HE institutions, employers, GM Careers Hub, GMLPN and GMCC  | 1 <sup>st</sup> year- Pilot phase where the LSIP will connect up to 100 employers with education providers.<br><br>2 <sup>nd</sup> year - Link an additional 100 employers with education providers.<br><br>3 <sup>rd</sup> year - Link an additional 100 employers with education providers. | GMCC will link 300 employers with secondary schools, FE colleges and Meet Your Future. | <ul style="list-style-type: none"> <li>• Number of participating employers</li> <li>• Share of employers by sector</li> <li>• Share of employers by business size</li> <li>• Number of participating secondary schools, FE colleges and HE institutions</li> </ul> |
| A1.2: Build on existing initiatives to deliver 70 employer talks at secondary schools, FE colleges and HE institutions featuring successful women to encourage women into STEM roles. This activity could be similar to the UK-wide programmes Speakers for Schools, run by Futures For All, and STEM                                                                                            | OP1, OP2, OP5, C1, C2, C3, C4, C5, C6, EM1, EM2, EM3, DT1, DT2, DT3, DT4, DT5 and DT6 | GM Careers Hub | GM Careers Hub, GMCC, employers, secondary schools, FE colleges, HE institutions, and GMLPN | 1 <sup>st</sup> year - Pilot phase with the delivery of 20 events<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year - Delivery of 25 additional events per year.<br>Increase in the number of students                                                                                          | The initiative will deliver 70 employer talks featuring women in STEM.                 | <ul style="list-style-type: none"> <li>• Number of events</li> <li>• Number of participating secondary schools, FE colleges and FE institutions</li> <li>• Number of participating employers</li> <li>• Number of students attending</li> </ul>                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |               |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ambassadors, delivered by STEM Learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |               |                                                             | and education providers attending.                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| A1.3: Strengthen labour market intelligence resources aimed primarily at careers professionals and learners, but also consider teachers, parents, FE colleges, HE institutions and related audiences. To enable careers advisers to direct learners effectively, relevant and locally grounded labour market information is required. Publish two LMI reports per year about careers in demand, emerging careers and future job opportunities. Enhance the GMACS website to include detailed explanations of jobs, industries and qualifications. Both sources of information should consider the jobs that will be created within the GM Growth Locations and by future infrastructure projects. | OP2 and OP6 | GMCC and GMCA | GMCC, GMCA, FE colleges, HE institutions and Jobcentre Plus | <p>6 months- Publication of first LMI report. Add detailed explanations of jobs, industries and qualifications needed to the GMACS website. Post TikToks aimed at learners to raise awareness.</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year - Publication of a LMI report every 6 months. In the GMACS website, link qualifications to local training provision and emerging jobs. Continue posting TikToks.</p> | <p>GMCC will publish 1 LMI report every six months.</p> <p>6 LMI reports will be published in total over 3 years.</p> <p>Improved GMACS website.</p> <p>TikToks to raise awareness</p> | <ul style="list-style-type: none"> <li>• Number of LMI reports</li> <li>• Number of FE colleges and HE institutions receiving LMI reports</li> <li>• Number of career advisers receiving LMI reports</li> <li>• Number of LAs and government authorities receiving LMI reports</li> <li>• Number of jobs added to the GMACS website</li> <li>• Number of career pathways added to the GMACS website</li> <li>• Number of visits to the GMACS website</li> <li>• Number of local providers included on the GMACS website</li> <li>• Number of TikToks posted</li> <li>• Number of views and likes on each TikTok.</li> </ul> |
| A1.4: Continue developing progression maps for careers within the existing 7 gateways in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | OP2         | GMCA          | GMCA                                                        | 6 months - Finalised progression maps for 3 MBacc gateways                                                                                                                                                                                                                                                                                                                                                                        | GMCA to deliver progression maps for                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Number of careers mapped to progression pathways</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                             |  |  |  |                                                                                                                                                    |                                                                |  |
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| the MBacc, as well as IS8+2. This would provide a clear 'line of sight' from education into employment by improving awareness of career options and progression routes from an early stage. This would also support the pipeline for GM's targets on new housing and the UK's first zero-emissions public transport system. |  |  |  | and 5 of the IS8+2 sectors.<br><br>1 <sup>st</sup> year - Finalised progression maps for the other 4 MBacc gateways and the other 5 IS8+2 sectors. | occupations in shortage across the 7 MBacc gateways and IS8+2. |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--|

## A2. Tracking emerging skills and employment demand

This action focuses on establishing a framework for monitoring emerging skills and employer demand to ensure that employers' skills needs are identified and included in planning on an ongoing basis .

| Activity                                                                                                                                                       | Related Priorities | Lead | Partners Involved              | Timescale and Milestones                                                                                                                                                                                                                                            | Expected Output(s)                                                                                                                                | Monitoring and Measurement                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A2.1: Maintain employer intelligence gathering. Conduct 180 interviews with employers and 30 roundtable discussions across LAs within three years of the LSIP. | OP1, OP6, and CM4  | GMCC | GMCC, GMLPN, LAs and employers | 1 <sup>st</sup> year- 60 interviews and one roundtable discussion per local authority<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year - 60 additional interviews every year.<br><br>1 roundtable discussion per year per local authority. Increase in the number of | 180 interviews with employers<br><br>3 roundtable discussions per local authority in total<br><br>A total of 30 roundtable discussions across LAs | <ul style="list-style-type: none"> <li>• Number of participating employers</li> <li>• Number of participating employers by sector</li> <li>• Number of participating employers by size</li> <li>• Number of interviews</li> <li>• Number of events</li> <li>• Number of events by LA</li> </ul> |

|                                                                                                                                                                                                                                                                            |     |      |                                                                      |                                                                                                                                                                                        |                                                                                               |                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                            |     |      |                                                                      | employers attending.                                                                                                                                                                   |                                                                                               |                                                                                                                                                                                                                                 |
| A2.2: Produce an annual report about gaps in training provision. These reports will outline whether training gaps identified by the LSIP have been addressed and identify any new gaps.                                                                                    | OP6 | GMCC | GMCC                                                                 | 1 <sup>st</sup> year- First report showing gaps in training provision<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year - Updated reports on gaps in training provision.                 | 1 report every year showing gaps in training provision<br><br>3 reports in total over 3 years | <ul style="list-style-type: none"> <li>• Number of reports</li> <li>• Number of FE colleges, HE institutions and ITPs receiving the report</li> <li>• Number of LAs and government authorities receiving the report</li> </ul>  |
| A2.3: Produce two labour market publications per year to update providers and other stakeholders about emerging skills needs, employment demand and relevant labour market trends.                                                                                         | OP6 | GMCC | GMCC                                                                 | 6 months- Publication of first report<br><br>1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year - Publication of a report every 6 months                                       | 1 report every six months<br><br>6 reports in total over 3 years                              | <ul style="list-style-type: none"> <li>• Number of reports</li> <li>• Number of FE colleges, HE institutions and ITPs receiving the report</li> <li>• Number of LAs and government authorities receiving this report</li> </ul> |
| A2.4: Liaise with at least 20 education and training providers per year to ensure that LSIP outputs are consistently used to inform provision and strategic decision-making.                                                                                               | OP6 | GMCC | GMCC, GMCA, FE colleges, HE institutions, ITPs, GMColleges and GMLPN | 1 <sup>st</sup> year- Speak with education and training providers.<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year - Continue the conversations with education and training providers. | Discussions with at least 20 education and training providers per year                        | <ul style="list-style-type: none"> <li>• Number of FE colleges, HE institutions and ITPs engaged</li> <li>• Number of recommendations adopted/in progress.</li> <li>• Number of curriculum areas influenced</li> </ul>          |
| A2.5: Hold discussions with at least 20 education and training providers per year about LSIP implementation challenges, including the acknowledgement of barriers in funding and increasing capacity. This action will ensure that providers are consistently engaged with | OP6 | GMCC | GMCC, GMCA, FE colleges, HE institutions, ITPs, GMColleges and GMLPN | 1 <sup>st</sup> year - Speak with education and training providers. Identify major implementation barriers, such as funding and                                                        | Discussions with at least 20 education and training providers per year                        | <ul style="list-style-type: none"> <li>• Number of FE colleges, HE institutions and ITPs engaged</li> </ul>                                                                                                                     |

|                                                                                                                                                                                |             |      |                                                                           |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                       |
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| LSIP evidence and have a clear route to raise barriers to implementation.                                                                                                      |             |      |                                                                           | <p>delivery capacity to support additional learners.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year - Continue the conversations with education and training providers. Identify further implementation barriers.</p>                                                                                                |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                       |
| A2.6: Strengthen employer input into curriculum and provision planning by linking 150 employers with education and training providers to join existing skills advisory panels. | OP1 and OP6 | GMCC | GMCC, FE colleges, HE institutions, ITPs, GMLPN, GMColleges and employers | <p>1<sup>st</sup> year - Pilot phase where 50 employers will be connected with education and training providers</p> <p>2<sup>nd</sup> year - Link additional 50 employers with education and training providers</p> <p>3<sup>rd</sup> year - Link additional 50 employers with education and training providers</p> | GMCC will link 150 employers with education and training providers. The initiative will focus on attracting employers from LSIP priority sectors and SMEs. Liaise with the outcomes from the Post-16 project to ensure consistency between activities. | <ul style="list-style-type: none"> <li>• Number of participating employers</li> <li>• Share of employers by sector</li> <li>• Share of employers by business size</li> <li>• Number of participating FE colleges, HE institutions and ITPs</li> </ul> |
| A2.7: Produce an annual 'You said, we did' report to illustrate how employer feedback is shaping skills provision and                                                          | OP6         | GMCC | GMCC                                                                      | 1 <sup>st</sup> year- Publication of first report                                                                                                                                                                                                                                                                   | 1 report every year                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Number of reports</li> <li>• Number of employers receiving the report</li> </ul>                                                                                                                             |

|                                                                                                                                                     |  |  |  |                                                                               |                                 |                                                                                                                    |
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| system changes. This report would be aimed at employers to show how their participation in the LSIP and their input are having a real-world impact. |  |  |  | 2 <sup>nd</sup> and 3 <sup>rd</sup> year - Publication of a report every year | 3 reports in total over 3 years | <ul style="list-style-type: none"> <li>• Number of LAs and government authorities receiving this report</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------|

### A3. Improve the visibility of existing training provision

Employers, especially SMEs, are often unaware of existing routes for them to upskill their workforce. These activities focus on engaging and connecting with employers to ensure uptake of existing support.

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Related Priorities | Lead | Partners Involved                                          | Timescale and Milestones                                                                                                                                                                                                                                                                                                                                                                                                 | Expected Output(s)                                                                                                  | Monitoring and Measurement                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A3.1: Alongside partners, GMCA should promote the GM Skills Map to both employers and learners using the GMACS website as the 'source of truth' for careers information. Utilise social media platforms, including LinkedIn and Instagram, and newsletters to produce promotional content for the Skills Map. Through increased communication, the Skills Map can be positioned as the go-to directory for existing courses available across GM. The Skills Map should also include information on inward investment and large projects planned in GM. This will allow the map to include both present and future jobs. | OP1 and OP2        | GMCA | GMCA, GMCC, FE colleges, HE institutions, schools and ITPs | <p>6 months – 1 LinkedIn post and 1 YouTube/TikTok/Instagram video per month.<br/>1 article posted on the GMCC website and sent out in GMCC and GMCA newsletters.</p> <p>1<sup>st</sup> year – Continue to publish 1 LinkedIn post and 1 video posted to YouTube/TikTok/Instagram per month.<br/>A second article in GMCC and GMCA newsletters.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year – 4 LinkedIn posts and</p> | <p>16 LinkedIn posts.</p> <p>16 YouTube/TikTok/Instagram videos.</p> <p>2 articles promoting the GM Skills Map.</p> | <ul style="list-style-type: none"> <li>• Number of LinkedIn posts</li> <li>• Number of YouTube/TikTok/Instagram videos</li> <li>• Engagement with LinkedIn posts (number of likes)</li> <li>• Engagement with YouTube/TikTok/Instagram videos (number of likes)</li> <li>• Number of articles</li> <li>• Number of people engaging with the articles (number of visits to webpage)</li> <li>• Number of people engaging with the GM Skills Map (number of visits to the webpage)</li> </ul> |



|                                                                                                                                                                                                                                     |                        |            |                                                  |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       |                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                     |                        |            |                                                  | 4<br>YouTube/TikTok/Instagram videos.<br>Continue to update the Skills Map.                                                                                                                                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                         |
| A3.2: Consistently signpost employers to the AI Skills Hub courses under the AI Skills Boost scheme, as well as AI related apprenticeship units. GMCC and GMCA websites should be utilised to provide information on these schemes. | OP1, OP4, DT4, and CM1 | GMCC       | GMCC, GMCA, GMColleges, HE institutions and ITPs | 6 months – Provide signposting for employers so that they understand the AI Skills Hub and related apprenticeships. Ensure GMCC and GMCA websites contain up-to-date information on these schemes.<br><br>1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year – Ensure consistent signposting is enforced. | Consistent signposting to AI Skills Hub.<br><br>Up-to-date information on GMCC and GMCA websites regarding AI Skills Hub and related apprenticeships. | <ul style="list-style-type: none"> <li>• Number of employers signposted to AI Skills Hub</li> <li>• Engagement with AI Skills Hub (number of website visits)</li> </ul> |
| A3.3: GMCA should continue to support the skills development and referral services, using the LSIP to ensure signposting is relevant to labour market insights.                                                                     | OP1                    | GMCA       | GMCA, GC, and GMCC                               | 6 months – Utilise the LSIP to ensure sufficient signposting for in-demand skills.<br><br>1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year – Updated and standardised signposting activity.                                                                                                             | Consistent signposting and referral to services currently offered by GC.                                                                              | <ul style="list-style-type: none"> <li>• Number of employers signposted to the service</li> </ul>                                                                       |
| A3.4: Support marketing campaigns showcasing the benefits for employers of                                                                                                                                                          | OP1                    | GMColleges | GMColleges, FE colleges, GMCA,                   | 6 months – 1 LinkedIn post per                                                                                                                                                                                                                                                                                    | 20 LinkedIn posts.                                                                                                                                    | <ul style="list-style-type: none"> <li>• Number of T-level placements/apprenticeshi</li> </ul>                                                                          |

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| <p>T-level placements, apprenticeships and graduate programmes. This can be done through LinkedIn posts and articles posted on GMCC, GMColleges, GMCA websites. GMCC should also host an event centred around National Apprenticeship week, targeting employers.</p> |  |  | <p>GMCC, HE institutions, ITPs and schools</p> | <p>month, using videos featuring T-level and/or apprenticeship ambassadors.<br/>1 event hosted by GMCC during National Apprenticeship week.</p> <p>1<sup>st</sup> year – Continue to publish 1 LinkedIn post per month. Articles written about the benefits of graduate programmes.</p> <p>2<sup>nd</sup> year - Publish 1 LinkedIn post per quarter. 1 event hosted by GMCC during National Apprenticeship Week. Articles written about the benefits of graduate programmes.</p> <p>3<sup>rd</sup> year – Publish 1 LinkedIn post per quarter. 1 event hosted by GMCC</p> | <p>3 events hosted by GMCC.</p> <p>At least 5 articles written.</p> | <p>ps/graduate programmes offered by employers in GM.</p> <ul style="list-style-type: none"> <li>• Number of people enrolled in T-level placements, apprenticeships, and graduate programmes.</li> <li>• Number of LinkedIn posts</li> <li>• Engagement with LinkedIn posts (number of likes)</li> <li>• Number of events hosted</li> <li>• Number of attendees to events hosted</li> <li>• Number of articles written</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                          |     |      |                                                   | during National Apprenticeship Week. Continue to promote the article about graduate programmes. Articles written about the benefits of graduate programmes.                                                                                                                                                                                                                                                                          |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       |
| A3.5: GMCC should launch an online campaign targeting employers to improve awareness of and advocate the use of the Skills and Growth Levy and levy transfer schemes, signposting the GM Levy Matchmaking Service. This campaign could include promotional LinkedIn posts, as well as posts on other social media channels such as TikTok and Instagram. | OP1 | GMCC | GMCA, GMCC, HE institutions, FE colleges and ITPs | <p>6 months – 4 LinkedIn posts using testimonies from employers. 1 article written for GMCC website. Signpost interested employers to the Co-op levy transfer scheme and GM Levy Matchmaking Service throughout.</p> <p>1<sup>st</sup> year – 4 more LinkedIn posts. Continue promoting the article.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year – 4 LinkedIn posts. 4 YouTube/TikTok/Instagram videos. Continue promoting the</p> | <p>12 LinkedIn posts.</p> <p>1 article.</p> <p>Signpost employers to Co-op levy transfer scheme throughout.</p> <p>4 YouTube/TikTok/Instagram videos.</p> | <ul style="list-style-type: none"> <li>• Number of employers accessing Skills and Growth Levy</li> <li>• Number of employers using levy transfer schemes</li> <li>• Number of LinkedIn posts</li> <li>• Engagement with LinkedIn posts (number of likes)</li> <li>• Number of YouTube/TikTok/Instagram videos</li> <li>• Engagement with YouTube/TikTok/Instagram videos (number of likes)</li> </ul> |

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|  |  |  |  | article and social media content. |  |  |
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#### A4. Expand or maintain training provision

This action includes all recommendations to start, maintain or adjust training provision. Some activities, such as those relating to digital skills, may apply across sectors or address overarching priorities. Others may address the granular skills needs of a specific sector.

| Activity                                                                                                                                                                                           | Related Priorities | Lead                             | Partners Involved                                | Timescale and Milestones                                                                                                                                                                                                                                                                                  | Expected Output(s)                                                                        | Monitoring and Measurement                                                                                                                                                                                                                                 |
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| A4.1: Include baseline digital skills in all qualifications from GM providers, ensuring that all learners will have essential demonstrable skills, regardless of the qualification or the pathway. | OP4, DT2           | Education and Training Providers | GMCA, GMCC, GMColleges, HE institutions and ITPs | <p>6 months: Baseline mapping of digital skills coverage across learning pathways.</p> <p>1<sup>st</sup> year - Gaps identified; providers developing plans to address them.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year – Review of digital skills provision and assessment of digital competency.</p> | Learners completing GM provision demonstrate baseline digital competency upon completion. | <ul style="list-style-type: none"> <li>• Proportion of learning pathways including baseline digital skills</li> <li>• Employer-reported digital readiness of new recruits</li> <li>• Learner assessment of digital confidence on entry and exit</li> </ul> |

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| A4.2: Embed sector-specific digital skills into courses in all disciplines. Beyond baseline digital competency, employers in many sectors have demanded specific digital skills in areas such as data analysis, BIM, IoT and competency in AI tools. This action will ensure that qualifications across GM reflect the digital reality of the sectors. | OP4, DT2, CM3 | Education and Training Providers | FE colleges, HE institutions and ITPs              | <p>6 months – Employer consultation to map sector-specific digital requirements.</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year – Provision review and embedding / enhancing / designing modules to reflect the digital reality. Continued employer engagement to ensure that digital skills provision meets employer needs.</p> | Qualifications across GM sectors updated to reflect current sector-specific digital requirements, grounded in employer evidence. | <ul style="list-style-type: none"> <li>• Number of sector-specific digital modules implemented</li> <li>• Number of courses incorporating sector-specific digital modules.</li> <li>• Number of employers consulted</li> <li>• Employer satisfaction with sector-specific digital skills provision</li> </ul> |
| A4.3: Embed appropriate BIM competency across construction qualifications from Level 4 to Level 7. Demand for BIM-related roles is growing as it becomes increasingly central to construction practice across GM.                                                                                                                                      | C6            | CTEC                             | CTEC, FE colleges, HE institutions, ITPs and GMLPN | <p>6 months – Liaise with employers to understand the demand for BIM.</p> <p>1<sup>st</sup> year - Review existing qualifications to identify and address BIM-related skills gaps.</p> <p>2<sup>nd</sup> year – Implement BIM</p>                                                                                                               | BIM competency becomes a standard component of construction provision across GM.                                                 | <ul style="list-style-type: none"> <li>• Number of employers consulted</li> <li>• Number of courses where BIM modules have been implemented</li> <li>• Employer satisfaction with BIM readiness of construction learners.</li> </ul>                                                                          |

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|                                                                                                                                                                        |                         |                 |                                                              | <p>modules across construction qualifications.</p> <p>3<sup>rd</sup> year – Repeat consultation with employers to ensure modules reflect industry requirements.</p>                                                                                                                             |                                                                                                |                                                                                                                                                                                                                                                                       |
| A4.4: GMCA and HE providers will work to increase the number of learners attaining Level 6 in quantity surveying in GM.                                                | C4                      | HE institutions | HE institutions and GMCA                                     | <p>1<sup>st</sup> year - Increase the uptake of level 6 quantity surveying qualifications.</p> <p>2<sup>nd</sup> year - If there is sufficient uptake of courses, further increase provision.</p> <p>3<sup>rd</sup> year – Continue to support the provision of Level 6 quantity surveying.</p> | Increased uptake of Level 6 quantity surveying.                                                | <ul style="list-style-type: none"> <li>• Number of learners enrolled in Level 6 quantity surveying across GM.</li> <li>• Uptake rate across Level 6 quantity surveying provision.</li> <li>• Reduction in recruitment difficulties for quantity surveyors.</li> </ul> |
| A4.5: Strengthen the reach and increase the number of spaces available on the PlanBee shared apprenticeship scheme by reaching out to SMEs to encourage participation. | OP1, C1, C2, C3, C4, C5 | GMCA            | GMCA, GMCC, employers, GMColleges, ITPs, CITB, GMLPN and FMB | 1 <sup>st</sup> year – Increase the number of places available on the PlanBee scheme by 25%. Reach out to 100 SMEs to                                                                                                                                                                           | <p>Increase the number of places on PlanBee Scheme by 25%.</p> <p>100 employers contacted.</p> | <ul style="list-style-type: none"> <li>• Number of PlanBee places available.</li> <li>• Number of employers contacted about joining the PlanBee scheme.</li> <li>• Number of employers offering placements</li> </ul>                                                 |

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|                                                                                                                                                                                                                                                                                                                                 |    |                                  |                      | encourage participation.<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year – If there is sufficient uptake, further increase provision.                                                                                                                                                                                                                                                                                                 |                                                                                                              | through the PlanBee scheme.                                                                                                                                          |
| A4.6: Bring industry and providers together to review customer service skills in Level 2 and 3 logistics qualifications to reflect real-world customer service requirements.<br>Customer-facing roles in logistics demand strong interpersonal and communication skills. Employers report shortages in customer service skills. | L3 | Education and Training Providers | FE Colleges and ITPs | 6 months – Liaise with employers to understand customer service needs within logistics. Review existing Level 2 and 3 logistics qualifications and identify gaps regarding customer service skills.<br><br>1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year – Embed customer service skills modules consistently across qualifications at Level 2 and upwards qualifications where relevant (e.g. for client-facing roles). | Logistics qualifications at Level 2–3 in GM reflect current employer expectations for customer-facing roles. | <ul style="list-style-type: none"> <li>• Number of courses where customer service modules have been implemented.</li> <li>• Number of employers consulted</li> </ul> |

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| A4.7: Encourage increased uptake of specialist provision at Levels 3–5 in mechatronics and automation, including the Mechatronics Maintenance Technician apprenticeship (Level 3) as well as HNDs (Level 4) and HNCs (Level 5) in Mechatronics Engineering and Robotics and Mechatronics. | EM3 | Education and Training Providers | FE Colleges, employers, GM IOT and ITPs | <p>1<sup>st</sup> year – Identify requirements for specialist provision at Levels 3–5 in mechatronics and automation and existing.</p> <p>2<sup>nd</sup> year – Carry out CEIAG activities to highlight the attractiveness of advanced manufacturing and direct career opportunities.</p> <p>3<sup>rd</sup> year – Continue to support the provision of specialist qualifications.</p> | Increased uptake of specialist provision at Levels 3–5 in mechatronics and automation.   | <ul style="list-style-type: none"> <li>• Number of learners enrolled in specialist provision at Levels 3–5 in mechatronics and automation</li> <li>• Employer uptake of apprenticeships.</li> </ul> |
| A4.8: Encourage increased uptake of CNC machining and precision engineering provision, including the Machining Technician apprenticeship (Level 3).                                                                                                                                       | EM3 | Education and Training Providers | FE colleges, employers and ITPs         | <p>1<sup>st</sup> year – Increase the uptake of CNC machining and precision engineering qualifications.</p> <p>2<sup>nd</sup> year – If there is sufficient uptake of courses,</p>                                                                                                                                                                                                     | Increased uptake of CNC machining and precision engineering courses and apprenticeships. | <ul style="list-style-type: none"> <li>• Number of learners enrolled in CNC machining and precision engineering provision.</li> <li>• Employer uptake of apprenticeships.</li> </ul>                |



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|                                                                                                                                                                 |             |                                  |                                 | further increase provision.<br><br>3 <sup>rd</sup> year –Continue to support the provision of CNC machining and precision engineering qualifications.                                                                                                                                                                       |                                                                           |                                                                                                                                                                                         |
| A4.9: Encourage increased uptake of training provision for electronics repair and maintenance, including Level 3 apprenticeships and vocational qualifications. | EM2         | Education and Training Providers | FE colleges, employers and ITPs | 1 <sup>st</sup> year – Increase the uptake of electronics repair and maintenance qualifications.<br><br>2 <sup>nd</sup> year - If there is sufficient uptake of courses, further increase provision.<br><br>3 <sup>rd</sup> year - Continue to support the provision for electronics repair and maintenance qualifications. | Increased uptake of electronics repair and maintenance.                   | <ul style="list-style-type: none"> <li>• Number of learners enrolled in electronics repair and maintenance qualifications.</li> <li>• Employer uptake of apprenticeships.</li> </ul>    |
| A4.10: Encourage increased uptake of existing provision for FE training in IT support (Level 2-3) and cybersecurity (Level 4-5).                                | DT1 and DT6 | Education and Training Providers | FE colleges, ITPs and DiSH      | 1 <sup>st</sup> year – Increase the uptake of qualifications.<br><br>2 <sup>nd</sup> year - If there is sufficient uptake of courses,                                                                                                                                                                                       | Increased uptake of IT support (Level 2-3) and cybersecurity (Level 4-5). | <ul style="list-style-type: none"> <li>• Number of learners enrolled in IT support (Level 2-3) and cybersecurity (Level 4-5).</li> <li>• Employer uptake of apprenticeships.</li> </ul> |

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|                                                                                                                                                                      |                        |                 |                                                       | <p>further increase provision.</p> <p>3<sup>rd</sup> year – Continue to support the provision for IT support (Level 2-3) and cybersecurity (Level 4-5).</p>                                                                                                                                                                                               |                                                                                                      |                                                                                                                                                                 |
| A4.11: Strengthen relationships between HE and employers to build a system of placements and commercial experience into existing HE provision for AI/ML engineering. | OP1, OP4, DT2, and DT4 | HE institutions | HE institutions, employers, NW Tech Talent Consortium | <p>6 months – Build relationships with AI/ML engineering employers, highlighting the benefits of placements. Introduce these employers to learners through careers fairs and/or presentations.</p> <p>1<sup>st</sup> year – Begin the implementation of placement and commercial experience with employers, including shadowing or workplace safaris.</p> | Placements and commercial experience opportunities with AI/ML engineering employers for HE learners. | <ul style="list-style-type: none"> <li>• Number of learners gaining commercial experience or placement opportunities at AI/ML engineering employers.</li> </ul> |

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| A4.12: Design modules which address the use of AI in the creative and media sector, reflecting current techniques and ethics and responsible use.                                       | CM1 | Education and Training Providers | FE colleges, HE institutions, ITPs and employers                  | <p>1<sup>st</sup> year – Liaise with employers to understand the current use of AI within the sector. Compare this with current provision and identifying any gaps. Begin designing modules to fill these gaps.</p> <p>2<sup>nd</sup> year - Implement AI modules.</p> <p>3<sup>rd</sup> year – Host annual consultation with employers, ensuring modules are updated accordingly.</p> | Creative and media qualifications in GM updated to reflect current sector practice in AI use, including ethical application.                                                     | <ul style="list-style-type: none"> <li>• Number of employers consulted.</li> <li>• Number of creative /media qualifications updated with relevant AI related curricula</li> <li>• Number of consultations with employers.</li> <li>• Employer satisfaction with AI related curricula</li> </ul> |
| A4.13: Encourage increased uptake of qualifications Levels 2 and 3 aimed at training theatre and live performance technicians, including apprenticeships and vocational qualifications. | CM2 | Education and Training Providers | FE colleges, ITPs and Factory International Academy and employers | <p>6 months – Extend provision for Level 2 and 3 qualifications related to training theatre and live performance technicians.</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year - If there is sufficient uptake</p>                                                                                                                                                        | Increased uptake of Level 2 and 3 qualifications relating to training theatre and live performance technicians, including Level 3 apprenticeships and vocational qualifications. | <ul style="list-style-type: none"> <li>• Number of learners enrolled in Level 2 and 3 qualifications relating to training theatre and live performance technicians</li> <li>• Employer uptake of apprenticeships</li> </ul>                                                                     |

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|                                                                                                                                       |       |                                  |                                                                  | of courses, further year-on-year increase.                                                                                                                                                                                                                                                      |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                            |
| A4.14: Sustain culinary and professional cooking provision at Levels 2 and 3 to meet sector demand.                                   | H1    | Education and Training Providers | FE colleges and ITPs                                             | Ongoing – Continue to implement the provision of culinary skills and professional cookery qualifications (Levels 2 and 3).                                                                                                                                                                      | Level 2–3 culinary and professional cookery provision sustained in GM at volume sufficient to meet sector demand. | <ul style="list-style-type: none"> <li>• Number of providers offering culinary skills and professional cookery qualifications (Levels 2 and 3)</li> <li>• Number of learners enrolled in culinary skills and professional cookery qualifications (Levels 2 and 3).</li> <li>• Reduction in employer reported recruitment difficulties for chefs</li> </ul> |
| A4.15: Increase the number of CPD courses in legal specialisations such as property, probate, and corporate law, available across GM. | FBPS1 | GMCA                             | Employers, Growth Company, GMCA, Manchester Law Society and ITPs | <p>6 months – Liaise with employers to identify key topics for CPD in key legal specialisations.</p> <p>1<sup>st</sup> year – Launch CPD courses within legal specialisations.</p> <p>2<sup>nd</sup> year – Continue relationships with employers to strengthen available provision for CPD</p> | Increased provision of CPD for legal specialisations                                                              | <ul style="list-style-type: none"> <li>• Number of CPD courses available within the legal sector in GM</li> <li>• Number of people enrolled in CPD courses aimed at legal specialisations.</li> <li>• Reduction in employer reported recruitment difficulties in legal specialisms</li> </ul>                                                              |

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|                                                                                                               |                 |                                  |                                                   | in legal specialisations.                                                                                                                                                                 |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                |
| A4.16: Sustain the provision of Level 4 to Level 7 accountancy qualifications, including AAT, ACCA and ICAEW. | FBPS3           | Education and Training Providers | FE colleges, HE institutions and ITPs             | Ongoing – Continue to implement provision of Level 4-7 accountancy qualifications.                                                                                                        | Continued provision of Level 4-7 accountancy qualifications.                                                                                                                       | <ul style="list-style-type: none"> <li>• Number of providers offering Levels 4-7 accountancy qualifications</li> <li>• Number of learners enrolled in Level 4-7 accountancy qualifications</li> </ul>                                                                          |
| A4.17: Provide learners with access to Level 3 NVQ courses to meet EAS compliance for electricians.           | OP1 and C2      | GMCA                             | GMCA, GMCC, ITPs and FE colleges                  | <p>1<sup>st</sup> year - Increase the uptake of courses.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year - If there is sufficient uptake of courses, further increase provision.</p>        | <p>Sufficient Level 3 NVQ provision in place for GM electricians to meet EAS compliance requirements.</p> <p>Funding and capacity barriers addressed.</p>                          | <ul style="list-style-type: none"> <li>• Number of electricians who meet EAS compliance requirements</li> <li>• Number of people enrolled in Level 3 NVQ courses.</li> </ul>                                                                                                   |
| A4.18: Engage learners in Levels 4-6 mechanical and electrical engineering qualifications                     | OP1, OP5 and C1 | Education and Training Providers | FE colleges, HE institutions, ITPs, GMCA and GMCC | <p>1<sup>st</sup> year – Increase the uptake of qualifications.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year - If there is sufficient uptake of courses, further increase provision.</p> | <p>Increased uptake of Levels 4-6 mechanical and electrical engineering qualifications.</p> <p>Capacity and funding barriers being to be addressed alongside increased uptake.</p> | <ul style="list-style-type: none"> <li>• Number of learners enrolled in Levels 4-6 mechanical and electrical engineering qualifications.</li> <li>• Reduction in employer reported recruitment difficulties for engineers with HTQ and degree level qualifications.</li> </ul> |

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| A4.19: Encourage increased uptake of Level 2 and 3 health and social care qualifications.                  | OP1, OP3, and HSC1 | Education and Training Providers | FE colleges, ITPs, H&SC providers and GMCA | 1 <sup>st</sup> year – Increase the uptake of qualifications.<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year – If there is sufficient uptake of courses, further increase provision.               | Increased uptake of Level 2 and 3 health and social care qualifications.                  | <ul style="list-style-type: none"> <li>• Number of learners enrolled in Level 2 and 3 health and social care qualifications.</li> </ul>                                                                                                       |
| A4.20: Encourage increased uptake of HE offerings of nursing associate and nursing degree apprenticeships. | OP1 and HSC2       | HE institutions                  | HE institutions, employers and GMCA        | 1 <sup>st</sup> year – Increase the uptake of qualifications.<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year – If there is sufficient uptake of courses, further increase provision.               | Increased uptake of nursing associate and nursing degree apprenticeships.                 | <ul style="list-style-type: none"> <li>• Number of learners enrolled in nursing associate apprenticeships.</li> <li>• Number of learners enrolled in nursing degree apprenticeships.</li> <li>• Employer uptake of apprenticeships</li> </ul> |
| A4.21: Encourage increased uptake in CPD courses in sales, negotiation and client relationship management. | OP1, L2, and FBPS2 | Employers                        | Employers, FE colleges, ITPs and GMCA      | 1 <sup>st</sup> year – Increase the number of learners enrolled in CPD courses in these areas.<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year – Continue to invest in CPD training in these areas. | Increased uptake in CPD courses in sales, negotiation and client relationship management. | <ul style="list-style-type: none"> <li>• Number of people enrolled in CPD courses in sales, negotiation and client relationship management.</li> </ul>                                                                                        |

#### A5. Support employers with funding, business planning, and development

This action will help employers to recruit, retain and train their workforce. It also includes activities that employers can implement directly in workplaces.

| Activity                                                                                                                                                                                                                                           | Related priorities         | Lead      | Partners Involved                   | Timescale and Milestones                                                                                                                                                                                                               | Expected Output(s)                                                                                                                                                          | Monitoring and Measurement                                                                                                                                                                                                         |
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| A5.1: GMCC should create a workforce planning toolkit for employers. This will ensure employers have practical tools for workforce planning and management development.                                                                            | OP3, HSC3, CM2 and H2      | GMCC      | GMCC, employers and CMI             | 6 months – Liaise with employers to understand workforce planning needs.<br><br>1 <sup>st</sup> year – Create workforce planning toolkit<br><br>2 <sup>nd</sup> and 3 <sup>rd</sup> year – Increase in the number of engaged employers | Employers across GM, particularly SMEs, have access to practical workforce planning tools and understand how to create internal progression pathways and mentoring schemes. | <ul style="list-style-type: none"> <li>• Number of employers engaged</li> <li>• Number of downloads of the workforce planning toolkit</li> </ul>                                                                                   |
| A5.2: ITPs should provide 2 workshops per year promoting mentoring and peer-learning schemes to support the development of new and emerging mid to senior level managers, and to pass down knowledge from experienced to less experienced workers. | OP3, HSC3, CM2, DT1 and H2 | ITPs      | ITPs, GMCC, GMCA, CMI and employers | 6 months – Design workshop to help employers implement peer-mentoring schemes.<br><br>1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year – Provide 2 GM-wide workshops per year                                                | 2 workshops per year helping employers implement peer-mentoring schemes.<br><br>6 workshops in total                                                                        | <ul style="list-style-type: none"> <li>• Number of workshops delivered</li> <li>• Number of employers engaged</li> </ul>                                                                                                           |
| A5.3: Employers should create mentorship schemes involving experienced drivers accompanying new drivers within the first 3-6 months on the job.                                                                                                    | L1                         | Employers | Employers and Logistics UK          | 6 months - Provide mentorship training for experienced drivers<br><br>1 <sup>st</sup> year – Implement mentorship scheme: experienced drivers accompany new drivers for 3 months minimum. Involves                                     | Mentorship scheme for new drivers.                                                                                                                                          | <ul style="list-style-type: none"> <li>• Number of experienced drivers partaking in the mentorship scheme</li> <li>• Number of new drivers partaking in mentorship scheme</li> <li>• Retention rates of new HGV drivers</li> </ul> |

|                                                                                                                                                                                                                                         |     |                      |                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     |                                                                                                                                                                             |
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|                                                                                                                                                                                                                                         |     |                      |                                                                                                 | <p>bi-weekly check-ins with the new driver.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year – Continue to run the mentorship scheme</p>                                                                                                                                                                                                |                                                                                                                                     |                                                                                                                                                                             |
| A5.4: Employer consortiums should work with providers to make cloud computing training available to smaller employers.                                                                                                                  | DT3 | Employer consortiums | Employer consortiums, ITPs, GMCA and AWS                                                        | <p>6 months – Engage with providers to identify possible offers. Engage with SMEs to identify demand.</p> <p>1<sup>st</sup> year - Match providers and SMEs. Enable SMEs to uptake existing provision.</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year – Review provision and extend and adapt based on SME demand and experiences</p> | Increase the availability of cloud computing training to employers.                                                                 | <ul style="list-style-type: none"> <li>• Number of learners</li> <li>• Number of participating employers</li> <li>• Number of learners who progress into jobs</li> </ul>    |
| A5.5: Liaise with GMCA's creative and culture team to identify and address concerns on stability and progression in (typically freelance) creative industry professions. Develop a mechanism for discussing these concerns and actions. | CM2 | GMCA                 | GMCA, GMCC, employers, Screen Manchester, Factory International and Creative Places Growth Fund | <p>6 months – Consult with freelancers around their issues and progression within the industry.</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year – Formalise the interaction and set up a mechanism for discussing concerns and actions.</p>                                                                            | Active liaison with independent and freelance professionals to identify a mechanism for raising and addressing systemic challenges. | <ul style="list-style-type: none"> <li>• Number of participating freelancers</li> <li>• Number of interactions</li> <li>• Number of concerns raised and resolved</li> </ul> |
| A5.6: GMCA should provide the live performance sector a coordinated approach to workforce planning by                                                                                                                                   | CM2 | GMCA                 | GMCA, GMCC, Employers, MCDA, Factory                                                            | 6 months – Consult with employers in the sector to identify workforce planning challenges.                                                                                                                                                                                                                                           | 3 roundtables with employers                                                                                                        | <ul style="list-style-type: none"> <li>• Number of employers involved in GM Creative Council</li> </ul>                                                                     |



|                                                                                                                                                                                                                                                                                                              |                       |                      |                                                    |                                                                                                                                                                                                                                               |                                                                                    |                                                                                                                                                                                                                                                                                 |
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| consulting with employers to identify challenges and creating a mechanism to discuss actions.                                                                                                                                                                                                                |                       |                      | International and Creative Places Growth Fund      | 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year – Formalise the interaction and set up a mechanism for discussing concerns and actions.                                                                                            | Annual recommendations published.                                                  | <ul style="list-style-type: none"> <li>• Number of employers sitting on the GM Creative Council</li> <li>• Number of roundtables hosted.</li> <li>• Number of recommendations briefings published.</li> </ul>                                                                   |
| A5.7: GMCA should provide training funding to support legal firms in GM to increase qualifying work experience (QWE) placements. Supporting the Solicitors Qualifying Examination (SQE) route and expanding QWE placements are practical alternatives to the defunding of Level 7 solicitor apprenticeships. | OP1 and FBPS1         | GMCA                 | GMCC, Manchester Law Society and HE institutions   | 1 <sup>st</sup> year - Roll out training funding to an initial cohort of law firms<br><br>2 <sup>nd</sup> year - Roll out training funding to the rest of legal firms<br><br>3 <sup>rd</sup> year - Continue funding training for legal firms | More legal firms in GM, including smaller practices, able to offer QWE placements. | <ul style="list-style-type: none"> <li>• Number of legal firms benefiting from support</li> <li>• Number of QWE placement opportunities</li> </ul>                                                                                                                              |
| A5.8: GMCA should ensure that SMEs can access funded leadership and management development opportunities particularly, Level 3 Team Leader, Level 4 Lead Practitioner in Adult Care, Level 5 Operations Manager and Level 6 Chartered manager.                                                               | OP1, OP3, HSC3 and H2 | GMCA                 | GMCA, GMCC, CMI, ITPs, GMColleges, HE institutions | 1 <sup>st</sup> year - Roll out training funding to an initial cohort of SMEs<br><br>2 <sup>nd</sup> year - Roll out training funding to a second cohort of SMEs<br><br>3 <sup>rd</sup> year - Continue funding training for SMEs             | Funding for SMEs in GM to continue leadership and management apprenticeships.      | <ul style="list-style-type: none"> <li>• Number of SMEs benefiting from funding</li> <li>• Number of people enrolled in leadership and management apprenticeships</li> <li>• Improvement in employer reported leadership and management capability amongst recruits.</li> </ul> |
| A5.9: FE colleges and ITPs should ensure flexible training delivery models are available to address                                                                                                                                                                                                          | OP1                   | FE colleges and ITPs | FE colleges and ITPs, GMLPN                        | 6 months – Liaise with employers and learners to understand issues with current delivery model.                                                                                                                                               | Implementation of flexible training models.                                        | <ul style="list-style-type: none"> <li>• Number of employers engaged</li> <li>• Number of learners engaged</li> </ul>                                                                                                                                                           |

|                                                                                                                                                                                         |  |  |  |                                                                                                                                                                                                                                                                                                                          |                                                         |                                                                                                                                                                                                |
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| time and access barriers. This could include hybrid delivery, rolling start dates, evening/weekend/shift friendly timetables and bite-sized modules individuals can take independently. |  |  |  | <p>Review flexible models already in practice to see if they can be extended to other providers</p> <p>1<sup>st</sup> year – Implement flexible delivery models where relevant</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> year – Repeat consultation with employers/learners annually and make necessary improvements.</p> | Annual consultation and review to ensure effectiveness. | <ul style="list-style-type: none"> <li>• Number of courses where delivery mode has been altered to be flexible to learners.</li> <li>• Number of consultations and review sessions.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Annex C Background and Methodology

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The GM LSIP was developed in line with the statutory guidance for designated Employer Representative Bodies.

## Stage 1: Identify and Articulate Skills Needs

The development of the GM LSIP relied on a mixed-methods approach combining primary research and sector-specific modelling. This methodology was adopted to ensure employer representation and that identified skills priorities are robust and underpinned by an extensive number of insights. Data gathered from different sources was triangulated. The rationale for skills priorities thus relies on an integrated evidence base. The emerging findings were tested and refined through stakeholder engagement. This ensured that the final list of priorities are not only based on employer needs but also fully aligned with the broader business and economic context of GM.

Primary data was gathered through surveys, interviews and roundtables. A total of 111 participants were engaged through in-depth interviews. The majority of interviewees were employers, but a smaller number of training providers were also interviewed. The participants came from businesses in different sectors and of different sizes. Most participants were from SMEs (61.3%) while the remaining (38.7%) were from large businesses. Engagement extended beyond the Chamber's existing membership network. As many as 65.8% of the participants were not GMCC members. Therefore, the evidence reflects the views of the wider business community in GM. In addition, 165 participants took part in roundtable discussions. These sessions included employers, training providers, representatives from local authorities and work coaches from Jobcentre Plus. Just over half of the participants (52.4%) were SMEs, with the remaining 47.6% coming from larger organisations. The roundtables served two purposes: as part of evidence gathering, they were used to identify and validate skills needs. Subsequently, employers, providers and other stakeholders were invited to a dedicated session to test and shape the emerging priorities and proposed actions, ensuring that the agreed changes in Section 2 reflect a widely agreed approach.

To support the collection of data, results from 918 Quarterly Economic Survey (QES) responses gathered from Q1 2025 to Q4 2025 were also analysed and from these a range of data was gathered especially around job roles that were difficult to recruit and those most in demand. These results can be found in the appropriate sections in Sections 1 and 2 of the plan.

The interviews and roundtables were conducted using a semi-structured format. Set discussion themes were consistently used but the format also allowed flexibility to explore interviewees' views in greater depth. Interviews were conducted virtually via Microsoft Teams, while roundtables were held in person. All the interviews and roundtables were recorded to support detailed analysis.

Multiple surveys complemented the qualitative data gathering by providing a broader perspective on employer needs. The surveys included a range of question formats including questions with single-select options, questions with multi-select options, questions with Likert scales and questions allowing free text responses. Surveys were designed in accordance with established best practices for research, drawing on the Tailored Design Method<sup>[19]</sup>. Each survey included a clear introduction outlining the research objectives, confidentiality measures, estimated completion time and any participation incentives. Careful consideration was given to survey length and branching conditions were used to minimise the amount of time respondents had to spend on the survey. The main LSIP survey had an average completion time of approximately 15 minutes, and all surveys achieved response rates exceeding 50%, indicating strong engagement. The analytical approach was primarily descriptive, with findings reported using counts and percentages. Some cross-tabulations were used to explore differences across respondent groups. Open-ended responses were coded to identify themes and extract relevant skills related insights.

Qualitative data from interviews and roundtables were analysed using the thematic analysis approach developed by Virginia Braun and Victoria Clarke<sup>[20]</sup>. This method provides a systematic framework for identifying patterns and themes within qualitative data.

The analysis followed a six-stage process:

- Familiarisation with the data through transcription, reading and note-taking
- Generation of initial codes
- Identification of themes by grouping related codes
- Review of themes to ensure coherence and consistency
- Definition and naming of themes to capture overarching concepts
- Production of outputs, including the development of skills priorities and supporting rationale

This structured approach ensured that qualitative insights were analysed in a consistent and transparent manner and directly informed the identification of skills priorities.

To further strengthen the evidence base for the construction sector, the 2025 GM Construction Pipeline Analysis was developed. This involved an estimation of the economic value of construction activity and associated labour demand. The analysis was based exclusively on the verified project pipeline i.e. those with a high level of certainty regarding delivery. The labour demand assessment gave a forward-looking perspective on skills demand and enabled the identification of potential gaps between workforce requirements and availability.

The methodology adopted for the development of the LSIP aligns well with the expectations set out in the LSIP guidance. The primary research approach placed employers at the heart of the evidence base. Engagement with a broad range of employers, including a significant proportion of non-members, ensured that the findings are reflective of the needs of employers across GM. Moreover, the priorities have been mapped with the requirements of the UK Industrial Strategy and Greater Manchester Strategy.

While the methodology is robust, certain limitations should be recognised. For example, there are over 125,000 businesses in GM. The employer sample for the LSIP, although broad and diverse, may not capture the full range of business views. These limitations have been mitigated through the triangulation of multiple data sources and ongoing engagement with stakeholders. We are, therefore, confident that the findings are reliable, representative and comprehensive.

## Stage 2: Identify the Changes and Actions

Ideas for actions to address the identified priorities were discussed in every employer and non-employer stakeholder interview, collected and thematically analysed as an integrated part of the methodology described in detail for Stage 1. Emerging proposals for actions were presented at employer and provider roundtables for comment and further development. These were then refined and sense-checked in discussions with GMCA, the GM Labour Market Insights Unit and GM Colleges. Particular attention was paid to identifying already existing initiatives and provision to make sure that the proposed actions built on, but did not replicate, the existing skills landscape.

## Engagement with JobCentrePlus and Trade Unions

A dedicated roundtable was held with Jobcentre Plus (JCP) work coaches drawn from centres in all ten GM boroughs. The session brought together work coaches supporting a wide range of claimant groups, including young people with multiple barriers to employment, people with health conditions seeking part-time or flexible roles, ex-offenders, refugees and ESOL learners, and neurodiverse and disabled candidates.

These insights directly reinforce this LSIP's priorities on employer engagement with the skills system (OP1), CEIAG (OP2), and the sector-specific priorities on health and social care (HSC1-HSC3), construction (C1-C6) and digital and technology (DT1-DT6). JCP engagement will continue through the LSIP's three-year delivery period, with work coaches contributing to ongoing employer intelligence gathering and participating in relevant roundtables as priorities are reviewed and updated.

An interview was conducted with representatives of a trade union. This engagement provided an important workforce perspective on the skills challenges identified through employer consultation. The discussion surfaced issues of pay, progression and equality that employers do not always raise directly. The trade union's principal policy asks - better-quality training linked to job opportunities, apprenticeships and greater on-the-job learning - aligned closely with this LSIP's recommendations. GMCC is committed to further trade union engagement through the LSIP's delivery phase.

## Environmental and Net Zero Goals

Employers across all sectors were asked in interviews and roundtables how their actions towards sustainability have affected their skills needs and how they anticipate these will change in the future. Analysis from the Clean Energy Jobs Plan<sup>[22]</sup> shows that in the North West the construction, engineering and manufacturing sectors are likely to see the largest change in workforce relating to net zero. Survey questions were tailored to include relevant questions on net zero (e.g. solar PV installation, insulation, heat pump installation) and retrofit skills for employers in construction and on lean manufacturing for employers in engineering and manufacturing. Employers in logistics were asked about skills relating to electric vehicles and employers in retail and wholesale about lean operations. Work is taking place with the Bee Net Zero Board on a specific work stream around skills requirements needed across GM to ensure successful implementation of the 2038 target for GM.

## Equality of Opportunity

Employer respondents came from a range of backgrounds and geographies, reflecting the diversity of Greater Manchester. Over half of respondents were female. Many employers had a keen interest in overcoming barriers to skills development rooted in social opportunity and this was discussed in interviews. Interviews and roundtables with key non-employer participants such as local colleges and training providers working with disadvantaged groups were included in the analysis to ensure a comprehensive understanding of how equality of opportunity can be embedded in skills development. Interviews with regional trade union representatives were used to inform understanding of the working experience. As part of the interviews with non-employer stakeholders in the training and work system, roundtable discussions were held with JobCentre Plus work coaches from different areas of Greater Manchester, giving insight into the needs and experience of those preparing to enter or return to the local labour market.

## Governance

Future governance of the LSIP will be handled primarily through the GM Employment Work and Skills Executive Board. This is a significant part of the overall GMLSIP as this group is part of the formal skills structure governed by GMCA. Its current Chair is Sara Todd, the Exec lead for skills in GM and Skills England Board member.

The EWS Board is the primary decision-making body for LSIP delivery: it reviews progress against priorities, considers emerging labour market intelligence and agrees any adjustments to this LSIP. The EWS Board has been kept updated on significant milestones in the development of the LSIP. Members of the EWS Board include key decision makers from providers, strategic organisations, local representatives from key government organisations and departments and business representative bodies. This is an ideal mix of both strategic decision makers and those people who are able make and take decisions about provision and operational issues. This will enable future data and evidence to be presented and appropriate responses to be identified and actioned effectively. Progress will be reviewed regularly, with GMCC presenting updated employer intelligence and implementation progress at each EWS Board meeting to track whether agreed activities are achieving their intended outcomes.

In addition the development of the Greater Manchester Labour Market Insight Unit, developed jointly with GMCA, GM Growth Hub and Invest Manchester will allow for oversight and agreement on critical labour market information.

On an ongoing basis the Chamber Board has been kept fully apprised of LSIP activity and progress. In addition to the above 'formal' governance partners ongoing work has taken place with a range of other GM groups including GM Colleges; GM Civic Universities Board; Greater Manchester Learning Provider Network; GM Institute of Technology, and a range of other local authority groups and economic and education bodies. They receive regular updates and are kept informed of LSIP progress. These relationships were primarily developed as part of the work on the first GMLSIP.

## Methodology for Annex A

Annex A is based on two data sources: the Standard Industrial Classification (SIC) 2007<sup>[22]</sup> and the Extended Standard Occupational Classification (SOC) 2020<sup>[23]</sup> both created by the Office for National Statistics (ONS). The industries associated with the LSIP priorities were mapped to SIC codes and the job titles related to the LSIP priorities were mapped to SOC codes.

Each LSIP priority was translated into a set of associated industries, then these industries were matched with the closest SIC codes. Where a priority to a specialism standalone within another the sector (for e.g., advanced manufacturing) or is an amalgamation of numerous sub-sectors (for e.g., creative and media), external frameworks were used to identify the associated industries. The UK's Modern Industrial Strategy 2025<sup>[24]</sup> was used for advanced manufacturing while the GMCA Sector Development Plan<sup>[25]</sup> for Creative Industries was used to identify creative and media industries. Wherever possible, the priorities have been mapped to granular SIC codes. In some instances, where priorities relate to the whole of a sector (for e.g., manufacturing trades), two digit SIC codes associated with the sector more broadly have been used.

Furthermore, job titles were derived from each LSIP priority, and then they were mapped to the best-matching SOC codes. Notably, there is no specific SOC code for some of the job titles identified in the priorities, therefore they were mapped to the nearest equivalent SOC codes. In these cases, the rationale for code selection was provided.

The SIC/SOC code mapping was not exhaustive, meaning that some industries/job titles may have other related codes. Only SIC/SOC codes that best represented the industry/job title were included in the tables.

## Index of Priorities

| Overarching Priorities (OP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Construction (C)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Logistics (L)                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>OP1:</b> Increase employer engagement with the skills system and training uptake.</p> <p><b>OP2:</b> Enhance careers education, information, advice and guidance (CEIAG)</p> <p><b>OP3:</b> Strengthen leadership and management capabilities across the workforce</p> <p><b>OP4:</b> Strengthen digital skills provision for all sectors and occupational levels</p> <p><b>OP5:</b> Address shortages in mechanical and electrical engineering at both degree level (Level 6) and higher technical qualification (HTQ) level (Levels 4 and 5)</p> <p><b>OP6:</b> Continued tracking of emerging skills requirements from employers and other sources of labour market information</p> | <p><b>C1:</b> There is a shortage of mechanical and electrical engineers, both at degree level (Level 6) and among those with higher technical qualifications (Levels 4 and 5)</p> <p><b>C2:</b> Qualified electricians are in high demand and there is a labour shortage in this trade</p> <p><b>C3:</b> The industry is facing a shortage of bricklayers</p> <p><b>C4:</b> The sector is experiencing a significant shortage of qualified quantity surveyors</p> <p><b>C5:</b> Roofers are currently in short supply and there is a labour shortage in this trade</p> <p><b>C6:</b> There is an increasing demand in BIM-related skills and roles and this is an area with a skills shortage</p> | <p><b>L1:</b> There is a shortage of HGV Drivers, especially those of Class 1 with 3–5 years of experience</p> <p><b>L2:</b> There is a shortage of business development skills within the logistics sector</p> <p><b>L3:</b> There is a shortage of customer service skills within the logistics sector</p>                                                                                                                                                          |
| Engineering and Manufacturing (EM)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Health and Social Care (HSC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Digital and Technology (DT)                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>EM1:</b> There is a shortage of advanced degree-level engineering skills (Level 6)</p> <p><b>EM2:</b> There is a labour shortage in core manufacturing trades</p> <p><b>EM3:</b> There is a shortage of trade skills needed to support advanced manufacturing</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>HSC1:</b> There is a severe shortage of healthcare assistants</p> <p><b>HSC2:</b> There are not enough nurses to meet current demand</p> <p><b>HSC3:</b> There is a shortage of senior and managerial skills due to a lack of uptake of qualifications in Levels 3 and 4 for senior care workers, and Level 5 diplomas for care managers</p>                                                                                                                                                                                                                                                                                                                                                 | <p><b>DT1:</b> There is a shortage of cybersecurity professionals</p> <p><b>DT2:</b> There is a shortage of data skills</p> <p><b>DT3:</b> There is a shortage of skills in cloud computing e.g. AWS</p> <p><b>DT4:</b> There is a shortage in AI and ML engineering skills</p> <p><b>DT5:</b> Software engineering continues to be a key skill in this sector</p> <p><b>DT6:</b> IT Technicians continue to be in demand with signs this will increase in future</p> |

| Creative and Media (CM)                                                                                                                                                                                                                                                                                                                                                                                 | Hospitality (H)                                                                                                                                                       | Financial, Business and Professional Services (FBPS)                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>CM1:</b> There is a shortage of new AI skills in the creative sector</p> <p><b>CM2:</b> There are shortages in technical skills for live performance and inefficient use of existing skills</p> <p><b>CM3:</b> There is a demand for new skills in digital marketing</p> <p><b>CM4:</b> There is a shortage in augmented reality and virtual reality skills which may intensify in the future</p> | <p><b>H1:</b> There is a labour shortage of chefs across a wide variety of settings</p> <p><b>H2:</b> Development and retention of mid-level staff is a challenge</p> | <p><b>FBPS1:</b> There is a shortage of qualified solicitors, especially in some legal specialisations</p> <p><b>FBPS2:</b> There is a shortage of B2B business development and sales skills</p> <p><b>FBPS3:</b> There is a shortage of experienced accountancy and finance professionals</p> |



# Glossary

|       |                                                     |             |                                                                                    |
|-------|-----------------------------------------------------|-------------|------------------------------------------------------------------------------------|
| AAT   | Association of Accounting Technicians               | GC          | Growth Company                                                                     |
| ACCA  | Association of Chartered Certified Accountants      | GCSE        | General Certificate of Secondary Education                                         |
| AI    | Artificial Intelligence                             | GM          | Greater Manchester                                                                 |
| AWS   | Amazon Web Services                                 | GMACS       | Greater Manchester Apprenticeship & Careers Service                                |
| BIM   | Building Information Modelling                      | GM LSIP     | Greater Manchester Local Skills Improvement Plan                                   |
| CDI   | Centre for Digital Innovation                       | GMCA        | Greater Manchester Combined Authority                                              |
| CEIAG | Careers Education, Information, Advice and Guidance | GMCC        | Greater Manchester Chamber of Commerce                                             |
| CITB  | Construction Industry Training Board                | GM Colleges | Association representing the nine Further Education Colleges in Greater Manchester |
| CMI   | Chartered Management Institute                      | GM IOT      | Greater Manchester Institute of Technology                                         |
| CNC   | Computer Numerical Control                          | GMLPN       | Greater Manchester Learning Provider Network                                       |
| CPD   | Continuing Professional Development                 | GMS         | Greater Manchester Strategy                                                        |
| CTEC  | Construction Technical Excellence Colleges          | H&SC        | Health and Social Care                                                             |
| DfE   | Department for Education                            | HCA         | Health Care Assistant                                                              |
| DiSH  | Greater Manchester Digital Security Hub             | HE          | Higher Education                                                                   |
| EAS   | Electrotechnical Assessment Specification           | HNC         | Higher National Certificate                                                        |
| ECA   | Electrical Contractors Association                  | HND         | Higher National Diploma                                                            |
| ERB   | Employer Representative Body                        | HTQ         | Higher Technical Qualification                                                     |
| ESS   | Employer Skills Survey                              | ICAEW       | Institute of Chartered Accountants in England and Wales                            |
| ETCA  | Electrotechnical Training and Careers Alliance      | IoT         | Internet of Things                                                                 |
| FE    | Further Education                                   | IT          | Information Technology                                                             |
| FMB   | Federation of Master Builders                       |             |                                                                                    |

# Glossary Continued

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|       |                                                  |
|-------|--------------------------------------------------|
| ITP   | Independent Training Provider                    |
| IS8+2 | UK Industrial Strategy Growth-Driving Sectors    |
| LA    | Local Authority                                  |
| LMI   | Labour Market Information                        |
| MBacc | Greater Manchester Baccalaureate                 |
| MCDA  | Manchester Creative Digital Assets               |
| ML    | Machine Learning                                 |
| NEET  | Not in Education, Employment, or Training        |
| NHS   | National Health Service                          |
| NVQ   | National Vocational Qualification                |
| PCB   | Printed Circuit Board                            |
| PR    | Public Relations                                 |
| QES   | Quarterly Economic Survey                        |
| QS    | Quantity Surveying                               |
| QWE   | Qualifying Work Experience                       |
| R&D   | Research and Development                         |
| SME   | Small and Medium-Sized Enterprise                |
| SQE   | Solicitors Qualifying Examination                |
| STEM  | Science, Technology, Engineering and Mathematics |

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