

Guidance



**Public Sector On-line
Content for Employers**

GUIDANCE: PUBLIC SECTOR ON-LINE CONTENT FOR EMPLOYERS

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EXECUTIVE SUMMARY

In 2008 the UK Commission for Employment and Skills published “Simplification of Skills in England” containing recommendations designed to “hide the wiring”. This was aimed at make it easier for employers to obtain the support and information they need to develop talent and skills in their business or organisations and sectors.

One of the ten key recommendations was to establish talentmap as a practical means of presenting publicly funded employment and skills support to employers through a simple to understand framework and web-tool.

With the support of a coalition of employer organisations and Governments, talentmap was soft-launched in July 2009 and since then employers have been using the framework and the web-tool. As a result of this a number of lessons are becoming clearer on the nature of public sector on-line content required by employers and how it should be presented.

There are also examples of good practice on a number of public sector sites which can be developed by other providers. This good practice, together with the employer feedback, forms the basis of our recommendations to publicly funded on-line information and support providers:

- Ensure that the employer-facing parts of your web-site provide the information that employers need; using employer-friendly language, and clarity around the action that they can take. Do not simply tell employers what your organisation does, say specifically what services and support you provide to them and how to access these.
- Use the talentmap framework to underpin the content you are providing to employers. The framework uses their language and has been developed with employers across the England, Northern Ireland, Scotland and Wales, so it works with the different policy, funding and qualifications in all parts of the UK.
- Ensure either a distinct part of your web-site, or a linked separate web-site, is positioned to provide on-line service delivery for employers.
- State clearly whether the support is general or specific to a particular sector or sub-sector.
- Speak to the employer as the specific ‘audience’ for the support, recognising that their needs are both general and specific to their sector. Do not mix this with content for the ‘individual’ nor use general language which is trying to speak to both the ‘employer’ and the ‘individual’. This approach does not have the impact with employers.
- Ensure that the presentation of content and language is clear, concise, jargon free and aimed at a typical ‘line manager’ in an employer or an owner; not only an HR specialist, training and development expert or policy professional.
- Use clear and simple text, videos or other formats/media which will quickly provide the employer with the information they need.
- Use links to provide useful information, not just random ‘related’ sites. Ensure links are made through to the directly relevant information and keep the links maintained.
- Ensure that content, such as grants, qualifications, advice and training, is clearly aligned with the location and/or part of the UK to which it applies. Where your offerings are dependent on location, split them into a series of separate, focussed

pages.

- Provide a complete on-line service delivery process for employers, taking them through the steps of:
 - This is problem or issue;
 - This is what you can do;
 - This is what publicly funded support and grants there are – what they are for - eligibility etc.; and
 - This is how to get the publicly funded support – contact details, on-line applications etc..
- Ensure that contact details (names, telephone numbers and e-mail addresses) are included both for general support and specific sectors or topics, and that they are kept up to date.
- Present contact information at appropriate points in the content rather than a general list on a single page.
- Provide on-line advice on how supply chain management and procurement requirements can be used to improve the skill levels through the supply chain and individual sectors.
- Develop the available on-line information; demonstrating the business case and providing a simple on-line process which enables them to engage with the various parts of the education world.
- Increase the publicly funded information on talent and skills in sectors such as car parking, professional services, retail and shipping.
- Maximise the benefit of the way your web-site links to talentmap's web-tools search functionality by:
 - Adopting a clear 'tree' structure – which is aligned with relevant parts of the talentmap framework;
 - Advising the talentmap team if relevant information is provided in sub-domains. This ensure that talentmap is spidering all relevant sites;
 - Keeping page content to a single subject – this also applies to geographic and / or industry sector dimensions; and
 - Adopting use of the talentmap metadata schema. During 2010/11 it will still act as an exact match to the talentmap search terms used, which will result in higher ranking in the search results. Similarly, use the values of the relevant talentmap metadata in general keywords.

Members of the coalition are:

British Chambers of Commerce, Business in the Community, Confederation of British Industry, Federation of Small Businesses, Sector Skills Councils, Talent and Enterprise Task Force, the UK Commission for Employment and Skills, Alliance of Sector Skills Councils, Department of Business Innovation and Skills, Department of Children Schools and Families, Department of Work and Pensions, HMRC/Business Link, Northern Ireland Executive, Scottish Government, Welsh Assembly Government and the Commission for Rural Communities.

1 INTRODUCTION

In 2008 the UK Commission for Employment and Skills published “Simplification of Skills in England” containing recommendations designed to “hide the wiring”. This was aimed at make it easier for employers to obtain the support and information they need to develop talent and skills in their business or organisations and sectors.

One of the ten key recommendations was to establish talentmap as a practical means of presenting publicly funded employment and skills support to employers through a simple framework and web-tool.

talentmap has been operating for some six months. As a result a number of lessons are becoming clearer on the nature of public sector on-line content required by employers and how it should be best presented.

There are also examples of good practice on a number of public sector sites which can be developed by other providers. This good practice, together with the employer feedback, forms the basis of our recommendations.

2 TALENTMAP

The talentmap framework was developed with some 2,000 employers and is supported by the main employer organisations as well as the Governments in Westminster, Northern Ireland, Scotland and Wales.

The framework:

- is a simple way for employers to understand and engage with education, employment and skills systems across the UK;
- sets out for employers the priority areas where they can build talent and skills to improve performance in their businesses or organisations;
- offers employers of all sizes and in all sectors the building blocks to create a plan for developing talent and skills; and
- uses common employer-led language.

It focuses on the five key areas employers will potentially act upon:

- developing the people who work for them;
- recruiting new people with new skills;
- improving performance by building the organisation’s capability to manage both the skills of their employees and the skills within their suppliers;
- engaging with education in order to explain what they are looking for as employers, to tell young people about the benefits of working in their sector and to provide benefits back to their communities; and
- supporting and working with others in their sector and locality to tackle common problems.

The diagram below shows the five themes and the second level of the framework. Annex A gives details of the full framework.

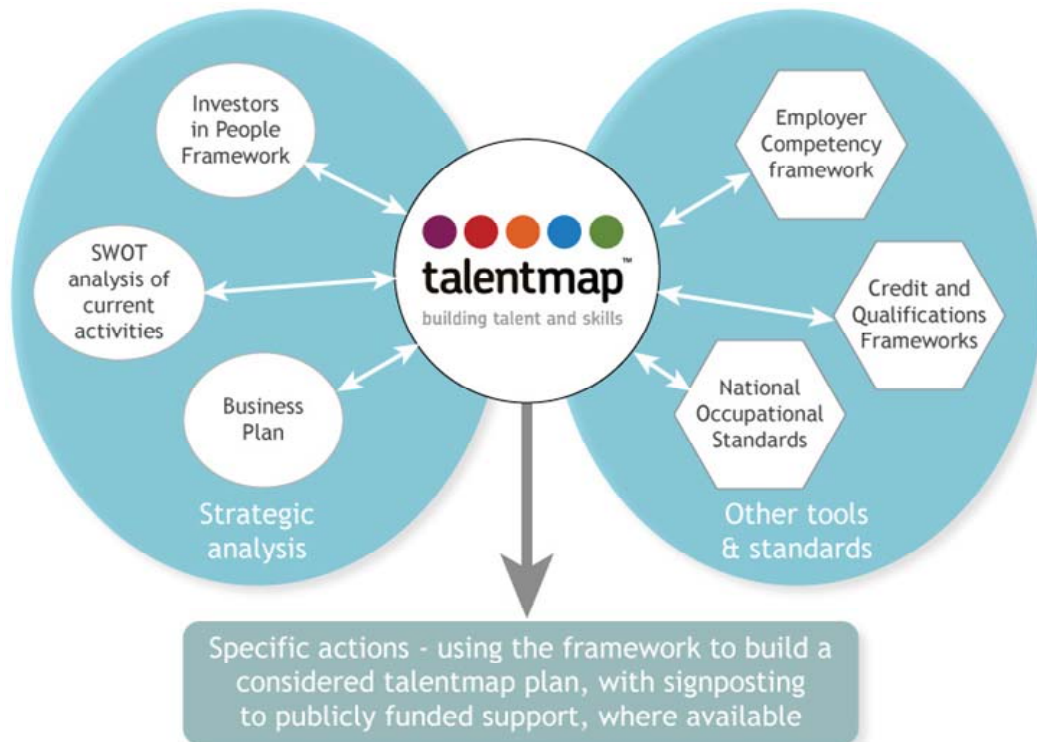
Diagram: talentmap Level 2 Framework



In addition to the framework there is an on-line web-tool that searches publicly funded web-sites to find funding and support for employers, both within their sector and locality (UK nation or English Region).

talentmap complements and works with strategic improvement frameworks, such as Investors in People (IIP), and all qualifications and competency frameworks.

Diagram: Relation to IIP and Other Frameworks



3 LESSONS

Feedback from employers is very positive about the framework and the concept of the on-line search tool. However the content of some of the web-sites thrown up in searches is not what employers are looking for. This feedback has been tested through surveys and a series of webinars with employers across a number of sectors. The employers at these webinars have ranged in size from micro up to large corporates. This feedback has been analysed into a number of areas which public sector on-line content providers should take into account when designing and developing their web-sites:

- Understanding and reflecting the employers' needs;
- Common framework and language;
- Positioning;
- Audience;
- Presentation;
- Location/jurisdiction;
- Service delivery processes;
- Contact information;
- Working with suppliers;
- Engaging with education; and
- Web structure and metadata.

The following sections of our paper set out these lessons in more detail. Annexes B, C, D and E provide the search 'technical' information and guidance.

4 UNDERSTANDING AND REFLECTING THE EMPLOYERS' NEEDS

Employers state that they are looking for clear and easy to understand information on the public support that is available and where they can get training and advice which is specific to their sector and needs. They feel that not all public sector sites provide this clarity.

The main questions employers are currently asking are:

- What public grants/funds can we get?
- How can I retain core skills in difficult market conditions?
- What standards of training/qualifications are needed?
- What are the most appropriate training courses for my sector?
- Where can I best recruit the skills that are in short supply?
- Where would I go to get credible advice on employment and skills/training and how do I contact these experienced advisers?
- How should I best reshape my business or organisation to survive and take the

opportunities of improved market conditions, and where can I get help in this area?

They like to read very crisp information which is aimed at them and their needs.

Sites do not always address employers' key questions as given above. Neither do they provide the easy to understand follow through to action e.g. sites provide information on the need to develop skills, but do not always provide information on what Government grants are available, or who they should contact for help and support.

Recommendation:

Ensure that the employer-facing parts of your web-site provide the information that employers need; using employer-friendly language, and clarity around the action that they can take. Do not simply tell employers what your organisation does, say specifically what services and support you provide to them and how to access these.

5 COMMON FRAMEWORK AND LANGUAGE

Employers and their organisations, such as the British Chambers of Commerce, Business in the Community, Confederation of British Industry and the Federation of Small Businesses, consistently say the employment and skills landscape and its link to the world of education is too complex.

Their view is that it is still difficult to navigate with ease the public sector support and guidance that is available to employers in all parts of the UK.

They are looking for a simple easy to understand framework, which all public sector bodies use. This is to use employer focused language, no jargon, and present material from an employer's view.

Recommendation:

Use the talentmap framework to underpin the content you are providing to employers. The framework uses their language and has been developed with employers across the England, Northern Ireland, Scotland and Wales, so it works with the different policy, funding and qualifications in all parts of the UK.

Plan how you present your content to employers using the recognised talentmap framework. With its employer focus, it presents a common classification which enables employers to understand quickly what you are talking about.

The example overleaf shows how the framework structure could be used to provide quick and simple employer focused information and support.

Example

Develop your people

Your people are your most valuable asset. If you are to remain competitive you need to develop your people.

Management and leadership

Driving business success and innovation starts with the leadership and management of your business.

Grants/funding for employers

The grant are for ...

A grant of £ xxxx to xxxx is available per person

People will get the following training, qualification ...

To be eligible for the grant you must:

- a)
- b) ...

You can apply on-line

- on-line form

If you want to speak to some-one:

tele: ...

e-mail: ...

Skills and qualifications:

The leadership and management skills needed are:

- a)
- b) ...

There are qualifications you can get for management and leadership they are:

- a)
- b) ...

Training courses

There are a wide range of accredited training providers

Course search ...

Contact

If you want to speak to some one please to get some more advice:

tele: ...

e-mail: ...

6 POSITIONING

An organisation's website is often asked to perform a variety of roles, sometimes for more than one audience, consequently it can be difficult to clearly position a site.

Feedback received from employers indicates that a proportion of sites are considered by employers as either not providing relevant information for employers, or are unclear about their focus in general. Sites can be populated with lengthy, generalised articles, e.g.:

- They tell you about the organisation and its people, mission etc.;
- They tell you what the organisation does, but not what services it provides for employers, nor how to access them;
- They provide news on what is going on – press announcement from a VIP/Minister etc.; and
- They provide section after section on, strategy and policies.

However employers and associated advice brokers are looking for clear and quick delivery support.

In education, employment and skills terms many employer needs are sector specific not general. Accordingly sites also need to be clear as to where they are positioned in respect of industry types.

Recommendation:

Ensure either a distinct part of your web-site, or a linked separate web-site, is positioned to provide on-line service delivery for employers.

State clearly whether the support is general or specific to a particular sector or sub-sector.

7 AUDIENCE

In some cases it is unclear whether the intended audience for the web site is the 'individual' who is looking for training and a career or the 'employer' looking to develop their people and organisation.

A large amount of content is available for the 'individual' as well as for the employer. Employer content on some sites is mixed in with information for individuals; instead of being separately addressed to the specific employer audience. In these cases it tends to lose its impact with the employer.

Experience with employers is that when they start to read information which has been written with the 'individual' in mind, they will quite often cease to read further as it is not aimed at them. They will generally not have the time to interpret information for the individual and analyse how it can be used by them, even though it that may be appropriate to their needs.

Recommendation:

Speak to the employer as the specific 'audience' for the support, recognising that their needs are both general and specific to their sector. Do not mix this with content for the 'individual' nor use general language which is trying to speak to both the 'employer' and the 'individual'.

8 PRESENTATION

Information is not always clearly presented for the employer to quickly assimilate and take action.

At times the content is not specific enough and is very general which raises questions over its worth to an employer. Much of the content is about telling employers about the 'problems' and 'issues' with less focus on the call to action how they can get support.

In some cases there is a sound argument presented for why the employer should act in a specific way, but the relevant contact information is not included to allow the employer to take action e.g. ring xxxxx or e-mail xxxxx.gov.uk.

Language is not always plain English, or concise. Content and attached documents can be too long. At times the language appears to be directed and worded in a way that would be more appropriate for a policy expert or researcher rather than employers.

Some sites contain a large number of links, which fail to provide added value to the employer. Such links take the employer to a further set of links rather than the information or support they are looking for.

Recommendation:

Ensure that the presentation of content and language is clear, concise, jargon free and aimed at a typical 'line manager' in an employer or an owner; not only an HR specialist, training and development expert or policy professional.

Use clear and simple text, videos or other formats/media which will quickly provide the employer with the information they need.

Use links to provide useful information, not just random 'related' sites. Ensure links are made through to the directly relevant information and keep the links maintained.

9 LOCATION/JURISDICTION

There are very different problems, qualifications and legislative frameworks in each UK country/jurisdiction (England, Northern Ireland, Scotland and Wales) and regions. Different locations and jurisdictions have different funding priorities, qualification frameworks, educational arrangements and schemes.

It is not always clear as to which 'location/jurisdiction' the advice and support is being offered. This results in employers being provided with inappropriate or ambiguous information.

Recommendation:

Ensure that content, such as grants, qualifications, advice and training, is clearly aligned with the location and/or part of the UK to which it applies. Where your offerings are dependent on location, split them into a series of separate, focussed pages.

10 SERVICE DELIVERY PROCESSES

Public sector web-sites provide a lot of useful advice and guidance. However only a few then move to the next stage of providing an on-line service delivery process for the public sector support.

If you are providing services to employers then the employer user journey needs to be a clear and complete process e.g.:

- This is, for example, the grant scheme;
- This is the criteria for getting the grant;
- This is how much you will get;
- This is the application form to apply on-line;
- This is the contact if you want to speak to some-one; and
- This is the status of your application.

Recommendation:

Provide a complete on-line service delivery process for employers, taking them through the steps of:

- This is problem or issue;
- This is what you can do;
- This is what publicly funded support there is – what they are for – eligibility etc.; and
- This is how to get the publicly funded support – contact details, on-line applications etc..

11 CONTACT INFORMATION

Employers are looking for clear points of contact, preferably in their sector and locality, for general information and sector specific support.

Recommendation:

Ensure that contact details (names, telephone numbers and e-mail addresses) are included both for general support and specific sectors, locations or topics and that they

are up to date.

Present contact information at appropriate points in the content, rather than just in a general list on a single page.

12 WORKING WITH SUPPLIERS

In many industry sectors supply chains are a core component for delivering products and services.

There is growing, but still limited, information currently on publicly funded sites about how major companies can work with their supply chains to increase the skill levels in their suppliers and hence sectors. The information that currently exists is mainly of a general nature with only limited information on specific sectors or on how procurement and sub-contracting can be used to as a lever for skills development.

Recommendation:

Provide on-line advice on how supply chain management and procurement requirements can be used to improve the skill levels through the supply chain and individual sectors.

13 ENGAGING WITH EDUCATION

Although there have been a wide number of initiatives many employers still find it complex to engage with education and are not sure of the business reasons for engagement.

The business case for employers wishing to engage with education has five main drivers:

- **Explain their needs to educators**, so that schools, colleges and universities understand their requirements and can build these into the curriculum, e.g. 14-19 diplomas and employability skills development. This aims to improve the quality of recruits coming into the workforce;
- **Sell the benefits of working in their sector**, so that young people understand the opportunities, particularly in industries where there are skill gaps and difficulties in recruitment e.g. such as those involved in science, technology, engineering and mathematics. Employers may well want to offer work experience places to young people as part of this;
- **Engage with the research community in universities** to support innovation in their business or organisation;
- **Provides skills development opportunities to their employees**, particularly through mentoring and other interpersonal skill development; and

- **Provide benefits back to the communities they work in**, so that employers can achieve the corporate social responsibility objectives of their organisations.

There is a lot of on-line content about working with pupils and young people, including diplomas, work learned experience and apprenticeships. However on-line services to connect employers with schools, colleges and universities and the 'process' for this are not as easy to find on the key publicly funded sites. On-line it is not easy to understand contacts points for working with schools, colleges and universities in every part of the UK.

Recommendation:

Develop the available on-line information; demonstrating the business case and providing a simple on-line process which enables them to engage with the various parts of the education world.

14 SECTOR INFORMATION

Employers report that the type and range of information available varies considerably between different sectors or sub-sectors. At the beginning of 2010 employers' feedback indicates that more integrated information is required in a number of areas including car parking, professional services, retail and shipping.

Recommendation:

Increase the publicly funded information on talent and skills in sectors such as car parking, professional services, retail and shipping.

15 WEB STRUCTURE AND METADATA

This section sets out how organisations can align their web-sites to ensure that their content appears in the best and most appropriate places in the talentmap's web-tool searches.

15.1 SITE STRUCTURE AND NAMING OF URLS

The way in which information is presented in a website is often key to its visibility on search engines. A clearly structured site with meaningful URLs (page names) is likely to be better ranked than one where there is a confused structure and/or coded URLs.

talentmap's web-tool is no exception in this respect – to make the best of linking your site to talentmap you need to apply what is generally recognised as good Search Engine Optimisation (SEO) practice.

When a search engine 'spider' or 'crawler' is sent to examine a site, it starts at the specified address – normally the home page or 'root' – and then follows all links to other pages that it can find. The talentmap spider is configured to go down a maximum of five link levels and it is not allowed to go outside of the current domain. This means that:

- very deeply buried content which is more than five 'clicks' away from the site Home Page will not be examined
- any sub domains of the domain which is being spidered will not be examined, e.g.

when spidering “www.ourdomain.org.uk” the spider will not consider “www.skills.ourdomain.org.uk”.

Content which has been structured into logical, associated categories makes it easier for a search engine spider, or normally for that matter a human visitor, to find their way around. Similarly, it is easier for the search engine to clearly index a page containing a single subject than one which address multiple subjects.

As described elsewhere, the talentmap framework is designed to underpin all transactions and communications across the UK talent and skills landscape. By aligning the content of a website with the themes, categories and sub-categories of the talentmap, the web manager will be able to best present this content for employers. Further, by putting relevant content on pages aligned with the talentmap framework, these pages, if properly optimised, will be better rated by talentmap and consequently appear higher up in the search results.

Unlike most search engines, talentmap does not currently distinguish between words found in ‘Headings’, in metadata (see below) or in different locations within the main body of the page. If usual SEO techniques are applied to a page, it will not make it less attractive to talentmap. However it is worth bearing in mind that in the absence of this finesse, it is even more important to keep a page focussed on the one subject, to both differentiate it from other pages and enable it to be ranked well. This is still an approach which will normally further improve rankings in public search engines too.

15.2 USE OF METADATA

Metadata is information which is not normally seen by the human visitor, but describes the content of a web page and is often used to categorise or ‘tag’ the content as being relevant to a particular enquiry.

For talentmap purposes, metadata may be split down in to two types, general and specialist.

General metadata comprises elements which any optimised web page should contain, such as “title”¹, “description”, “robots” and “keywords” amongst others.

Specialist metadata includes standard metadata schema used (and often mandated) by specific organisations or sectors such as Dublin Core and eGMS within the UK Public Sector.

As talentmap evaluates all words found equally across the complete page, it follows that metadata is helpful only to a degree. However if metadata is not completed appropriately it is an opportunity missed to assist in the positioning of the page within talentmap searches, as well as in regular SEO for the main public search engines such as Google.

Some websites use a common ‘Page Title’ for a group of, or sometimes even all, pages. This is not good SEO practice and has the effect within talentmap search results of suggesting that the page is a duplicate of another page – and therefore more likely to be ignored by the viewer.

¹ Though an HTML tag rather than metadata, Title has been included here for completeness of understanding.

As talentmap is developed in 2010/11, the use of metadata will become very important in how a page is indexed and subsequently presented in talentmap. The same is true of other search tools.

It is intended that during 2010/11, the talentmap spider will identify special talentmap metadata which will enable managers of sites providing content into talentmap to classify the content themselves.

talentmap metadata will be in the usual format of name/value pairs and multiple values will be supported.

Fuller details of the proposed talentmap metadata schema are given at Annex E.

Recommendation:

Adopt a clear 'tree' structure – which is aligned with relevant parts of the talentmap framework.

If relevant information is provided in sub-domains, advise the talentmap team to ensure that talentmap is spidering all relevant sites.

Keep page content to a single subject – this also applies to geographic and / or industry sector dimensions.

Adopt use of the talentmap metadata schema. During 2010/11 it will still act as an exact match to the talentmap search terms used, which will result in higher ranking in the search results. Similarly, use the values of the relevant talentmap metadata in general keywords.

Annex A: talentmap framework



Annex B: Location/jurisdiction classification (as at March 2010)

England

- East of England
- East Midlands
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and Humberside

Northern Ireland

Scotland

Wales

In addition, through the various featured sites, postcode searches are possible for training providers and courses and the location of employment and job centres.

Annex C: Industry classification (as at March 2010)

Administrative and business support
Aerospace, marine and defense
Agriculture, forestry, fishing and land based industries
Automotive industry
Creative industries
Chemical, pharmaceuticals, petroleum and polymers
Construction & Property
Education
Fashion and textiles
Financial, banking and insurance
Food and drink
Human health and social work activities
Information, IT, communication and broadcasting
Justice
Leisure, hospitality, travel and tourism
Manufacturing
Marketing, communications and sales
Mining and extraction
Oil & Gas
Professional services
Retail
Science & life sciences
Transportation
Transport, logistics and storage
Utilities and energy
Government

Annex D: Content type (as at March 2010)

Typically content is:

- Courses;
- Grants/funding;
- Case studies;
- Information and Guidance;
- Tools;
- Events;
- Contacts;
- Volunteering; and
- Regulatory requirements

Annex E: talentmap metadata schema (as at March 2010)

Each tag may take multiple valid entries, with each valid word or phrase (as appropriate) separated by a comma. Quotation marks are not to be used around individual phrases - i.e. within the overall quotation marks.

The schema comprises four name / value pairs:

```
<meta name="tmframework" content="valid value 1,valid value 2,valid value 3,etc">  
<meta name="tmindustry" content="valid value 1,valid value 2,valid value 3,etc">  
<meta name="tmlocation" content="valid value 1,valid value 2,valid value 3,etc">  
<meta name="tmcontent" content="valid value 1,valid value 2,valid value 3,etc">
```

Examples:

```
<meta name="tmframework" content="Build innovation skills,Build job-related skills,Build  
your companys skills">  
<meta name="tmindustry" content="Information IT communication and broadcasting">  
<meta name="tmlocation" content="Scotland,North East">  
<meta name="tmcontent" content="funding">
```

Framework Values

| | Valid Values |
|----------|---|
| name= | tmframework |
| content= | Engage with education Find new people Improve performance Develop your people Support your industry Broaden your recruitment pool Build innovation skills Build job-related skills Build your companys skills Design qualifications and curriculum Develop basic employability skills Develop entrepreneurship Develop management and leadership Encourage diversity Engage pupils Engage your suppliers Improve efficiency Recruit people Reshape your workforce Work with colleges and universities Work with other bodies and campaigns Work with schools and teachers Work with sector skills organisations About Sector Skills Councils/Boards Accredit your internal training Advice on working with suppliers |

Appraisal and performance management
Apprentices
Apprenticeships
Attract people to your sector
Business innovation skills
Business planning
Business processes
Business skills
Careers fairs
Communication
Customer awareness
Education business networks
Employ workers with a disability
Employment and skills groups
Employment law
Engage your suppliers to improve skills and delivery
English language
Enterprise and employability
Equalities and diversity
Find qualifications for your sector
Find your Sector Skills Council/Board
General vocational skills
Get involved in campaigns
Get involved in developing/sponsoring courses
Get involved with specialist schools
Getting help with recruitment
Graduates
Grow or diversify your business
Harness creativity
Health and Safety
Help with setting up a new business
Improve your business practices
Induction training
Industry knowledge
Investment in colleges and universities
Investors in People
IT skills
Leadership
Leadership and governance
Literacy
Literacy and numeracy
Local employment partnerships
Mentoring and coaching
National Skills Academies
Numeracy
Pre-retirement support
Problem solving
Procurement
Professional bodies
Professional qualifications

- Professional qualifications
- Progression and succession planning
- Provide career information
- Provide financial support for schools and courses
- Quality management
- Reaching new recruitment pools
- Recruitment of specialists
- Recruitment planning
- Regulatory training
- Research and innovation
- Restructure your business
- School leavers
- Science, technology, engineering and maths
- Skills exchange
- Supervisory Training
- Supply chain liaison
- Support for downsizing
- Teamwork
- Technical skills & qualifications
- The world of work
- Time management
- Trade bodies
- Trade unions
- Training and career development
- Work placements
- Workforce development
- Work-related learning opportunities

Industry Values

Valid Values

name= tministry

content= Administrative and business support
Aerospace marine and defence
Agriculture forestry fishing and land based industries
Automotive industry
Chemical pharmaceuticals petroleum and polymers
Construction and Property
Creative industries
Education
Fashion and textiles
Financial banking and insurance
Food and drink
Human health and social work activities
Information IT communication and broadcasting
Justice
Leisure active leisure hospitality travel and tourism
Manufacturing
Marketing communications and sales
Mining and extraction

Oil and Gas
Professional services
Retail
Science and life sciences
Transport logistics and storage
Transportation
Utilities and energy

Location Values

Valid Values
name= tmlocation
content= England
East Midlands
East of England
London
North East
North West
South East
South West
West Midlands
Yorkshire and the
Humber
Northern Ireland
Scotland
Wales

Content Type Values

Valid Values
name= tmcontent
content= Courses
Funding
Case Studies
Information and
Guidance
Tools
Events
Contacts
Volunteering
Regulatory

The talentmap is brought to you by the coalition of:

British Chambers of Commerce, Business in the Community, Confederation of British Industry, Federation of Small Businesses, Sector Skills Councils, Talent and Enterprise Task Force, the UK Commission for Employment and Skills, Business Innovation & Skills, Department of Work and Pensions, Department of Children, Schools and Families, HMRC/Business Link, Northern Ireland Executive, Scottish Government, Welsh Assembly Government and Commission for Rural Communities.



Please visit:

www.talentmap.ukces.org.uk or
www.businesslink.gov.uk/talentmap

UK Commission for Employment and Skills is leading, with the Talent & Enterprise Taskforce, the development and delivery of talentmap on behalf of a broad coalition of employers, governments and broker networks.