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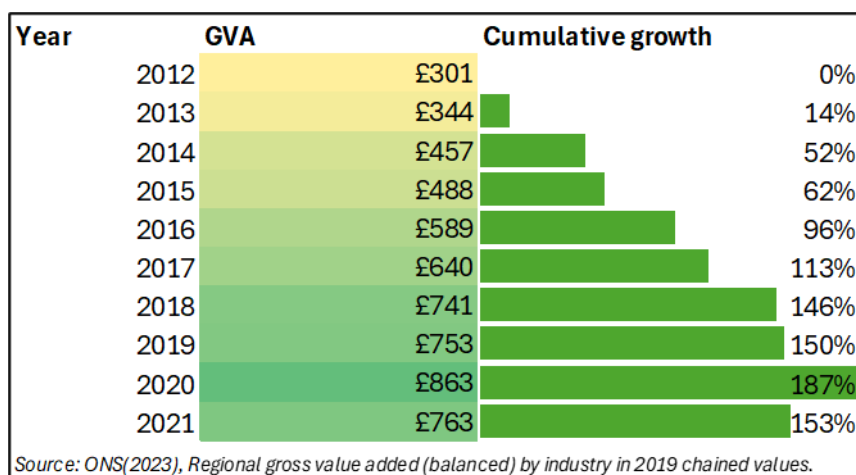
Roadmap Priority Actions from Stage 1 have been included below to provide progress on any actions, updates on aligned activities and encourage response from the region's stakeholders.

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

The GVA for the Digital Industries sector in Gloucestershire from 2011 to 2021 demonstrates robust growth and an expanding impact on the region's economy. Initially, the sector's GVA remained static from 2011 to 2012, but from 2013 onwards, there was a significant uptick, reflecting the sector's increasing importance and possibly investment in digital infrastructure and services.

Year	GVA	Cumulative growth
2012	£301	0%
2013	£344	14%
2014	£457	52%
2015	£488	62%
2016	£589	96%
2017	£640	113%
2018	£741	146%
2019	£753	150%
2020	£863	187%
2021	£763	153%

Source: ONS(2023), Regional gross value added (balanced) by industry in 2019 chained values.

Notable surges in GVA, such as the 32.85% increase in 2014 and consistent growth leading to a peak in 2020 at 863, indicate the sector's rapid expansion, likely influenced by digital transformation trends and increased demand for digital services. In 2020, the sector's contribution to the region's total GVA reached 5.02%, signifying its critical role in the local economy.

However, there was a notable decline of -11.59% in 2021. This reduction could be attributable to market saturation, a correction following a period of rapid growth, or economic uncertainties. Despite this, the cumulative change from 2011 indicates a substantial overall increase of 153.49%, showcasing the sector's capacity for resilience and long-term growth.

This data underscores the strategic relevance of the Digital Industries sector in Gloucestershire, highlighting the need for ongoing support and adaptation to maintain its growth trajectory and leverage its enabling role in the broader regional economy.[1]

Employment

The employment trends in Gloucestershire's Digital Industries from 2018 to 2022 highlight significant shifts within the sector. Employment remained stable at 8,000 in 2018 and 2019, with a Location Quotient (LQ) indicating a higher concentration of digital industry employment in the region compared to the national average. A notable increase occurred in 2020, with employment rising to 11,000, coinciding with a surge in demand for digital services, possibly accelerated by the pandemic's push for digitalisation.
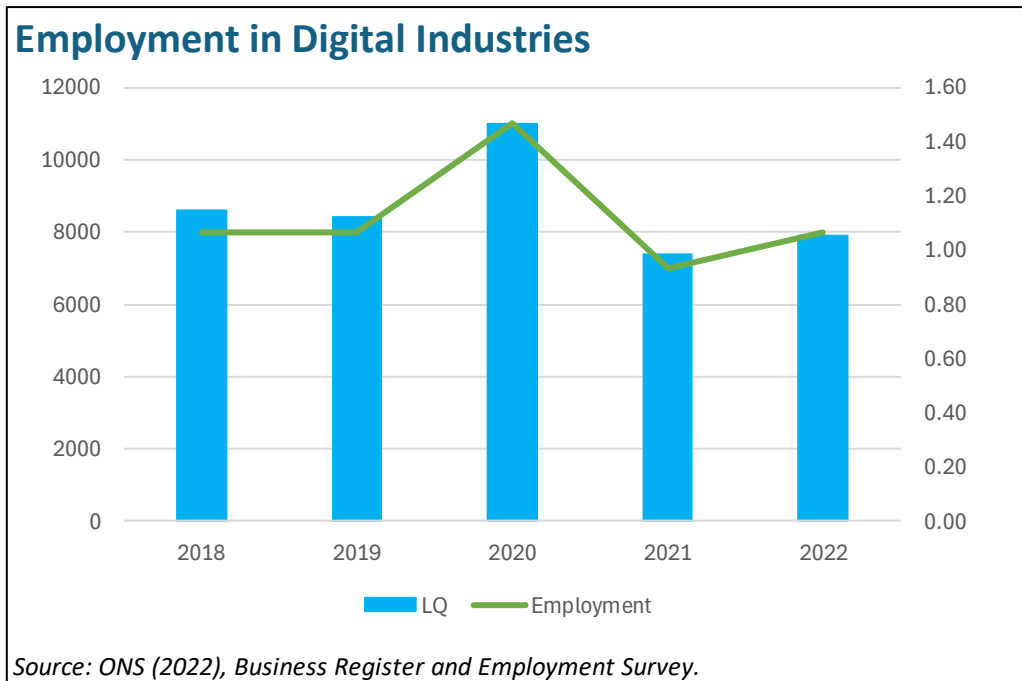
In 2021, employment sharply dropped to 7,000, with the LQ falling below 1, suggesting a contraction within the sector that could be attributed to the aftereffects of the pandemic, such as the completion of urgent digital projects or a restructuring within the industry. However, 2022 saw a rebound to 8,000, with the LQ rising again above 1, reflecting a recovery phase and a reassertion of the sector's importance in the local economy.[2]

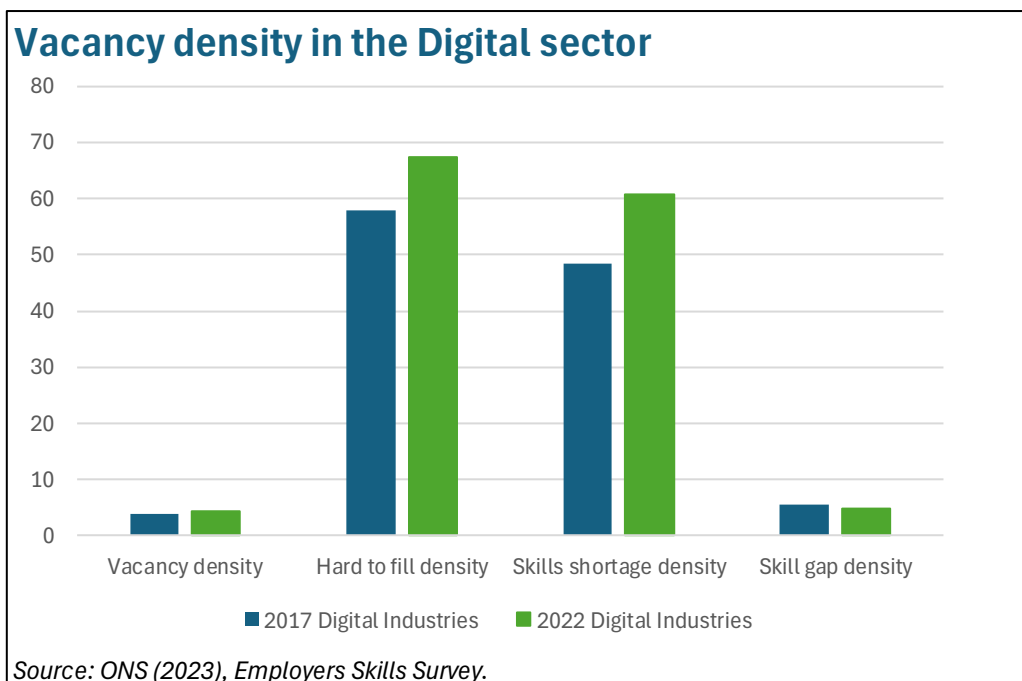[1] Regional gross value added (balanced) by industry: local authorities by NUTS1 region - Office for National Statistics. (2019, December 19). https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedbalancedlocalauthoritiesbynuts1region
[2] Business Register and Employment Survey - Office for National Statistics. (n.d.). https://www.ons.gov.uk/surveys/informationforbusinesses/businesssurveys/businessregisterandemploymentsurvey

Employment in Digital Industries

Source: ONS (2022), Business Register and Employment Survey.

Vacancies

Vacancy density in the Digital sector

*Source: ONS (2023), Employers Skills Survey.*

The vacancy data for the Digital Industries in Gloucestershire shows a discernible increase in the number of vacancies as a percentage of employment, known as vacancy density, from 3.76% in 2017 to 4.42% in 2022. This indicates a growing demand for workers in the digital sector over the five-year period.

The density of hard-to-fill vacancies, representing the percentage of vacancies difficult to fill, increased from 57.87% to 67.35%, suggesting a tightening labour market where employers find it increasingly challenging to locate suitable candidates. Similarly, the skills shortage vacancy density, indicating the proportion of vacancies arising due to skill shortages, rose from 48.35%

to 60.70%, highlighting a significant gap between the skills employers need and the skills available in the labour market.

In contrast, the skill gap density, reflecting the percentage of the workforce perceived as not fully proficient, decreased from 5.41% to 4.86%. This slight reduction could suggest improvements in workforce training and development, leading to a more competent workforce, albeit not sufficient to meet the rising demand in the sector. These trends underscore the need for continued investment in digital skills training and education to address the growing skills demands in the digital industries.[3]

Participation in Further Education

Source: ONS (2024), Further Education and Skills.
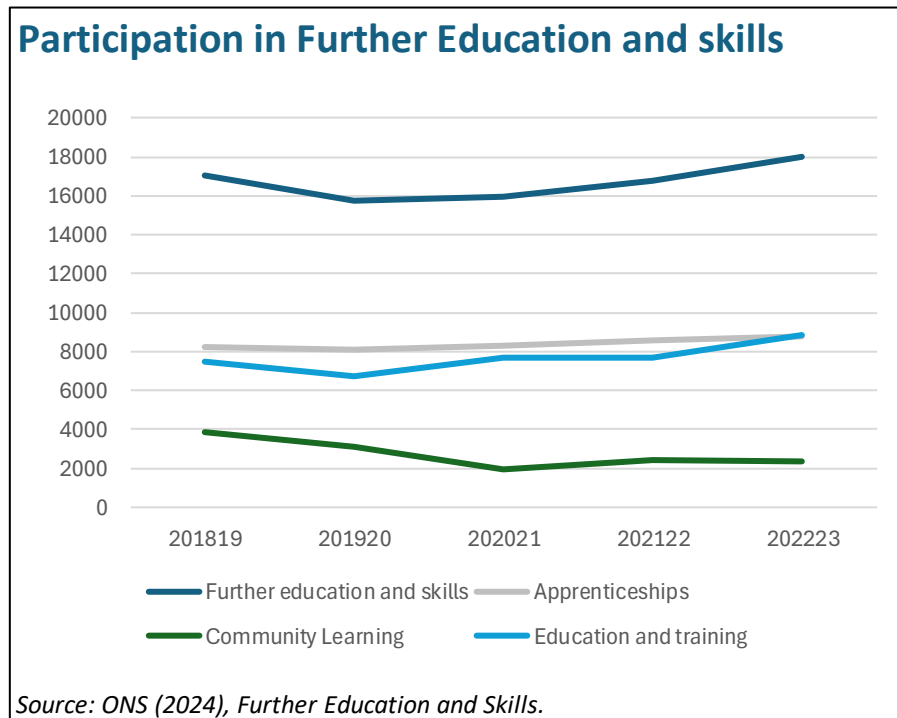
The participation figures for Further Education and Skills in Gloucestershire from the academic years 2018-19 to 2023-24 reflect dynamic shifts. Starting at 17,030 in 2018-19, there was an initial decrease the following year to 15,780, potentially indicating changes in local policy, funding, or labour 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

The online job postings for the Digital Industries in Gloucestershire show a significant trend over the years. From the beginning of 2017 to the end of 2022, there's an observable increase in
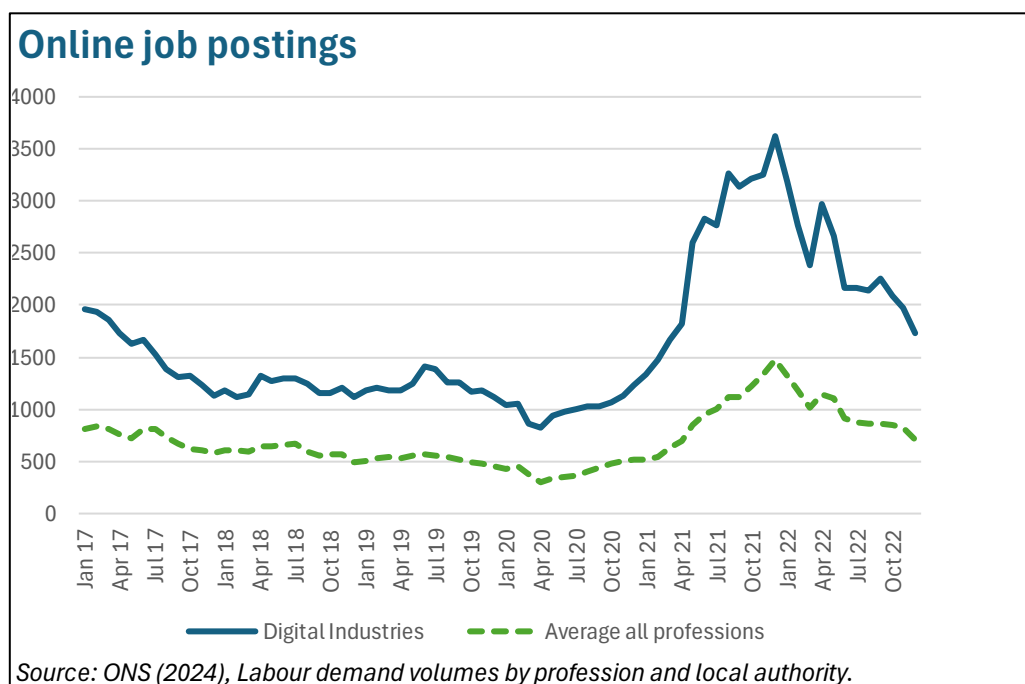
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[3] Employer Skills Survey, Calendar year 2022. (2023, September 28). https://explore-education-statistics.service.gov.uk/find-statistics/employer-skills-survey/2022

[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

postings, with numbers more than doubling, suggesting a growing demand for digital expertise in the region.

Initially, postings start at 1965 in January 2017 and show a gradual upward trend, reflecting the sector's growth and possibly increased recognition of the importance of digital capabilities. A notable surge begins in 2020, possibly as a result of the COVID-19 pandemic accelerating the need for digital transformation across industries.

This trend peaks in August 2020 at 3620 postings, indicating a substantial demand for digital skills likely due to the pivot to online services and remote work necessitated by the pandemic. However, there is a visible decline towards the end of 2022, which may suggest market adjustments post-pandemic, a stabilisation of digital services requirements, or a shift in the types of digital roles needed.[5]

Online job postings

Source: ONS (2024), Labour demand volumes by profession and local authority.

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

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[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

- 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 remined 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

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	Career movers from another sector (part experienced and/or	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced (16-19) and adults

			(upskilling, skills gaps, new work functions)	direct/linked training e.g. Boot Camps		
Awareness of potential developments in AI, including advice on safe usage, data handling, impact on productivity and good practice	Develop an upskilling programme for existing staff covering required content	x	x		x	
Develop recruitment support training for employers around roles such as User Researchers and Delivery Managers	Short course development of internal recruitment upskilling for relevant staff	x	x			
Support to develop employer outreach to underrepresented groups in the industry such as 50+ and women returners	Short course development of internal recruitment upskilling for relevant staff	x	x			
Improved communication and shared language between the various parts of digital industries	Develop an upskilling programme for existing staff covering required content	x	x		x	X
Software engineering and coding widely	7. Technical upskilling programme	x	X	X		

needed and expected to be embedded in most roles in future (admin, IT, business, software, especially python, C++ html). Existing unmet need for fullstack developers and developers, QA/test engineers and technicians	for existing software engineering staff					
Data usage, analysis, data science and visualisation growth areas across service provision	Technical upskilling programme for existing software engineering staff	x	X		X	
Needs in existing workforce (especially more senior) for understanding technological advancements and impact of digitalisation – to incorporate fore sighting and adoption, digital service provision	Technical upskilling programme for existing software engineering staff	x	x			
AI, automation and chatbot integration and understanding – efficiency, role change, productivity. Significant changes expected to services and	Technical upskilling programme for existing software engineering staff	x	x		x	

roles pan-sector					
Understanding effective software and service integration and rollout	Technical upskilling programme for existing software engineering staff	x	x		x	
Increasing adoption of 'consultancy mindset' and client needs focus – commerciality, proposition planning and delivery, evaluation and lead conversion	Technical upskilling programme for existing software engineering staff and check Apprenticeships content	x	x		x	
Design thinking methodologies, UX and product design, client experience, principles of CAD	Technical upskilling programme for existing software engineering staff	x	x		x	
How to adopt change and increase resilience	Technical upskilling programme for existing software engineering staff	x	x		x	
Understanding changes to the commercial service marketplace – export, global markets, growth & strategy	Manager short course programme for the sector	x	x	x		
How to develop 'to-market' strategies for diversification and new product	Technical upskilling programme for existing software	x	x		x	

development, product lifecycles	engineering staff					

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
Desirable core skills identified: • Adaptability • Problem Solving • Project Management • Empathy • Teamwork Resilience • Conflict Management • Communication • Confidence	Ensure essential skills and work entry skills are fully embedded in all post-16 vocational programmes for the creative sector (i.e. beyond T-Levels and Apprenticeship (where they already be in the behaviours) Short course programme for	x	x	x	x	x

	existing employees					
Soft skills reported as needing development in new entrants: • General people skills (including recognition of changes across generations) • Communication (including written) • Confidence & self-motivation • Organisation, Problem solving, troubleshooting • Teamwork and leadership • Administration and time management	Explore the implementation of Skillbuilder (or similar) and work entry skills in pre 16 and post-16 academic education (as in other priority sectors)					X
Both email and telephony communication specifically requested – etiquette, tone, terminology	Explore the implementation of Skillbuilder (or similar) and work entry skills in pre 16 and post-16 academic education				x	x

	(as in other priority **sectors)**					
Support in people and workforce development: • effective onboarding • mentoring • shadowing best practise • recruitment • Mental health and resilience	2. Manager short course programme for the sector	x	x	x		
How to develop growth strategy and effective business planning	Manager short course programme for the sector	x	x	x		
Understanding financial viability and budgets within roles including forecasting	Manager short course programme for the sector	x	x	x		
Wider needs for sales and client interaction awareness	3. Workshops programme for customer facing and other roles	x	x	x		
Additional skills in short supply in some areas of existing workforce and new entrants: • Bids and procurement • Marketing • H&S, liability and compliance	Workshops programme for customer facing and other roles	x	x	x		

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
Key software needs identified: • Canva • Adobe • HubSpot • Social Media platforms	Short course development for relevant staff in practical specific platform usage skills	x	x	x	x	x
General IT and office systems literacy: • Outlook • diary and calendar management • appropriate terminology and tone in internal and external digital communications • Excel • CRM and database usage	Training in basic practical digital, data management skills	x	x	x	x	x
Additional requirements for presenting and webinar skills including data visualisation	Training in basic practical digital, data management skills	X	x	X	x	X
Further initial understanding of project management and	Project manage	x	x	x	x	

methodologies such as Agile, Scrum and JIRA	ment programme for relevant staff					
How to effectively onboard and induct in hybrid and remote roles	Manager short course programme for the sector	x	x	x		
Data and security needs across wider roles; • GDPR and data protection best practise • Filesharing and security • Breaches and responses • Cybersecurity principles • Transparency and risk management	Training in basic practical digital, data management skills	x	x	x	x	
Some senior roles would like additional training in setting up in-house and online course provision	Develop an offer (probably fee charged) by providers to support in house training development and delivery	x	x	x	x	x
Digital marketing understanding and principles: • Planning • Advertising • Social media • Email marketing	Digital marketing short course programme	x	x	x		

		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
Principle of IP protocols in wider roles	Training in basic practical digital, data management skills	x	x	x		
Understanding the differences and benefits of digital versus physical communication	Training in basic practical digital, data management skills Digital marketing short course programme	x	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
Openness around sustainability ambitions	Programme on "achieving net zero" for the sector	x	x		x	

Clearer awareness needed of legislation and targets for sustainability goals	Programme on "achieving net zero" for the sector	x	x			
More awareness of initiatives such as B Corporation Certification	Programme on "achieving net zero" for the sector	x	x			
Systemic sustainability within service provision: data, storage and data centres, cloud computing	Training in basic practical digital, data management skills	X	X	X	X	x
Energy usage, efficiency and reduction	Programme on "achieving net zero" for the sector	X	X	x	x	X
How to develop a framework for internal sustainability planning specific to service provision and ICT	Programme on "achieving net zero" for the sector	X	x	X	X	X
Understanding sustainability standards inc. ISO14001	Programme on "achieving net zero" for the sector	X	X	x	x	X
Climate change and impact on economies and businesses, including mitigation	Programme on "achieving net zero" for the sector	X	X	x	x	x
Effectively communicating sustainability internally and externally,	Programme on "achieving net zero" for the sector	X	X	x	X	x

understanding and leveraging consumer demand						
Sustainable investment and potential impacts	Programme on "achieving net zero" for the sector	X	X	X	X	X
Understanding travel impact and mitigation	Programme on "achieving net zero" for the sector	x	X	x	x	X
Additional partial needs: embodied carbon, offset and carbon credits, footprint calculation	Programme on "achieving net zero" for the sector	X	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 identify solutions	All stakeholders, with integration from providers and Growth Hubs	Ongoing, initial discussions underway, expected first proposal April 2024		Report Section 3
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	Report Section 3

					e.g. Growth Hubs	
Systemic Needs	Align LSIP activities with (and in support of) existing region-wide 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	Comprehensive direct and tailored signposting and referrals to be built into LSIP activities, additional resource within LSIP	LSIP ERB to incorporate	Completed, ongoing	Minimum bi-annual review of signposting	Report Section 1 and Section 3

	the region's areas of responsibility	team for workforce development requirements 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-wide planning	LEP transition and devolution deal, Adult Education Budget (AEB), Adult Skills Fund (ASF)	Timescale and scope to be discussed and approved via advisory panel, April 2024		Report Section 3
Measuring Impact	Collaborate with providers to ensure new provision meets employers' needs	Ensure providers have timely sight of	LSIP ERB with education and training providers	To share research updates annually and		Report Section 2

		employers' needs reported to the LSIP to integrate response to changing modalities and requirements		provide both group and individual discussion sessions		
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	Ensure SMEs can input into LSIP findings with less time	LSIP ERB	From April 2024		Report Section 3

	employers with time constraints	commitment and receive similar signposting and support from LSIP activity				
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 28th 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 integration	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 28th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and land-based industry:	Improve new entrants understanding	FE Providers and ITPs, potential for additional	Ongoing, expected updates in the LSIP ERB		LSIP ERB Priority Findings

	Pre-16 work entry skills, work readiness, communication and expectation	of workplace requirements	regional funding and support in some instances	Progress Report 2024, that will be published on 28th June 2024.		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 management, critical thinking	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 28th June 2024.		LSIP ERB Priority Findings Publication
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 28th 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 28th 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 28th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Agriculture and Land-based industry, Advanced Manufacturing and Engineering and Digital Industries:	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and	Ongoing, expected updates in the LSIP ERB Progress Report 2024,		LSIP ERB Priority Findings Publication

| | Develop basic and specialist digital skills provision in long and short formats.

Advanced Manufacturing and Engineering – specific needs in coding and software development. | | support in some instances | that will be published on 28th June 2024. | | |
|---|---|---|---|---|---|---|
| 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 28th 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 28th 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 28th June 2024. | | LSIP ERB Priority Findings Publication |
| Provision and Resourcing | Agriculture and Land-based industry, Advanced Manufacturing and Engineering, Construction and Built Environment: | Improve access to industry expertise for FE providers and learners | 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 | | LSIP ERB Priority Findings Publication |

	Develop programme to attract lecturers from industry			28th 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 28th 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 28th 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 Technologies, automation, maintenance, AI, systems integration	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 28th June 2024.		LSIP ERB Priority Findings Publication
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 28th 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 28th 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 28th 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 on 28th June 2024.		LSIP ERB Priority Findings Publication
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 28th June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Digital Industries: Sector specific net zero programme: Data, storage, cloud infrastructure, energy and efficiency,	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding and support in	Ongoing, expected updates in the LSIP ERB Progress Report 2024, that will be		LSIP ERB Priority Findings Publication

	sustainability frameworks, standards including ISO14001, climate change and impact		some instances	published on 28ᵗʰ June 2024.		
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 on 28ᵗʰ June 2024.		LSIP ERB Priority Findings Publication
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 28ᵗʰ 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 28ᵗʰ 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 28ᵗʰ June 2024.		LSIP ERB Priority Findings Publication
Provision and Resourcing	Construction and Built Environment: Explore returners and career change/ career movers programme	Improve labour market liquidity and reduce barriers to work		Ongoing, expected updates in the LSIP ERB Progress Report 2024,		LSIP ERB Priority Findings Publication

	into sector, develop resource for employers to identify and address soft skills			that will be published on 28ᵗʰ 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 28ᵗʰ 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