

Local Skills Improvement Plan

LSIP and ERB – What are they and what do we need to do?

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FOR ALL SKILLS AND
WORK-RELATED ADVICE

In partnership with:



Levelling Up White Paper – What it means for skills

Overview

- £3.8bn for skills
- UK Shared Prosperity Fund – People and Skills – reduce disadvantage
- Multiply programme £559m
- Apprenticeships £2.7bn – enhanced service for SMEs
- Higher Technical Qualifications
- 9 more Institutes of Technology
- Skills Bootcamps
- Local Skills Improvement plans (LSIPs)

“By 2030, the number of people successfully completing high-quality skills training will have significantly increased in every area of the UK. In England, this will lead to 200,000 more people successfully completing high-quality skills training annually, driven by 80,000 more people completing courses in the lowest skilled areas”.



- Became law in April
- Focuses on putting employers at the heart of the education system so that education and training leads to jobs that can improve productivity and fill skills gaps.
- Big focus on making sure people can access training and learning in a flexible way to suit their needs
- Quality careers support

Includes:

- Flexible Lifetime Skills Guarantee
- Careers Information
- ***Local Skills Improvement Plans***
- Investing in Local Skills Priorities
- Further Education Teacher Training System Reform
- Statutory FE Intervention Powers
- Office For Students (OfS) Quality Assessments

LSIPs will set out the key changes needed to make technical skills training more responsive to employers' skills needs within a local area

Stage A Articulating employer skills needs

Stage B Translating employer needs into provision

Stage C Addressing learner demand and employer engagement

While there cannot be a “one size fits all” approach to developing an LSIP, it will be important to identify and share best practice starting with key lessons from the Trailblazers drawing on findings of the interim evaluation, reflections from the Trailblazer ERBs and feedback from key stakeholders

What went well?

- Strengthening the employer voice

What went less well?

- Articulating skills needs effectively to providers

What were the key challenges?

- Timescales, maintaining momentum and delivery

Developing and delivering an LSIP should be a collaborative process involving a range of different bodies. It is only by employers, providers and stakeholders working together that the alignment of post-16 technical education or training to local labour market skills needs can be improved

Organisation	Role	Statutory Duty/Other Requirement
Designated ERB	Lead on the development of the LSIP Review and update the LSIP to ensure it remains relevant	<ul style="list-style-type: none"> No statutory duties placed on designated ERB But provisions within the Act impact on how the ERB should undertake the role Education Secretary designates ERB and can remove designation in certain circumstances
Other ERBs and employers	Collaborate with the designated ERB to develop the LSIP by supporting the identification of employers skills needs and driving greater employer engagement in local skills systems	<ul style="list-style-type: none"> No statutory duties or requirements placed on other ERBs or employers
Providers of post-16 technical education and training	Co-operate with the designated ERB to develop and review the LSIP and to have regard to the LSIP when considering their post-16 technical education and training offer	<ul style="list-style-type: none"> Statutory Duties on Further Education Colleges, Designated Institution, Sixth Form Colleges, Independent Training Providers and Higher Education Institutions
Local Enterprise Partnerships (LEPs) and Local authorities	Support designated ERB in the development of LSIP including providing information regarding local priorities and local skills analysis	<ul style="list-style-type: none"> No statutory duties placed on LEPs or local authorities
Jobcentre Plus; CEIAG providers, Centres of Innovation	Support the development and delivery of priorities/actions identified in the LSIP	<ul style="list-style-type: none"> No statutory duties placed on stakeholders

- The Act places duties on specific relevant providers, where they provide English-funded post-16 technical education or training, which is material to a specified geographical area. This is based on where provision is delivered/teaching takes place rather than student's residence. Therefore, where a provider offers distance/online learning in an area then it is still covered by the statutory duty for the area in which it is providing the distance learning. Adjacent LSIP areas are encouraged to work together on issues of joint interest. Relevant providers subject to the duties in respect to LSIPs are: further education (FE) colleges, sixth form colleges (SFC), designated institutions (DI), independent training providers (ITP)⁷ and higher education institutions (HEI).

The Act places duties on these providers to:

- Co-operate with the designated ERB, working with them to create an LSIP, keep this under review and develop a replacement plan where appropriate;
- Once developed have regard to these plans when considering their post-16 technical education or training offer; and
- Have regard to the guidance issued by the Secretary of State.

The designated ERB will need to:

- Plan the work to develop and review the LSIP
- Engage with employers, providers and other stakeholders
- Convene providers and employers so that they have meaningful discussions which lead to the identification and prioritisation of skills needs together with the development of actionable solutions
- Work with a wide range of stakeholders to develop learner demand and employer engagement to support providers, employers and the wider skills system
- Produce the LSIP report and submit to the department for approval and publication by the Secretary of State
- Support the delivery of the LSIP and keep the plan under review to ensure it remains relevant to the area's needs; and
- Where relevant, work with neighbouring LSIP areas on sectors and issues of interest.

- Council
- LEP
- BBF
- SAP members
- Careers
- Education
- Information, advice and guidance (CEIAG) providers including The Careers & Enterprise Company's network of Careers Hubs through schools and colleges
- The National Careers Service area-based contractors and Job Centre Plus (which will ensure local priorities are fed into the provision to enable learners to make informed choices and raise awareness and interest in potential options)
- Special educational needs and disability (SEND) groups such as National Association of Specialist Colleges (Natspec)

- Local Skills Report
- Local Industrial Strategy
- Opportunity Bucks
- Strategic Economic Plan
- Growth and Recovery Plan

Possible Additional Priorities – Food for Thought ??

1. Could focus on the following sectors

- Those which account for most employment (past 5 yrs): health (27,000), Business admin and support services (24,000) Professional, scientific & technical (22,000), Education (22,000), Retail (21,000), Manufacturing (18,000), Wholesale (18,000), Construction (17,000), Information and comms (16,000), Accommodation and food services (15,000)
- Those with the highest levels of employment growth: which are construction (+42%), Business admin and support services (+26%), Manufacturing (+20%), Transport and storage +33%
- Sector priorities identified by local stakeholders, ie: high tech engineering, health tech, creative, space, construction, health and social care.

2. Provision could help people to access occupations with the highest numbers of new entrants required, the largest of which are office/admin (2,223 job postings in 2021), Customer service (1,741), Software Developer/engineer (1,384), Account Manager ((1,405), Registered general nurse (1,586), Project manager (1,227), Caregiver/Personal Care aid (1,16), Teaching assistant (1.013)

3. There are also cross-cutting skills needs across the whole economy, which are employability skills (including essential skills); soft skills; in work training; re-training for adults; entrepreneurship and business management; IT and digital skills; and customer-related skills.

4. Curriculum could respond to major projects, such as HS2, Aylesbury Garden Town, East West Rail, Pinewood extension, Marlow studios, Iver Data Centre, Woodlands, Westcott Venture Park, Silverstone
5. Needs also arise from major cross-sectoral developments, in particular the drive for sustainability and 'net zero' and digitalisation.
 - Current demand low, but likely to change very soon
 - Mitigating factors incl, Flannery Bootcamp, Multiply Fund, the College's Strategic Development Fund, opportunity to create more bootcamps eg digital, creative and loads more!
6. Addressing social challenges, such as 10 deprived wards, high claimant levels; poverty; health and wellbeing; and poor levels of educational attainment in parts of the community.
7. The volume of programmes on offer is likely to need to increase, given an anticipated increased in demand for FE, arising from a growth in the Year 11 population in the coming years. This may also include an increased need for FE for young people with SEND.

Once the mapping has been completed it could be scored to identify the key priorities for the LSIP

Then:

- Set out the key challenges the LSIP is seeking to address and why tackling them will support local economic growth;
- Provide the underpinning rationale drawing on evidence from employers and providers together with any necessary supporting analysis and data; and
- Describe the changes the LSIP is seeking to achieve and the process for achieving that change.

Employers - likely project activity

- In-depth engagements via individual and small group interviews
- Research focussed events (including task and finish, roundtable, focus group and immersion events)
- Awareness raising events and communications
- Light-touch surveys
- Partner collaboration
- App for ongoing research (live)
- Commissioned research into demand from employers (anticipated and actual)
- Attendance of more employers on SAP / LSIP steering group

Who to involve with steering the LSIP?

Stakeholders

- Bucks Council
- LEP
- BBF
- Careers
- Education
- Information, advice and guidance providers
- The National Careers Service and Job Centre Plus
- Special educational needs and disability (SEND) groups
- Others

Employers

- Sector Skills Chairs
- Individual businesses in priority areas
- Voluntary Organisations

Providers

- A network of Training Providers who deliver in Bucks including public and private provision – including our own local provision

Employer Representative Body

- Buckinghamshire Business First

Skills Advisory Panel?

- New name? LSIP Steering Group?
- New members – certainly more employers, particularly from the priority groups as and when identified
- May need to meet more often, maybe 6 weekly?
- Should anyone else be on the steering group?
- SAP to remain in place until end March 2023

Next weeks, next months and next spring

Sept-Nov 2022: Getting started

5 Sept – designation of ERBs – mobilisation funding should start to be paid

3 Oct – submission of project plans and funding applications (stage I) by ERBs

Oct – publication of final version of the statutory guidance

November 2022 – agreement between ERBs and department of stage I funding

Autumn 2022-Spring 2023: the LSIP development

LSIPs are the responsibility of the ERB to develop with stakeholders

Regular contact with relationship managers in department for monitoring and support

March 2023 – need to have draft priorities to feed into LSIF and Accountability Agreement planning

Spring 2023: approval, publication and review

All LSIPs to be submitted to department by 31 May

Secretary of State will need to consider statutory requirements on him in approving LSIPs

Once approved – published

Providers and other stakeholder react to priorities in LSIP

Cycle of review and update until next LSIP