

ENGINEERING

SUMMARY REPORT

FE colleges struggle to attract sufficiently qualified engineering teachers. **74%** of college principals rank it as the most difficult subject to recruit for. (Engineering UK)

Engineering and manufacturing is one of the UK's broadest sectors. **5.5 million** people work in engineering in the UK, accounting for **18%** of all UK employment. (Prospects)

Just under **half of new engineering recruits** have neither the necessary technical or soft skills needed for work within the industry (Institution of Engineering and Technology skills survey, 2022).

Milton Keynes combines **advanced engineering excellence** with one of the UK's outstanding concentrations of digital tech workers serving **performance-driven sectors** including motorsport, automotive, aerospace, defence & healthcare (Invest MK)



Executive Summary

Introduction

This sector summary overview presents an overview of the **Engineering** sector within Milton Keynes (MK), highlighting particular areas of regional specialisation prioritisation alongside the macro factors driving short, medium and longer term changes to the sector, and local economy.

The objective of the report is to highlight the strengths, weaknesses, and opportunities within the local employment and skills market, including structural factors which may continue to impact the region in the future.

With the overall aim that intelligence will be used to inform and direct curriculum delivery, including but not limited to Apprenticeships, 16-19, Adult Learning, Higher Education, bespoke, part-time and modular bitesize provision.

The information outlined in the report is designed to inform stakeholder and employer forums to shape curriculum strategies and future facing skills design. Audiences are encouraged to use the data provided therein, alongside other reports, strategies, data and policy papers to plan future recruitment and training strategies in line with industry needs.

Important drivers and trends affecting labour market and skills demand to be considered within the context of this report and subsequent curriculum design include:

- Global and domestic political environments
- National and regional economic growth
- State of public finances and Further Education (FE) Funding allocations
- Ageing population, multigenerational workforces, migration, Brexit
- Pace of technological change* *e.g. technology-facilitated changes to the location and organisation of work*
- Climate change and Bioeconomy* *bioeconomy represents the economic potential of harnessing the power of bioscience, using renewable biological resources to replace fossil resources in innovative products, processes and services in line with Net zero targets*
- Inequality, underrepresentation, In-work poverty, Digital Exclusion
- Geo-based issues including transport and access
- Perception of Industry
- The education inspection framework (EIF) and OFSTED.

LMI in context

Different organisations will use a breadth of complementary official datasets accessible API datasets including information from the Annual Survey of Hours and Earnings, the Labour Force Survey, the Employer Skills Survey, Working Futures and the UK Census.

Statistical agencies like the Office for National Statistics (ONS), the Higher Education Statistics Agency (HESA) produce data, and sector organisations or professional bodies at national and regional level, often have their own researchers and provide a rich source of LMI.

However LMI is also presented in many different formats. For example, complex statistical formats including CSV files, datacubes or technical reports that are geared towards economist and policy makers, rather than for use in education organisations.

Methods of data collection and curation will vary, as will the timeframe over which data is collected, its intended use and the reliability of the data needs to be considered within context of other LMI sources.

An example, some organisations will use former Government Office regions to classify a geography, others a Local Enterprise or Local Authority area. Slightly different geography or demography, the time period over which data was collated, different O*NET or Standard Occupational Classification (*SOC*) or Standard Industry Classification (*SIC*) definitions (levels 1 – 4) should be recognised as a limitation of the data, and account for any variance between sources of LMI.

The validity of the data overall; which yields information from the various official datasets and sources of intelligence it draws upon is accurate at the point of circulation.

Nevertheless, good LMI practitioners will advocate how important to use your own judgement to draw conclusions about the information.

Question and explore the data, reflect on the key messages and in doing so, engage in an ongoing dialogue and debate with the information within context of each readers situation to contribute towards creating growing body of up to date LMI.

Regional Context

Since the previous Census in 2011, Milton Keynes has seen its population grow to 287,821. This is a **15.3% increase, which is above the national average of 6.3%**. Milton Keynes has a **younger age profile than England as a whole**.



Age Cohort	2021 Population	2021 Percent
Under 16 years	62,372	22.9%
16 to 34 years	58,282	21.4%
35 to 54 years	80,768	29.6%
55 to 74 years	54,022	19.8%
75 years and over	17,023	6.2%

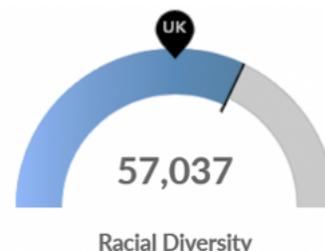
Population Characteristics



Milton Keynes has 50,927 millennials (ages 25-39). The national average for an area this size is 51,227.



Retirement risk is low in Milton Keynes. The national average for an area this size is 94,806 people 55 or older, while there are 82,650 here.



Racial diversity is high in Milton Keynes. The national average for an area this size is 38,519 racially diverse people, while there are 57,037 here.

As of 2021 the region's population increased by 2.3% since 2016. **Population is expected to increase by 1.4% between 2021 and 2026**, adding 3,877.

Concerning educational attainment, **34.2% of Milton Keynes residents possess a Degree or Equivalent and Above - SCQF L9** (0.7% above the national average), and **7.8% hold a Higher Education Below Degree Level - SCQF L7-8** (0.2% below the national average).



	% of Population	Population
No Qualifications (NVQ)	6.5%	11,000
Other Qualifications (NVQ)	6.5%	11,053
NVQ 1 - SCQF L4	9.6%	16,360
NVQ 2 - SCQF L5	17.2%	29,124
Trade Apprenticeships	1.9%	3,234
NVQ 3 - SCQF L6	16.2%	27,554
Higher Education Below Degree Level - SCQF L7-8	7.8%	13,292
Degree or Equivalent and Above - SCQF L9	34.2%	58,043

Sector Summary

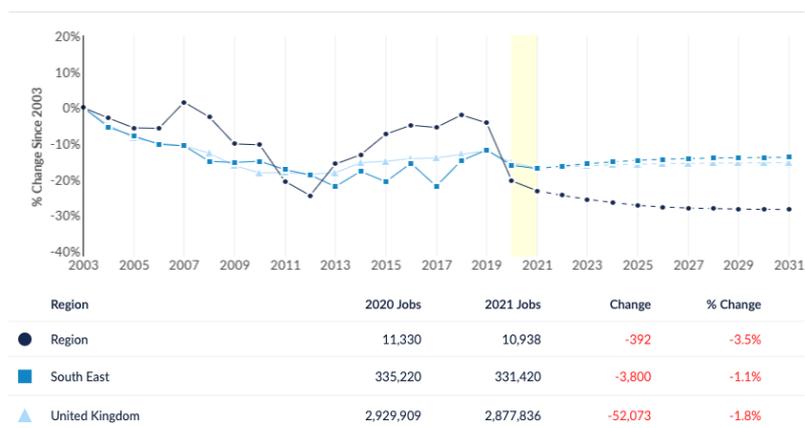
Engineering is one of the UK's broadest sectors. **5.5m people work in engineering** in the UK, accounting for **18% of all UK employment**.

Branches of Engineering include: aerospace; applications; architecture; automotive; building services; chemical; civil; commercial; commissioning; computing and IT; construction; contracting; defence; design; electrical; electronics; environmental; estimator; facilities management; geotechnical; health and safety; hydrology; infrastructure; instrumentation and control systems; manufacturing; marine; materials; mechanical; petroleum, oil and gas; planning; plant; power; process; production; project management; quality; rail; research and development; site; software; surveying; systems; telecoms, digital communications and networks; test & transportation.

Problems with global supply chains during the Covid-19 pandemic may lead to a **reinvigoration of UK production capabilities in sectors such as engineering**; and close sectors including manufacturing food production, agriculture, renewables, pharmaceuticals, health diagnostics and construction.

There are currently **10,938 jobs within the Engineering and Electronic Engineering Industry in Milton Keynes**, 34% below the national average. Roles **command a higher salary £37,602** opposed to a UK average of £35,065 (2021).

Regional Trends



Production Managers and **Directors in Manufacturing** form the majority of the roles, with 694 employed in the Industry, accounting for the **highest percentage of total jobs at 6.3%**, followed by **Food, Drink and Tobacco Process Operatives** at 527 jobs and 4.8% of total employment, **Metal Working Production and Maintenance Fitters** with 423 in post (3.9%), then **Sales Accounts and Business Development Managers** with 411 employees accounting for 3.8% total employment. The **sector is buoyant**, forecast to retain demand for jobs from entry to Level 7.

Key Insight

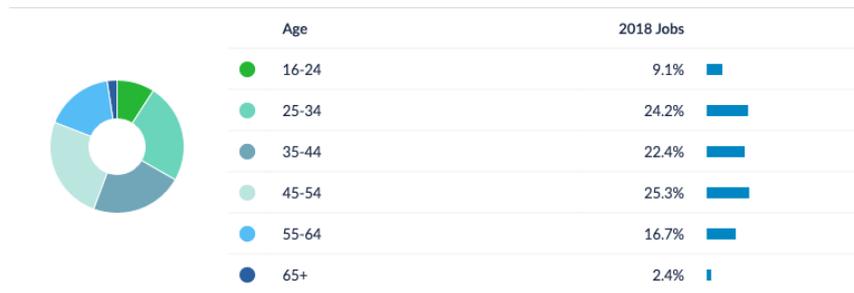
There is projected to be an **increase in demand for the manufacture of products, including plastics (48%) air and spacecraft and replated machinery (47%) pharmaceutical preparations (40%) bearings, gears, gaming and gas elements (36%)** from now to 2025.

However, it is **paramount that broader STEM skills are integrated** into the learning to ensure broader skills development and wider **transferability and progression** into other roles the sector needs.

With increased learning in **digital greening** and a demand for demand for skills to maintain and grow the infrastructure for zero emissions vehicles, to convert fuel systems; a greater prominence for STEM skills needs to translate into appropriate skills will avoid a continuation of **skills shortages in engineering, testing, communications, information security, and computer science** and allow for horizontal and vertical career progression within the industry.

Industry Profile

National Industry Age Breakdown



There will be a need to **focus on supporting new, younger entrants** into the sector to prevent a skills shortage as a result of an **ageing workforce**. The need to **increase the talent pipeline of people entering Engineering occupational groups** with opportunities for progression is prevalent in Milton Keynes.

Engineering subsectors experiencing growth across the UK include **Nuclear energy; Big data; Food and drink manufacturing and Artificial intelligence (AI)**. Both nationally and regionally in Milton Keynes there is pressing demand for **Mechanical, electrical, electronic, chemical and software engineers**. These roles will be particularly sought-after in the onset of the **4th industrial revolution and roadmap to a green, low carbon economy and net zero**.

It is a **high GVA adding sector**, and will remain so given the critical role the South East and area will play in **supporting the UK to transition into green, renewable technologies**. It plays a pivotal role in shoring up and supporting economic recovery due the cost of purchases. The large value of imports in the south east region is driven by large economic hubs such as Milton Keynes, which **accounted for 45.0% of EU imports to this region in 2019 (most recent data)**.

The impact of **Covid-19, rising petrol prices, Brexit and recent crisis and conflict in Ukraine** will continue to impact international and business activity which may **impact the regions businesses and their ability to export/import goods and services in/out of region**.

Purchases from	In-region Purchases	% In-region Purchases	Imported Purchases	% Imported Purchases	Total Purchases
Extraction of Crude Petroleum	£25,037,167	9.6%	£234,432,589	90.4%	£259,469,756
Engineering Activities and Related Technical Consultancy	£28,191,041	29.8%	£66,284,674	70.2%	£94,475,715
Growing of Crops, Market Gardening, Horticulture; Farming of Animals	£9,822,176	12.8%	£66,765,902	87.2%	£76,588,077
Other Monetary Intermediation	£28,999,379	52.8%	£25,912,382	47.2%	£54,911,761

Retail Sale in Non-specialised Stores with Food, Beverages or Tobacco Predominating	£12,793,658	32.9%	£26,036,740	67.1%	£38,830,398
Distribution of Electricity	£6,131,312	16.1%	£32,051,040	83.9%	£38,182,351
Production of Electricity	£4,924,783	20.3%	£19,364,418	79.7%	£24,289,201
Temporary Employment Agency Activities	£13,024,647	57.4%	£9,669,344	42.6%	£22,693,991
Freight Transport By Road	£6,129,946	27.7%	£16,001,200	72.3%	£22,131,146
Manufacture of Refined Petroleum Products	£21,667,901	99.2%	£170,465	0.8%	£21,838,366
Architectural Activities	£7,036,586	35.9%	£12,555,624	64.1%	£19,592,210
Accounting, Bookkeeping and Auditing Activities; Tax Consultancy	£9,623,051	58.5%	£6,834,639	41.5%	£16,457,689
Machining	£5,570,758	35.0%	£10,347,104	65.0%	£15,917,862
Manufacture of Other Chemical Products	£9,065,897	57.7%	£6,633,415	42.3%	£15,699,312
Manufacture of Other Plastic Products	£4,249,811	29.9%	£9,941,361	70.1%	£14,191,172
Manufacture of Grain Mill Products	£0	0.0%	£13,144,232	100.0%	£13,144,232
Manufacture of Basic Iron and Steel and of Ferro-alloys	£661,077	5.1%	£12,350,707	94.9%	£13,011,784
Manufacture of Motor Vehicles	£6,549,807	50.9%	£6,307,679	49.1%	£12,857,486
Retail Sale of Clothing in Specialised Stores	£5,868,127	45.8%	£6,947,828	54.2%	£12,815,955
Legal Activities	£5,326,618	41.8%	£7,424,785	58.2%	£12,751,404
Repair of Machinery	£5,565,319	44.1%	£7,048,514	55.9%	£12,613,833
Urban and Suburban Passenger Land Transport	£167,257	1.5%	£10,965,580	98.5%	£11,132,837
Manufacture of Builders' Ware of Plastic	£2,590,584	23.9%	£8,259,600	76.1%	£10,850,184
Wholesale of Other Machinery and Equipment	£7,126,772	68.0%	£3,346,951	32.0%	£10,473,723
Other Professional, Scientific and Technical Activities	£1,432,319	13.7%	£9,026,327	86.3%	£10,458,646

Skills gaps & hard-to-recruit roles

The top three occupations businesses are finding it hard to fill vacancies for are currently **science, engineering and production technicians** (13%, similar to the 11% seen for this occupation in 2019), according to the SEMLEP Business Survey 2021.

Employers find it hard to recruit **Plant and Machine Operatives, Science, Engineering and Production Technicians, Design Occupations, Production Managers and Directors, Electrical and Electronic Trades and Metal Forming, Welding and Related Trades.**

Yet there are **low rates of engagement with schools, colleges and universities** (less than 3% of businesses) to access training and development for new entrants or existing staff.

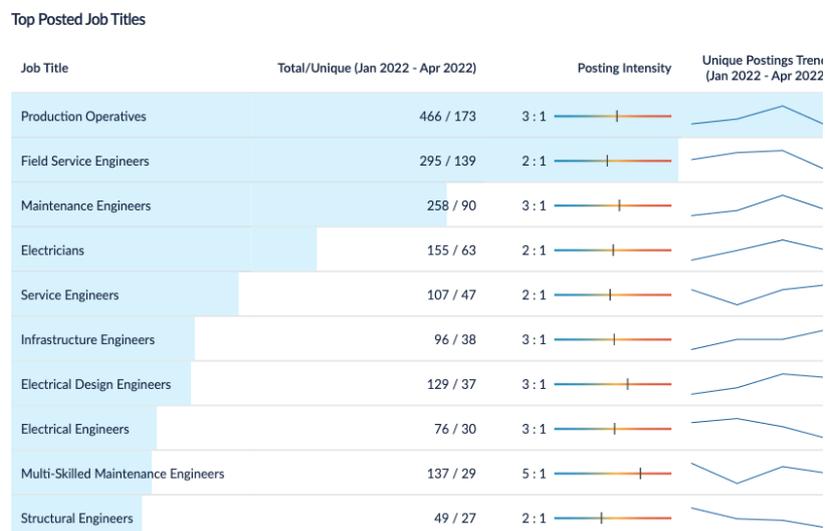
There were **7,073 total job postings for jobs in the sector between January 2022 - April 2022**, of which 2,914 were unique, meaning that **for every 2 postings there is 1 unique job posting**. The **demand for higher-skilled** roles throughout this timeframe increased, from the previous few years.

Typified by the sharp increase in demand for **Engineering Technicians (1,088 jobs) Science, Engineering and Production Technicians (784 jobs), Electrical and Electronic Trades (660 jobs) and Engineering Professionals (633 jobs)** which echoes the issues reported by MK employers within the SEMLEP survey 2 years previously.

Digital skills and the ability to **think and work across traditional disciplinary boundaries** is also key to enabling people to move from declining industries and capitalise on opportunities within the sector across Milton Keynes.

For example, between January 2022 – April 2022 across the area there were 1,162 jobs posted within the Engineering sector for **IT Business Analysts, Architects and Systems Designers, 69% above the national average**.

The top posted job titles during this time period include:



Emerging skills

The most frequently cited specialised skills employers require include **Machinery, Maintenance Engineering, Field Service Management, Mechanical Engineering, Electrical**

Engineering, and Automation, Microsoft Azure & Agile Methodology, SQL (Programming Language), Data Analysis, Electrical Engineering & Systems Engineering.

Electrical Wiring and AutoCAD, Auditing and CAD are also commonly sought after. There is **less demand for skills in Quality Management Systems, Welding, Electromechanics** and Aruba (Network Management Software).

Workplace and soft skills in demand include the following, listed in order of popularity and appearance in job descriptions and person specifications from recruiting employers:

Communications; Marketing; Management; Customer Service; Detail Oriented; Problem Solving; Planning; Operations; Leadership.

Self-Motivation, Innovation, Computer Literacy, Time management and knowledge of Microsoft Packages are also highly sought after.



A Future Facing Sector

Currently, Further Education (FE) providers are allocated funds from different sources depending on the type of courses they provide and on the age of their students. There is also capital funding available for upgrading the college estate, as well as European funding for skills to support economic growth across locally defined geographies.

EU investment will transition across domestic funding over the next couple of years, spearheaded under the UK Shared Prosperity Fund (UKSPF).

To assess the current performance of different areas of college provision, and develop new, fit for purpose skills solutions and it is important to understand the key sources of funding. Any regulatory requirements, as well as the opportunities and limitations of each programme and overall policy drivers should be factored into any subsequent skills discussion and design.

Primary sources of current FE funding are summarised overleaf.

Education and Skills Funding Agency (ESFA)

16-19

Funding to provide study programmes for young people. The ESFA pays colleges based on the numbers of students they are expected to enrol each academic year using funding rates adjusted by a weighted average calculation based on characteristics.

19+ Adult Education Budget (AEB)

The AEB provides most of the public funding for non-apprenticeship, 19+ further education in England. AEB monies is used specifically to fund training opportunities to support the most disadvantaged learners.

Funds can be used for anyone aged 19-23 to get a L2/ 3 qualification if they don't already have one. AEB can be used to fund low-waged learners 24+ to get their first L2/3 qualification. The AEB can be used to fund anyone unemployed for any course or qualification up to L2.

English and Maths

AEB can be used to fully fund level 2 English and maths for anyone over the age of 19.

Lifelong Loan Entitlement (LLE)

From 2025, the Lifelong Loan Entitlement is intended to provide individuals with a loan entitlement to the equivalent of four years' worth of post-18 education to use over their lifetime. The flagship element of the Skills and Post16 Education Act 2022, It is intended to be used flexibly, for full or part-time study of modules or full qualifications at L4 to L6.

Apprenticeships

Employers can receive incentive payments to help fund apprenticeships The amount received depends on whether employers pay the apprenticeship levy .If you pay the levy you will receive funds to spend on training and assessing your apprentices. The government will add 10%.

If employers do not need to pay the levy they pay 5% and the government will pay the rest (95%) up to the funding band maximum.

Department for Education (DfE)

National Skills Fund

Free L3 qualifications for adults and Skills Bootcamps. There are over 400 qualifications available in areas such as engineering, social care, and accounting. The offer is also available to adults who earn less than the National Living Wage annually or the unemployed. All 19 - 23 year olds can access courses for free through their legal entitlement to a first full L3 qualification.

Capital funding

The 2021 Skills for jobs White Paper included a proposal to “continue to invest in the college estate, to transform facilities and enable high-quality provision.” The £1.5bn capital commitment made in the Budget 2020 for capital spending across all further education sites in England for the next 5 years is primarily being delivered through the **Further Education Capital Transformation Fund**.

Additional sources

EU structural funding (ESIF)

ESIF includes money from the **European Social Fund (ESF)**, **European Regional Development Fund (ERDF)** and **European Agricultural Fund for Rural Development (EAFRD)**.

The ESIF Growth Programme provides investment to projects that improve local innovation and growth, create jobs and promotes social inclusion. Projects funded by the ESIF Growth Programme are currently running, in some cases with an extension to the end of 2023. Local Enterprise Partnerships and Combined Authorities are responsible for developing local ESIF strategies.

The UK Shared Prosperity Fund (UKSPF) is intended to replace EU structural funding. The Fund will focus on three priorities: communities and place, local businesses, and people and skills.



Current curriculum overview

Combining ILR, schools data and LMI, RCU Vector provides an insight into local learner markets. Allowing parties to identify and meet the future needs of local communities by shaping appropriate responses and curriculum updates.

The following pages, using Vector data, provide a comprehensive picture of the current Milton Keynes College Group (MKCG) curriculum delivered, alongside local skills demand.

Summary

In 2020/21 there were a total of **270 Engineering 16-19 learners**, of which **220 were enrolled at Milton Keynes College Group (MKCG)**. The total market grew by 70 learners since the **2018/19** academic year, during which time MKCG saw a growth of 50 learners. **MKCG control 80% of the market**, with a **strong market share across levels**. There is marginal room for growth at level 2 and level 3, with small numbers of learners studying elsewhere.

The **adult market is very small**, comprising only 40 learners, with 10 enrolled at MKCG. Most learners study at level 2 within an array of Other GFE Colleges. **Growth here will be difficult without significant demand and marketing.**

The **apprenticeships market is by far the largest, with 2,890 apprentices recorded within the South East Midlands LEP; Only 150 (5%) of these apprentices are enrolled at MKCG**. This market has shrunk significantly since 2018/19, by 1,400 apprentices. **The majority of apprenticeships are at Advanced level (66%)**, which has seen the bulk of the drop in learner numbers. However, Higher level apprenticeships appear to be a small, but emerging, market having seen nearly fourfold increase since 2018/19. There is **ample room for growth in this market, where college facilities can be leveraged as a key USP.**

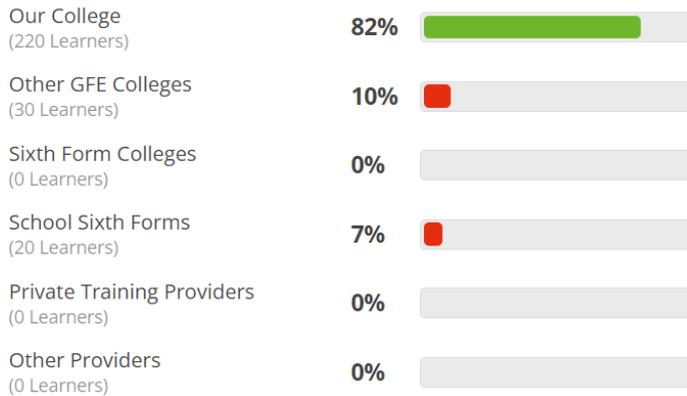
In 2020/21, there were **620 learners within the HE market, of which 30 were studying at MKCG**. This is a market increase of 110 learners and an increase of 40 at MKCG, since 2018/19. **The majority (570) of these learners are studying at HEIs.**

16-19

For this section, the Subject Sector Area (SSA) analysed is **Engineering** and the selected geography is **Main Area (MK)**.

In 2020/21 there were a total of **270 Engineering 16-19 learners**, **220 were enrolled at Milton Keynes College Group (MKCG)**. The total market grew by 70 learners since the 2018/19 academic year, during which time MKCG saw a growth of 50 learners.

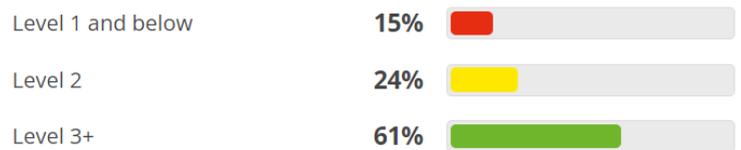
Market Share



MKCG controlled 82% of the 2020/21 16-19 market. The remaining 13% of learners are distributed between Other GFE Colleges (10%) and School Sixth Forms (7%).

The majority of local 16-19 learners are enrolled onto Level 3 courses (61%), with learner number decreasing as levels do. This indicates a large cohort of 16 year olds enrolling straight onto Level 3, with a smaller portion onto Level 1 or 2 provisions.

Level Profile - All Learners



Market Share by Level

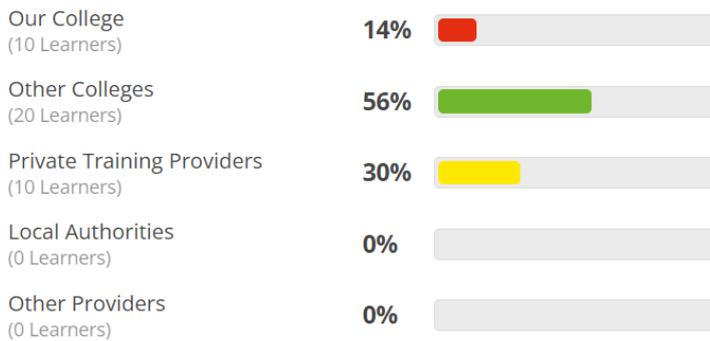


MKCG has a very strong market share across all qualification levels, with 100% of the Level 1 and below learners. There is some room for

growth at Level 2 and Level 3, but further investigation is required to understand why those learners are studying elsewhere – travel times, convenience, etc. – and how difficult it would be to gain those learners.

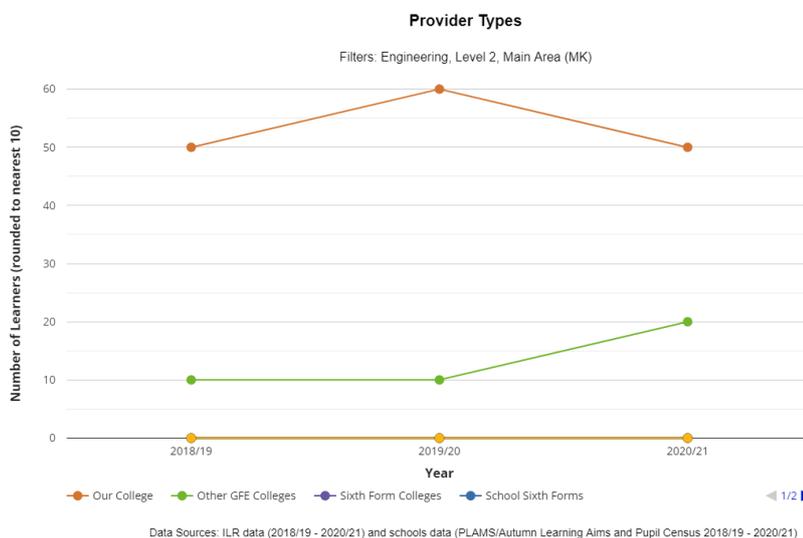
There are a relatively small number of providers operating in the 16-19 market. MKCG is the largest with 220 learners, followed by Northampton College and Bedford College with 10 learners each. All other providers report 5 learners or below.

Market Share



It is worth considering if partnerships with these colleges would be a viable option rather than marketing at the same audiences, as such small 16-19 learners numbers potentially raises issues around course viability and available resources for learners.

The **only provider to see significant overall growth over the past three years has been MKCG**. However, the below trends chart illustrated how Other GFE Colleges have entered the Level 2 market.



Adults

For this section, the Subject Sector Area (SSA) analysed is **Engineering** and the selected geography is **Main Area (MK)**.

In 2020/21 there were a total of **40 Engineering Adult learners, of which 10 were enrolled at Milton Keynes College Group (MKCG)**. The **total market has shrunk by 40 learners** since the 2018/19 academic year, during which time MKCG saw a drop of 10 learners.

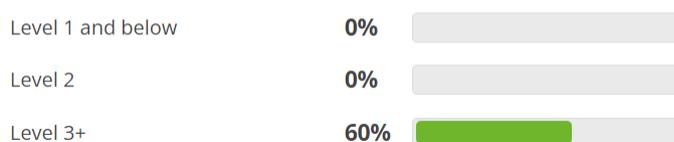
Private Training Providers and Other GFE Colleges control the small Engineering market, with 30% and 56% of the market share respectively.

Around **three quarters of learners are studying at Level 2**, with just under a quarter at Level 3+.

Level Profile - All Learners



Market Share by Level



MKCG have a **decent market share at Level 3+ (60%)**, but report **no learners at lower levels.**

This is interesting when considering the majority of learners are studying at Level 2 regionally. There is **room for growth here by analysing competitor curricula and expanding MKCG's Level 2 offering.**

There are a number of providers within this market, but only a few with notable learner numbers; most report fewer than 5 learners. Amongst these are a large number of GFE colleges.

Provider	2020/21 Learners
The Consultancy Home Counties Ltd	10
Milton Keynes College	10
Babington Business College Ltd.	<5
Northampton College	<5
Central Bedfordshire College	<5
Moulton College	<5
North Hertfordshire College	<5

Bedford College	<5
North Warwickshire and South Leicestershire College	<5
Learning Curve Group Ltd	<5

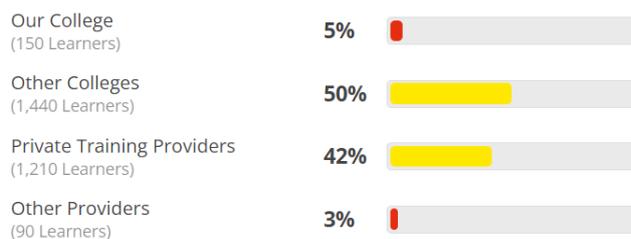
The whole market declines over the previous three academic years, which was caused by a drop in Level 1 and Level 2 learners. Other levels remained stable over this period.

Apprenticeships

For this section, the Technical Route analysed is *Engineering and Manufacturing* and the available geography is *South East Midlands LEP, for All Ages*.

In 2020/21 there were a total of **2,890 Engineering apprentices, of which 150 were enrolled at Milton Keynes College Group (MKCG)**. The total market has shrunk by **1,400 learners** since the 2018/19 academic year, during which time MKCG saw an increase of 10 learners.

Market Share

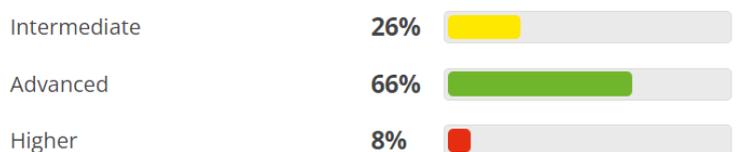


Interestingly, **other Colleges have the greatest share of the market (50%), followed by Private Training Providers with 42%.**

Regionally, **Private Training Providers tend to dominate across SSAs; this may be in part due to the equipment required to run such apprenticeships.** MKCG only control 5% of the market, with Other Providers tailing with 3%.

Most apprentices study at Advanced Level (66%), with about a quarter at Intermediate Level (26%) and only 8% at Higher Level. **This is potentially**

Level Profile - All Apprenticeships



indicative of the qualification level that most employers require.

Many different providers operate within this market, comprised of a mix of GFE Colleges and Private Training Providers.

Provider	2020/21 Learners
Bedford College	500
Northampton College	260
Milton Keynes College	150
Babcock Training Ltd	120
Remit Group Ltd	90
Warwickshire College Group	90
Activate Learning	80
JTL	70
Midland Group Training Services Ltd	60
Central Bedfordshire College	60

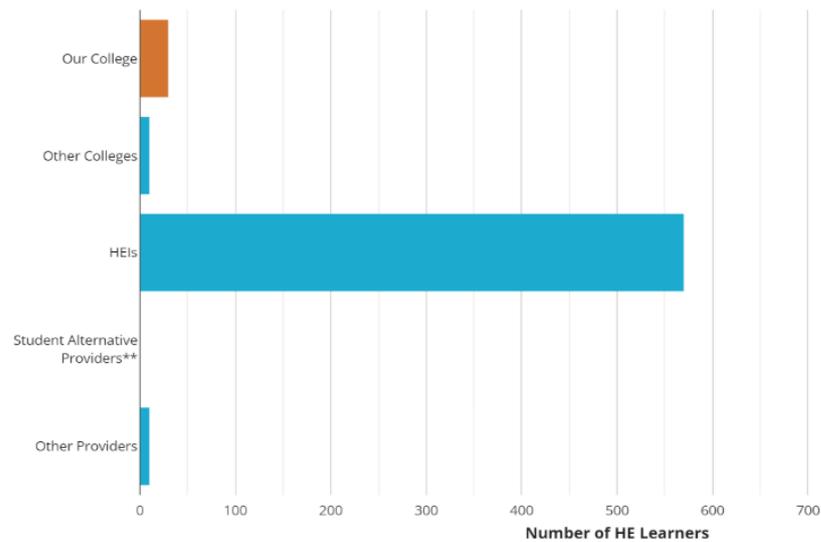
Whilst the overall market has shrunk over the previous three academic years, **Higher level apprenticeships have grown substantially with Other Providers seeing an almost fourfold increase in On Programme apprentices.**

Higher Education

For this section, the SSA selected is **Engineering** and the geography selected is **Milton Keynes**. Data is for **All Ages** and **All Level 4+** unless otherwise specified.

In 2020/21, there were **620 learners within the market, of which 30 were studying at MKCG**. This is a market increase of 110 learners and an increase of 40 at MKCG, since 2018/19. **Most regional Engineering learners are 21+** (350), as are most of the MKCG learners (20).

Within Milton Keynes learners, Higher Education Institutions dominate the 2020/21 Engineering landscape with 570 of the 620 learners. This pattern is seen across the previous three academic years.



The impact of the COVID-19 pandemic continues to impact the learning and skills system, which is no doubt reflected in the data. Particularly in sectors where apprenticeships and other skills may not lend themselves well to online delivery, or industries and employers who have had to focus on business survival, sustainability, or invest in new technologies to support ways of working which has had a knock-on-effect on staff development budgets or time available to train and upskill staff.

Even before the current crisis, changing technologies and new ways of working were disrupting jobs and the skills employees need to do them, and ambitions to improve resilience, tackle digital and social isolation, as well as overcoming barriers to overcome mental and physical health issues for staff and learners have been core priorities for FE Colleges over the last 2 years.

Using the information contained within this report alongside associated LMI and stakeholder intelligence there are opportunities to reskill and upskill the workforce to deliver new business models in the post-pandemic era.

Building

Fairer Futures.

Published by Milton Keynes College Group

If you'd like to know more or explore how MKCG can assist your skills growth please contact us at the Skills Hub skills.hub@mkcollege.ac.uk We look forward to hearing from you.