

LSIP – March 2026

Hampshire Chamber of Commerce

Aerospace & Space Sector Skills Needs Analysis

Farnborough Aerospace Consortium (FAC)



Executive Summary

The Farnborough Aerospace Consortium (FAC) conducted structured employer engagement with 12 aerospace and space sector businesses across Hampshire and the Solent as part of the 2026 Local Skills Improvement Plan (LSIP) refresh. Engagement was carried out through online workshops and one-to-one sessions in March 2026, drawing responses from a cross-section of the sector — from SMEs to Tier 1 suppliers and specialist manufacturers.

The findings reveal a sector under significant structural pressure. Businesses face rising costs, volatile supply chains, and a persistent shortage of workers with practical manufacturing skills. The participating businesses felt that apprenticeship provision is valued but undermined by misalignment between college curricula and production environments, geographic gaps in provider coverage, and high assessor turnover. A shared concern across companies of all sizes is the sector's ability to sustain a pipeline of technically capable, work-ready engineers and craft workers.

Five priority skills themes emerge from the analysis: practical manufacturing and craft skills; CNC, metrology and automation; aircraft fitting and sheet metalwork; commercial and business development skills for SMEs; and wider workforce and professional behaviours. These are cross-cut by two structural issues — underfunded further education provision and insufficient early careers engagement with young people.

Priority Recommendations

#	Recommendation	Lead / Partners
1	Commission a regional skills audit focused on practical manufacturing and craft competencies across the aerospace supply chain, to establish a baseline and identify provider gaps.	Hampshire Chamber (ERB) / FAC / South Coast IoT
2	Strengthen and expand match-funded, employer-specified job training (on the model of Make Smarter) to enable SMEs to access bespoke CNC, metrology, and automation training.	DfE / MCA / Hampshire Chamber
3	Work with FE colleges to review aerospace apprenticeship curricula, ensuring at least 60% of delivery time is hands-on practical production work from Year 1.	FAC / FE Colleges / PETA
4	Establish a Hampshire-wide directory of flexible short courses (evening and day-release) covering CNC, CAD, welding, and commercial skills — actively promoted to SMEs through FAC and Chamber networks.	FAC / Hampshire Chamber / Colleges
5	Develop a sustained school engagement programme, co-ordinated by FAC, drawing on industry volunteers and employer visits, to raise awareness of aerospace technical careers from Key Stage 3.	FAC / Consultavia / UTC partners / Schools
6	Introduce a formal assessor handover protocol with FE providers to eliminate disruption to apprentice progress when assessors leave — a standard operating procedure with named employer contacts.	FE Colleges / PETA / Hamble Aerostructures model
7	Explore a pilot programme drawing on experienced retired aerospace craftspeople to lead practical project-based training for apprentices, modelled on the RAE apprentice scheme and championed by TISICS.	FAC / TISICS / Hampshire colleges

1. Introduction

The Farnborough Aerospace Consortium (FAC) is supporting Hampshire Chamber of Commerce as the designated Partner Employer Representative Body (Partner ERB) for the Hampshire Local Skills Improvement Plan. The objective of the LSIP is to place employers at the heart of the skills system, ensuring that business voices directly influence and shape local skills and training provision.

This report presents the findings of FAC's 2026 employer engagement exercise, an update to the initial sector review conducted in 2023. The core objectives remain unchanged: to articulate employers' current and emerging skills needs clearly; to support a stronger and more dynamic relationship between employers and training providers; and to promote greater employer engagement in shaping effective solutions.

FAC reached out to all companies in the region engaged in the aerospace and space sector. Twelve companies participated, representing a range of business sizes and types — from SMEs to Tier 1 suppliers — across manufacturing, engineering, precision components, and aviation operations. Engagement was conducted through online workshops (group and one-to-one) in early 2026. Responses to the five structured questions are reproduced in full in Appendix 1.

Participating Companies

Camlock (Camberley Rubber)	GW Martin
Consultavia Ltd	MEP
Farnborough Airport	Bishop GMBH
FSL Aerospace	TISICS
Full Matrix	European Springs
Groveley Precision	Hamble Aerostructures

2. The Regional Skills Ecosystem

Hampshire and the Solent host a significant concentration of aerospace and space sector activity, supported by an established — if unevenly deployed — skills infrastructure. The region includes Farnborough Airshow, TISICS, Hamble Aerostructures, and a range of precision engineering and component manufacturing SMEs. These businesses operate within a wider network of further education colleges, private training providers, and industry bodies.

The existing support structure is oriented around technology-driven skills development, with government funding available to support the adoption of advanced manufacturing technologies. The key challenge identified by FAC — consistent with findings from the 2023 LSIP review — is that this infrastructure is not sufficiently aligned to the practical, production-focused skills needs of the sector's employer base, particularly its SMEs.

Several providers and networks are operating effectively within the ecosystem. PETA is well-regarded by employers for apprenticeship delivery. FAC, the Hampshire Chamber, and the Rushmoor Employment and Skills Network provide valued convening and engagement functions. However, coverage is uneven: Eastleigh College's withdrawal from engineering apprenticeship provision since 2018 has left a gap in the south of the region, and some businesses — particularly smaller ones — remain largely outside the ecosystem, unaware of available provision or unable to engage with it.

"The ecosystem is available to those who reach out or those who are known and therefore pulled in. The rest may not be aware of the opportunities or potential the Hampshire region's education providers can offer."

— TISICS

A recurring concern is the geographic challenge of accessing appropriate provision. Employers report sending apprentices to colleges at significant distance, creating practical and financial barriers. The absence of a comprehensive Hampshire-wide directory of short courses, evening provision, and flexible training options is a gap the sector identifies as addressable without significant structural change.

3. Skills Needs Analysis

Employer responses across the five engagement questions reveal a consistent pattern of need, structured around five priority themes. These themes reflect both immediate recruitment and retention pressures and the medium-term skills investments required to sustain the sector's competitiveness. The analysis draws directly on business responses, supplemented by cross-cutting observations where themes appear across multiple companies.

3.1 Practical Manufacturing and Craft Skills

The most consistently cited skills gap across the engagement is the shortage of workers with genuine practical, hands-on manufacturing skills. Several businesses note that the increasing emphasis on digital literacy and classroom learning in further education has come at the cost of hands-on production competency — the ability to make parts, use tools safely, and work effectively in a manufacturing environment.

TISICS articulates this most directly, noting that the practical skills emphasis in Farnborough College apprenticeships reduces significantly after Year 1. Hamble Aerostructures has responded to this gap by establishing its own internal training academy — a model that may merit broader adoption — and emphasises that all new employees receive hands-on hand-skills training from day one. European Springs and Groveley Precision both flag a general shortage of engineers and skilled operators, with European Springs specifically calling for more technical school provision of the kind offered by the Leigh UTC Academy in Kent.

"Practical skills are critical to the manufacturing sector. A greater focus on team and individual manufacturing projects with part and system deliverables to cost and time would increase the effectiveness and early employment value of apprentices."

— TISICS

3.2 CNC, Metrology and Automation Skills

CNC setting and programming, metrology (including CMM programming), and automation represent the most frequently cited specific technical skills gaps. GW Martin identifies CNC and metrology as priorities alongside lean manufacturing methodologies. MEP flags the shortage of setter-level machining expertise and CMM programming capability as its most pressing need. Both companies also note the lack of local providers offering practical machining, particularly at setter level.

The challenge is compounded by the job-specific nature of much of this training: GW Martin, for example, requires CNC training tailored to its own fleet of plant, delivered by equipment manufacturers. This type of provision is not easily sourced through standard college routes. Employer-specified, match-funded training — on the model of the Make Smarter programme — is identified as particularly helpful, but underfunded relative to demand.

"I would like to see funding made available to support [job-specific] training which would be specified by the end user — match funded. We also need metrology training and digital integration."

— GW Martin

3.3 Aircraft Fitting, Sheet Metalwork and NDT

Hamble Aerostructures presents the most detailed picture of sector-specific skills needs. For shopfloor roles, the primary gaps are in sheet metalwork, skilled aircraft fitting (particularly with experience in plastics), and surface painting. NDT (non-destructive testing) is an area of ongoing investment rather than a gap per se, but the length of qualification pathways — typically two or more years — means pipeline planning is critical.

Developing skilled aircraft fitters is a long-term endeavour: with production cycles of nine months or more per canopy, the combination of Level 3 qualifications (minimum two years) and years of hands-on experience means that workforce planning must extend years ahead. Fluctuating workload and headcount demands make this consistency difficult to achieve, and the company notes that apprentice expectations around department rotation are adding additional pressure to maintaining stable shopfloor capacity.

"We must plan succession well in advance. Developing a skilled, well-rounded fitter takes several years of hands-on experience, and all employees are required to have a Level 3 qualification."

— Hamble Aerostructures

3.4 Commercial and Business Development Skills for SMEs

A distinctive theme from the smaller businesses in the engagement is the shortage of commercial and business development skills. Full Matrix, a technical consultancy seeking to transition into product sales, identifies the inability to upskill technical staff in commercial thinking — without displacing their technical identity — as a strategic constraint. FSL Aerospace cites marketing and business development as its primary skills gap. Consultavia Ltd notes the difficulty of accessing government procurement and reaching new customers within larger organisations.

This is not a skills gap traditionally associated with aerospace sector analysis, but it is a recurring barrier for SMEs with strong technical capability but limited capacity for business development. Short, focused commercial training — falling below the commitment of an MBA — is cited as the preferred format.

"Upskilling techies to be a little more commercially minded, while not trying to change who they are, would be helpful. Commercial training for our leadership team that falls short of the burden of an MBA would also be interesting."

— Full Matrix

3.5 Workforce Behaviours and Professional Readiness

Several employers raise concerns about the work-readiness of new entrants, independent of technical capability. Groveley Precision notes a marked change in the social awareness and attitude of recent apprentice cohorts, attributing this in part to educational disruption during the pandemic. TISICS raises specific concerns about attendance, time-keeping, and the appropriate use of mobile phones and social media during working hours — noting that these behaviours, if reinforced during training, translate directly into poor workplace outcomes.

Farnborough Airport identifies a broader need for vocational training that prepares students for workplace entry — including the specific demands of private aviation and airport environments. These concerns point to a role for training providers in building professional behaviours and employer expectations into curricula, not just technical competencies.

4. Training Provision and Ecosystem Effectiveness

Employer views on the effectiveness of training providers and the broader skills ecosystem are mixed, with a clear distinction between providers that actively engage with businesses and those that are perceived as unresponsive or in decline.

4.1 Effective Provision

PETA is cited by GW Martin as a positive replacement for Eastleigh College, and is broadly regarded positively within the sector. The Rushmoor Employment and Skills Network is valued by Farnborough Airport as a forum for local engagement. FAC and the Hampshire Chamber are recognised as connective tissue within the ecosystem, though their reach is limited to those already engaged.

Hamble Aerostructures' internal training academy — established with the guidance of an apprenticeship training provider — represents best practice in employer-led provision. The model, which combines work benches, machines, scrap material and PC access for college write-ups, has addressed the practical skills gap directly and offers a template for other larger employers. Andover College's evening welding course is cited by TISICS as a genuinely useful flexible provision model.

4.2 Gaps and Weaknesses

Eastleigh College's withdrawal from engineering apprenticeship provision is the most significant structural gap identified. SETA is also cited by one respondent as having experienced quality decline, attributed to funding pressures. This has reduced the geographic spread of quality provision in the south and east of the region.

College apprenticeship curricula are a recurring concern. Camlock notes that module structures do not match production environments. TISICS observes that practical skills emphasis drops off sharply after Year 1. MEP reports a shortage of providers offering practical machining at the appropriate level. The consistent underlying issue is a gap between the theoretical and classroom orientation of much FE provision and the hands-on requirements of aerospace manufacturing.

Assessor continuity is identified by Hamble Aerostructures as a specific operational problem: high turnover among college assessors creates delays in apprentice progress, results in lost work, and reduces overall training quality. A formal handover protocol between providers — a relatively low-cost administrative improvement — is recommended as a practical immediate step.

"When assessors leave, there are often long gaps before a replacement is appointed. These delays slow the progress of our employees and, in some cases, have resulted in lost work or the need to redo submissions."

— Hamble Aerostructures

4.3 Training Format Preferences

Employer preferences on training format are strongly weighted toward face-to-face, site-based, practical delivery for technical and manufacturing roles. This is consistent across all responding manufacturers. Online and virtual delivery is accepted for regulatory updates, compliance training, and certain Finance and HR modules, but is seen as unsuitable for the core technical skills the sector requires.

Day-release apprenticeships remain the preferred structured route for technical training, supported by on-site NVQ delivery where possible. Several employers express interest in short, modular job-specific training that can be accessed flexibly — particularly evening classes and employer-commissioned provision — as a complement to longer apprenticeship routes.

5. Early Careers and Sector Pipeline

A theme running through multiple employer responses is the need for sustained, early engagement with young people to build the pipeline of future aerospace workers. Several companies identify this as a long-term structural challenge that cannot be addressed through training provision alone — it requires a fundamental shift in how schools and young people understand technical and vocational pathways.

Consultavia Ltd makes the most explicit case for early and sustained school engagement, proposing regular visits, employer speakers, and site trips to expose young people to the range of careers available in aerospace and related industries. European Springs calls for more UTC provision along the lines of the Leigh UTC Academy model, which provides a dedicated technical and vocational education pathway. GW Martin identifies a significant opportunity to steer more young people toward apprenticeships rather than higher education — noting that with the right training and centralised support, the skills gap could be meaningfully addressed.

Full Matrix raises a related structural point: as a Cambridge-based business, it finds itself engaged with FAC despite there being no equivalent aerospace association closer to home. This points to a potential opportunity to extend FAC's convening reach — for example through co-hosted events with the Cambridge Network — and reflects a wider pattern of geographic gaps in sector engagement infrastructure.

"Engage with children as early as possible and share the opportunities available. Continue the engagement year upon year, expanding as technology and the industry changes. Get children out to visit different trades and industries."

— Consultavia Ltd

6. Cross-Cutting Business Challenges

Beyond skills, employer responses identify a range of business environment pressures that bear on workforce development capacity. These are not the primary focus of the LSIP, but they provide important context for understanding the constraints within which businesses operate.

Cost Pressures and Financial Conditions

Rising energy costs, inflationary materials and logistics pricing, and employment cost increases are cited by multiple businesses — most explicitly by Camlock and GW Martin — as factors reducing capacity for capital investment and training expenditure. High interest rates compound these pressures for businesses seeking to invest in equipment or expand.

Supply Chain and Market Conditions

Extended payment terms imposed by large clients (60–120 days against 30-day supplier terms) are creating acute cash flow pressure for SMEs such as FSL Aerospace. Bishop GMBH describes a more severe structural challenge: the offshoring of Airbus procurement to India, the termination of 170 companies from its supply chain in 2025, and the absence of new commercial aircraft development programmes. European Springs cites tariff and customs barriers as its primary challenge.

Talent Retention

Farnborough Airport identifies talent retention as a significant challenge, noting that limited internal career progression routes — a function of the organisation's size — make it difficult to retain experienced staff against competition from larger local employers. A collaborative development scheme involving multiple local employers is proposed as a potential solution.

SME Access to Support and Markets

Several SMEs report difficulty accessing larger organisations as customers or partners, and express frustration with government procurement processes. Consultavia Ltd and Full Matrix both note the challenge of operating in niche markets without the budget or infrastructure to engage effectively with large corporates. This points to a role for FAC and the Chamber in facilitating connections and improving SME visibility within the supply chain.

7. Recommendations

The following seven recommendations emerge from the employer engagement. They are presented in priority order, with indicative lead organisations and timescales. Together they address the immediate skills gaps identified, the structural weaknesses in training provision, and the longer-term pipeline challenge facing the sector.

#	Recommendation	Lead / Partners
1	Commission a regional skills audit focused on practical manufacturing and craft competencies across the aerospace supply chain, to establish a baseline and identify provider gaps.	Hampshire Chamber (ERB)
2	Strengthen and expand match-funded, employer-specified job training (on the model of Make Smarter) to enable SMEs to access bespoke CNC, metrology, and automation training.	DfE / MCA / Hampshire Chamber
3	Work with FE colleges to review aerospace apprenticeship curricula, ensuring sustained practical production work throughout the programme — not only in Year 1.	FAC / FE Colleges / Hampshire Chamber
4	Establish a Hampshire-wide directory of flexible short courses (evening and day-release) covering CNC, CAD, welding, and commercial skills — actively promoted to SMEs through FAC and Chamber networks.	FAC / Hampshire Chamber / Colleges
5	Develop a sustained school engagement programme co-ordinated by FAC, drawing on industry volunteers and employer visits, to raise awareness of aerospace technical careers from Key Stage 3.	FAC / Consultavia / UTC partners
6	Introduce a formal assessor handover protocol with FE providers to eliminate disruption to apprentice progress when assessors change — a standard operating procedure with named employer contacts.	FE Colleges / Hamble Aerostructures
7	Pilot a programme drawing on experienced retired aerospace craftspeople to lead practical project-based training for apprentices — modelled on the RAE apprentice scheme, championed by TISICS.	FAC / TISICS / Hampshire colleges

Appendix 1 — Business Responses

The following tables present the unedited (lightly copy-edited) responses from the 12 participating companies to each of the five engagement questions. Where a company indicated it was unable to answer a question, this is noted. Responses are presented in the order they were received.

Question 1 — Current business challenges and opportunities

Company	Response
Camlock (Camberley Rubber)	Rising operational costs including energy, materials, logistics and employment. Persistent skills shortage despite high unemployment. Supply chain instability from global trade volatility. Pressure to adopt cleaner technologies and meet environmental standards. High cost of automation and advanced manufacturing adoption. Capital investment constrained by high interest rates.
Consultavia Ltd	Difficult to locate new customers, especially within larger organisations. Niche market with limited marketing budget. Accessing government tenders is extremely difficult for small businesses. A 'bridge' to allow SMEs more equal access to procurement opportunities would be highly beneficial.
Farnborough Airport	Competition for local talent with other employers. Retention of experienced staff is challenging given limited internal career progression. Opportunity: collaborative development scheme with local employers to retain talent in the local market and grow the pipeline of Farnborough-based talent.
FSL Aerospace	Extended payment terms demanded by large clients (60–120 days) against 30-day supply chain terms has created acute cash flow pressure. Market consolidation means SMEs cannot compete against large buyers.
Full Matrix	Opportunities in diversification into new industries. Challenges: transition from technical consultancy to product/software sales; maintaining commercial sustainability during growth; investing in staff and leadership when everyone is a generalist.
Groveley Precision	Skills availability and financial pressures.
GW Martin	Uncertainty of future workload and rising costs. Opportunity: government intent to increase defence spending and support UK suppliers. Skills shortage: insufficient engineers and specialists including CNC and programmers. Opportunity to redirect more young people toward apprenticeships with better centralised support.
MEP	Material availability remains a challenge. Customers being better organised with ordering would create significant opportunity given strong market demand.
Bishop GMBH	Finance unavailable from banks. Significant Airbus work offshored to India, with 170 supply chain companies terminated in June 2025. No new commercial aircraft development programmes. Limited appetite from large companies for SME innovation. Most major companies in foreign ownership.
TISICS	Growth is the main opportunity — recruiting engineers now with commercial and craft skills to follow. Skills gap in practical competency: too few potential staff who can actually make things. Farnborough College apprenticeship experience shows practical machine skills declining after Year 1. Finance remains challenging in Hampshire, which is not seen as an area in need. Risk of businesses relocating due to lack of business-focused growth funding.
European Springs	Tariffs and customs barriers are the biggest challenge. Opportunities exist across all sectors, particularly in defence.

Company	Response
Hamble Aerostructures	Balancing future business needs against current workload pressures. Pipeline of skilled aircraft fitters is critical: production cycles of ~9 months, Level 3 qualification takes 2+ years, workforce takes years to develop. Fluctuating headcount demands make consistent recruitment difficult. Shift in apprentice expectations toward rapid progression — fewer willing to remain on the shopfloor long-term.

Question 2 — Preferences and needs in technical and vocational training provision

Company	Response
Camlock (Camberley Rubber)	Apprenticeship modules do not fit production environments — previous attempts unsuccessful. T-level students welcome but insurance restricts under-18s from factory floor. Difficulty finding sufficient candidates.
Consultavia Ltd	No comment.
Farnborough Airport	Adaptive, innovative training that develops technical skills applicable to current and future roles. More vocational training preparing students for private aviation and airport environments.
FSL Aerospace	In-person, on-site, bespoke training for our SME needs. Online works for general content, but as a team of 26 we require specific, targeted direction.
Full Matrix	Networking and peer connection are undervalued benefits of training. Events — online or in-person — could be better designed to facilitate contact with potential customers and collaborators.
Groveley Precision	Take at least one apprentice annually. Noted a marked change in social awareness and attitude in recent cohorts — attributed to pandemic schooling disruption. Anticipating this may improve over time.
GW Martin	Combination needed: apprenticeship training (underfunded through colleges) and job-specific training (e.g. CNC and metrology on our plant fleet, delivered by manufacturers). FE funding should be increased specifically for technical provision. Match-funded job-specific training would be transformative. Manufacturing leans on FE rather than HE.
MEP	Apprenticeships at all levels are preferred. Challenge is the shortage of local providers, especially for practical machining. Travel outside the local area is not always feasible.
Bishop GMBH	Customers only want to work with people under 40, with EU passport and university degrees — this shapes recruitment preferences.
TISICS	Vocational training must focus on hands-on skills: tool use, production environment awareness, problem-solving. Team and individual manufacturing projects with real deliverables would improve apprentice value on day one. Training providers should also address professional behaviours: time-keeping, attendance, focus, appropriate use of technology. These are genuine workplace issues that start in training.
European Springs	A regular supply of school-leavers for engineering apprenticeships is the priority. More UTC provision — similar to Leigh UTC Academy in Kent — would provide the technical pipeline needed.
Hamble Aerostructures	Face-to-face, practical delivery for all manufacturing and engineering training. Apprenticeships on day-release with NVQs delivered on-site. Specialist training (NDT) requires approved providers and is always in-person. Regulatory/compliance training may be online. Finance and HR apprenticeship modules have been delivered virtually with satisfactory outcomes.

Question 3 — Specific skills gap priorities

Company	Response
Camlock (Camberley Rubber)	Factory floor operators with rubber knowledge; engineers.
Consultavia Ltd	Works primarily with experienced SME practitioners — no significant skills gaps identified internally.
Farnborough Airport	Terminal Operations Officers: roles handling client requests, co-ordinating daily movement schedules, managing regulatory compliance and service standards.
FSL Aerospace	Marketing and business development skills — how to grow our presence and visibility in the industry.
Full Matrix	Commercial skills for technical staff: business development thinking, sales acumen, client engagement — without displacing technical identity. Short, focused commercial training for the leadership team.
Groveley Precision	Engineers of all types.
GW Martin	CNC setting and programming; automation; lean manufacturing methodologies.
MEP	Setter-level machining expertise; metrology — particularly CMM programming.
Bishop GMBH	No active skills gap at present — no new projects in pipeline.
TISICS	Practical craft skills: how to make things, design, innovate from brief to final part. The enthusiasm to learn and make something is the critical ingredient — workshop skills demonstrate this; classroom skills support it.
European Springs	Engineering apprentices developing into setters, toolmakers, and skilled/semi-skilled operators.
Hamble Aerostructures	Sheet metalwork; skilled aircraft fitters (particularly in plastics); surface painters. NDT is an area of ongoing training rather than a gap — though the qualification timeline is long.

Question 4 — Ecosystem engagement effectiveness

Company	Response
Camlock (Camberley Rubber)	Some universities and colleges are delivering industry-aligned training but this is not the norm. Chambers and industry associations provide useful advisory and advocacy functions, but impact could be greater. Businesses need to collaborate more on innovation and mentoring. Government is not creating business-friendly conditions.
Consultavia Ltd	Unable to comment.
Farnborough Airport	Active within FAC, Hampshire Chamber, and the Rushmoor Employment and Skills Network — all valuable. More joined-up, collaborative approaches across the ecosystem would be welcomed.
FSL Aerospace	As a smaller SME, we do not engage significantly with the wider business community — unable to provide a meaningful assessment.
Full Matrix	Finding customers in niche markets is always difficult. Platforms like Leading Edge Only and Innocentive are useful for R&D procurement, but no equivalent exists for standard technical solutions. Breaking into large organisations remains a major barrier.

Company	Response
Groveley Precision	Unable to comment.
GW Martin	Eastleigh College quality deteriorated sharply from 2018 — understood to have stopped offering engineering apprenticeships. SETA also experienced quality decline, attributed to funding challenges. Now working with PETA for apprentice training — this is working well.
MEP	Unable to comment.
Bishop GMBH	Unable to comment.
TISICS	The ecosystem serves those who already engage with it. The remainder — who may be unaware of what is available — are not being reached. An evening welding course at Andover College has been excellent for one employee. A Hampshire-wide directory of day-release and evening courses covering CNC, CAD, commercial skills and programme management would be genuinely useful.
European Springs	Variable: UTC is actively engaged. Most schools show limited interest. Some engagement from local government and DWP. Charities that placed people with disabilities into employment have folded when funding was withdrawn — a significant gap.
Hamble Aerostructures	Current training providers and colleges maintain good ongoing engagement. We have not yet participated in employment fairs. Work experience capacity is limited. High assessor turnover at colleges is a significant problem: gaps between departures and replacements slow apprentice progress and in some cases require work to be redone.

Question 5 — Recommendations for solutions and improvement

Company	Response
Camlock (Camberley Rubber)	Improve association activities to help members share best practice. All parts of the ecosystem must work together through regular communication and clear value exchanges. Build a culture of collaboration over competition.
Consultavia Ltd	Engage young people as early as possible with aerospace careers. Continue engagement year-on-year, expanding as the industry evolves. Employer visits to schools and trade schools — speakers sharing real industry experience. (Rikke Carmichael's outreach model at UK Aviation Consulting is a good example.)
Farnborough Airport	More all-encompassing, collaborative approaches across the ecosystem — recognising this is not a simple task.
FSL Aerospace	No response.
Full Matrix	FAC could investigate co-hosting events with Cambridge Network or equivalent, given the concentration of aerospace activity in Cambridge (Marshall's, Whittle Lab, MBDA, Airbus nearby) with no equivalent local aerospace association.
Groveley Precision	No response.
GW Martin	Addressed in Question 2 response: more college funding for technical provision, expanded match-funded job-specific training.
MEP	Training providers should genuinely listen to industry — not simply deliver courses shaped by central funding decisions that may not reflect actual need. The gap between perceived need and actual need is a structural problem.

Company	Response
Bishop GMBH	A new commercial jet programme in the UK is needed to regenerate the supply chain.
TISICS	Greater focus on practical skills for manufacturing. Pull in experienced retired craftspeople with manufacturing expertise to lead projects for apprentices making real parts and systems. The RAE apprentice scheme was an excellent model at scale. A consortium of Hampshire colleges could deliver this collaboratively, with the added benefit of building workplace communication skills through inter-institutional interaction.
European Springs	More UTCs. Schools need to recognise career paths beyond the graduate route. Address the gap left by the collapse of specialist disability employment charities — DWP is not functionally equipped to replace these.
Hamble Aerostructures	Internal training academy model has been highly effective — could be adopted more widely. Formal assessor handover process between colleges and training providers should be standard practice, with a structured knowledge transfer when assessors change.