

# Local Skills Improvement Plan (LSIP)

## Project Plan Discussion

FOR ALL SKILLS AND  
WORK-RELATED ADVICE

In partnership with:



## What are LSIPs and how should they be developed?

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

### Key Features

- LSIPs are **both a process and plan** for making provision more responsive to employers' skills needs
- The process of developing the plan is as important as the LSIP itself by:
  - **creating dialogue** and helping break down information barriers between employers and providers
  - **embedding stronger and more dynamic relationships** between employers and providers (and other stakeholders)
- The LSIP report should **set out key priorities** for change that are evidence-based and actionable by providers, employers and other stakeholders
- Focussing on where innovation and investment is **changing demand for skills** and amplifying the voice of those employers that most struggle to be heard

### LSIP Process and Report

**Stage A: Articulating employer skills needs:**  
*What are the skills employers need locally but struggle to find?*

**Stage B: Translating employer needs into provision:**  
*How can those skills needs best be met by providers in more responsive ways?*

**Stage C: Addressing learner demand and employer engagement:**  
*What can local stakeholders and employers do to raise demand for and make better use of those skills?*

### LSIP Report

Part 1: LSIP Priorities  
Part 2: Taking forward the LSIP priorities  
Part 3: Delivering the LSIP priorities  
Annex: Background and method

9



# Roles and responsibilities

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
<b>Designated ERB</b>	Lead on the development of the LSIP Review and update the LSIP to ensure it remains relevant	<ul style="list-style-type: none"> <li>No statutory duties placed on designated ERB</li> <li>But provisions within the Act impact on how the ERB should undertake the role</li> <li>Education Secretary designates ERB and can remove designation in certain circumstances</li> </ul>
<b>Other ERBs and employers</b>	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"> <li>No statutory duties or requirements placed on other ERBs or employers</li> </ul>
<b>Providers of post-16 technical education and training</b>	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"> <li>Statutory Duties on Further Education Colleges, Designated Institution, Sixth Form Colleges, Independent Training Providers and Higher Education Institutions</li> </ul>
<b>Mayoral Combined Authorities (MCAs) and Greater London Authority (GLA)</b>	Support the designated ERB in the development of the LSIP including providing information regarding local priorities and local skills analysis	<ul style="list-style-type: none"> <li>No statutory duties placed on MCAs/GLA</li> <li>But the Education Secretary has a duty when approving an LSIP to be satisfied that the views of the MCA/GLA were considered in the development of the plan</li> </ul>
<b>Local Enterprise Partnerships (LEPs) and Local authorities</b>	Support designated ERB in the development of LSIP including providing information regarding local priorities and local skills analysis	<ul style="list-style-type: none"> <li>No statutory duties placed on LEPs or local authorities</li> </ul>
<b>Jobcentre Plus; CEIAG providers, Centres of Innovation</b>	Support the development and delivery of priorities/actions identified in the LSIP	<ul style="list-style-type: none"> <li>No statutory duties placed on stakeholders</li> </ul>



## Next Steps

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

FOR ALL SKILLS AND  
WORK-RELATED ADVICE

In partnership with:



# Proposed Mapping Tool for Identifying Our Priorities

## 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 three 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.