

DELIVERED BY



Hampshire and the Solent Local Skills Improvement Plan 2026-2029

Annexes

HAMPSHIRE CHAMBER OF COMMERCE

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Annex A Detailed Assessment of Local Skills Needs

Annex A presents a consolidated analysis of the skills gaps shaping the regional economy. It draws on a detailed review of 15 specialist Partner Reports commissioned in the led up of this LSIP, alongside wider research undertaken by the ERB (incl., a Meta Review of the EM3 and Solent LSIPs, and the 2024 and 2025 Progress Reports), in addition to extensive engagement with employers, FE and HE providers and sector bodies from across the Hampshire and the Solent region. This combined evidence base has identified both sector-specific skills gaps, in addition to wider (i.e., economy-wide) learner and workforce participation needs, that are crucial to the region's productivity, growth and long-term resilience.

The skills gaps set out in this Annex are grounded in the findings of the Partner Reports and have been mapped against the Skills England's Occupational Maps¹, which provide a nationally consistent framework for covering qualification levels (i.e., up to Level 7). This approach ensures alignment with national standards and reflects the reality that the most pressing gaps locally relate to entry-level, technical and mid-level skills, as well as essential and transferable capabilities required economy-wide. While the most acute gaps relate to entry-level through mid-level technical roles, HE providers have highlighted the importance of maintaining pathways into advanced study and research to support innovation-intensive sectors across the region. As such, any absence of Level 8 (i.e., PhD-level qualifications) references is not an omission, but a reflection of the relative urgency of addressing these more widespread and labour market-wide gaps.

Looking ahead, Action 3 of the LSIP commits to ongoing skills mapping that will draw on continued employer engagement, FE and HE provider insight and industry intelligence to build an ongoing picture of skills needs across all levels (incl., Level 8).

¹ See [\[Link\]](#).

LSIP Sector	LSIP Occupation	Relevant SOC code(s)	Relevant SIC code(s)	Mapping Limitations / Further Information	Qualification Level (i.e., in line with Skills England's Occupation Maps)
Advanced manufacturing	Fitters and welders	521-Metal Forming, Welding and Related Trades	25.11 – Manufacture of metal structures and parts of structures 25.62 – Machining	Occupation occurs across multiple manufacturing sub-sectors; SIC does not isolate welding/fitting specifically.	Technical occupations (levels 2-3) Higher technical occupations (level 4)
	Electricians	524-Electrical and Electronic Trades	33.20 – Installation of industrial machinery and equipment 43.21 – Electrical installation	SIC: 43.21 includes construction electricians; cannot isolate manufacturing-only roles.	Technical occupations (level 3) Higher technical occupations (levels 4-5) Professional occupations (levels 6-7)
	Mechanical Engineers	212-Engineering Professionals	71.12 – Engineering activities and related technical consultancy 28.99 – Manufacture of other special-purpose machinery n.e.c.	Many engineers classified under consultancy (SIC: 71.12), which spans multiple sectors.	Technical occupations (level 3) Higher technical occupations (level 5) Professional occupations (levels 6-7)
	Software Engineers	213-Information Technology Professionals	62.01 – Computer programming activities 62.02 – Computer consultancy activities	Embedded engineers within manufacturing firms not separately identifiable	Professional occupations (level 6)
	Installation and Maintenance (Fire and Security Engineers)	524-Electrical and Electronic Trades	43.21 – Electrical installation 80.20 – Security systems service activities	Security systems SIC code includes monitoring and servicing beyond installation.	Technical occupations (level 3) Professional occupation (level 6)
	Embroiderers	541-Textiles and Garments Trades	13.30 – Finishing of textiles 14.19 – Manufacture of other wearing apparel and accessories	Craft embroidery not separately distinguished from wider textile manufacturing.	Technical occupations (levels 2-3) Higher technical occupations (level 4)
Creative sector	Production Designer/Costume Designer/Lighting	342-Design Occupations	59.11 – Motion picture, video and television programme production activities 90.02 – Support activities to performing arts		Technical occupations (levels 2-3) Higher technical occupations (levels 4-5) Professional occupations (level 6)

Creative sector	Producer	249-Media Professionals	59.11 – Motion picture production 60.10 – Radio broadcasting	Producer roles vary across film, TV, radio and digital media.	Technical occupations (level 3) Higher technical occupations (levels 4-5) Professional occupations (levels 6-7)
	Video Editor/Sound Designer/Animator	249-Media Professionals	59.12 – Motion picture, video and television programme post-production activities 62.01 – Computer programming activities	Animation may fall under IT programming rather than creative SIC 59.12.	Higher technical occupations (levels 4-5) Professional occupations (levels 6-7)
	Digital Marketing/Social Media	355-Sales, Marketing and Related Associate Professionals	73.11 – Advertising agencies 73.12 – Media representation services		Technical occupations (level 3) Higher technical occupations (level 4) Professional occupations (level 6)
	Storyboard artists/Animators/ Pop Creators	342-Design Occupations	74.10 – Specialised design activities 59.11 – Motion picture production		Higher technical occupations (level 4) Professional occupations (levels 6-7)
	UX & UI/Graphic Designer	214-Web and Multimedia Design Professionals	74.10 – Specialised design activities 62.01 – Computer programming activities	Digital designers embedded in tech firms not visible separately.	Higher technical occupations (level 4) Professional occupations (level 6)
Digital and technology	-	213-Information Technology Professionals	62.01 – Computer programming activities 72.19 – Other research and experimental development on natural sciences and engineering	AI activity embedded across many sectors; no AI-specific SIC.	Higher technical occupations (level 4) Professional occupations (level 7)
	Data scientists/Data analysts	243 – Business, Research and Administrative Professionals	62.01 – Computer programming activities 63.11 – Data processing, hosting and related activities	Data roles embedded across industries	Technical occupations (level 3) Higher technical occupations (levels 4-5) Professional occupations (levels 6-7)

	Product Manager	244-Business and Financial Project Management Professionals	70.22 – Business and other management consultancy activities 62.01 – Computer programming activities	Product roles within firms cannot be isolated via SIC.	Higher technical occupations (levels 4)
	Software developers/software engineers	213-Information Technology Professionals	62.01 – Computer programming activities 62.02 – Computer consultancy activities		Professional occupations (level 6)
Life sciences	Biological Scientist	211 Natural and Social Science Professionals	72.11 – Research and experimental development on biotechnology 72.19 – Other research and experimental development on natural sciences and engineering 86.90 – Other human health activities (if working in clinical/lab health environments)	Biological scientists work across R&D, pharmaceuticals, academia and healthcare. SIC codes classify the employer's activity, not the occupation, so sector-specific roles cannot be isolated precisely.	Professional occupations (level 6)
Health and social care	Care workers	613-Caring Personal Services	87.30 – Residential care activities for the elderly and disabled 88.10 – Social work activities without accommodation for the elderly and disabled		Technical occupations (levels 2-3) Higher technical occupations (levels 4-5) Professional occupations (levels 6-7)
	Registered Managers	123-Managers and Proprietors in Health and Care Services	87.30 – Residential care activities for the elderly and disabled 88.10 – Social work activities without accommodation for the elderly and disabled 86.90 – Other human health activities	Managerial roles embedded within broader care settings.	Higher technical occupations (levels 4-5)
	Nurses	223-Nursing Professionals	86.10 – Hospital activities 86.21 – General medical practice activities 86.90 – Other human health activities		Technical occupations (level 3) Professional occupations (levels 6-7)
	Estate Managers	124-Managers in Logistics, Warehousing and Transport	81.10 – Combined facilities support activities	Not health-specific; applies to facilities management broadly.	Higher technical occupations (level 4)
Health and social care	Software Engineers	213-Information Technology Professionals	62.01 – Computer programming activities	Health-embedded digital roles not identifiable separately.	Professional occupations (level 6)

	Project Managers	244-Business and Financial Project Management Professionals	70.22 – Management consultancy activities		Technical occupations (level 3) Professional occupations (level 6)
	Support Worker Roles	613-Caring Personal Services	87.30 – Residential care activities for the elderly and disabled 88.10 – Social work activities without accommodation for the elderly and disabled		Technical occupations (levels 2-3) Higher technical occupations (level 4) Professional occupations (level 6)
Marine and maritime	Marine Engineers	212-Engineering Professionals	30.11 – Building of ships and floating structures 71.12 – Engineering consultancy		Technical occupations (level 3) Professional occupations (level 6)
Marine and maritime	Fabricators/Welders	521-Metal Forming, Welding and Related Trades	30.11 – Building of ships 25.11 – Manufacture of metal structure	The SIC Code also spans general metal manufacturing.	Technical occupations (level 3)
	Port Operations/Marine Operations	351-Transport Associate Professionals	52.22 – Service activities incidental to water transportation		Technical occupations (levels 2-3)
	Cargo handling/Stock control/warehouse operations	354-Business Associate Professionals	52.24 – Cargo handling 52.10 – Warehousing and storage		Technical occupations (levels 2-3) Higher technical occupations (level 4) Professional occupations (level 6)
	Stevedores	811-Process Operatives	52.24 – Cargo handling		Technical occupations (level 2) Higher technical occupations (level 4)
	Sea pilots of large vessels	351-Transport Associate Professionals	52.22 – Service activities incidental to water transportation	The SIC Code covers broad port service activities	Higher technical occupations (level 5)
	Battery/Mechanical/Electric engineer	212-Engineering Professionals / 524-Electrical and Electronic Trades	30.11 – Building of ships and floating structures 71.12 – Engineering consultancy 33.20 – Installation of industrial machinery		Technical occupations (level 3)

Hospitality and tourism	Hospitality staff/Waiters	543-Food preparation and hospitality trades	56.10 – Restaurants and mobile food service activities 55.10 – Hotels and similar accommodation	The digital skills elements is not visible in the SIC Code or SOC Code	Technical occupations (levels 2-3)
Hospitality and tourism	Hospitality staff/Waiters	543-Food preparation and hospitality trades/721 Customer Service Occupations	56.10 – Restaurants and mobile food service activities 55.10 – Hotels and similar accommodation		Technical occupations (levels 2-3)
	Managerial Positions/Senior Roles in Hospitality	543-Food preparation and hospitality trades	56.10 – Restaurants and mobile food service activities 55.10 – Hotels and similar accommodation		Higher technical occupations (level 4)
	Chefs and cooks	543-Food preparation and hospitality trades	56.10 – Restaurants and mobile food service activities		Technical occupations (levels 2-3) Higher technical occupations (level 4)
Low carbon technology	Retrofit/Heating Installers	531-Construction and Building Trades	43.22 – Plumbing, heat and air-conditioning installation	Low carbon retrofit cannot be separately identifiable within the SIC Code	Technical occupations (level 3)
	Electricians	524-Electrical and Electronic Trades	43.21 – Electrical installation	Same as above, the SIC Code cannot isolate low-carbon activity	Technical occupations (level 3)
Low carbon technology	Electrical Fitters	524-Electrical and Electronic Trades/ 522-Metal Machining, Fitting and Instrument Making Trades	33.20 – Installation of industrial machinery 43.21 – Electrical installation	Same as above, the SIC Code cannot isolate low-carbon activity	Technical occupations (level 3)
	Specialist Engineers (Hydrogen)	212-Engineering Professionals	71.12 – Engineering consultancy 72.19 – R&D natural sciences and engineering	Same as above, the SIC Code cannot isolate low-carbon activity	Professional occupations (levels 6-7)
	Biological Scientist	211 Natural and Social Science Professionals	72.11 – Research and experimental development on biotechnology 72.19 – Other research and experimental development on natural sciences and engineering 86.90 – Other human health activities (if working in clinical/lab health environments)"		Technical occupations (level 3) Professional occupations (level 6)

	Biochemist	211 Natural and Social Science Professionals	72.11 – Research and experimental development on biotechnology 72.19 – Other research and experimental development on natural sciences and engineering 21.10 – Manufacture of basic pharmaceutical products 21.20 – Manufacture of pharmaceutical preparations 20.59 – Manufacture of other chemical products n.e.c. (if working in industrial/chemical production)"		Professional occupations (level 6)
	Refuse/Salvage operations	811-Process Operatives	38.11 – Collection of non-hazardous waste 38.32 – Recovery of sorted materials		Technical occupations (level 2) Higher technical occupations (level 5)
	Financial Account Managers	353-Finance Associate Professionals	69.20 – Accounting, bookkeeping and auditing activities	Finance roles are not sector specific to low carbon	Technical occupations (levels 2-3) Higher technical occupations (level 4) Professional occupations (level 6)
	Health and Safety Officers	358-Regulatory Associate Professionals	70.22 – Management consultancy activities		Professional occupations (levels 6-7)
Low carbon technology	Civil Engineers	212-Engineering Professionals	71.12 – Engineering consultancy 42.21 – Construction of utility projects for fluids		Technical occupations (level 3) Higher technical occupations (level 4) Professional occupations (level 6)
Aerospace	Pilots	351-Transport Associate Professionals	51.10 – Passenger air transport 51.21 – Freight air transport		Professional occupations (level 6)

	Cyber security	213-Information Technology Professionals	62.01 – Computer programming activities 62.09 – Other IT service activities	The SIC Code covers all sectors	Technical occupations (levels 3) Higher technical occupations (level 4) Professional occupations (level 6)
Aerospace	Sales Engineer	354-Business Associate Professionals	46.69 – Wholesale of other machinery and equipment 30.30 – Manufacture of air and spacecraft	Sales roles may sit within manufacturing or wholesale firms.	Technical occupations (level 3) Professional occupations (level 6)
	-	213-Information Technology Professionals	62.01 – Computer programming activities 62.09 – Other IT service activities		Technical occupations (levels 2-3) Higher technical occupations (levels 4-5)
	Air Traffic Controllers	351-Transport Associate Professionals	52.23 – Service activities incidental to air transportation	The SIC Code covers broad airport operational services.	Technical occupations (level 3)
	Engineering technicians/production managers/ directors in manufacturing	311-Science, Engineering and Production Technicians / 112-Production Managers and Directors	30.30 – Manufacture of air and spacecraft 71.12 – Engineering consultancy	Management and technical roles not separable within manufacturing SIC.	Professional occupations (level 6)
	Mechanical engineers	212-Engineering Professionals	30.30 – Manufacture of air and spacecraft 71.12 – Engineering consultancy		Technical occupations (level 3)
Construction	Retrofitting	531 – Construction and Building Trades	43.22 – Plumbing, heat and air-conditioning installation		Technical occupations (level 3)
	Installation	524 – Electrical and Electronic Trades / 531 – Construction and Building Trades	43.21 – Electrical installation 43.22 – Plumbing, heat and air-conditioning installation	Installation roles span multiple trades; SIC cannot separate by installation type.	Technical occupations (levels 2-3) Higher technical occupations (level 4) Professional occupations (level 6)
Construction	Engineering	212 – Engineering Professionals	71.12 – Engineering activities and related technical consultancy 42.11 – Construction of roads and motorways 42.21 – Construction of utility projects for fluids	Engineering roles may be consultancy or site-based; SIC cannot isolate construction-specific engineering tasks.	Higher technical occupations (level 5)

	-	213 – Information Technology Professionals	62.01 – Computer programming activities 62.02 – Computer consultancy activities	Digital skills are transversal; embedded IT roles within construction firms are not separately identifiable.	Technical occupations (level 3)
	Electricians	524 – Electrical and Electronic Trades	43.21 – Electrical installation	SIC does not distinguish construction electricians from industrial electricians.	Technical occupations (level 3)
	-	525 – Electrical and Electronic Trades	43.21 – Electrical installation	Electrotechnical skills are applied across sectors; cannot be separated by SIC.	Technical occupations (level 3) Professional occupations (levels 6-7)
	Surveyors	245- Architects, Chartered Architectural Technologists, Planning Officers, Surveyors and Construction Professionals	71.12 – Engineering consultancy 41.20 – Construction of buildings	Surveyor roles include design and site monitoring; SIC reflects employer activity, not occupation function.	Technical occupations (level 3) Higher technical occupations (level 4) Professional occupations (levels 6-7)
	Planners	245- Architects, Chartered Architectural Technologists, Planning Officers, Surveyors and Construction Professionals	71.12 – Engineering consultancy 41.20 – Construction of building		Technical occupations (levels 2-3)
	Trades	531 – Construction and Building Trades	41.20 – Construction of buildings 43.29 – Other construction installation		Higher technical occupations (level 4) Professional occupations (level 6)
		312 CAD, Drawing and Architectural Technicians	71.11 – Architectural activities 71.12 – Engineering activities and related technical consultancy		
		245 Architects, Chartered Architectural Technologists, Planning Officers, Surveyors and Construction Professionals	71.12 – Engineering activities and related technical consultancy 71.20 – Technical testing and analysis	Drone surveying is a method used within several occupations rather than a distinct SOC category. SIC codes capture engineering and surveying services but do not separately identify UAV/drone-based surveying activities.	

Logistics and Distribution	HGV and LGV Drivers	821-Road Transport Drivers	49.41 – Freight transport by road 52.29 – Other transportation support activities	SOC includes drivers across multiple industries; SIC codes capture freight transport businesses but do not isolate HGV/LGV drivers employed in other sectors.	Technical occupations (level 2)
		213 – Information Technology Professionals	62.01 – Computer programming activities 62.02 – Computer consultancy activities	Digital skills are transversal; embedded IT roles within logistics firms are not separately identifiable.	Higher technical occupations (level 5) Professional occupations (level 6)
		411 – Administrative Occupations 921 – Elementary Administration and Service Occupations	52.29 – Other transportation support activities 82.11 – Combined office administrative service activities	Foundation skills are cross-cutting and not occupation-specific; SOC and SIC codes only partially capture roles where numeracy and literacy are applied.	Technical occupations (levels 2-3)
		212 – Engineering Professionals 213 – Information Technology Professionals	71.12 – Engineering activities and related technical consultancy 62.01 – Computer programming activities	STEM skills are applied across multiple occupations and sectors; SIC codes capture technical activities but cannot isolate STEM skill demand within logistics operations.	Professional occupations (levels 6-7)
Professional and business services		354 – Sales, Marketing and Related Associate Professionals 711 – Sales Assistants and Retail Cashiers	73.11 – Advertising agencies 70.22 – Business and management consultancy activities	Sales roles occur across many sectors; SIC codes capture firms providing services but do not isolate internal sales roles within professional services firms.	Technical occupations (level 3) Higher technical occupations (level 4) Professional occupations (level 6)
		414 Administrative Occupations: Office Managers and Supervisors 921 – Elementary Administration and Service Occupations	82.11 – Combined office administrative service activities 82.99 – Other business support service activities n.e.c.	Employability skills are transversal and not occupation-specific; SOC and SIC classifications cannot isolate soft skills demand.	Technical occupations (levels 2-3) Higher technical occupations (level 5) Professional occupations (level 6)
	Finance and accountancy	412 Administrative Occupations: Finance	69.20 – Accounting, bookkeeping and auditing activities; tax consultancy	Occupations appear both within specialist accounting firms and in-house roles across sectors; SIC codes primarily capture dedicated accounting service providers.	Technical occupations (levels 2-3) Higher technical occupations (levels 4-5)

	Admin support	414 Administrative Occupations: Office Managers and Supervisors	82.11 – Combined office administrative service activities	Administrative roles are present across all sectors; SIC codes mainly capture outsourced administrative services rather than in-house support roles.	Technical occupations (levels 2-3)
Professional and business services	Business Centre Managers	125 Managers and Proprietors in Other Services	68.20 – Renting and operating of own or leased real estate; 82.11 – Combined office administrative service activities	SOC category covers a broad range of service managers; SIC codes capture workspace and support services but may not isolate business centre management specifically.	Technical occupations (level 3) Higher technical occupations (levels 4-5) Professional occupations (level 6)
	Project Managers	243 – Business, Research and Administrative Professionals	70.22 – Business and management consultancy activities; 71.12 – Engineering activities and related technical consultancy	Project management roles occur across multiple sectors and occupations; SIC codes capture consultancy and technical services but cannot isolate project management roles specifically.	Higher technical occupations (level 4) Professional occupations (level 6)

Annex B Our Plan for Delivery

Actionable priority	Activity	Organisations (* denotes lead organisation)	Delivery Timeline	Outcomes	Source of Evidence (KPIs)	Frequency
(Priority 1) Action 1. Develop a regional Skills Hub to improve navigation and access to skills support						
Scale the Skills Channel (established during phase 1) into a regional Skills Hub, reducing duplication, streamlining communication, improving employer experience and boosting the uptake of training.	- Expand Skills Channel into a full, regional Skills Hub - Develop unified referral system - Build a shared communications protocol with providers - (Re)launch and promote Skills Hub as the single entry-point for employers and learners	*ERB (Hampshire Chamber of Commerce) FE and HE providers Employer bodies / sector organisations Local authorities (current and LGR-defined ones) HSCCA	2026: Rebuild/update platform 2027 onwards: Rollout, optimise and expand	- Reduced duplication - Higher levels of engagement and training uptake - Clearer navigation of the skills ecosystem	- Online traffic - Enquiry volumes - Satisfaction levels - Provider feedback / referrals	Quarterly
(Priority 1) Action 2. Increase TECH+TOUR reach to support skills awareness and talent pathways						
Secure funding for a second TECH+TOUR vehicle to expand service and reach more areas of greatest need.	- Help secure capital funding - Integrate priority sectors (incl. agri-tech, defence and aerospace) - Develop outreach materials and school engagements plan	*South Hampshire College Group (SHCG) ERB Department for Education (DfE) FE and HE providers Employers / sector organisations	2026: Secure funding 2027: Procure and launch second TECH+TOUR 2028 onwards: Regional delivery	- Increased outreach and participation levels, including amongst underrepresented groups (e.g., women in engineering, disability) and locations (especially deprived communities) - Stronger, early-stage engagement - Lower levels of NEETs - Greater awareness of STEM / tech careers - Raised STEM aspirations	- Additional vehicle(s) - Total number of visits - Participants reached - Geographic coverage - Diversity metrics - Follow-up engagement	Quarterly

(Priority 2) Action 3. Map and streamline advisory networks to improve employer access, influence and participation in curriculum design across priority sectors						
To identify gaps, overlaps and clear entry points for employer involvement for modernising the curriculum.	- Audit existing advisory boards and networks (starting with priority sectors) - Map skills offer in the region and identify gaps, based on employer engagement (identified gaps) - Work with FE and HE providers to address gaps, ensuring demand-supply balance	*ERB FE and HE providers Employers and sector bodies Skills England (Occupational Maps)	2026 onwards: Mapping and gap analysis, followed by implementation and annual refresh	- Modernised curricula aligned with real world jobs and roles - Increased SME participation - Clearer employer entry points for engagement with the skills ecosystem	- Number of advisory networks / sectors considered - Employer participation rates - Implemented changes to the curriculum - (Increased) SME input	Twice a year
(Priority 2) Action 4. Develop a Hampshire and Solent-wide Skills Compact to strengthen employer participation and system coordination						
Bring employers, FE and HE providers and sector panels together around shared priorities for shaping the skills ecosystem.	- Establish compact terms of reference, governance and membership - Agree shared priorities and commitments - Work to embed employer voice within strategic decisions (by HSCCA)	*ERB HSCCA FE and HE providers Sector panels Employers	2026-27: Compact design and launch 2028: Annual review and priority (re)setting	- Stronger employer influence - Embedding skills as a priority across the region	- Participation levels - Number of decisions influenced - Alignment / synergies with HSCCA	Annual
(Priority 2) Action 5. Launch employer best-practice repository as part of Skills Hub						
Create a central, searchable repository curated by sector leads and the ERB, offering jargon-free guidance for employers in the region.	- Design repository structure and taxonomy - Collect and curate best-practice examples - Develop / agree peer-review process with sector leads - Integrated into Skills Hub	*ERB Sector leads Employers FE and HE providers	2026: Build and design repository, and (systems) integration with Skills Hub 2027 onwards: Collate and curate best practice, disseminate and update (as needed)	- Greater levels of sharing of regional best-practice - Replication of effective models - Improved performance - Increased levels of employer participation	- Online traffic to Skills Hub - Downloads - Employer feedback	Quarterly

Priority 3) Action 6. Scale the interest to enhance technical and essential skills						
Explore opportunities to scale demand for modular and stackable learning (incl., online micro-learning) across the region.	- Work with HE and FE providers to develop micro-learning options - Promote modular, stackable courses to employers - Coordinate regional marketing campaign - Align provision to address sector-specific skills needs, in addition to learner and workforce participation needs	*ERB FE and HE providers Employer	2026: Campaign design and provider alignment 2027 onwards: Delivery start and scaling	- Increased uptake of short, flexible learning - Improved workforce productivity	- Enrolments - Completion rates - Employer feedback	Annual
(Priority 3) Action 7. Launch inclusive participation pathways						
Promote effective returner programmes, employability courses, and sector-based work already underway across the region.	- Promote existing returner programmes and employability courses - Work with health, work and skills partners (incl. local Get Britain Working plans) to support delivery - Support implementation of Disability Confident scheme - Identify target communities / underrepresented groups	*ERB Department for Work and Pensions (DWP) NHS Local authorities (current and LGR-defined ones) FE and HE providers	2026: Mapping and outreach design 2027 onwards: Delivery and scaling	- Reduced barriers to work - Increased participation levels - Greater participation by individuals from disadvantaged / underrepresented groups - Lower risk of / NEET levels	- Participation rates - Regional / local NEET levels - Employers signing-up for Disability Confident scheme	Annual

(Priority 3) Action 8. Influence for the integration of skills as a priority in the region's Local Growth Plan						
Champion skills as a core pillar of the region's Local Growth Plan, promoting LSIP priorities, articulating employer needs and ensuring that skills development is treated as fundamental to the region's success.	- Engage with HSCCA early in Local Growth Plan process - Provide evidence and insight as part of development of Local Growth Plan - Play a key role in influencing funding priorities for the region	*ERB and HSCCA Sector partners FE and HE providers	2026-27: Play a key role and influence drafting of Local Growth Plan 2028 onwards: Monitor implementation of Local Growth Plan (and contribute towards its success)	- Embedding skills as a priority within the Region's Local Growth Plan - Influence alignment of funding with employer needs	- Inclusion of skills in Local Growth Plan - Review / monitor funding secured to support local skills development	Annual
(Priority 3) Action 9. Develop a place-based skills intelligence report for the Isle of Wight and other 'peripheral' locations						
Develop a dedicated place-based skills intelligence report for the Isle of Wight (with potential to extend to other 'peripheral' locations within the region).	- Conduct place-specific research and data analysis on challenges, and skills needs in the Isle of Wight - Engage employers and residents - Produce intelligence report - Use findings to shape (distinctive and) local provision (albeit within region framework) - Explore potential for replicating exercise across other 'peripheral' locations	*ERB Isle of Wight Council Isle of Wight Chamber of Commerce FE providers on the Isle of Wight Employers Residents	2026-27: Production of research 2028 onwards: Implementation	- Better understanding of distinct, localised challenges (and opportunities) on the Isle of Wight - More balanced / nuanced skills planning, responding to (identified) local needs	- Report publication - Distinct (i.e., Isle of Wight-specific) actions taken - Provider adjustments	Annual

(Priority 4) Action 10. Scale youth engagement and NEET response						
Promote training opportunities linked to local skills gaps through the region's local Get Britain Working plans, helping to strengthen work experience offer while also leveraging the Government's Youth Guarantee.	- Early engagement with schools, FE and HE providers - Identify young people at risk of becoming NEET - Promote training linked to local skills gaps	*ERB Schools / DfE FE and HE providers DWP Employers	2026: Early engagement model 2027 onwards: Delivery and scaling	- Greater levels of labour market engagement / participation - Fewer young people at risk of becoming NEET - Stronger youth pathways into priority sectors (and employment more broadly)	- Levels of youth participation - Work experience / placements secured - Regional / local NEET levels	Annual
(Priority 4) Action 11. Convene an Electrotechnical Training & Careers Alliance with the ECA						
Convene an Electrotechnical Training & Careers Alliance with the Electrical Contractors' Association.	- Establish alliance governance - Map training provision and employer demand (i.e., with regards to electrotechnical needs - Develop coordinated training pathways - Promote electrotechnical careers	*ERB and ECA FE and HE providers Sector bodies (starting with priority sectors) Employers	2026-27: Alliance formation 2028 onwards: Delivery and scaling	- Increased electrotechnical capacity in the region - Stronger pipeline	- Alliance formation - Enrolments in electrotechnical courses - Completions - Employer recruitment outcomes	Twice a year
(Priority 4) Action 12. Pathways to STEM						
Develop an Experiential STEM Talent Pathway initiative for young people from underrepresented backgrounds who show strong STEM potential, but lack recognition and/or support.	- Work with schools, FE and HE providers to identify young people (especially from underrepresented groups) with strong STEM potential - Coordinate workplace visits and mentoring - Develop hands-on STEM experiences - Track progression into STEM pathways	*ERB Schools FE and HE providers Employers (especially from priority and IS-8 sectors)	2026-27: Programme design 2028 onwards: Delivery and scaling	- Increased participation in STEM - A diverse talent pipeline	- Enrolments in STEM - Participation rates - Diversity metrics (i.e., in line with 'protected characteristics' as defined by Equality Act 2010 - Progression into STEM	Twice a year

(Priority 4) Actions 13. Inclusive career networking for future talent						
Host a series of inclusive networking events connecting FE and HE learners with local business professionals in a relaxed and supportive format, mirroring authentic business networking.	- Design inclusive networking events - Recruit employers and speakers for events - Provide accessibility support (especially for any individuals from underrepresented groups) - Track learner progression	*ERB Employers Disability organisations FE and HE providers	2026: Event design 2027 onwards: Delivery and improvements	- Improved confidence and employability - Stronger employer-learner connections	- Number of networking events organised - Attendance - Diversity metrics - Employer feedback	Twice a year
(Priority 4) Action 14. Building a future-ready workforce						
Strengthen intelligence gathering, ongoing horizon scanning and establishment of Future Workforce Partnership to integrate future skills insights into curriculum planning and align lifelong learning with regional priorities.	- Expand employer intelligence gathering activity - Undertake targeted skills mapping - Establish Future Workforce Partnership - Integrate insights into curriculum planning	*ERB Employers FE and HE providers Sector bodies	2026-27: Partnership formation 2028 onwards: Ongoing horizon scanning and insight development	- A more adaptable workforce - Curricula are better aligned to future labour market needs	- Research / insights published - Changes to curriculum implemented - Employer feedback	Twice a year

Annex C Background and Method

The Hampshire and the Solent LSIP is built on a collaborative approach and draws on a multi-layered evidence base combining analysis of the previous Solent and EM3 (incl. all of Surrey) LSIPs, in addition to specialist sector reports, universal employer surveys, meaningful engagement with FE and HE partners, business-level skills conversations in addition to engagement with the emerging HSCCA. The report is divided into three main parts as outlined below:

- **Strategic and Economic Context** considers the strategic national context, taking account of key policy changes since 2023, in addition to changes emerging as the region progresses towards greater devolution at the local level (incl. having greater control on adult skills funding, education and training). Part 1 concludes by presenting the LSIP's refreshed priorities.
- **Part 1: Local Skills Needs** presents an overview of the collaborative research undertaken by partners across the region, and highlights both sector specific skills gaps, in addition to learner, service leaver and wider workforce participation needs.
- Building on the skills gaps and needs identified, **Part 2: Delivering Our Priorities** sets out how the Hampshire Chamber of Commerce, acting as the region's ERB will work with businesses, training providers and other stakeholders to deliver the changes needed to continue building a simpler, more coherent skills landscape that better reflects labour market needs, supports economic growth and enables people to access good work and progression opportunities.

Outline the evidence base

The LSIP draws on a wide range of sources, including a national and regional strategies, a review of LSIP delivery to date, as well as wide-ranging employer engagement (i.e., both directly by the ERB and via specialist partners), specialist sector and skills needs deep dives, as well as direct FE and HE provider engagement. Key evidence used to inform the LSIP includes:

- National strategies (incl., the *Clean Energy Jobs Plan*, the *UK's Modern Industrial Strategy*, Skills England's *Sector Evidence on the Growth and Skills Offer*, the *English Devolution White Paper*, the *Post-16 Education and Skills White Paper*, and the *Get Britain Working White Paper*);
- Regional strategies (incl., the *Economic Strategy for Hampshire and the Solent Growth and Prosperity Strategy*, in addition to the *Get Solent Working Plan* and *Get Hampshire Working Plan*);
- A Meta Review of EM3 (incl., all of Surrey) and Solent LSIPs and progress reports (i.e., for 2024 and 2025), supported by labour market and specialist skills reports;
- A universal skills-focused questionnaire deployed across networks, providers, Chamber Connects and Careers Connects events, and wider communications channels;
- Contracted engagement with 15 sector and thematic specialists, producing focused reports and participation in steering and focus groups;
- Integration of findings from the existing eight deep dives and the priorities established in the 2023-26 Solent and EM3 LSIPs;

- Targeted engagement with FE and HE leadership, trades unions, students, and partners contributing to the region's local Get Britain Working plans;
- Structured feedback sessions with providers and stakeholders, alongside 1-2-1 business engagements delivered by the LSIP Business Engagement Managers and the wider Chamber network;
- A structured, system-wide capture of business skills conversations across the Chamber ecosystem. Peer mentoring of the draft report during April and May 2026, with providers and stakeholders to validate findings and refine recommendations; and
- Analysis by 15 specialist partners, with key findings summarised in the main LSIP report.

In the lead-up to this LSIP refresh, the Hampshire Chamber of Commerce commissioned 15 specialist Partner Reports to help build a detailed picture of the region's skills landscape. Each report required direct engagement with FE and HE providers (i.e., those engaged during Phase 1, and those within the wider Hampshire region), and employers to identify sector-specific and economy-wide skills needs. This ensured that the analysis presented in Part 1 of the LSIP, and the appendices reflects real world pressures and emerging opportunities. The Partner reports are in the process of being finalised and will, in due course be accessible online:

- Farnborough Aerospace Consortium, *Aerospace & Space Sector*;
- Silver Trowel, *Bringing Understanding to the Skills Gap for Construction Businesses*;
- Maritime Solent, *Maritime Sector Skills Needs & Workforce Development*;
- Creative Network South, *Film skills needs in the Surrey, Enterprise M3 and Solent Local Skills Improvement Plan Areas*;
- Cornerstone Consulting, *Adult Health & Social Care Sector Report*;
- University Centre Sparsholt, *An Investigation into Agricultural Technology Skills Needs in Sustainable Land Management*;
- Fareport, *Essential Skills for the Modern Workforce*;
- New Forest Business Partnership, *New Forest Technical Skills & Apprenticeships*;
- Federation of Small Businesses, *Microbusinesses in Hampshire & the Solent*;
- Business South, *Business Skills Focus Group*;
- Isle of Wight Chamber of Commerce, *Isle of Wight LSIP Report*;
- CHLLNGR, *CHLLNGR White Paper 2025*;
- Youth Options, *NEET and Young People*;
- Solent Growth Partnership, *Solent AI & Digital Skills Needs Report*;
- Tech Solent, *Engaging the Technology Community to Inform Skills Development*; and
- Treloar's, *Closing the Disability Employment Gap in Hampshire – What Works*.

The above evidence was complemented by extensive engagement with more than 1,000 businesses across the region, providing insight into hard-to-fill roles, recruitment approaches, the

demand for specific technical skills, barriers employers face, and how engagement with the skills ecosystem can be strengthened.

Demonstrating alignment with the LSIP guidance

This LSIP has been developed in accordance with the Skills and Post-16 Education Act 2022, and guidance on the production of LSIPs provided by DfE, and demonstrates compliance through:

- Employer-led development – The Hampshire Chamber of Commerce, as the designated ERB leads the LSIP's development, ensuring employer voice is central to all evidence gathering, analysis and recommendations;
- Joint delivery – While HSCCA is established, it was not formally in existence at the time the LSIP was being drafted. However, the ERB has had consistent and meaningful engagement with representatives of both the Solent Growth Partnership and Hampshire County Council, and is actively supporting implementation of the region's local Get Britain Working plans; and
- Comprehensive engagement – Through delivery of the Partner reports, the LSIP demonstrates wide-ranging employer engagement across all sectors, business sizes and areas within the region. The LSIP also continued to build upon, and expand engagement with the region's FE and HE providers, and stakeholders with an interest in the skills ecosystem. HE partners, in particular have acted as strategic partners, contributing insight on advanced technical skills, research capability and higher-level pathways needed to support innovation and priority sectors. Their engagement has highlighted opportunities for co-designed provision, in addition to working with employers who act as co-investors of higher-level research, ensuring alignment with real world commercial and R&D needs.

Further Education and Higher Education Alliance

The Chamber's role as the ERB for Hampshire and the Solent provides a unified platform through which FE and HE partners work with employers to shape a coherent, evidence-driven skills system. The ERB is convening a powerful **FE-HE Alliance** bringing delivery capacity, specialist expertise, and deep sectoral insights to the region's skills transformation.

Our emerging FE-HE Alliance reflects a year-long, structured programme of collaboration that has both shaped the Hampshire and the Solent LSIP and now forms a core part of its delivery. Working through interconnected stages, we have developed a genuinely co-designed approach: from early ERB support to Local Skills Improvement Fund ('LSIF') activity, to comprehensive engagement across every college and university leadership team, governors, and local Skills Boards. Providers have also contributed through focused peer review sessions, confidential access to draft LSIP material for forward planning, and ongoing discussions on sector boards, Skills Hub alignment, and LSIF legacy work. This is now expanding into joint business engagement activity through the Get Hampshire Working Plan, collaborative Chamber Connects events, and targeted inclusion pilots.

Looking ahead, the Alliance will convene termly forums to shape shared priorities and will co design our annual Future Skills Conference, ensuring FE and HE partners remain central to LSIP implementation and the wider regional skills strategy. Full integration across the region during 2026-29 ensures continuity (i.e., from 2023) while enabling joint planning, shared intelligence and a single channel for the employer-led voice. This alliance across the provider network strengthens

the transition from the baseline of the first stage LSIP (shaping need) to the ambitious second stage LSIP (building delivery) ensuring that the new plan is grounded in real capability.

Specifically, FE providers are encouraged to bring curriculum agility, modular learning design, and strong united employer-facing delivery teams. Meanwhile, HE institutions are contributing shared insight through a focus on exploring research, innovation capability, and specialist expertise in relevant high-value sectors including AI, green energy, maritime, life sciences, defence, across the emerging supercluster.

Together, they provide the delivery power to respond to the LSIP and Skills England's priorities, employer demand, and the region's economic strategy.

The ERB's role in bringing the provider network together in nudging the skills ecosystem ensures that business insight remains the anchor. FE and HE partnership (including the South Coast Institute of Technology) is co-designing solutions with employers, informed by the LSIP overarching strategies, the sector deep dives and Partner Reports, labour-market data, and the Meta Research of both EM3 and Solent LSIPs. This creates a shared evidence base that avoids "stop/start" cycles and supports long-term planning. Colleges and universities are working with the ERB around jointly engaging data, student demand, and employer needs, while wider ecosystem partners help sense-check emerging priorities. This programme is shaped by regular provider alliance forums digging into shared insights and objectives towards a collaborative plan of action.

This FE-HE Alliance strengthens delivery across multiple fronts:

- **Technical skills** aligned to industry priorities, supported by HE research, and FE curriculum responsiveness;
- **Place-based delivery**, addressing disparities across the whole of Hampshire and the Solent;
- **Inclusion and reach**, with FE's community access and HE's widening participation strategies, both supported by third sector stakeholder programmes;
- **SME-focused modular learning**, co-developed across institutions;
- **Youth pathways**, supported by early-career campaigns and employer-led initiatives;
- **Experiential learning**, with HE and FE-industry partnerships creating real-world teamwork challenges;
- **Meta-skills development**, enabling learners to adapt, reflect, and transfer knowledge; and
- **Innovation and commercialisation skills**, where HE strengths in research translation meet and support FE's applied delivery.

Through partnership programmes such as the Hampshire and the Solent Skills Boards, Hampshire Sustainability Action Network ('HSAN'), Supercluster (such as advanced manufacturing and technology sectors), Maritime Solent, Chamber Connects, SOGROW and Growth Hubs, the Chamber and its stakeholders ensure FE and HE Alliance partners are embedded in regional growth activity. This alliance provides the delivery power, strategic coherence, and employer-led focus needed to build a skills system capable of driving Hampshire and the Solent's economic future.

Environmental and Net Zero goals

Environmental sustainability and Net Zero workforce requirements are embedded throughout the LSIP evidence base, its priorities and recommendations for action. Specifically, this LSIP builds on the momentum to date to establish sector specific Net Zero skills needs in construction (incl. retrofit, heat pump installation insulation and low carbon construction), marine electrification and alternative propulsion systems, green logistics and sustainable transport, as well as environmental monitoring and nature-based land management.

Furthermore, the LSIP also identifies the need for cross-cutting green competencies that support a 'greening economy'. This refers to the skills required by businesses across all sectors to adapt to new technologies, changing regulations and expectations linked to net zero. The LSIP acknowledges that the 'green economy' is not limited to 'green occupations', and firms increasingly require workers who understand carbon reporting, regulatory change and sustainable business models.

Much like the need for digital literacy, Net Zero skills are identified as a critical enabler of future economic growth in the region. In doing so, the LSIP demonstrates alignment with the Clean Energy Jobs Plan by placing skills, and in particular 'skills for a greening economy' at the heart of the transition to a Net Zero economy, ensuring that training provision evolves to build a future-ready workforce.

Equality of opportunity and inclusive participation

The LSIP is committed to ensuring that skills provision supports everyone in the region, irrespective of their age, ability, background and location. The LSIP achieves this through various strands, including targeted research on barriers to participation, an aspiration to build an inclusive skills ecosystem, and by tackling structural inequalities in skills provision.

Through engagement and its evidence base, the LSIP has undertaken research on how it can help narrow, and ultimately close the disability gap, in addition to improving access for neurodivergent learners. However, the LSIP also seeks to address challenges associated with digital poverty and supporting both young learners, as well as older workers access the skills needed to remain active in the labour market.

The LSIP promotes delivery of an inclusive skills ecosystem by exploring the potential for more flexible, modular and blended learning, accessible training formats (incl. micro learning and scenario-based learning), suggesting adaptations in skills delivery so as to reduce barriers for neurodivergent learners, and improving careers information, advice and guidance for all ages.

Finally, the LSIP acknowledges the need to address entrenched recruitment and retention challenges in key sectors (such as health and social care), and the importance of supporting disabled people not only access jobs but continue with progression pathways. In doing so, the LSIP demonstrates how equality of opportunity is treated not as a standalone theme, but as a cross-cutting principle embedded throughout the plan.

Governance structure

The governance framework for the LSIP has been designed to ensure that the development of the renewed evidence base and the subsequent implementation of recommendations operate through a single, coherent and accountable structure. This approach ensures continuity, transparency, and shared ownership across the region's skills ecosystem.

Delivery of this LSIP is overseen by the Board of Directors of Hampshire Chamber of Commerce, which receives regular progress reports, scrutinises delivery, and ensures that the project aligns with the Chamber's internal audit, financial controls, and quality assurance processes. Operational leadership is provided by the Chamber's LSIP team, supported by dedicated communications, resource planning, and digital infrastructure upgrades.

A Steering Committee, comprising representatives from FE and HE institutions, employers, sector bodies, local authorities, provider networks, trades unions, and other interested stakeholders (incl., representatives from the Department for Work and Pensions, Skills England and other employer representative bodies such as the Isle of Wight Chamber of Commerce), which provides strategic direction throughout the refresh. This group ensures that the evidence base, analysis, and recommendations reflect the needs of the region's diverse labour market and that the LSIP remains grounded in employer voice, inclusion, and cross cutting themes such as sector growth, skills navigation, and workforce participation.

This governance model ensures that all evidence flows directly into the formulation of clear, actionable recommendations, with a transparent thread from employer insight to proposed interventions. Engagement and reporting lines connect directly to the Business Growth Boards of Hampshire and the Solent, ensuring alignment with regional economic priorities and enabling co-ordinated delivery across the skills system.

Overall, the governance approach ensures that the structures used to produce the LSIP are the same structures that will support its implementation. Embedding shared accountability, strengthening collaboration across the ecosystem, and enabling the region to drive meaningful and sustained change in skills provision and workforce development.

Annex D Foundations for the Future

The Solent and EM3 LSIPs each drew on their own local context, sectoral strengths and economic priorities, but both set out a clear, employer-led vision for addressing skills needs and strengthening pathways into employment. Each LSIP placed employers at the centre of the process, not as consultees but as active partners shaping provision, identifying future workforce requirements and helping to define the actions needed to support local economic growth.

Despite the different geographies, the two LSIPs shared several core challenges, many of which have since been acknowledged by the Post-16 Education and Skills White Paper. Both LSIPs highlighted the need for better information sharing and stronger brokerage to help employers and learners navigate a complex and often fragmented skills ecosystem. They emphasised the importance of co-designing provision with employers, developing flexible and responsive curricula that can adapt to changing sectoral needs, and embedding cross-cutting essential skills to future-proof the workforce in the face of rapid technological change.

Progress and Successes: EM3 LSIP

The EM3 LSIP made strong progress against all its four priorities, as evidenced in its 2024 and 2025 Progress Reports. Working closely with the region's Local Skills Improvement Fund (LSIF) team, the LSIP helped identify targeted interventions needed to improve advice and guidance for learners and employers. A major achievement was the establishment of the Future Skills Hub, which created a dynamic platform for connecting employers with providers, supporting placement opportunities and strengthening relationships across the skills ecosystem.

The EM3 LSIP also invested in new resources to support better decision making, including labour market factsheets and sector profiles distributed across colleges and at careers events. These tools helped raise awareness of local opportunities and provided clearer pathways into priority sectors. Collectively, these actions contributed to a more informed, better connected and more responsive skills ecosystem across the EM3 (incl. all of Surrey) LSIP area.

Progress and Successes: Solent LSIP

Similarly, delivery of the Solent LSIP represented a strong collective effort, made progress against all short and medium-term priorities, while at the same time also sought to initiate progress against the longer-term, Priority 6: Managing the skills transition. Acting as one of the LSIP's key delivery vehicles, the Solent LSIF was instrumental in helping to close the gap between provision and employer needs. Key achievements include the development of a collaborative, region-wide approach to delivery, broad-based engagement across employers, providers and other partners, in addition to the establishment of a skills brokerage service that helped employers better articulate their needs and align provision more effectively.

The Solent LSIP also played a key convening role, bringing together partners to address common challenges, while also inspiring action across the skills ecosystem and more widely. This collaborative model strengthened relationships, improved responsiveness and created an overall more coherent approach to skills planning.

A defining strength across both LSIPs was the collaborative approach taken by the two ERBs, i.e., the Hampshire and Surrey Chambers. The shared remit of the Hampshire Chamber of Commerce created natural opportunities for joint working, enabling a more coordinate response to shared challenges and strengthening delivery across LSIP boundaries.

Case Study: Delivering Net Zero skills across boundaries

During Phase 1, the shift to a low carbon economy emerged as a shared priority across both the Solent and neighbouring EM3 regions. The Solent region had already identified the green transition as a cross-cutting sector critical to achieving carbon neutrality by 2050, while EM3 had independently prioritised low carbon growth as a central driver of its own economic strategy. This alignment created a natural opportunity for cross-boundary collaboration, allowing both LSIPs to build a broader, more connected ecosystem capable of mobilising regional and national leadership.

Both LSIPs had highlighted similar skills gaps linked to the green transition, particularly around the need for more specialist training and greater update of green, as well as future focused courses. By encouraging providers to expand provision and align this more closely with employer demand, both LSIPs recognised that they could accelerate progress and give businesses access to the skills needed to thrive in a rapidly changing economy. The complementary between the two LSIPs offered employers a stronger, more coherent pathway into the green skills landscape.

In March 2024, the two LSIPs hosted a joint roundtable as part of the *Green is Good* programme. The session brought together employers, providers and sector partners to discuss strategies for the green transition, in the process ensuring that both regions could meet local demand.

There were also significant synergies in the ambitions and priorities of the two LSIPs. Both recognised the importance of the green economy and the skills needed for the transition to net zero, encouraging providers to expand training provision in this key area. Furthermore, both LSIPs emphasised the need for clearer pathways into employment, stronger links between training and work, and targeted support for vulnerable groups, in particular young people not in education, employment or training (NEETs) and adults seeking to re-enter the workforce. Both LSIPs acknowledged the importance of addressing wider socio-economic challenges, embedding essential skills and responding to labour market barriers that limit participation.

The progress made across both Solent and EM3 LSIPs provides a strong foundation for an integrated Hampshire and the Solent LSIP. The shared challenges, aligned ambitions, and successful cross-boundary collaboration demonstrate that a unified approach is both natural and necessary. This LSIP builds on the achievements thus far, strengthening what has worked well and positioning the region to take full advantage of the opportunities presented through devolution and the creation of HSCCA.

Annex E Highlights from Partner Reports

Overview	Priority Themes	Areas for Development
Farnborough Aerospace Consortium - Aerospace & Space Sector		
Research undertaken by FAC reveals a sector under significant structural pressure. Businesses face rising costs, volatile supply chains and a persistent shortage of worker with practical skills. A shared concern across companies of all sizes is the sector's ability to sustain a pipeline of technically capable, work-ready engineers and aircraft workers.	• Practical manufacturing and craft skills – widening gap as FE provision shifts away from 'hands on' competency • CNC, metrology and automation • Workforce behaviours and professional readiness – focusing on essential skills (e.g., attendance, timekeeping, appropriate use of technology)	• Commission a regional skills audit of practical manufacturing and craft competencies in aerospace and supply chain • Work with FE providers to review aerospace apprenticeship curricula to ensure sustained 'hands on' practical experience through the programme • Introduce a formal assessor handover protocol with FE providers to eliminate disruption to apprenticeships' progress
Silver Trowel – Bringing Understanding to the Skills Gap for Construction Businesses		
The report's core finding is that structural challenges identified in previous research commissioned by the ERB persist and, in several areas have intensified. In addition to sector-specific skills shortages which remain acute, the study identifies a number of cross-cutting themes, which include a disconnect between education and work-based experience, challenges filling apprenticeships, in addition to an ever-growing demand for green and future-focused skills.	• Acute trade shortages – in particular roofing, scaffolding, gas engineering, dry lining, groundwork and electrical trades. These gaps are persistent and widening despite existing provision • Disconnect between college training and workplace practice • Growing need for green and future skills – e.g., retrofit, solar, heat pump installation and modern methods of construction. Urgency is understood, but lack of coherent training pathways and regulatory timeline make this a growing concern	• Explore potential to establish a region-wide Construction Industry Hub, bringing together employer networking, training navigation, apprenticeship support along with CITB resources • Improve awareness and uptake of shared and accelerate apprenticeship models • Develop green and future skills pathways across FE and industry-wide (CPD) using approach developed by Basingstoke College of Technology. Establish employer advisory panels for FE construction programmes
Maritime Solent – Maritime Sector Skills Needs & Workforce Development		
Report details the maritime sector's economic contribution and the urgent need for developing a technical skills pipeline. It prioritises sustainability, and seeks to widen the talent pool to facilitate adult career changers and service leavers in order to meet projected demand for 10,000 new jobs across the region	• Electro-technical skills vacancies represent the most acute skills gaps across the sector, with vacancies greatly exceeding applicant numbers, with a worsening pipeline. Near-zero adult upskilling, and a sharp decline in apprenticeship starts • Green and future fuels – more than 50% of employers highlight skills gaps related to net zero, including alternative fuels/propulsion methods and HVO / electric transition skills • Traditional craft and leisure marine skills – including sail making, rigging, composites, yacht spraying. It is noted that the leisure marine sector has been underserved by skills planning to date.	• Launch a region-wide Electrical Training and Careers Alliance to address pipeline collapse in electrotechnical apprenticeship starts and near-zero adult upskilling • Develop a green maritime and environmental skills framework (in collaboration with Maritime UK Solent, British Marine, the South Coast Institute of Technology and FE providers) to reflect distinct needs of commercial maritime and other sub-sectors • Prioritise the 2026 Inspiring the Future ambassador recruitment campaign and ensure leisure marine is consistently represented in all careers provision, using existing outreach/engagement (e.g., the Boat Show, Seawork and NOC Jobs Festival) as platforms

Creative Network South – Film skills needs in the Surrey, Enterprise M3 and Solent Local Skills Improvement Plan Areas		
The report highlights the film and audio visual sector as a dynamic powerhouse driven by a predominantly freelance and self-employed workforce. It explores structural changes brought about by AI and outsourcing, highlighting the need for better connectivity between industry and education to create inclusive, work ready pathways for learners.	• Film and audio-visual sector is extremely fragmented and poorly mapped (owing to its make-up of freelancers and self-employed), often leading to lack of industry connectivity and shortage of opportunities for work experience on live projects • Graduates lack basic business skills (e.g., invoicing and self-promotion) • Advancements in technology mean that FE institutions often struggle to keep pace with industry-standard equipment due to high capital costs.	• Establish a London Cluster Film Skills Forum to steer a collective approach to skills development across London and the South East cluster • Undertake mapping and tracking of the regional film sector to monitor employment trends, training activity and specific skills needs. Related to this, build a common directory of freelancers and early stage talent • Incorporate 'enterprise education' into all film courses, ensuring students understand the value of networking, invoicing, contract management and financial records • Explore the potential for a flexible apprenticeship pilot focusing on production and project management skills relevant across the wider 'createch' sector
Cornerstone Consulting – Adult Health & Social Care Sector Report		
The report provides an updated analysis of workforce and skills needs across the region's health and social care sector, drawing on desk research, survey findings, focus groups, interview and intelligence from local partners. The sector continues to face significant and persistent challenge with recruitment, retention, and workforce development, now compounded by major national reforms and rising demographic demand.	• There is a need for stronger operational leadership, better supervision and improved management capability to support retention and delegated healthcare responsibilities • The digital transformation is reshaping roles and increasing the need for enhanced clinical capability and digital competence • Evidence indicates ongoing demand for Level 2 qualifications, enhanced clinical skills and stronger progression routes, with potential to influence both recruitment and retention of the existing workforce	• Expand and equalise access to statutory, clinical and digital training – address uneven access to training, and increase Level 2 uptake to strengthen delegated health care and digital learning routes • Develop clear, better-communicated career pathways and youth entry routes – work with providers and the sector to improve perception, promote progression routes and expand work placements • Strengthen system coordination and employer voice in skills planning – deepen collaboration across local government, providers, Skills for Care and employers to align training with real workforce needs
University Centre Sparsholt – An Investigation into Agricultural Technology Skills Needs in Sustainable Land Management		
Drawing on engagement with land managers, agri-tech providers and academics, the report provides feedback on training and skills needs in agri-technology in sustainable land management. The study identifies wide-ranging skills needs, which include awareness of available technologies, knowledge of funding sources, ability to select suitable training and technology, and data management.	• Land managers face an overwhelming and fast-changing market and need clear, objective information on what technologies exist and how they apply to sustainable land management • The ability to select the most suitable training/technology builds on interpreting data and integrating agri-tech with traditional practices • The sector requires continuous, trusted advice (i.e., independent of commercial providers) in order to help land managers make informed, and cost-effective choices.	• Training on decision making process for which agricultural technology to use • Training on using agri-tech in conjunction with more traditional practices

Fareport – Essential Skills for the Modern Workforce		
This review highlights defines essential skills (e.g., communication and adaptability) as critical as technical skills. It provides frameworks for training providers to prepare the region's workforce for a net zero future, emphasising that human judgement and emotional intelligence are irreplaceable (and therefore key skills) as AI and automation reshape the economy.	• It is estimated that 40% of core job skills will change within the next five years, placing immense pressure on the region's workforce to adapt. Roles involving repetitive tasks are at high risk of being replaced by AI, requiring an urgent shift towards skills demanding human empathy and creativity • A common challenge among the 'Covid cohort' – now entering the workforce – includes the lack of interpersonal and rapport-building skills • Traditional training and workplace methods often unintentionally create barriers for neurodiverse individuals, failing to unlock their unique strengths	• Rebrand 'soft skills' as 'essential skills' to reflect their value in a technology-driven economy, and embed training to develop them across all technical training • Use generational insights to tailor training and leadership program • Embed awareness of neurodiversity into course design, ensuring that skills development is accessible to all learners • Strengthen leadership training for inclusive communication and difficult conversations
New Forest Business Partnership – New Forest Technical Skills & Apprenticeships		
The report outlines technical skills gaps and apprenticeship needs across the New Forest's predominantly micro business economy. Digital skills, financial management, leadership capability and sector specific technical shortages are widespread. Low awareness of training pathways, structural barriers (such as housing and transport) and uneven apprenticeship readiness limit workforce development and business growth.	• Digital skills – defined as the most pervasive gap across all sectors • Financial management and business planning – especially acute among sole trader and micro businesses • Sales, marketing and commerciality – linked to business management	• Commission a Digital Skills Bootcamp covering key digital skills (e.g., CRM, cyber security) delivered in short, online modules • Establish a programme for financial literacy, targeted at sole traders / micro businesses • Establish a Levy Transfer Awareness campaign
Federation of Small Businesses – Microbusinesses in Hampshire & the Solent		
The report sets out priority skills needs of micro businesses, which comprise 88-90% of enterprises locally and underpin the region's economy. The study identifies gaps in marketing and customer acquisition, financial skills, and digital and AI skills. It also finds that sector specific needs persist alongside bid/procurement and export navigation requirements, in addition to generational differences in workplace behaviours.	• Marketing and customer acquisition – top gap identified, particularly converting visibility into sales • Financial skills – in particular challenges related to cash flow, price setting, budgeting and understanding margins • Digital and AI skills – practical, everyday use of AI tools (e.g., prompting, verification and automation of tasks)	• Establish a Micro business Academy, comprising applied modules (each 45-60 minutes) covering topics such as sales, pricing, everyday AI, core digital tools and HR practice • Develop a county-wide skills hub acting as a trusted platform and which provides practical examples • Roll out a Micro-AI Toolkit providing use cases, prompts and verification checklists helping with the adoption of AI tools

Business South – Business Skills Focus Group		
This report provides a summary of a focus group of senior leaders addressing workforce challenges across the Central South region. It highlights critical gaps in foundational skills and progression behaviours, particularly among the 'Covid cohort' – and examines how AI and automation are reshaping services, leadership and technical roles.	• Communication, interpersonal skills and professional behaviours – particularly among the 'Covid cohort' and across all sectors • Human and leadership skills – incl. rapport building, resilience and emotional intelligence • Challenges filling early-to-mid career roles – primarily due to salary expectations, skills gaps, and academic pathways that do not prepare candidates for vocational, and service-based work	• Closer collaboration between employers and education providers on curriculum relevance (incl. greater and more proactive engagement by HE providers) • Employers to better prepare supervisors and managers to support interns, apprentices and placement students • Explore the potential for reinstating Level 7 apprenticeships, and (direct) company-to-company training funding mechanisms as an alternative to routing through education network.
Isle of Wight Chamber of Commerce, Isle of Wight LSIP Report		
The report identifies significant skills shortages in engineering, health and care, digital, sustainability and foundational employability skills. Low pay, demographic decline, and high levels of young people at risk of becoming NEETs intensify pressures. The report calls for stronger careers navigation, employer-education collaboration, digital and green upskilling, and inclusive pathways for young people and disadvantaged groups.	• Digital and IT Skills – including gaps in coding, cyber security, data literacy and AI which is becoming increasingly important economy-wide • Health and care – largest employment sector, but reports critical shortages in nursing, mental health support, SEND and contact supervisors • Engineering and manufacturing – incl. engineers, fitters and technical trades in composites, marine and aerospace. This challenge is compounded by the region's relative low pay	• Invest in careers navigation and employer engagement to showcase local pathways, prioritising retention and attraction of young talents • Explore 'hub and spoke' method to develop a world class skills ecosystem linking schools, FE, HE and local employers, building on region's cluster strengths (incl. marine, health care, green energy, aerospace and tourism) • Implement a united, flexible 'passport' system matching people to place, with targeted support for youth, SEND and those facing barriers to entry
CHLLNGR, CHLLNGR White Paper 2025		
Report captures high-value insights from academic and business leaders about Hampshire's skills gaps. It emphasises urgent needs in aerospace and defence, the decline of a 'work ready' curriculum in schools and the necessity of bridging generational gaps in AI adoption through responsible use and mentoring	• Acute shortages of licensed UK aircraft engineers, with high proportion of existing workforce expected to retire within the next decade and an insufficient pipeline to replace them. Furthermore, pay disparity between industry specialists and education institutions resulting in shortage of specialist training • Concerns that the younger generation is not being conditioned for the commercial reality of work, lacking resilience and emotional intelligence • Polarised views on AI use – older generations fear it, while younger people may over-rely on it without the 'traditional knowledge' needed to verify if the AI's output is reliable or professional	• Work with providers and businesses specifically to address the critical shortage of licensed UK aircraft engineers. Embed up-to-date, real-world industry case studies into academic assessments and exams to better align student learning with current workplace practice • Develop approaches to 'reverse mentoring' to help older workforce overcome fear of AI, while using their experience to support younger generations interpret AI outputs responsibly • Establish 'safe spaces' for businesses to discuss real world commercial problems with academia without the risk of loss of intellectual property.

Youth Options – NEET and Young People		
The survey explores young people's barriers to work and training, including low confidence, limited experience, mental health challenges, transport issues and lack of awareness of opportunities. It gathers insights on skills needs, job-search confidence, support services, and what help (such as work experience, guidance and flexible training) would improve employment outcomes.	• Lack of social capital and informal labour market knowledge – young people (in particular those at risk of being NEET) have highlighted that the lack of family connections and/or family support is resulting in higher levels of exclusion • Low confidence and self-preservation – high levels of anxiety prevent application, attendance to interviews and self-advocacy, particularly in young people previously in care, with neurodivergence and/or having adverse childhood experiences (ACE) • Post-19 'cliff edge' – abrupt end of access to funding at 19 leaves those with disrupted education with no clear next steps, resulting in higher levels of being NEET	• Develop flexible career exposure opportunities, such as work shadowing, insight sessions, paid work experience, informal employer conversations and supported placements, with paid placements specifically aimed towards young people at risk of becoming NEET • Recruit employability mentors with a youth-centred approach to help young people build confidence, overcome barriers and develop CV writing, interview technique and workplace behaviour skills • Introduce inclusive recruitment approaches offering alternatives to traditional interviews, and providing training to employers / providers on neurodiversity, mental health, childhood trauma and ACE
Solent Growth Partnership – Solent AI & Digital Skills Needs Report		
The report maps AI and digital training across the Solent report, and analyses employer capability and demand. It finds that while businesses show growing interest in AI adoption, they face increasing skills gaps, funding constraints and integration challenges.	• Applied AI skills for non-specialists – prompting workflow automation and data literacy, with over 50% of businesses saying they would value AI training and support • Responsible AI, governance and data protection – only 40% of engaged businesses have AI ethics framework, with SMEs particularly underserved • Systems integration and deployment – skills gaps in Microsoft 365/CRM/ERP automation and AI and machine learning in development and IT operations (incl.	• Expand short, stackable training aligned to employer workflows – applied AI for business functions and data literacy, brokering employer-provider partnerships to co-design deployment and responsible AI modules • Create a regional AI Skills Hub providing a single 'front door' for advice, provider directory and access to pilot opportunities • Offer targeted SME support including AI maturity self-assessment tools and cohort-based 'adopt AI' programmes combining hands on training with implementation, signpost funding and provide bid-writing clinics.
Tech Solent – Engaging the Technology Community to Inform Skills Development		
This method statement proposes a structured and repeatable methodology for TechSolent to engage the regional technology community. It aims to capture employer insights on digital skills gaps horizontally across multiple industries, ensuring that demand by the tech sector is accurately reflected to drive effective skills provision across the region.	• Business input and engagement on digital skills development is often 'fragmented and inconsistently captured', limiting the ability to reflect true demand. • Technology employers often face 'engagement fatigue' or simply lack the time to participate in formal, lengthy skills consultations. This highlights the importance of ongoing efforts to engage with and encourage participation by SMEs • Digital skills evolve horizontally across all industries and change at such a rapid pace that traditional training provision, often struggles to keep pace	• Perform a regional audit of tech companies (including non-technology registered firms with internal IT teams) to identify hidden skills needs. • Establish a single forum across all regional training providers to guide course development for digital and business management

Treloar's – Closing the Disability Employment Gap in Hampshire – What Works		
Closing the Disability Employment Gap is a central priority for regional skills and economic agenda. While Hampshire is a regional leader, quantitative data masks a highly complex reality – nearly 39,000 disabled residents remain economically inactive. The study shifts the focus from a 'deficit model' towards a 'what works' strategy, documenting proven local interventions that bridge the divide between education and industry to sole acute technical skills shortages.	• The report stresses that symbolic commitments are insufficient and that employers must actively engage in supported internships, supported employment or disability-led innovation • It is noted that 'co-design' should also include designing a unified curriculum to support disability employment, ensuring that technical expertise is standardised. • Once employed, disabled people continue facing barriers at work, with limited pathways for progression and career development, as well as inconsistent support.	• Recommend that Hampshire employers engage meaningfully in at least one of six 'what works' domains, moving the region from symbolic accreditation to a practical mandate for cultural change • Establish a strategic link between Hampshire's successful assets, the LSIP and other plays to co-design a unified curriculum for disability employment, highlighting particular 'pockets of excellence' • Undertake further research to support long-term career progression. Research to date shows that barriers remain for disabled people, most notably in progression and career development.

DELIVERED BY



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