West of England – Construction 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 - West of England 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

West of England – Construction

The Construction sector in the West of England has experienced fluctuating growth over the years 2011 to 2021, with periods of expansion, contraction, and recovery highlighting the sector's cyclical nature.

Year	GVA	Cumulative growth
2012	£1,899	-1%
2013	£1,995	4%
2014	£2,200	15%
2015	£2,353	23%
2016	£2,407	26%
2017	£2,593	35%
2018	£2,368	24%
2019	£2,453	28%
2020	£2,196	15%
2021	£2,464	29%

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

Starting with a Gross Value Added (GVA) of £1,916 million in 2011, the sector saw a slight decrease in 2012 but rebounded in 2013, embarking on a steady growth path until 2017. During this period, the GVA increased by a significant 10.28% in 2014 and reached its peak in 2017 at £2,593 million. This period of growth was marked by the sector's increasing share of the regional economy, rising to 7.22% in 2017 from 6.17% in 2011.[1]

However, 2018 marked the beginning of a downturn, with a notable decrease in GVA by 8.68%, which continued into 2020, when the sector was likely impacted by the COVID-19 pandemic, resulting in a sharp decline of 10.48% in GVA. This downturn brought the sector's cumulative growth down to 14.61%, indicating a contraction from its 2011 level.

In 2021, the sector demonstrated resilience with a substantial recovery, showing a year-on-year growth of 12.20%, and bringing the cumulative growth back up to 28.60% compared to the 2011 baseline. This recovery suggests an adaptable and robust sector capable of overcoming economic challenges.

The construction sector's contribution to the region's economy is significant, not only in terms of GVA but also in its potential for employment and as an indicator of economic health. Construction activity is often linked to growth in other sectors, with infrastructure and development acting as catalysts for wider economic benefits.

Given its vital role in the regional economy, the data suggests the need for targeted policy support to ensure the Construction sector can maintain stability and continue to grow. Investments in infrastructure, upskilling the workforce, and embracing sustainable construction practices could be key areas for enhancing the sector's performance and resilience against future economic fluctuations.

Employment

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

---
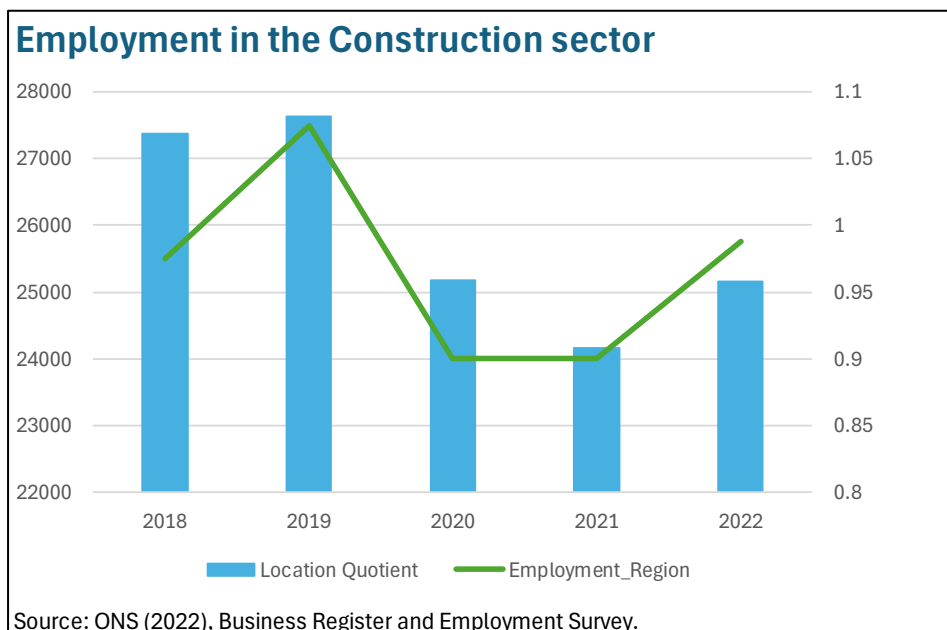
[1] Regional gross value added (balanced) by industry: local authorities by NUTS1 region - Office for National Statistics. (2019, December 19). https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedbalancedlocalauthoritiesbynuts1region

The Construction sector in the West of England displayed variable employment trends from 2018 to 2022. Employment peaked in 2019 with 27,500 jobs, reflecting a growth from 25,500 in 2018. The Location Quotient (LQ) values, which measure the sector's employment concentration compared to the national average, were above 1 in 2018 and 2019, indicating a higher concentration of construction jobs in the region than nationally. However, in 2020, employment declined to 24,000, corresponding with a decrease in the LQ to below 1, which persisted into 2021. The sector saw a slight rebound in employment in 2022 to 25,750, but the LQ remained below 1, suggesting that the sector's employment concentration relative to the national level had not fully recovered.[2]

Vacancies

Vacancy density in the Construction sector

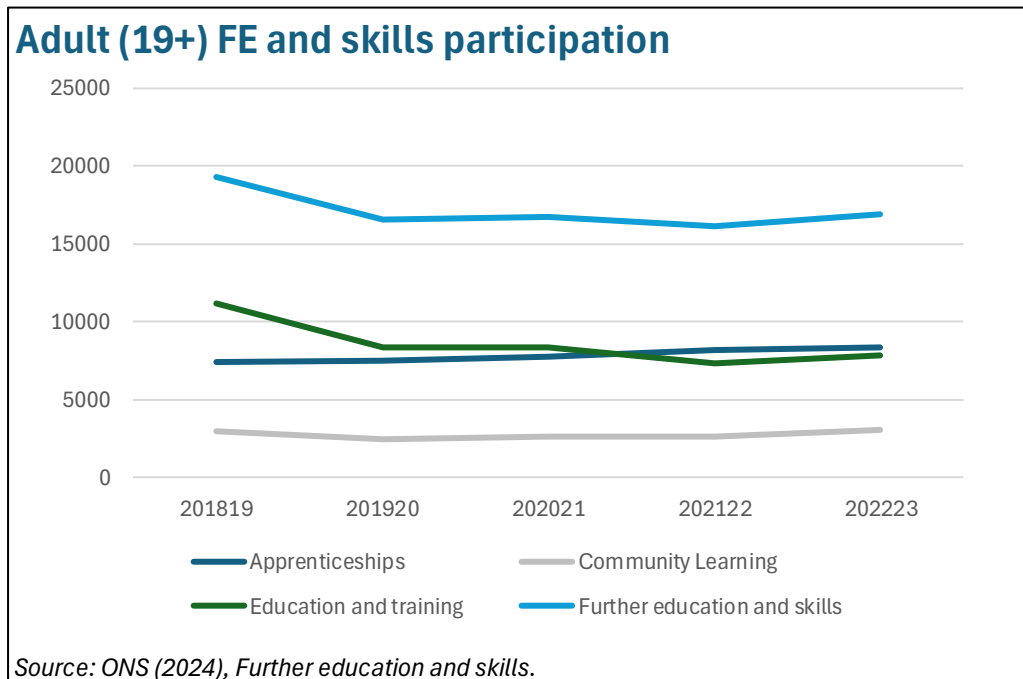Source: ONS (2023), Employers Skills Survey.
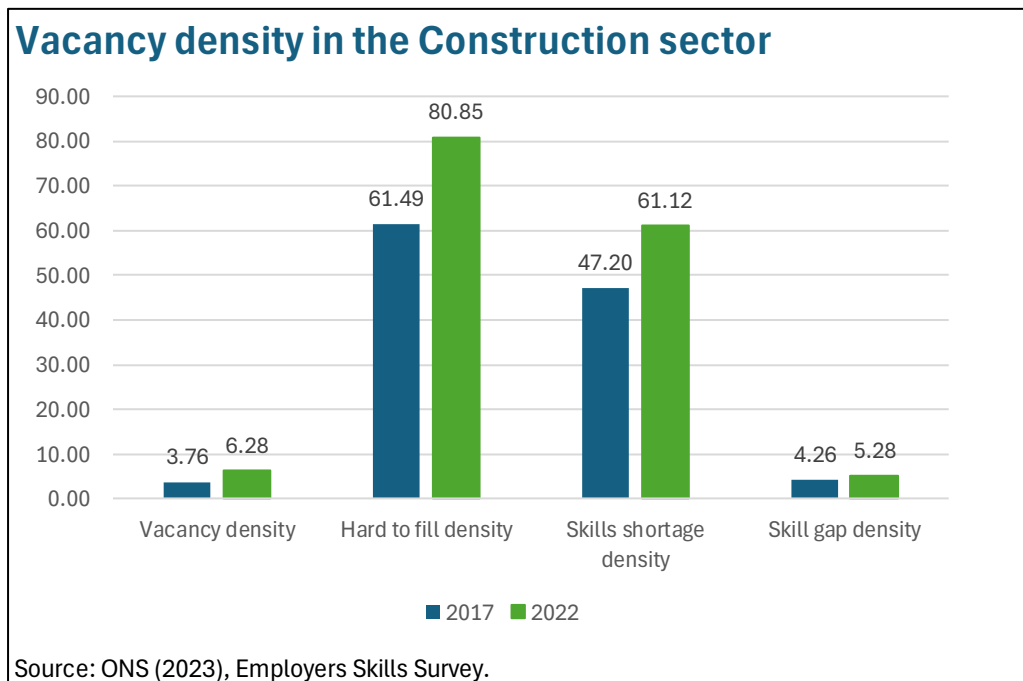
The data reveals significant trends in the construction sector in the South West of England from 2017 and 2022. There's been a notable increase in the number of vacancies, nearly doubling from 3,914 to 7,538, suggesting a booming sector with growing employment opportunities. Correspondingly, the vacancy 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]

[2] Business Register and Employment Survey - Office for National Statistics. (n.d.). https://www.ons.gov.uk/surveys/informationforbusinesses/businesssurveys/businessregisterandemploymentsurvey
[3] Employer Skills Survey, Calendar year 2022. (2023, September 28). https://explore-education-statistics.service.gov.uk/find-statistics/employer-skills-survey/2022

Participation in Further Education

Adult (19+) FE and skills participation

Source: ONS (2024), Further education and skills.

The data on adult participation in Further Education (FE) and skills programs in the West of England from 2018 to 2023 shows varied trends across different types of provision. Apprenticeships display consistent interest, with a slight peak in 2021/22 before a marginal drop in 2022/23. Community Learning participation dipped in 2019/20 but has shown signs of recovery, reaching near-initial levels by 2022/23. Education and training have seen a more pronounced decline, suggesting a shift away from these programs. Further education and skills participation also reduced notably from 2018/19 to 2021/22 but experienced a minor increase in the following year, hinting at a potential stabilisation.[4]

Online job postings

The data on job postings reveals that the Construction sector in the West of England has experienced considerable variability from 2017 to 2022, marked by distinct peaks and troughs that often align with the broader employment market trends. Notably, there was a substantial dip in April 2020, likely reflecting the impact of the COVID-19 pandemic, followed by a robust recovery. The sector exhibited significant peaks, especially towards the end of 2022, suggesting an uptick in demand within the construction industry. This contrasts with the general job market, which, despite recovery, showed more fluctuations and a less pronounced peak in the same period.[5]

---

[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

[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

Online job postings

Source: ONS (2024), Labour demand volumes by profession and local authority.
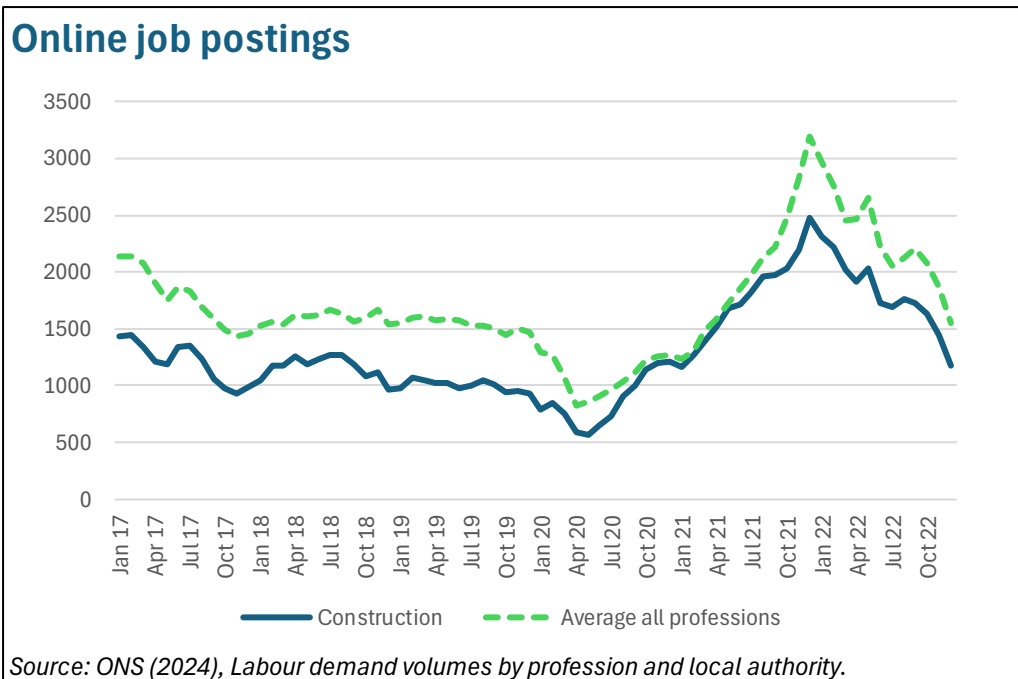
2. Employers Reported Skills Needs

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
- 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	Those in both work and formal training e.g. apprentices	Younger/New Entrants/non-experienced 16-19 and adults

		direct/linked training e.g. Boot Camps			
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 (ups killing, 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
Increase awareness of regulations and impact on improving sustainability of listed buildings	Heritage buildings and sustainability training	x	x			

Increased awareness of retrofit and commercial demand is needed	Develop strategy to raise demand for training and commercial demand	x	x			
Need for training: heat pumps, solar PV, charging points	Work with education and training providers to integrate into the curriculum	x	x			
Understanding of planning system, sustainability and managing projects	Develop short course for managers and other relevant staff with regional context	x	x			
Develop an industry recognised shared definition of construction and built environment Green Skills	Embed shared understanding into curriculum and provision	x	x	x	x	x
Increase up take of training in operative and surveyor positions	Develop and highlight provision towards these gaps in the labour market			x	x	x
Specific training is needed for water/energy conservation	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x	x	x	x
Modular and offsite	Understanding and basic skills Training	x	x	x	x	x

construction and implications for existing roles (complete change in some)	for Carpenters and Joiners in modular (portable and static) building techniques (see also occupations above)					
Building performance and gaps – fabric first for efficiency	Training for design staff	x	x		x	x
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	Embed commercial knowledge/understanding into training programmes	x	x	x	x	x

will always lead to a need for a WB product.						
Impacts of further adoption of digitalisation and digital design - teaching principles of graphic software/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	Understanding and basic skills Training for Carpenters and Joiners in modular (portable and	x			x	x

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
first/performance in non-HVAC specific roles	static) building techniques (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
Integrate further soft skills into Higher Educational Provision to match apprenticeship knowledges, skills and behaviours	Ensure essential skills and work entry skills are embedded in all HE programmes for all construction trades/professions	x	x			x

Topic	Action						
Effective communication – both internally and externally	Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/professions Develop short courses for relevant staff in work modular training	x	x		x	x	x
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 Workplace readiness, understanding of work ethic, expected behaviours, self-motivation, teamwork	Explore the implementation of Skillbuilder or (similar) and work entry skills in pre-16 and post 16 academic education						x
Communication skills (articulation	Ensure essential		x		x	x	x

and terminology), problem solving, effective communication and listening skills – development in advance of (and to enable) digital skills and adoption	skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/profes sions					
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/profes sions	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/sup port – some indicators of communication 'anxiety' to be addressed. Understanding of appropriate tone and terminology (for business and difference to social communication).	Ensure essential skills and work entry skills are fully embedded in all post 16 vocational programmes for all construction trades/profes sions	x	x	x	x	x

Need Statement						
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
Businesses recognise in more technical/vocational and site roles; digital communication is not effectively replacing face to face communication	Training in basic practical digital skills both in the workplace and in FTE	x	x	x	X	x
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	Training in basic practical digital skills both in the workplace and in FTE	x	x	x	x	X

basics) are often reported as lacking among staff in core and non-site facing roles (admin, business etc)						
Smaller companies are looking for better incorporation of internal/enterprise digital systems and training to support (individually and systemically)	Training in basic practical digital skills both in the workplace and in FTE		x	x	x	
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
Increase in provision for solar PV - expected to last for at least the next 3 years	PV installer training (Boot Camp/AEB)	x	x	x		
Specific training is needed for water/energy conservation	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x		x	x
Improve shared understanding of sustainability terminology e.g. carbon neutrality, decarbonisation, net zero and retrofit	Sustainability awareness training for all professional staff, site supervisors/managers and new entrants	x	x	x	x	x

Electric Vehicle (EV) charging in domestic properties	Develop short course provision towards relevant staff in domestic EV installation	x	x	x		
Industry Standards and Schemes for those in work e.g. Evolution Environmental Asset Management (EEAM) or Building Research Establishment Environmental Assessment Method (BREEAM)	Sustainability awareness training for all professional staff and site supervisors/managers	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 Return on Investment (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, roofing/electrician/surveying/site labour/scaffolder) -	PV installer training (Boot Camp/AEB)			x		

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 West of England 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 throughout the project via the West of England Combined Authority Employment & Skills Advisory Panel.

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	Expand employer referral and signposting processes directly within LSIP activities	LSIP engaged employers receive direct support	LSIP ERB	Ongoing, integrated into LSIP engagement activities, skills advisory support developed 2024	To develop internal provision and support map	Report Section 1 and Section 3
Systemic Needs	Encourage and aid further collaborative initiatives between employers, providers and stakeholders as identified	Provision of brokerage for employers to access opportunities, support for constrained business to leverage initiatives	LSIP ERB with input from primary stakeholders and providers	Ongoing, initial activities undertaken with the West of England Combined Authority e.g. Skills Bootcamps development		Report Section 3

				and employer integration		
Systemic Needs	Assist in the integration of LSIP into the existing Employment and Skills Advisory Panel (ESAP) to ensure alignment across region of intelligence, engagement, strategy and supporting systems	An integrative and cohesive system for strategy, procurement, intelligence, and development of response	West of England Combined Authority (CA) and LSIP ERB to incorporate LSIP into ESAP and wider CA internal requirements	Ongoing, LSIP to be integrated into ESAP Terms of Reference by March 2024		Report Section 3
Systemic Needs	Work collaboratively to map employer journeys through support and provision, identifying diagnostic/analytic, short and long provision, support/navigation and brokerage	Ensure region-wide understanding of employers' routes to market, pinch points and requirements, to help shape supporting systems and initiatives	LSIP ERB to identify sectoral supporting agencies and incorporate into Stage 2 delivery	TBC, likely May 2024 onwards – to be developed as a 'sprint' activity with the ESAP		Report Section 3
Systemic Needs	Database/resource of employer skills support in region	Provide clear understanding of employer support provision	LSIP ERB to work via ESAP, supporting agencies and education and training providers to understand existing support	TBC, likely May 2024 onwards – to be developed as a 'sprint' activity with the ESAP	To investigate existing awareness and resourcing, utilise internal signposting resources and external agencies e.g. growth hubs	Report Section 3
Systemic Needs	Develop 'no wrong front door' multi-agency approach in region for support and awareness, similar to Skills Connect Hub and Spoke model for individuals	Ensure consistency in response for employers	ESAP leadership and via Skills Connect model to ensure cohesive approach to support and awareness	Ongoing, initial activities including strategic and operational alignments commenced July/August 2023 via ESAP	LSIP ERB supporting via virtual team methodology	Report Section 3

Systemic Needs/Improve Employer Engagement	Advanced Manufacturing & Engineering / Construction & Built Environment: Investigate programme to attract lecturers from industry	Improve access to industry expertise for Further Education providers and learners	Needs collaborative regional/sectoral approach	Ongoing, LSIP ERB to investigate via sector forums		Priority Findings
Systemic Needs/Improve Employer Engagement	Construction & Built Environment: Explore returners and movers programme into sector, develop resource for employers to identify and address soft skills	Improve labour market liquidity and reduce barriers to work	LSIP and ESAP to investigate potential, to discuss via employer forums for first iteration of initiative	Ongoing, likely to be integrated into ESAP and CA April 2024		Priority Findings
Improve Employer Engagement	Improve employer awareness of, and engagement, with post 16 provision, utilising case studies and best practise for content	Better understanding of need, greater incorporation of training into growth strategies	Stakeholders and LSIP team, ERBs, Training Providers, Local Authorities, Growth Hubs, supporting agencies	Ongoing with regular updates via LSIP and partner channels	Marketing, development of shared regional vision, strategy, and direct engagement	Report Section 3
Improve Employer Engagement	Highlight collaboration opportunities between employers and careers service providers to improve access to potential workforce and raise awareness of opportunity	Better employer understanding of post 16 education, additional opportunities and greater awareness for learners	Coordination via LSIP, primary stakeholder buy-in via careers service providers, sector representative bodies and FE	Ongoing, initial proposal to the West of England Combined Authority by June 2024	LSIP ERB to develop coordinated opportunity proposal	Report Section 1
Improve Employer Engagement	Increased employer signposting via LSIP core activities	Comprehensive direct and tailored signposting and referrals to be built into LSIP activities,	LSIP ERB to incorporate	Completed, ongoing	Minimum bi-annual review of signposting	Report Section 3

		additional resource within LSIP team for workforce development requirements as identified				
Improve Employer Engagement	Encourage employers to provide opportunities to learners and to improve Careers Education, Information Advice and Guidance (CEIAG)	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	Ongoing, LSIP incorporation complete Aug 2023		Report Section 3
Improve Employer Engagement / Messaging and Awareness	Incorporate additional CEIAG awareness into LSIP activities – opportunities and integration into workforce development	Ensure employers understand and utilise opportunities to raise awareness of opportunities and vacancies	LSIP ERB	Ongoing, to be integrated into engagement signposting	Ensure aligned with changing regional supporting initiatives and careers hub activities	Report Section 3
Improve Employer Engagement / Messaging and Awareness	Incorporate into LSIP engagement/sign posting where appropriate, Multiply and provision towards those with additional needs	More opportunities for Special Educational Needs and Disabilities (SEND), greater access to potential labour market	LSIP ERB to ensure mapping and signposting resources exist internally for this purpose	Ongoing, first resource completed Jan 2024	To work via ESAP to see if wider recognised benefit to externally shared resource	Report Section 3
Improve Employer Engagement / Messaging and Awareness	Incorporate direct support of Skills Connect into LSIP delivery and raise awareness of hub and spoke delivery model with employers, including the development of an Apprenticeship Hub	Employer needs alignment in primary skills portal and search functions	LSIP ERB to support the West of England Combined Authority Skills Connect team in iterative development	Ongoing, first keyword tagging project to be completed by Feb 2024, second technical keyword tagging project to be commenced April 2024	Requires Skills Connect team liaison and guidance	Report Section 1 and Section 3

Messaging and Awareness	Investigate initiatives to stimulate awareness of and demand for green skills provision to align with regional imperatives	Drive demand for green skills provision to align with regional net zero imperatives	ERB and CA/ESAP to develop proposals for activity	Ongoing, expected first activities completed by April 2024	Proposal to be shaped by ESAP	Report Section 1
Messaging and Awareness	Raise employer understanding of FE and technical education, including but not limited to apprenticeships, T Levels and bootcamps	Accessible resources for employers in different formats, region-wide utilisation to ensure shared understanding	LSIP ERB coordination, input and buy-in from stakeholders	TBC, to be approved via ESAP	LSIP resource required for creation/input	Report Section 2
Messaging and Awareness	Collaborative clear messaging to simplify employer understanding of provision – changes, needs, involvement, amplify and encourage take up – no wrong front door approach	Improve employer engagement and understanding, to improve awareness, referrals and take-up of provision and support	To be agreed via ESAP	Ongoing and this will be an iterative process	Need a shared vision of wider system to enable clear and concise prioritised multi-agency messaging	Report Section 3
Measuring Impact	Review responses to LSIP - Accountability and the Local Skills Improvement Fund (LSIF)	Ensure FE providers are aware of and responding to LSIP outputs	LSIP Project Management and Research team	To review prior to 2024 accountability statements for progress	Ensure sight of responses to LSIP reported needs	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 uptake, change, requirements and behaviour change	LSIP ERB to liaise with CA and providers for shared intelligence, potential access to RCU Vector	Ongoing		Report Section 3
Measuring Impact	Undertake analysis of existing baseline data within post 16 provision to ensure	Ensure regionwide understanding of demand for provision	Work in partnership with providers and CA to share understandin	Ongoing, first analysis to be completed Apr 2024		Report Section 3

	measurable change in system		g of baseline data			
Contractual Output	Annual progress report to share impact, requirements and intelligence	To identify progress and additional needs within region, outline future activities	LSIP ERB to produce with foresight from CA	June 2024 and within LSIP Year 3	Multi-audience resource to highlight regional change, initiatives and impact of LSIP	Report Section 3
Skills Needs Refinement	Research – deep dives and continuation, understanding employers' needs	Continue to refine and develop understanding of regional skills needs for strategic and development purposes	LSIP team, incorporating existing sources and intelligence	Initial deep dive findings to be released April 24, intelligence shared as required	Ongoing, internal function	Report Section 3
Skills needs Refinement	Further investigative work into needs for the 'green economy' in the region	Clear understanding of priority sector (for green) aligned skills needs, timescales and requirements	LSIP ERB to support CA in green skills supply and demand mapping, to align with additional initiatives	First green provision supply and demand sprint to be completed by March 2024	Additional activities to be identified following	Report Section 3
Provision and Resourcing	Advanced Manufacturing & Engineering, Construction & Built Environment, Health and Care, Creative Industries: Incorporate skillsibuilder or similar into post 16 education for core/critical workplace skills	Address core skills needs identified within each sector in Stage 1	FE Providers and Independent Training Providers (ITPs), potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering: Increase take-up of Maths and Physics GCSE and A Levels and	Increase the size of the top of funnel into these sectors by addressing core/baseline skills requirements	Within academic routes and secondary schooling, sectoral needs for employer	TBC, responsibility and impact lies outside of LSIP and LSIP ERB (within secondary education and		Priority Findings

	Manufacturing AAQ (Alternative Academic Qualification)		engagement via CEIAG and integration	careers provision)		
Provision and Resourcing	Health and Care: Additional needs within functional English & Maths, flexible on-work delivery, additional apprenticeship uptake	Increase the size of the top of funnel into these sectors by addressing core/baseline skills requirements	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering /Creative Industries: 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/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering / Construction & Built Environment: Short course development – independent work, project management, critical thinking	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Construction & Built Environment: Extension of practical experience opportunities where feasible	Improved awareness & experience in new entrants to the sector of roles and responsibilities	FE Providers and ITPs, potential for additional regional funding/support in some instances, employer requirements for engagement	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings

Provision and Resourcing	Creative Industries: Short course development and incorporation into existing provision of project and team management, agile methodologies, customer service and sales, HR and Finance, workforce development	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Health and Care: Incorporation and development of succession planning, workforce planning, backfilling support programme, HR support programme	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering: Succession and backfilling planning, recruitment and retention	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering / Health and Care / Creative Industries: Develop basic/specialist digital skills	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings

| | provision in long and short formats

Advanced Manufacturing & Engineering:

Specific needs in coding/software development

Creative Industries:

Specific needs in marketing roles/functions – SEO, google ads, social media, data analytics and visualisation | | | | | |
|---|---|---|---|---|---|---|
| Provision and Resourcing | Creative Industries:

Software engineering for creative sector, design software programmes, videography and motion graphics, immersive and virtual technologies, Quality Assurance and testing | Direct provision response, to address unmet need | FE Providers and ITPs, potential for additional regional funding/support in some instances | Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024 | | Priority Findings |
| Provision and Resourcing | Advanced Manufacturing & Engineering:

Manufacturing specific management development programme (potentially with SME specific content/pathway) | Direct provision response, to address unmet need | FE Providers and ITPs, potential for additional regional funding/support in some instances | Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024 | | Priority Findings |

Provision and Resourcing	Creative Industries: Develop in-house mentoring and shadowing programmes	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Creative Industries: Energy reduction and efficiency in production and in-house, travel and logistics (including opportunities and funding sources)	Improve awareness of net zero requirements	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering: Establish an HR support group for region to address Mental Health needs, resilience and 'embracing change'	Improve internal employer support mechanisms (particularly in SMEs) to improve retention and Quality of Life (QoL)	LSIP ERB to investigate via skills advisory functions	Ongoing, likely first iteration April 2024		Priority Findings
Provision and Resourcing	Advanced Manufacturing & Engineering: Specific short course programmes for electrification/sustainability/efficiency/ sustainability assessment, design and digital engineering, project flow, planning and management tools, lean methodologies (Working just from a minimum	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings

	viable product), QI (Quality Improvement Methodologies), 3d tech, automation, maintenance, AI, systems integration					
Provision and Resourcing	Construction & Built Environment: Retrofit and new technologies – reskilling/upskilling/awareness as required	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/support in some instances	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024	Some need for demand stimulation via sight of commercial opportunity	Priority Findings
Provision and Resourcing	Construction & Built Environment: Embed essential and work entry skills into all post 16 programmes – communication, problem solving, teamwork, leadership	Improve access to career progression within sector	FE Providers and ITPs	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Construction & 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/support in some instances, such as via the LSIF and/or devolved funding mechanisms	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings
Provision and Resourcing	Construction & Built Environment: Develop CPD programme for trainers in sector	Ensure teaching professionals have up to date understanding of change and needs in the sector	Employers, FE Providers and ITPs, potential for additional regional funding/supp	Ongoing, expected updates in Progress Report 2024 - due to be		Priority Findings

			ort in some instances, such as via the LSIF and/or devolved funding mechanisms	published 28 June 2024		
Provision and Resourcing	Health and Care: Specialised, virtual, hybrid short course programme, infection control, increases in homecare, discharge and reablement, AI and automation awareness for managers, data analysis needs, efficiency and energy	Direct provision response, to address unmet need	FE Providers and ITPs, potential for additional regional funding/support in some instances, such as via the LSIF and/or devolved funding mechanisms	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings

ANNEX:

Glossary

- AAQ: Alternative Academic Qualification
- BANES: Bath and North East Somerset Council
- CA: Combined Authority - in this instance, it is the West of England Combined Authority
- CEIAG: Careers Education, Information Advice and Guidance
- CPD: Continuing Professional Development
- ERB: Employer Representative Body
- ESAP: Employment Skills Advisory Panel
- FE: Further Education
- Green Economy: A green economy is defined as low carbon, resource efficient and socially inclusive. (Definition source)
- ITP: Independent Training Provider
- LA: Local Authority (e.g. Bristol City Council, South Gloucestershire Council, North Somerset Council, BANES Council
- LSIF: Local Skills Improvement Fund – in this instance, the lead is West of England Institute of Technology (WEIoT) with supporting providers including Weston College, Bath College, City of Bristol College, Yeovil College, SGS College, Western Training Provider Network and St Brendan's Sixth Form 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.
- Retrofit: adding (a component or accessory) to something that did not have it when manufactured/originally built.
- 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.
- SEND: Special educational needs and disabilities
- SEO: Search Engine Optimisation
- SMEs: Small and Medium-Sized Enterprises
- 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)
- Training Providers: Further Education Colleges, Independent Training Providers, Sixth Form Colleges and Higher Education Institutions (whom for the LSIP provide Technical Education)
- QI: Quality Improvement
- QoL: Quality of Life