



SECTOR: LIFE SCIENCES

SKILLS ACTION PLAN

MARCH 2014



Derby
Derbyshire
Nottingham
Nottinghamshire

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PRIORITY 1

PRIORITY 1: DEVELOP SECTOR GROWTH AGREEMENTS TO MAKE EXPLICIT OWNERSHIP AND SHARED RESPONSIBILITIES FOR INVESTMENT, ICT, LABOUR MARKET INTELLIGENCE AND IMPACT MEASURES

Expected employment figures for the forthcoming 3 year

Since 2008, there has been approximately a 3.5% increase year on year in the number of people working in the D2N2 area in Science, Research, Engineering and Health Professional roles. Based on the demographics and responses of companies within the D2N2 area this increase is expected to be maintained but no significant growth above this rate.

Date	No. of people in Science, Research, Engineering, Technology and Healthcare Professionals in the D2N2 area	% Increase year on year
October 2008 – September 2009	81,900	-
October 2009 – September 2010	87,200	6
October 2010 – September 2011	90,600	4
October 2011 – September 2012	90,400	0
October 2012 – September 2013	93,700	4

Note: This data includes employment figures for a sector significantly larger than medicine and bioscience, however percentage growth is likely to be representative.

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Does this include new job roles?

Companies surveyed all indicate that they expect growth through either new products/services or markets, however the number of new staff will be limited. The level of work and financial restrictions would determine whether new staff would be recruited. Majority of organisations (63%) stated that they would be looking at recruiting technical staff.

What new skills would be required?

Companies would be looking to recruit in a range of different roles – Technical, Managerial and Support staff. Technical skills required are company specific. For example dental technology and medicinal molecular biology have been stated as potential future skills needs, also innovation in R&D techniques.

Is there estimated to be a decrease in existing job roles?

All of the companies surveyed did not indicate they would be reducing the number of roles within their work force.

What skills would be required for existing staff to retrain?

Emerging technologies in this sector suggest that whilst employment levels will not increase significantly, there is likely to be a need for the up skilling of the existing work force.

Provide an estimate of job type and numbers for the next 1-2 years.

Job type	Current/new	No. of jobs
Technical		85
Managerial		45
Support		70

Evaluate the effectiveness, assess, sharing of LMI for stakeholders.

There is little accurate LMI available for stakeholders. The ONS data referenced above is for Science, Research, Engineering, Technology and Healthcare, rather than being specific to this sector. The UK Government report 'Strength and Opportunity' published annually does include Life Science statistics but is broken down to regional levels only.

Notes related to Priority 1

In general companies surveyed did not report that there was a lack of appropriate technical skills in their existing work force. In terms of where companies said there was a lack of appropriate training courses, this was a broad range from technical through to commercial awareness and re-training after a career break. 90% of companies surveyed said that access to funding is a major barrier for work force development. 55% of companies asked would consider employing someone through a traineeship, and 37% through an apprenticeship scheme. Other companies said that a trainee or apprentice would require significant investment and training which is particularly problematic for micro organisations. There is also a perception amongst micro and small businesses that once trained, employees might leave for a larger environment and therefore the investment would have been wasted.

PRIORITY 2

PRIORITY 2: IMPROVE BUSINESS LEADERSHIP, MANAGEMENT SKILLS AND TRAINING NEEDS ANALYSIS TO HELP INCREASE PRODUCTIVITY AND PERFORMANCE

Evaluate the effectiveness, access, communication, suitability of existing provision. Include narrative around current issues, barriers and general aims, for this priority.

Objective	Activities/courses	Owner
Analyse training needs; Improve business and leadership skills; increase staff retention and loyalty; increase productivity and effectiveness.	<p>Skills Support for the Workforce Flexible provision, in company or via open courses, qualifications from level 1 to 4.</p> <p>D2N2 SMEs only.</p> <p>ESF part-funded, FOC to employers.</p>	West Notts College plus 18 partners (6 colleges, 12 private providers).
To develop management and leadership skills including related to commercialisation and entrepreneurship.	Hons Degree in Professional Development (Management and Leadership)	University of Derby.
To develop leadership skills particularly related to collaborative leadership and innovation.	Postgraduate Certificate in Professional Development (Collaborative Leadership)	University of Derby.
To develop business management skills.	Masters in Professional Development (Business Management)	University of Derby.
Note: In all of the above University of Derby courses there are modules that have been adapted for health and social care sectors, for example		
To develop skills related to management, entrepreneurship, growth and innovation.	<p>Working with you This programme also includes student placements and collaboration with expert academic and technical staff to support innovation.</p> <p>ERDF part-funded.</p>	Nottingham Trent University.
To develop skills related to being a director of a small business.	<p>Directing a successful small business Institute of Directors franchise.</p> <p>Available to businesses with up to 50 employees.</p>	Nottingham Trent University.
To develop understanding of management issues and achieve organisational transformation through individual improvement and organisation based projects.	<p>Management and leadership available as Certificate, Diploma and MSc May be accessed as short courses and built up to a PG Award. Specially targeted at organisations in the local area.</p>	Nottingham Trent University.
To develop knowledge and skills related to business expansion.	<p>Growth 100 ERDF part-funded.</p> <p>Available to Nottingham based SMEs.</p> <p>12 one day sessions over 9 months.</p>	University of Nottingham.

PRIORITY 2

To assist executives and senior managers to address real-world and perennial management challenges as well as encourage a creative and entrepreneurial mind-set in the next generation of business leaders.

A range of short courses including:

- Responsible business: a strategic approach
- Personal development and impact
- Leadership and change management
- Strategic management: agility in changing times
- Entrepreneurship in practice.

University of Nottingham.

The above are short courses running this year (2014), which form part of the University's Executive MBA programme, but can be taken on a stand-alone basis. Applicants for this must meet the EMBA criteria, this is normally being a graduate of an approved University holding a good honours degree, although a relevant professional qualification deemed to be equivalent to a first degree will be considered, and having at least five years' work experience with a management dimension preferably gained since graduating from a first degree. Details of these courses can be found here.

To develop core leadership and management skills.

Leadership and Management
Various levels.

Derbyshire and Nottinghamshire Chamber of Commerce/Challenge Consulting.

Accredited by the Institute of Leadership and Management.

To develop core leadership and management skills.

Leadership and Management Masterclass
One day course.

NBV.

Notes related to priority 2

Above we have provided details of the most relevant leadership and management training provided by D2N2 universities, colleges and a selection of other local organisations with access to public funding. There will be a wide range of other leadership and management training available from private providers, locally and nationally, but these have been excluded.

There is a broad range of management and leadership programmes, suitable for a range of business sizes and available across D2N2. However, there is no single website that provides links to all of them. The Business Advice Website, while having a section on Employment Training and Skills Development, only provides direct links to Chamber courses and 'Skills Support for the Workforce'.

PRIORITY 3

PRIORITY 3: PROMOTE AND DEVELOP APPRENTICESHIPS AND TRAINEESHIPS TO ACHIEVE HIGHER LEVEL SKILLS AND IMPROVE SOCIAL MOBILITY

What are the skills, aptitude, personality traits, sector training, qualifications for a:

16-18 year old

19+

... who has just enrolled on to a Traineeship to be able to undertake a work placement/ experience in a large, SME and micro organisation?

We have been unable to ascertain as the employers who we spoke to are not familiar with traineeships.

... who has successfully completed a Traineeship to be employed in a large, SME and micro organisation?

We have been unable to ascertain as the employers who we spoke to are not familiar with traineeships.

... who is on an Intermediate Apprenticeship programme with a large, SME and micro organisation?

Qualifications prior to entry to the apprenticeship would be five GCSEs grade D to E or above including Maths, English and a Science. Individuals need to have good communications skills and spatial awareness.

Employers are looking for individuals who have a good basic understanding of how to handle laboratory equipment and are familiar with codes of behaviour when in a laboratory. They need to be able to undertake very simple experiments under close supervision.

Employers also need people who are confident, have drive and a can-do attitude. They need to be eager to learn and willing to undergo self-development (for example reading up on things after work).

... who is on an Advanced Apprenticeship programme with a large, SME and micro organisation?

Qualifications prior to entry to the apprenticeship would be five GCSEs grade C or above including Maths, English and a Science. Individuals need to have good communications skills and spatial awareness.

Employers are looking for individuals who have a good basic understanding of how to handle laboratory equipment and are familiar with codes of behaviour when in a laboratory. They need to be able to undertake basic experiments under close supervision.

As above, employers also need people who are confident, have drive and a can-do attitude. They need to be eager to learn and willing to undergo self-development (for example reading up on things after work).

What would a 'career ladder' look like for a Level 4 young person leaving school – show timeline, progression.

Micro organisation/small business – these businesses don't have defined career ladders; employees need to look for opportunities and show ambition and a can-do attitude to make their way.

Medium/large business – typically, Lab Technician progresses to Research Assistant, then to Research Scientist, then to Senior Research Scientist, then into a senior management role. Minimum of 18 months between each progression but can be several years depending upon the aptitude of the individual. It is unlikely that this progression could be achieved fully without the individual doing a degree. This would need to take place around the research scientist/senior research scientist level.

How effective is the current Apprenticeship model? What changes (if any are required) – include delivery model, framework, content, and outcome.

Very few of the companies who we spoke to are engaged with apprenticeship programmes that are specifically relevant to the sector so we were not able to ascertain any changes required to the delivery model, framework, content and outcome. The main requirement is for a wider range of sector specific apprenticeships (especially for the medical technology sub-sector).

How effective is the Engagement strategy with:

... of the Traineeship offer.

Very low awareness of traineeships, none of the businesses that we spoke to knew about them. 55% of the respondents to our survey said that they would consider employing someone through a traineeship, however as none of the companies who we spoke to knew about traineeships we believe that the word 'traineeship' may have been misunderstood by those completing the survey so the figure may be misleading.

... of the Apprenticeship offer.

Good level of awareness of apprenticeships in general although poor level of awareness of specific apprenticeships that are relevant to the sector.

... other funded training.

Awareness levels of the full range of funded training are very low – none of the business that we spoke to were aware of the full range, however 90% of our survey respondents stated that access to funding for training is a barrier to workforce development.

PRIORITY 3

Evaluate the effectiveness, access, communication, suitability of existing provision. Include narrative around current issues, barriers and general aims, for this priority

Notes related to Priority 3

For this sector, the only apprenticeships of direct relevance are:

- Laboratory and Science Technician (Intermediate and Advanced level)
- Process Manufacturing (Intermediate and Advanced level)
- Life Science (Higher level)
- Chemical Science (Higher level).

There is a proposal in with government via the Sector Skills Council (Cogent) for funding to develop additional apprenticeships and training in a range of science based disciplines including medical technologies. Medilink East Midlands is one of the Science Industry Partners for this proposal and, if funding is approved, will be involved with the development and delivery of training.

PRIORITY 4

PRIORITY 4: FOSTER ENTERPRISE AND THE CHARACTERISTICS OF ENTREPRENEURIAL BEHAVIOUR, CAREER ADAPTABILITY AND RESILIENCE

Evaluate the effectiveness, access, communication, suitability of existing provision. Include narrative around current issues, barriers and general aims, for this priority.

Objective	Activities	Owner
To support students, graduates and alumni to develop knowledge, skills and entrepreneurial attributes related to business start-up and of relevance to future employers.	<p>The Hive Provides support for business start-up through its 'Head start' programme as well as one-to-one ad hoc advice. The Hive works across the university to assist academics in a range of disciplines to embed enterprise into their programmes. They intend to embed into the science curriculum although have not done so yet. They are part of the Enterprise Inc ERDF part-funded project that provides £2500 bursaries and support from the university for students and graduates that have a business idea to develop.</p>	Nottingham Trent University
	<p>Haydn Green Institute for Innovation and Entrepreneurship Provides support for business start-up through its Enterprise Lab programme of events and one-to-one ad hoc advice. The Institute works across the university to embed enterprise into all discipline areas including sciences. The Haydn Green Institute is working with the Careers Service to provide ten £1000 entrepreneurial bursaries to enable students to explore a business idea.</p>	University of Nottingham
	<p>Derby Business School Centre for Enterprise Provides support for business start-up and embeds enterprise into their broader business school curriculum.</p> <p>Derby is also a partner in Enterprise Inc (mentioned above)</p>	University of Derby
	<p>Central College Nottingham Embeds enterprise within its STEM manifesto and as part of its Personal Development programme, PD Central</p> <p>Peter Jones Enterprise Academy</p>	Central College Nottingham New College Nottingham
To support doctoral biotechnology graduates to develop knowledge, skills and entrepreneurial attributes related to business start-up.	<p>Biotechnology YES (Young Entrepreneurs Scheme) National scheme fully available to all UK universities.</p>	University of Nottingham

Notes related to priority 4

The D2N2 universities and colleges are actively developing programmes of activity that embed the development of enterprising skills and attributes within their employability programmes. Some of these programmes aim to develop specific entrepreneurship skills related to business start-up, while others aim to develop broader enterprise skills that are of relevance to employers.

We asked employers about the need for enterprising attitudes, commercial awareness, adaptability and resilience amongst their workforce and all agreed that these attributes are important and are considered alongside technical skills at recruitment.

All three universities provide start-up support to students and graduates from all disciplines including those related to the medicine and bioscience sector. All three universities are also embedding enterprise education into the curriculum in a range of discipline areas, although the University of Nottingham is the only one that is working to any extensive degree in science disciplines. Nationally there are only a handful of universities who have successfully embedded enterprise into all disciplines; the University of Nottingham is one of only 13 institutions nationally that received significant Science Enterprise Challenge funding in 1999 and was therefore in a position to pump-prime this activity over a decade ago. Latterly funding for enterprise education has been available through the Higher Education Innovation Fund but this fund is also used to fund Knowledge Transfer activity and the relatively small amount available for enterprise education constrains activity.

PRIORITY 5

PRIORITY 5: RAISE THE VISIBILITY OF AND ACCESS TO CAREER INSIGHTS AND SPECIALIST CAREERS SUPPORT FOR YOUNG PEOPLE AND ADULTS TO RAISE ASPIRATIONS, PARTICIPATION, RETENTION AND ACHIEVEMENT IN LEARNING AND WORK

Evaluate the effectiveness, access, communication, suitability of existing provision. Include narrative around current issues, barriers and general aims, for this priority.

Objective	Activities	Owner
To raise awareness of career opportunities in the sector.	Bioeducation Lab	Medilink East Midlands

Notes related to priority 5

There is no central service related to careers advice for young people as there was under the former 'Connexions' programme. Advice is now given at the school, college and university level. We comment on university careers advice below in Priority 6.

PRIORITY 6

PRIORITY 6: PROMOTE GRADUATE RECRUITMENT AND FACILITATE GRADUATE RETENTION IN THE REGION

Evaluate the effectiveness, access, communication, suitability of existing provision. Include narrative around current issues, barriers and general aims, for this priority.

Objective	Activities	Owner
To encourage graduates to remain in D2N2 after graduation.	<p>University of Nottingham Careers Service The University's careers team has been expanded recently (from 45 to 65) to enable them to place small careers teams within faculties. This is being rolled out across the university and life science is one of the next target areas.</p> <p>The university is trying to ensure that graduates are fully aware of opportunities with local SMEs and has a number of initiatives related to this such as breakfast events with SMEs, part-funded internships with SMEs and 'Big careers in small companies' campaigns.</p>	University of Nottingham
	<p>Nottingham Trent University Employability and Enterprise NTU has careers consultants based in each school with 4 being based in the School of Science and Technology. Specific academics in the schools also have responsibilities related to employability. NTU has good links with SMEs and actively encourages graduates to consider careers with such businesses, although many aspire to careers in the NHS. NTU is well connected with BioCity and staff from there have visited the University to speak to students about career opportunities.</p>	Nottingham Trent University
	<p>University of Derby Careers and Employment Service We have been unsuccessful in our attempts to speak to the University of Derby Careers and Employment service so far. We will continue to try to contact them and will add details here if we are successful. Online information about their service can be found at www.derby.ac.uk/careers/studentsandgraduates</p>	University of Derby
	<p>Employability Awards All three universities have employability wards that recognise the benefits of volunteering and other extra-curricular activity in the context of employability. For the University of Nottingham this is the 'Nottingham Advantage Award', for Nottingham Trent it is 'Acceler8' for Derby it is the 'Futures Award'.</p>	

Notes related to priority 6

The universities that we have spoken to all express a strong commitment to raising awareness of career opportunities with local SMEs but activity related to this is, in most cases, at an early stage of development. It is positive to learn that specialist careers advisers are placed within relevant schools and faculties but the extent of work being done to link students and graduates with medicine and bioscience SMEs, for example through awareness raising exercises or through internships and placements, is limited.

PRIORITY 6

LIST ACTIVITIES/PROJECTS WHICH ALREADY ADD VALUE TO THE SKILLS AND EMPLOYMENT AGENDA IN D2N2 IN ADDITIONAL TO THOSE PROVIDED ABOVE

Objective	Activities	Owner
To develop skills in evaluating the commercial potential of an idea; market research; producing a marketing strategy; early stage business finance; business planning.	<p>Hive at Mansfield Proof of Concept programme and 5 Day Plan.</p> <p>ERDF part-funded.</p> <p>For SMEs.</p>	Nottingham Trent University.
To provide information and to assist businesses to develop knowledge and skills related to growth and innovation	<p>Ingenuity Network events Range of breakfast events suitable for any business and used as part of the university's work to build links with SMEs.</p>	University of Nottingham.
To develop skills related to start-up and growth	<p>Next Business Generation Nottingham City Council and BIS funded.</p> <p>Available to start-ups based in Nottingham and operating in the digital, cleantech and life science (medicine and bioscience) sectors.</p>	BioCity.
To improve workforce skills	<p>Skills support for the workforce ESF part-funded.</p> <p>D2N2 included as part of a wider project.</p> <p>For SMEs.</p>	Pera.
To improve skills related to business growth	<p>Grow your business ERDF part-funded.</p> <p>Free for SMEs in eligible areas.</p>	NBV.

Notes related to above activities

With the exception of Next Business Generation, the above are not sector specific but have been included as they could help businesses in the sector to develop generic business skills. There is likely to be a range of other privately funded skills course available but we have focused above on those that have an element of public funding.

PRIORITY 6

PROVIDE THE TOP 10 'ASKS/NEEDS' OF WHICH D2N2 LEP SHOULD CONSIDER AS PART OF THE SPECIFICATIONS FOR FUTURE ESF SKILLS AND EMPLOYMENT. (THIS COULD INCLUDE: QUALIFICATIONS, SECTOR TRAINING, NON-ACCREDITED TRAINING, ACCESS TO HIGHER SKILLS, TEACHER TRAINING, INITIATIVES, INCENTIVES – LEARNER/EMPLOYER BASED/ACCESS TO TRAVEL, BUSINESS ENGAGEMENT BY PROVIDERS, ETC).

1. **Accredited technician training of relevance to medical technology businesses.** The minimum level should be level 3 but levels 4 and 5 would also be of benefit to the sector. Employers (large and small) to work with local colleges on the design and development of the skills training to ensure that employer needs are met.
2. **A programme of activity to support scientists to return to employment after a period away from the workplace due to caring responsibilities.** The need for this has been identified by Journeymen Scientists, a company based at BioCity that matches the skills of scientists who want to work on a part time or freelance basis with firms (particularly SMEs) who have needs for such skills on a part-time or short-term basis. The company has found that individuals interested in this type of work have often been out of the workforce for some time (usually due to caring responsibilities) and, whilst their scientific knowledge and skills are still relevant, they often lack the confidence to return to work. A programme focussed on confidence building and readiness for work would increase the number of scientists available to SMEs on flexible terms thereby leading to better employment prospects for individuals and better access to skills for SMEs.
3. **A programme of activity to raise awareness amongst school children and parents of the career opportunities within the sector including the fact that a degree is not the only route into the sector.** It is particularly important to promote the diversity of career paths into the sector (via BTECs and Apprenticeships as well as via degree routes) and to engender a greater understanding of the breadth of employment opportunities locally.
4. **A programme of activity to encourage and enable employers in the sector to take school age placement students.** This activity links to 3 above and would enable school students to find out more about employment prospects within the sector by spending a short period of time (1 to 2 weeks) within a medicine or bioscience company. Companies tend to be reluctant to take placements due to perceived health and safety risks but if schools and academies were enabled to work with companies to ensure that students are selected and prepared appropriately then these barriers could be reduced.
5. **Aggregation of niche training needs for existing firms and provision of specialised training.** Firms reported having very specific niche needs, for example training related to plastics manufacturing for medical technologies. It is likely that across D2N2, several companies will have the same niche needs and if these were known about and aggregated, provision could be provided (by an FE college or private provider) on a cost effective basis. To achieve this, a detailed study of specific training needs would need to be undertaken.
6. **Access to funding to subsidise employers' costs related to apprenticeships.** Employment costs and fees are a barrier to employers when they consider taking on an apprentice, especially those aged 19+ as that is the age at which fees become payable. A subsidy programme combined with awareness raising activity would be likely to increase the engagement of the sector with apprenticeships.
7. **Awareness raising of the benefits to companies and availability of relevant Apprenticeships and Traineeships.** The firms consulted had low levels of awareness of traineeships and apprenticeships and most were unaware of the relevance to the sector. However firms also spoke of employing graduates for their familiarity with working in a laboratory despite the fact that some of these the jobs were technician rather than graduate level jobs.
8. **Specific training linked to understanding the needs of the NHS and how to engage with and work with the NHS.** Firms, particularly those with potential to diversify into the sector (for example from engineering), are This would need to directly involve the NHS.
9. **Further relevant courses (to degree and above) which meet the demands of the sector.** The sector has a high reliance on degree level (and higher) skills in scientific areas such as chemistry and biological sciences. A better match between the courses being delivered by universities and the needs of employers would help to meet employer needs and contribute to graduate retention. For example inclusion of modules that provide industry knowledge, business management/commercial awareness, knowledge related to clinical trials, quality and regulatory knowledge and supply chain knowledge would provide graduates that were better prepared for the work environment.
10. **Investment readiness training.** Early stage companies in this sector and those established firms that are looking to grow through innovation often require large upfront investment that needs to be secured from 'Angel' or Venture Capitalist sources. To improve firms' success rates at securing investment to enable growth specific training is needed to help firms to develop their growth strategies, write a compelling business plan and pitch for investment.

EMPLOYER/SECTOR GROUPS OR MEMBERSHIPS WHICH COULD ADD VALUE/LINK TO THE CONSULTATIVE FORUMS

Medilink East Midlands
BioCity Nottingham

PRIORITY 6

LIST ORGANISATIONS/NAMED INDIVIDUALS WHO HAVE CONTRIBUTED TO THE SKILLS AND EMPLOYMENT SECTOR ACTION PLAN

Organisation	Name
BioCity and MediCity	Glenn Crocker David Browning
Central College Nottingham	Yultan Mellor – Vice Principal Curriculum Trissa Pearson – Head of School – Science and Academic Progression Jane Cunningham – Apprenticeships Manager Brendan Coulson – Choices and Apprenticeships Manager
Cogent	John Holton
Ingeus	Beverley Fearnley
Journeyman Scientists	Suzy Rigby
JRI	Keith Jackson
Nottingham City Council	Alison Simpson
Novozymes	Chris Lloyd Jones
NTU	Alison Smith (exec ed) James Goodwin (careers) Chris Hall (enterprise)
Oxford Pharmascience (Derby)	Nigel Theobald
Pennine Healthcare	Liz Fothergill
Riverside Medical	Emily Gestopa
Sygnature Discovery	Simon Hirst
University of Derby	Carol Steed
University of Nottingham	Sharon Bell

PLUS 40 Medicine and bioscience companies from D2N2 who responded to a survey distributed to 215 medicine and bioscience firms in D2N2 during January 2014.

In addition, we have taken into account views expressed by the businesses and other organisations that have contributed to the Cogent Science Industry Partnership on skills. This expert group, of which Medilink East Midlands is a member, has been considering the skill needs of medical technology companies. Members include:

Claire Rendell – Bard Medical
Mark Pettitt – Kimal
Bill Pigg – Systagenix
Steve Sandland – SMS Technologies
Sue Webb – Smith and Nephew
Matthew Theobald – Three Circles
Neil Campbell – Inspiration Healthcare
Mike Raxworthy – Regener8
Andy Taylor – Association of British Healthcare Industries (ABHI)
Simon Talbot – P3 Medical
Ann Cook – BAREMA (Trade Association for Anaesthetic and Respiratory Equipment)
Janette Benaddi – Medvance
Eddie Adamowicz – 3D Life Products

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