

Gloucestershire – Construction and the Built Environment LSIP Stage Two Update

Introduction

There are three sections to this document:

1. Labour Market Intelligence and Economic Trends
2. Employers Reported Skills Needs (delineated Stage 1 and new Stage 2 findings)
3. Roadmap Priority Actions from Stage 1 Report

We are publishing the update for sectors within each region separately, all available [here](#). The previous published outputs for Stage 1 are also still available for reference - [Gloucestershire LSIP Report and Roadmap 2023](#) and [Priority Findings](#).

The below Employers Reported Skills Needs findings are based on Stage 2 LSIP employer engagement conducted through deep dive interviews and focus groups, following the identification of new foci during Stage 1 of the LSIP. These skills needs are presented alongside the Stage 1 findings that are still being reported by employers, we have highlighted the Stage 2 findings in green to differentiate from the original reported unmet needs.

We will continue to explore these foci and identify any new employer’s skills needs through continued research until May 2025. These findings are supported by updated Labour Market Intelligence for the sector in region.

Roadmap Priority Actions from Stage 1 have been included below to provide progress on any actions, updates on aligned activities and encourage response from the region’s stakeholders.

The updated LSIP Progress report is due to be published at the end of June 2024.

1. Labour Market Intelligence and Economic Trends

Gross Value Added

Year	GVA	Cumulative growth
2012	£906	-1%
2013	£938	3%
2014	£1,043	14%
2015	£1,159	27%
2016	£1,147	25%
2017	£1,180	29%
2018	£1,073	17%
2019	£1,131	24%
2020	£988	8%
2021	£1,137	24%

The gross value added (GVA) data for the Construction sector in Gloucestershire from 2011 to 2021 depict a sector of significant strategic economic value, marked by periods of growth and contraction. The sector began with a GVA of 914 in 2011, demonstrating its foundational role in

the regional economy with 5.67% of the total GVA. It faced a slight initial decline in 2012, but the following years up to 2015 showed robust growth, peaking with a GVA increase of over 11% both in 2014 and 2015. This growth, reflected in the cumulative change, could indicate strong investment in infrastructure and housing, driven by regional development plans.

A minor decrease in 2016 suggests a momentary slowdown, yet the sector maintained its overall upward trajectory until 2017. However, in 2018, there was a notable decrease in GVA by -9.07%.

The year 2020 showed a significant downturn, with GVA falling by -12.64%, likely due to the impacts of the COVID-19 pandemic on Construction activities. Nonetheless, the sector exhibited a remarkable recovery in 2021 with a 15.08% increase, pushing the cumulative change to a positive 24.40%.

The Construction sector's cyclical nature in Gloucestershire indicates its responsiveness to both external economic conditions and internal regional developments.¹

Employment

Employment trends in Gloucestershire's Construction sector from 2018 to 2022 showcase the industry's response to economic stimuli and challenges. A steady increase in employment figures culminated in 2019 with 18,000 jobs, reflected in the Location Quotient (LQ) rising to 1.25, indicating the sector's strength and its significant concentration in the region compared to the national average.

However, the onset of the COVID-19 pandemic in 2020 saw a reversal of this trend, with employment dropping back to 16,000, suggesting the impact of economic slowdown and disrupted Construction activities. The downward trend continued into 2021, with employment falling to 14,000, and the LQ dipping below 1 for the first time in the observed period, signifying a contraction of the sector within the regional economy.

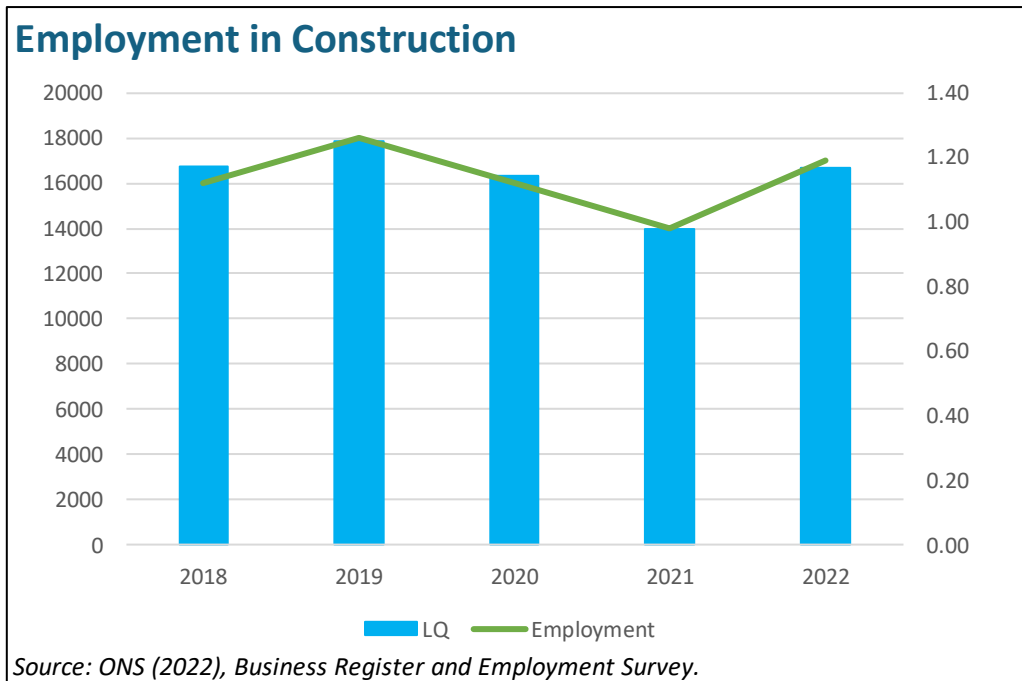
In 2022, a rebound in employment to 17,000 and a corresponding recovery of the LQ to 1.17 suggest a resurgence in Construction activities, potentially as a result of economic recovery efforts and a resurgence in housing and infrastructure projects. This fluctuation highlights the Construction sector's sensitivity to economic cycles and its capacity for rapid recovery post-downturn.²

¹ Regional gross value added (balanced) by industry: local authorities by NUTS1 region - Office for National Statistics. (2019, December 19).

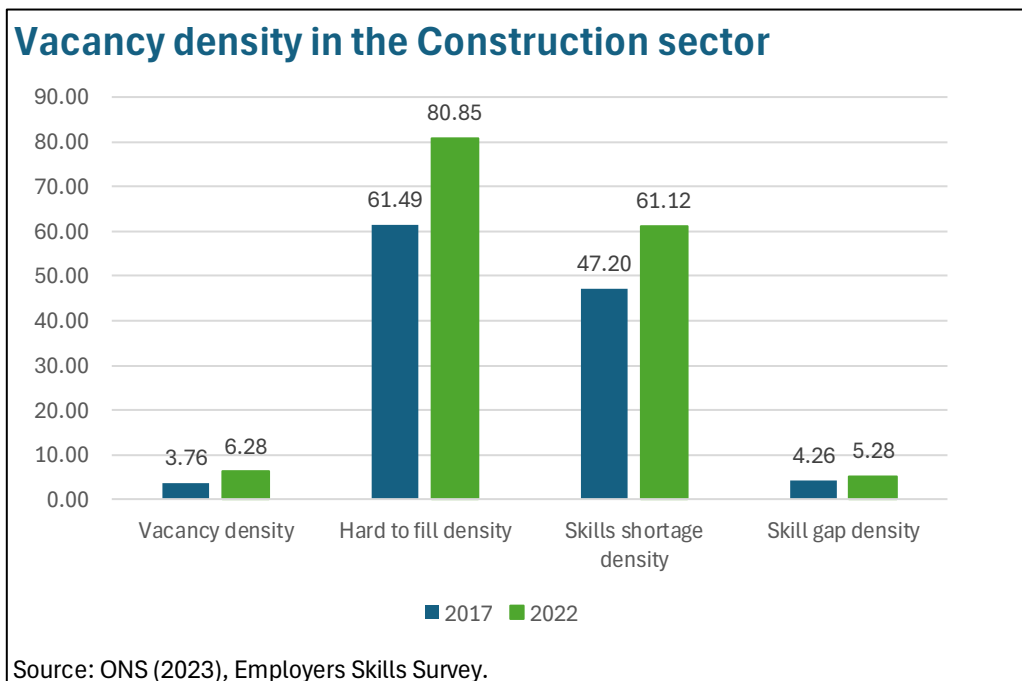
<https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedbalancedlocalauthoritiesbynuts1region>

² Business Register and Employment Survey - Office for National Statistics. (n.d.).

<https://www.ons.gov.uk/surveys/informationforbusinesses/businesssurveys/businessregisterandemploymentsurvey>



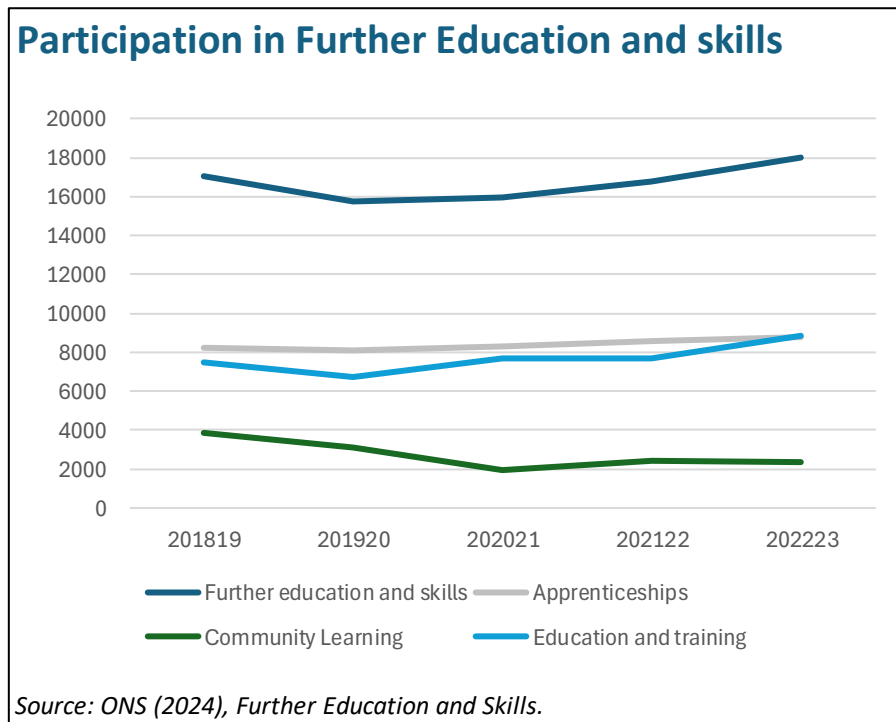
Vacancies



The data reveals significant trends in the Construction sector in the South West of England from 2017 and 2022. There's been a notable increase in the number of vacancies, nearly doubling from 3,914 to 7,538, suggesting a booming sector with growing employment opportunities. Correspondingly, the vacancy density has risen from 3.76% to 6.28%, indicating vacancies are a larger proportion of total employment. Hard-to-fill vacancies and skill-shortage vacancies have also grown, both in absolute numbers and as a percentage of total vacancies, suggesting increasing difficulty in finding skilled labour. Skill gaps among employees remain a concern,

with an increase in both number and density, indicating a growing need for upskilling and training within the sector.³

Participation in Further Education



The participation figures for Further Education and Skills in Gloucestershire from the academic years 2018-19 to 2023-24 reflect dynamic shifts. Starting at 17,030 in 2018-19, there was an initial decrease the following year to 15,780, potentially indicating changes in local policy, funding, or labour market demand.

The numbers slightly increased to 15,920 during 2020-21, suggesting a resilience or a response to the higher demand for re-skilling due to the pandemic's impact on the job market. A steady rise continued through 2021-22 and 2022-23, peaking at 18,010, possibly reflecting a prioritisation of skills development in the region's economic recovery plan.⁴

Online job postings

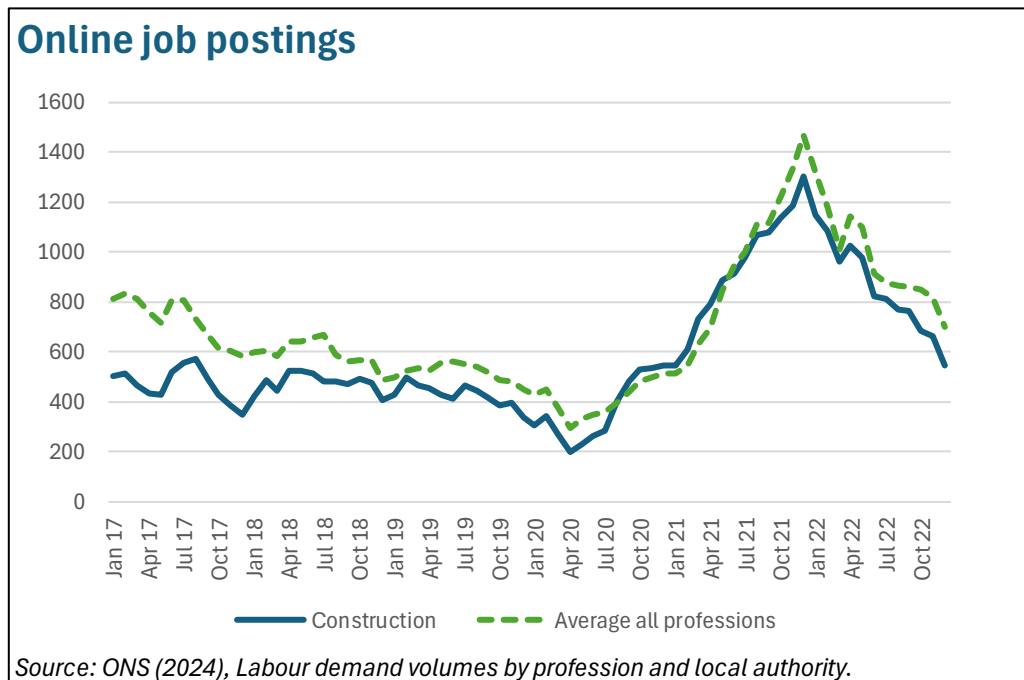
Online job postings for the Construction sector in Gloucestershire from January 2017 to December 2022 show variability, with a general uptrend in the number of postings over the years. This increase may reflect a growing demand for Construction workers, possibly driven by regional development projects and housing demands. There's a notable surge in postings from mid-2020, peaking in 2021, which could be associated with the industry's recovery and growth post initial COVID-19 disruptions.

It's essential to contextualise this data with the caveat that in the Construction industry, online job postings are not always the primary recruitment tool. Much of the hiring may be done through traditional channels, such as direct recruitment on job sites and through industry

³ Employer Skills Survey, Calendar year 2022. (2023, September 28). <https://explore-education-statistics.service.gov.uk/find-statistics/employer-skills-survey/2022>

⁴ Further education and skills, Academic year 2023/24. (2024a, March 21). <https://explore-education-statistics.service.gov.uk/find-statistics/further-education-and-skills>

contacts. Thus, while the upward trend in online job postings suggests positive growth in the sector, the actual scale of employment opportunities in Gloucestershire's Construction sector may not be fully captured by this data.⁵



2. Employers Reported Skills Needs

We have continued to divide findings into approximated areas of need, and expect these to form a reasonably comprehensive picture intended to address current and expected unmet needs within the sector, both in terms of interventions in existing provision (micro or modular) and identification of potential new provision (although this falls primarily towards in-work and modular needs due to the methodology utilised in the LSIP primary research phase). The areas these are outlined under are:

- Sector Specific Skills, Technological Change and Digitalisation Skills Needs
- Critical Workplace, Core and Transferable skills
- Core Digital Skills
- Decarbonisation, Sustainability and Alignment to the UK's Net Zero Strategy Skills Needs

We have switched the order in which these sections are displayed as overwhelmingly critical and core skills needs have remained similar.

Please note the 'Systemic/Labour Market/Other reported needs' as contained within Stage 1 LSIP Priority Findings documentation will be covered in the LSIP Progress Report

⁵ Vassilev, G. (2023, February 13). Labour demand volumes by profession and local authority, UK - Office for National Statistics.

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/labourdemandvolumesbyprofessionandlocalauthorityuk/january2017todecember2022>

We have continued to indicate where we believe businesses have reported these needs most significantly within career and occupational progression (from new entrants through to experienced) and believe there are areas of funding and provision that align more or less closely:

Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions)	Career movers from another sector (part experienced and/or direct/linked training e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced 16-19 and adults
For Example: In-house, innovation/AEB/LSIF	For Example: In-house/bespoke/Innovation/AEB/LSIF	For Example: AEB, Bootcamps, Other DfE e.g. certificates of future technology, In-house, LSIF	For Example: Apprenticeship	For Example: T Levels, other 16 to 19 vocational, Vocational HE and preparatory

We do not intend to be prescriptive with how Education and Training Providers (and others) should respond to LSIP skills needs findings but to indicate where we see current potential opportunities.

NB: Stage 2 Findings are indicated in the table below via the shaded background – where we have kept Stage 1 findings these are still being significantly reported with no new requirements being highlighted.

Sector Specific and Technological Change

Need Statement	Provisional Priority	Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions)	Career movers from another sector (part experienced and/or direct/linked training e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced (16-19) and adults

Skills Analysis and Workforce Planning	Ensure all employers working with training providers have access to skills advisory support, including where necessary via the LSIP	x	x			
Commercial awareness within individual roles	Embed commercial knowledge/ understanding into training programmes	x	x	x	x	x
Awareness around energy efficient alternatives is needed	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x	x	x	x
Problem solving and tracking the post-work performance of buildings.	Develop short course provision towards relevant staff post-work/construction performance measurement and problem solving	x	x			
Understanding the integration of new technology into existing infrastructure such as AI	Develop short course provision for managers and relevant staff	x	x			
Modular and offsite construction and implications for existing roles (complete change in some)	Understanding and basic skills Training for Carpenters and Joiners in modular (portable and static) building techniques. (see also occupations above)	x	x	x	x	x
Building performance	Training for design staff	x	x		x	x

and gaps – fabric first for efficiency						
Modern Methods of Construction (MMC) are all expected to be understood as principles/basics to enable future adoption as required. Businesses know they need to balance new needs with existing demand, but in an economically competitive way	MMC awareness training for all trades and professional staff	x	x	x	x	x
Learners need to understand suppliers' vested interests when spec'ing/planning e.g. using Worcester Bosch calculator will always lead to a need for a WB product.	Embed commercial knowledge/understanding into training programmes	x	x	x	x	x
Some employers see technical and vocational educational courses as too long for requirements on site e.g. L2						

and L3 qualifications to do joinery(?)						
Impacts of further adoption of digitalisation and digital design - teaching principles of graphic softwares/CAD more widely as sector moves further towards digital design as the norm (design and build technicians, surveying technicians, design engineers, quantity surveyors)	Training for design staff	x	x		x	x
Expected changes to Gas certification and skills, needs for existing workforce to reskill as legislation impacts, timescales awareness of need		x	x			
Additional understanding of HVAC and place within fabric first/performance in non-	Understanding and basic skills Training for Carpenters and Joiners in modular (portable and static) building techniques.	x			x	x

HVAC specific roles	(see also occupations above)					
Initial understanding of the potential of automation and changes to wider sector	MMC awareness training for all trades and professional staff	X	X		X	X
Development of internal (in-house) training ability		X	X		X	X

Critical Workplace, Core and Transferable Skills

Need Statement	Provisional Priority	Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions)	Career movers from another sector (part experienced and/or direct/linked training e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced (16-19) and adults
Workplace preparedness/readiness: more need for behavioural-based and pre- and early-work skills such as interview skills (possibly online)	Explore the implementation of Skillbuilder or (similar) and work entry skills in pre-16 and post 16 academic education					X
New entrants coming to the work environment with appropriate attitudes and willingness to learn on the job is just as important as most skills for most workplaces	Explore the implementation of Skillbuilder or (similar) and work entry skills in pre-16 and post 16 academic education					X

Workplace readiness, understanding of work ethic, expected behaviours, self-motivation, teamwork						
Communication skills (articulation and terminology), problem solving, effective communication and listening skills – development in advance of (and to enable) digital skills and adoption	Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/professions		x	x	x	x
Teamwork and leadership still perceived as lacking in new entrants/YPs, some appetite for additional leadership training at higher levels (managers and supervisors to formalise in-work needs), principles of project management	Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/professions	x	x	x	x	x
More practical experience during learning within full time vocational education is seen as key	Develop placement opportunities as far as possible (outside of T Levels)					x
Phone, f2f and email communication all need further development/support – some indicators of communication ‘anxiety’ to be addressed. Understanding of appropriate tone and terminology (for business and	Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/professions	x	x	x	x	x

difference to social communication.						
There are many jobs and needs in the sector, people do not aspire to be in, nor have awareness of such as sales, procurement, admin	Explore action in Careers education etc for Stage C of LSIP					

Core Digital Skills

Need Statement	Provisional Priority	Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions)	Career movers from another sector (part experienced and/or direct/linked training e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/ New Entrants/ non-experienced (16-19) and adults
Coordination / Project management and customer relations	Develop short course provision for managers and relevant staff. Ensure relevant management and communication skills embedded in all post 16 technical and vocational programmes	x	x	x	x	x

<p>Businesses recognise in more technical/vocational and site roles; digital communication is not effectively replacing face to face communication</p>	<p>Training in basic practical digital skills both in the workplace and in FTE</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>X</p>	<p>x</p>
<p>Basic digital skills (Microsoft Outlook and calendar management, collaboration and cloud platforms such as Teams, databases and CRM systems as well as understanding social media and marketing basics) are often reported as lacking among staff in core and non-site facing roles (admin, business etc)</p>	<p>Training in basic practical digital skills both in the workplace and in FTE</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>Smaller companies are looking for better incorporation of internal/enterprise digital systems and training to support (individually and systemically)</p>	<p>Training in basic practical digital skills both in the workplace and in FTE</p>		<p>x</p>	<p>x</p>	<p>x</p>	

Some employers struggle to get staff to adopt new technology and digitalisation when required.	Training in basic practical digital skills both in the workplace and in FTE	x	x			
Internal data usage in general outdated – those with digital client facing systems/support can often use as a USP	Training in basic practical digital skills both in the workplace and in FTE	x	x			

Net Zero Skills

Need Statement	Provisional Priorities	Experienced Current Employees (upskilling, modular, CPD)	Experienced/Occupationally Competent New Employees (upskilling, skills gaps, new work functions)	Career movers from another sector (part experienced and/or direct/linked training e.g. Boot Camps)	Those in both work and formal training e.g. apprentices	Younger/ New Entrants/ non-experienced (16-19) and adults
Some demand for awareness around wind power and usage	Develop short course provision towards relevant staff in wind power usage and installation	x	x			

Internal business sustainability and performance, including specific SME pathway	Sustainability awareness training for all professional staff, site supervisors and managers	x	x			
Environmental impact of the sector supply chain	Sustainability awareness training for all professional staff, site supervisors and managers	x	x			
Further integration of emerging green skills into or alongside apprenticeship standards	Sustainability awareness and practical application training for new entrants			x	x	x
Insulation – existing/traditional alongside external and internal retrofit insulation	Establish training for retrofit insulators			x		
Fabric first sustainability and measurement	Training for design staff	x	x		x	x
first principles of built environment – Sustainability ‘basics’ to be more appropriately taught e.g. What is best to focus on first? What will this cost? What is the ROI? How do I measure performance? What are the main standards and legislation (and expected legislation)	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x	x	x	x
Some unclear routes into greener roles (e.g. PV installers,	PV installer training (Boot Camp/AEB)			x		

roofing/electrician/surveying/site labour/scaffolder) - current premium on some green roles and low demand for others						
Solar installation, usage and project planning stages	PV installer training (Boot Camp/AEB)	x	x		x	x
Importance of aligning skills needs with commercial viability	Embed commercial knowledge/understanding into training programmes	x	x	x	x	x
Understanding potential changes/legislative impacts regarding fossil fuels and plant equipment	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x			
Pollution, waste and plastics on sites/in delivery. Still needs for culture shift for sustainability as is often behind public appearance. Sustainability is often isolated in roles rather than embedded in delivery roles	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x	x	x	x
Needs to upskill plumbing and heating technicians as demand increases, recognition of expected future growth within this technology and needs in new and existing workforces	Ensure facilities are available and offer is made for select, install, test, commission, service and maintain, solar thermal and heat pumps.	x	x		x	x

3. Roadmap Priority Actions for the Region

Please find below a summarised table of the actions developed in the Stage 1 LSIP. This has been taken from various sources, predominantly the [Gloucestershire LSIP Report and Roadmap 2023](#) and sectoral [Priority Findings](#) documentation, but also where appropriate has incorporated identified opportunities and actions from the ongoing strategic planning in

collaboration, as guided during 2023 through G First LEP and Gloucestershire County Council’s employment and skills activities.

Actions have been categorised as follows:

- Systemic Needs within the wider skills system (provision, support, funding)
- Improving Employer Engagement with post 16 education and training
- Messaging and Awareness to simplify and improve understanding of provision, support and funding
- Measuring Impact to ensure the LSIP has a tangible effect on the wider skills system
- Contractual Outputs as required by the Department for Education in the [LSIP guidance](#)
- Skills Needs Refinement as the basis for ongoing LSIP primary engagement activities
- Provision and Resourcing to highlight direct requests of post 16 providers

This summary will be incorporated with identified progress, issues and any additional identified needs or outputs in the Progress Report, expected to be made available June 2024.

We would welcome provider, partner and stakeholder feedback on these actions and any responses to these to ensure we can effectively highlight both ongoing need and any progress towards the actions identified in the Stage 1 Report. To that end we will be inviting all recipients to either respond verbally or in written format to highlight the regional response to the LSIP and employers’ needs through direct response, aligned response and any additional information that may be pertinent to share – please do get in touch via lsip@businesswest.co.uk if you would like to book in a meeting to discuss this or any part of the LSIP so far.

Please find at the bottom of this document a [glossary](#) to support with reading this table.

Category	Priority Action	Outcome	Parties	Timescale	Specifics	Source
Systemic Needs	Ensure LSIP activity alignment with Gloucestershire Economic Plan and Local Industrial Strategy where appropriate	Collaborative and shared approach to addressing employers’ needs as a region	LSIP ERB, G First LEP and Gloucestershire County Council (GCC) through the LEP transition	Ongoing, initial activities to support during LEP transition, November 2023 – March 2024		Report Section 1
Systemic Needs	Develop regionwide multi-agency support programme in response to employers who “don’t know what they don’t know” as collaborative support mechanism	Ensure one shared path for assistance across Gloucestershire for employers to understand need and	All stakeholders, with integration from providers and Growth Hubs	Ongoing, initial discussions underway, expected first proposal April 2024		Report Section 3

		identify solutions				
Systemic Needs	Create or update database/resource of post 16 provision into the region	Provide clear understanding of training provision available, ensure shared intelligence for all parties who may benefit from this	LSIP ERB to assist in development of resource/working group, to be held by accountable body for region	Ongoing, initial activities to support during LEP transition post April 24	To investigate existing awareness and resourcing, utilising internal signposting resources and external agencies e.g. Careers Hubs, Growth Hubs and FE	Report Section 3
Systemic Needs	Create a resource of regionally accepted employer skills support bodies and initiatives in region	Provide clear understanding of employer support provision to aid in regionwide supporting mechanisms	LSIP ERB to initiate first draft, take to GCC/LEP advisory board post LEP transition for input, approvals and alignment of activities	First documentation completed, awaiting transition April 2024 onwards	To investigate existing awareness and resourcing, utilise internal signposting resources and external agencies e.g. Growth Hubs	Report Section 3
Systemic Needs	Align LSIP activities with (and in support of) existing regionwide programmes via G First LEP, GCC and District Councils (including Employment & Skills Hub, Growth Hubs and Careers Hub)	Ensure systemic understanding and improvement	All	Ongoing for duration of LSIP project		Report Introduction

Systemic Needs / Improve Employer Engagement	Incorporate into LSIP engagement/signposting where appropriate Multiply and provision towards those with additional needs	More opportunities for SEND, greater access to potential labour market for employers, identified best practise	LSIP ERB to incorporate into engagement follow up activities	Complete, ongoing delivery		Report Section 1 and Section 3
Improve Employer Engagement	Investigate potential of a technical education placements support programme	Ensure region-wide collaborative approach to ensure responsive employer support to placement needs within Post 16 education	LSIP ERB to raise via advisory panel, April 24	Timescale to be discussed and approved via advisory panel, April 2024		Report Section 3
Improve Employer Engagement	Encourage employers to provide opportunities to learners and to improve Careers Education, Information, Advice and Guidance (CAEIG)	Better pre- and post-16 careers information reflecting changed roles, technical skills and entry pathways	LSIP ERB to incorporate, potential for pan-region resource development in partnership with Careers Hub	LSIP incorporation complete August 2023, ongoing		Report Section 3
Improve Employer Engagement / Messaging and Awareness	LSIP integrated and expanded referrals and signposting service for all engagements, to be aligned with existing support ensuring collaboration and respect for those already delivering something similar in the region's areas of responsibility	Comprehensive direct and tailored signposting and referrals to be built into LSIP activities, additional resource within LSIP team for workforce development requirement	LSIP ERB to incorporate	Completed, ongoing	Minimum bi-annual review of signposting	Report Section 1 and Section 3

		s as identified				
Improve Employer Engagement / Messaging and Awareness	Improve employer awareness of and engagement with post 16 provision, utilising case studies and best practise for content, identify further targeted activities to improve awareness of provision and support	Better understanding of need, greater incorporation of training into growth strategies	With partner ERBs, sector representative organisations, Training Providers and Local Authorities Including Growth Hubs, supporting agencies, and to integrate into regional strategy	Ongoing for duration of LSIP project, with intelligence on impact shared for further development	Marketing, shared regional vision, strategy, direct engagement	Report Section 3
Messaging and Awareness	Business West to engage directly with FE education to ensure we can walk the walk	LSIP ERB to have direct experience of post 16 technical educational requirements, incorporate into messaging and supporting services	LSIP ERB to investigate T Level placements and other opportunities to engage with FE provision	Initial conversations for T Levels underway, wider work ongoing		Report Section 3
Messaging and Awareness	Collaborative clear messaging to simplify employer understanding of provision – changes, needs, involvement, amplify and encourage take up	More engagement, more referrals, facilitate introductions, take-up of provision	To be agreed via external advisory mechanisms	Ongoing during LSIP delivery	Need shared vision to enable clear and concise prioritised multi-agency messaging	Report Section 3
Measuring Impact	Investigate potential to measure satisfaction with provision following LSIP engagement	Ensure employer satisfaction and demand is recorded and measured for region-	LEP transition and devolution deal, Adult Education Budget (AEB), Adult Skills Fund (ASF)	Timescale and scope to be discussed and approved via advisory		Report Section 3

		wide planning		panel, April 2024		
Measuring Impact	Collaborate with providers to ensure new provision meets employers' needs	Ensure providers have timely sight of employers' needs reported to the LSIP to integrate response to changing modalities and requirements	LSIP ERB with education and training providers	To share research updates annually and provide both group and individual discussion sessions		Report Section 2
Measuring Impact	Develop agreed project metrics and performance indicators	To ensure project performance can be evaluated for impact and progression	LSIP ERB with advisory panel	Timescale and scope to be discussed and approved via advisory panel, April 2024		Report Section 3
Measuring Impact	Review responses to LSIP via direct response, accountability statements and LSIF progression	Ensure FE providers are aware of and responding to LSIP outputs	LSIP ERB to undertake internally	Requests to FE Providers for updates and response April 2024 and 2025, review of accountability statements June/July 2024		Report Section 3
Measuring Impact	Utilise additional quantitative metrics to both measure impact and better understand need	Utilisation of regionally agreed (and known) metrics towards post 16 technical provision uptake and change in provision	LSIP ERB with advisory panel to outline potential metrics, capacity and access	Timescale and scope to be discussed and approved via advisory panel, April 2024		Report Section 3

Contractual Output	Annual LSIP ERB progress report	To identify progress and additional needs within region, outline future activities	LSIP ERB, with input from primary stakeholders	June 2024 and within LSIP Year 3		Report Section 3
Skills Needs Refinement	Research – deep dives and continuation, understanding employers’ needs	Refine and develop understanding of regional skills needs	LSIP team, incorporating other sources	Initial findings March 24, updated report Jun 24	Internal function, ongoing	Report Section 1 and Section 3
Skills Needs Refinement	Develop lighter touch modes of LSIP engagement for employers with time constraints	Ensure SMEs can input into LSIP findings with less time commitment and receive similar signposting and support from LSIP activity	LSIP ERB	From April 2024		Report Section 3
Skills Needs Refinement	Further investigative work into needs for the ‘green economy’ (See Glossary for definition of green economy)	Clear understanding of priority sector for green aligned skills needs, timescales and requirements	LSIP with input from G First LEP/GCC and District Authorities	First green provision supply and demand project to be completed March 2024		Report Section 3 and GFirst LEP Skills Advisory Panel
Provision and Resourcing	Agriculture and Land-based industry, Advanced Manufacturing and Engineering, Construction and Built Environment, and Digital Industries: Incorporate Skillsbuilder or similar into post 16 for core/critical workplace skills	Address core skills needs identified within each sector in Stage 1	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication

Provision and Resourcing	Advanced Manufacturing and Engineering: Increase take up of maths and physics GCSE and A Levels and Manufacturing Alternative Academic Qualification (AAQ)	Increase the numbers of new relevant entrants to work for this sector by addressing fundamental and baseline skills requirements	Within academic routes and secondary schooling, sectoral needs for employer engagement via CAEIG and integrations	TBC – further conversations to clarify as responsibility and impact lies outside of LSIP		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing and Engineering: Develop the addition of core business skills to post 16 Technical Education	Address needs within SMEs and career pathways within the sector	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and land-based industry: Pre-16 work entry skills, work readiness, communication and expectation	Improve new entrants understanding of workplace requirements	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land-based industry, Advanced Manufacturing and Engineering, Construction and Built Environment: Short course development for the following skills: independent work, project	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication

	management, critical thinking					
Provision and Resourcing	Agriculture and Land-based industry, Construction and Built Environment: Extension of practical experience opportunities	Improved awareness and experience in new entrants to the sector of roles and responsibilities	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land-based industry: Develop skills brokerage opportunity – upskilling, CPD, workforce development, reskilling	Increase peer learning opportunities and best practice development	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing and Engineering: Succession and backfilling planning, recruitment and retention	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land-based industry, Advanced Manufacturing and Engineering and Digital Industries: Develop basic and specialist digital skills provision in long and short formats.	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication

	<i>Advanced Manufacturing and Engineering – specific needs in coding and software development.</i>					
Provision and Resourcing	Agriculture and Land-based industry; Short course provision required for: Change management, adoption of technology and awareness and engineering career change into agricultural roles	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing and Engineering: Advanced Manufacturing-specific management development programme with SME specific content/pathway	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land-based industry: Short courses on legislative change and other economic, policy and environmental needs	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land-based industry, Advanced Manufacturing and Engineering,	Improve access to industry expertise for FE providers	FE Providers and ITPs, potential for additional regional	Ongoing, expected updates in the LSIP ERB		LSIP ERB Priority Findings Publication

	Construction and Built Environment: Develop programme to attract lecturers from industry	and learners	funding and support in some instances	Progress Report 2024, that will be published on 28 th June 2024.		
Provision and Resourcing	Agriculture and land-based industry; Earlier and more CAEIG integration, incorporating employers	Improve awareness of careers, pathways and opportunities, increase resilience and diversity of workforce	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing and Engineering: Establish HR support group for region to address mental health, resilience and embracing change	Improve internal support mechanisms (especially for SMEs) to improve retention and Quality of Life	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Advanced Manufacturing and Engineering: Specific short course programmes for electrification, sustainability/, efficiency/, sustainability assessment, design and digital engineering, project flow, planning and management tools, lean project management methodologies, Quality Improvement, 3D	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication

	Technologies, automation, maintenance, AI, systems integration					
Provision and Resourcing	Digital Industries: Managerial short course for people development	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Digital Industries: Short course development for customer and client facing roles	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Digital Industries: Development of project management methodologies training for progression	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Digital Industries: Investigate development of in-house training methodology support and training	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published		LSIP ERB Priority Findings Publication

				on 28 th June 2024.		
Provision and Resourcing	Digital Industries: Upskilling programme for existing software engineering employees: new coding languages, automation, Quality Assurance and Testing, data science and analytics, advanced digitalisation and service provision, consultancy mindset. User Experience (UX) and design thinking, change management	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Digital Industries: Sector specific net zero programme: Data, storage, cloud infrastructure, energy and efficiency, sustainability frameworks, standards including ISO14001, climate change and impact	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Digital Industries: teacher recruitment, retention and awareness, change initiative	Ensure industry expertise shapes provision and delivery aligns with need		Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published		LSIP ERB Priority Findings Publication

				on 28 th June 2024.		
Provision and Resourcing	Construction and Built Environment: Upskilling, Reskilling and Awareness of Retrofit and new technologies.	Awareness of requisite and upcoming requirements in sector, improved understanding and uptake of provision, more resilient workforce	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: embed the following essential and work entry skills into all post 16 technical education programmes: communication, problem solving, teamwork, leadership	Improve access to career progression within sector	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: Additional requirements for facilities in plumbing and heating as demand increases for newer technologies	Develop facilities to ensure sector has the specialist resources required to upskill and reskill towards new technologies	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: Explore returners and career change/ career movers programme into	Improve labour market liquidity and reduce barriers to work		Ongoing, expected updates in the LSIP ERB Progress Report		LSIP ERB Priority Findings Publication

	sector, develop resource for employers to identify and address soft skills			2024, that will be published on 28 th June 2024.		
Provision and Resourcing	Construction and Built Environment: Develop CPD programme for trainers in sector	Ensure teaching professionals have up to date understanding of change and needs in the sector	FE Providers and ITPs, potential for additional regional funding and support in some instances	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be published on 28 th June 2024.		LSIP ERB Priority Findings Publication

ANNEX:

Glossary

- AAQ: Alternative Academic Qualification
- Advisory Panel / SAP: Skills Advisory Panel for Gloucestershire
- AEB: Adult Education Budget
- ASF: Adult Skills Fund
- CAEIG: Careers Education, Information Advice and Guidance
- CPD: Continuing Professional Development
- ERB: Employer Representative Body
- FE: Further Education
- GCC: Gloucestershire County Council
- Green Economy: A green economy is defined as low carbon, resource efficient and socially inclusive. ([Definition source](#))
 - ISO14001: An internationally recognized standard for environmental management systems (EMS).
 - ITP: Independent Training Provider
 - LA: Local Authority (e.g. Cheltenham Borough Council, Cotswold District Council. Forest of Dean District Council. Gloucester City Council. Stroud District Council. Tewkesbury Borough Council)
 - LEP: Local Enterprise Partnership – in this instance, GFirst LEP
 - G First LEP Skills Advisory Panel:
 - LEP Transition: The roles and responsibilities of GFirst LEP, Gloucestershire’s Local Enterprise Partnership, will transfer to Gloucestershire County Council from April 2024. The deal was confirmed in this morning’s County Council Cabinet meeting (November 22nd). [More information here.](#)
 - LSIF: Local Skills Improvement Fund – in this instance, the lead is South Gloucestershire and Stroud College (SGS) with supporting providers including Hartpury University and Hartpury College, Gloucestershire College, Cirencester College)
 - LSIP: Local Skills Improvement Plan
 - LSIP ERB: Local Skills Improvement Plan Contracted Employer Representative Body - in this instance, it is Business West Chambers of Commerce

- Post 16 Education: Post 16 education and further education refers to all post-16 learning and incorporates vocational training and work-based learning as well as more formal further education environments
 - Primary Stakeholders (as defined for the LSIP): post 16 education and training providers, supporting agencies, sectoral bodies and local governmental agencies.
 - Providers: When we mention ‘providers’ in this context, we are referring to Further Education institutions and organisations that offer post 16 technical education in the region including colleges, as well as Higher Education Institutions, Independent Training Providers and IoTs that cover this geography in respect of post 16 Technical provision.
 - Retrofit: adding (a component or accessory) to something that did not have it when manufactured/originally built, particularly within domestic housing.
 - RCU Vector: [Vector](#) is a tool for the education sector that provides a complete picture of all post-16 further education, including apprenticeships and higher education, alongside local community demographics, skills requirements and progression opportunities for the user’s region – this was developed by [RCU Ltd](#).
 - SGS: South Gloucestershire and Stroud College
 - SEND: Special educational needs and disabilities
 - SEO: Search Engine Optimisation
 - SMEs: Small and Medium-Sized Enterprises
 - Systemic Needs – wider requirements identified via LSIP activities related to the wider skills system and not provision, including supporting initiatives and programmes, funding and resourcing and awareness and understanding of support.
 - Technical Education: Government funding training and assessment for work, covering classroom, work and online based training. ([Definition source](#))
 - Technical Qualifications: Qualifications intended to deliver the skills needed to enter or progress in the workplace. ([Definition source](#))
 - QI: Quality Improvement
 - QoL: Quality of Life