

West of England – Creative 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.

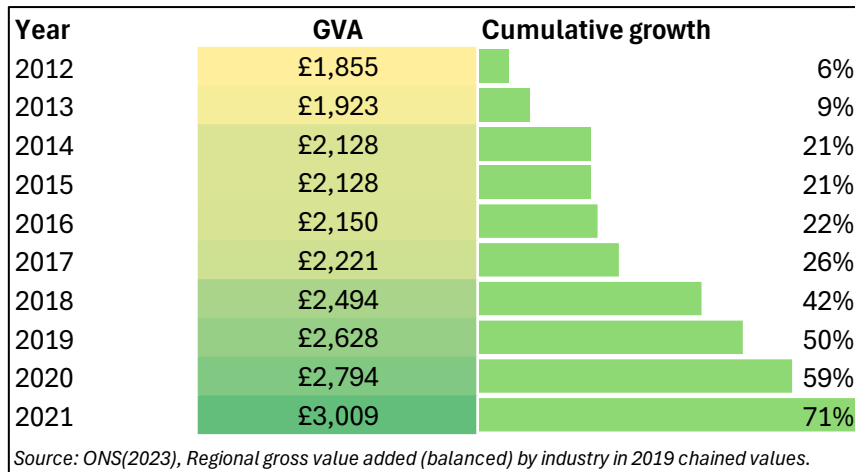
The updated LSIP Progress report is due to be published at the end of June 2024.

1. Labour Market Intelligence and Economic Trends

Gross Value Added

The Creative sector in the West of England demonstrates a noteworthy pattern of growth and resilience over the decade from 2011 to 2021. The Gross Value Added (GVA), a measure of the value of goods and services produced in an area, industry or sector of an economy, has shown a consistent increase from £1,757 million in 2011 to £3,009 million in 2021. This represents an overall increase of approximately 71% over the ten-year period, indicating significant economic growth within the sector.¹

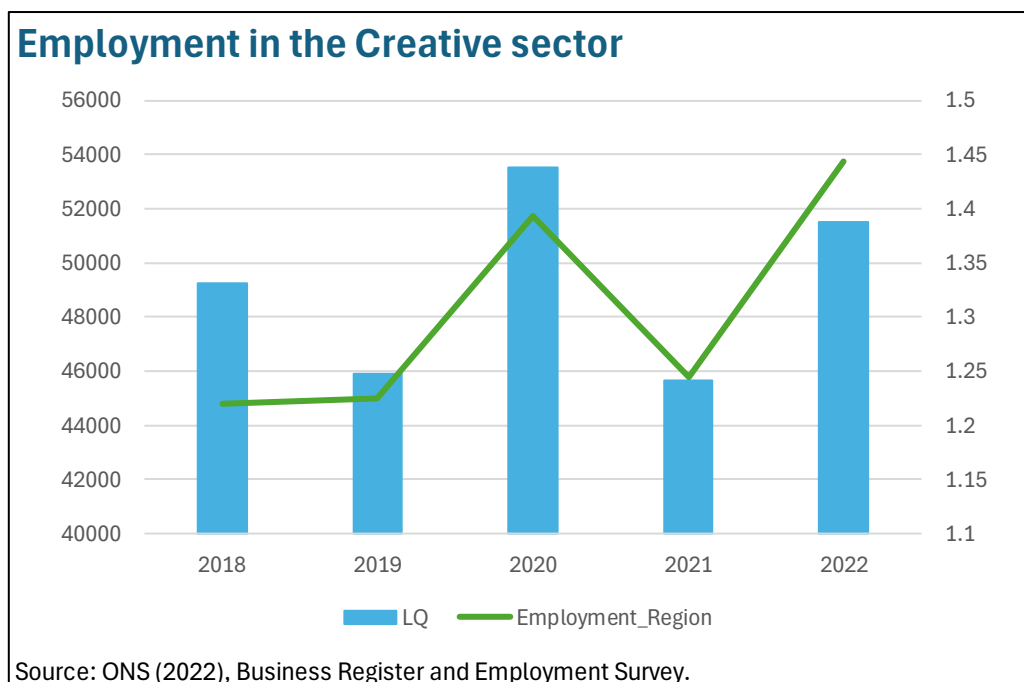
¹ Regional gross value added (balanced) by industry: local authorities by NUTS1 region - Office for National Statistics. (2019, December 19). <https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedbalancedlocalauthoritiesbynuts1region>



Throughout the decade, the sector’s GVA as a percentage of the region’s total remained steady at 6% from 2011 to 2017, rising to 7% in 2018 and reaching 8% by 2020. This suggests that the creative sector has been gradually constituting a larger proportion of the West of England’s economy, signalling its increasing importance.

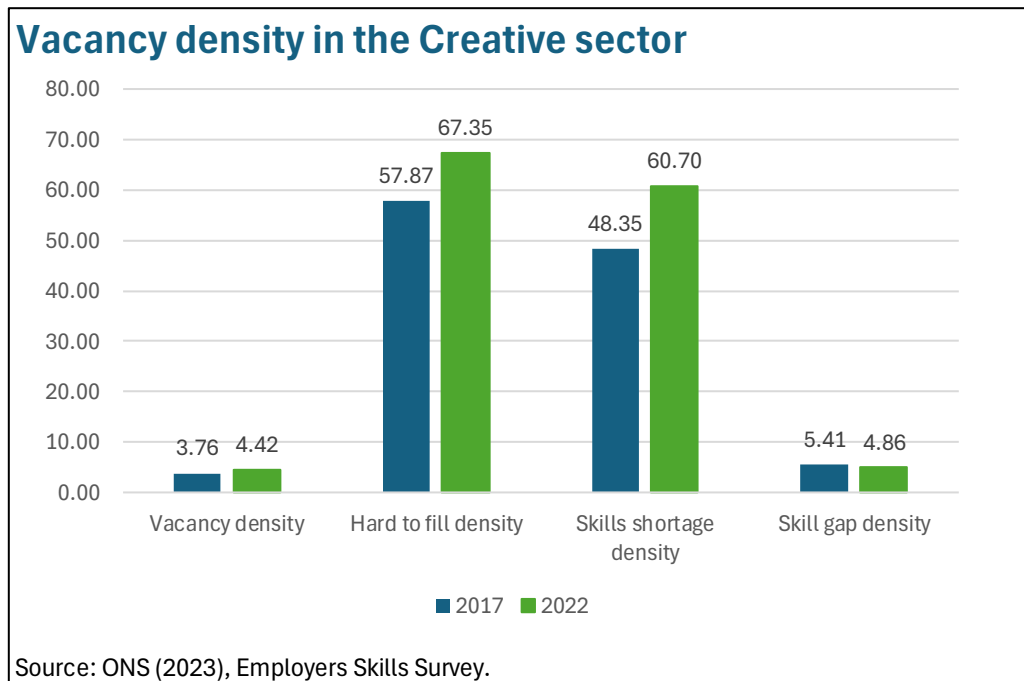
The year-on-year changes reveal some variability, with notable peaks in 2014 and 2018 where GVA growth was 11% and 12% respectively. The sector showed resilience in maintaining growth during the period of 2011-2014, which could be reflective of the recovery phase from the global financial crisis of 2008-2009, suggesting a strong rebound for the creative industries. Furthermore, the fact that there was no decrease in GVA during the 2015-2016 period, a time which may have been marked by uncertainty due to the Brexit referendum, further highlights the sector's robustness. The data shows that the sector was not only able to withstand the pressures of such events but also thrive, with consistent growth following 2016.

Employment



The Creative sector in the West of England has shown a dynamic employment pattern over the five years from 2018 to 2022. Starting with 44,800 jobs in 2018, the sector experienced a slight increase in 2019, reaching 45,000 jobs. The Location Quotient (LQ) was highest in 2020 at 1.438, indicating a significant concentration of creative jobs relative to the national average. Despite a dip in employment numbers to 45,750 in 2021, reflecting a reduction in the sector’s concentration to an LQ of 1.241, there was a substantial increase in 2022, with employment reaching 53,750 and an LQ of 1.388. This suggests that the sector has a growing presence in the regional economy relative to the national landscape.²

Vacancies

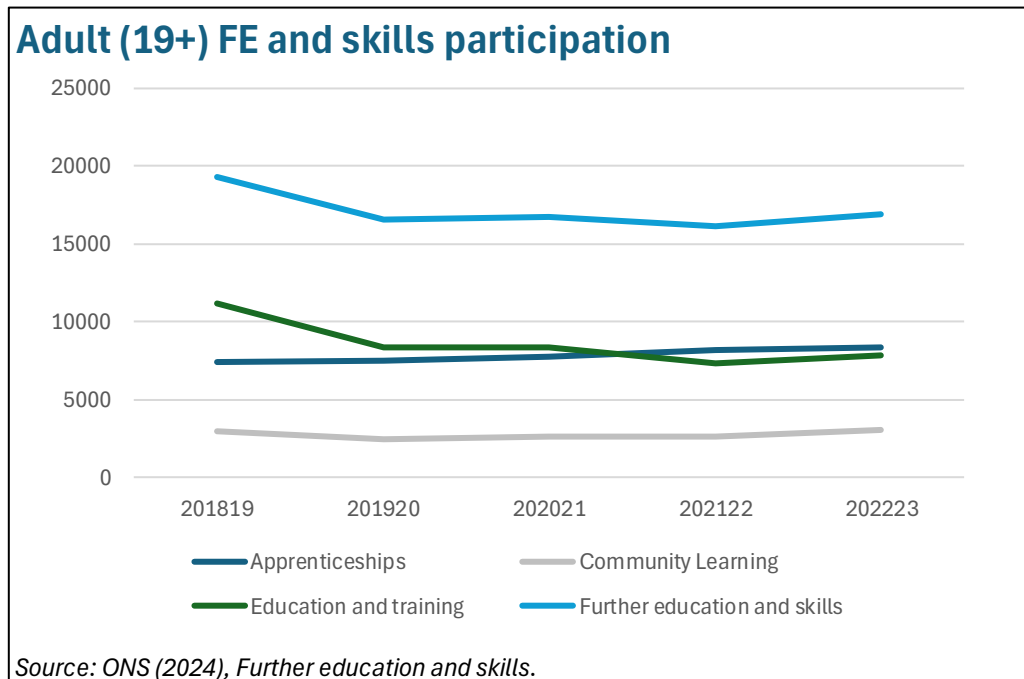


The Creative sector in the South West of England has seen a complex shift between 2017 and 2022. Notably, the number of vacancies has decreased by around 16.6%, possibly reflecting changes in industry demand or shifts in the job market. Despite this decrease, the density of hard-to-fill vacancies rose from 3.76% to 4.42%, and the hard-to-fill density increased significantly, from 57.87% to 67.35%, suggesting that while there are fewer vacancies, they are becoming more difficult to fill. Skills shortage density also rose to over 60%, indicating that the vacancies are increasingly specialized and harder to fill due to skill deficits. Meanwhile, the skill gap density has slightly decreased, hinting at an improvement in workforce proficiency or adaptation to industry changes. This data points to a need for targeted training programs and educational initiatives to close the emerging skills gap 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



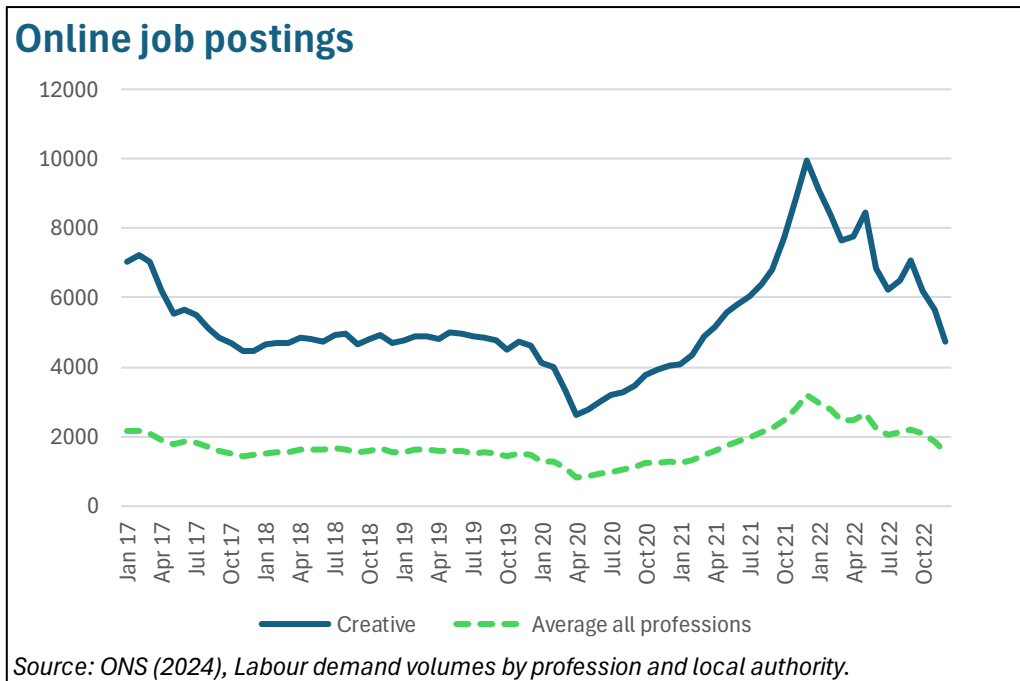
The data on adult participation in Further Education (FE) and skills programs in the West of England from 2018 to 2023 shows varied trends across different types of provision. Apprenticeships display consistent interest, with a slight peak in 2021/22 before a marginal drop in 2022/23. Community Learning 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 Creative sector's job postings in the West of England display an intriguing trend with a strong start at 7,050 in January 2017. This sector experienced a surge in mid-2017 and maintained relatively high numbers through 2018. There's a noticeable spike reaching 7,715 in January 2019 and an even more pronounced peak at 9,970 in April 2019, suggesting a period of significant demand for creative talents. However, after this peak, there was a steep decline, with the numbers falling to their lowest at 2,620 in May 2020, coinciding with the global onset of the COVID-19 pandemic. Post-2020, the sector shows signs of recovery, with job postings gradually rising, reaching 4,725 by December 2022. This recovery indicates resilience in the Creative sector, although it has not yet returned to the heights of early 2019.⁵

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>



2. Employers Reported Skills Needs

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

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

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

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

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	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
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	(upskilling, skills gaps, new work functions)	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 (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
Awareness of lifespan/potential development of emerging technologies, including AI and its' impacts on efficiency, risks and ethics and integration	Develop an upskilling programme for existing staff covering required content	x	x			
Improved communication and shared language between the various parts of creative industries	Develop an upskilling programme for existing staff covering required content	x	x		x	

Better information, advice, guidance and opportunities for placements and experience around requirements for entering roles in the creative sector	Increase CEIAG content and industry for learners, ensure CEIAG is updated to reflect changing progression routes, qualifications and pathways			x	x	x
Address disconnect between curriculum and industry – knowledge-based content can quickly become obsolete when in the workplace	Develop sector and regional strategy to improve dissemination of changing requirements	x				
Managing learner expectations on equipment and practise in transition from education to industry – e.g. if moving from fully equipped curriculum to a start-up	Incorporate awareness of differing technologies and capacity within sector	x		x	x	x
Software engineering, coding (esp. python), html	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and				x	X

	Professional. (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content	x	x	x		
Design software such as Adobe suite, Canva, CAD (including Autodesk and fusion360), product design elements	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content	X	x	x	x	x
Videography, motion graphics, animation and editing (including framing principles)	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of	x	x	x	x	x

	standards re list below) Develop an upskilling programme for existing staff covering required content					
Technology developments: AR/VR/AI and virtual production methodologies (including wider 'green screening')– usage and productivity	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content	x	x	x	x	X
Principles of consulting, incorporating technology and shortening timescales	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below)	X	x	x	x	x

	Develop an upskilling programme for existing staff covering required content					
Data analytics, data services, data visualisation	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content	x	x	x	x	X
Elements of testing, QA and test engineering (?)	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below) Develop an upskilling programme for	X	x	x	x	x

	existing staff covering required content					
Copy and professional writing (inc. grammar)	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)			X	x	x
Cloud development, embedding innovation and service diversification	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content	x	x	x	x	x
Development of in-house mentoring and shadowing best practise	Explore the development of programmes combining full time courses with	x	X	x	x	x

	Apprenticeships for Software Dev Technician, Advanced Tech and Professional (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content					
Technological awareness: Drone, Lidar and 3D design	Explore the development of programmes combining full time courses with Apprenticeships for Software Dev Technician, Advanced Tech and Professional. (inc checks on content of standards re list below) Develop an upskilling programme for existing staff covering required content	x	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
Additional Transferable skills identified as key: <ul style="list-style-type: none"> • Entrepreneurship • Analytical ability • Problem solving, adaptability & initiative • Communication Skills • Willingness to learn 	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 existing employees	x	x		x	x
More functional maths and English would be beneficial e.g. tax returns, auditing, accountancy and balance sheets	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)	x	x		x	x

<p>Soft skills reported as needing development in new entrants:</p> <ul style="list-style-type: none"> • Communication • Confidence • Organisation & Problem solving • Teamwork and leadership • Administration 	<p>Explore the implementation of Skillbuilder (or similar) in pre 16 and post-16 academic education 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))</p>			X	X	X
<p>Skills needing development in all levels of employee:</p> <ul style="list-style-type: none"> • Project and team management principles and practise, including agile methodologies • Creative collaboration, effective hybrid working 	<p>Short course programme for existing employees (managers and potential managers) covering, project management, customer service, hybrid working, sales, finance, HR issues, business planning Make content of above available within post-16 to 19 creative programmes and Apprenticeships</p>	X	X	X	X	X
<p>Customer service, sales and negotiation, pitching – process of</p>	<p>Short course programme for existing employees (managers and</p>		X	X	X	X

lead/enquiry conversion	potential managers) covering, project management, customer service, hybrid working, sales, finance, HR issues, business planning Make content of above available within post-16 to 19 creative programmes and Apprenticeships					
HR and Finance, particularly in SMEs	Short course programme for existing employees (managers and potential managers) covering, project management, customer service, hybrid working, sales, finance, HR issues, business planning Make content of above available within post-16 to 19 creative programmes and Apprenticeships (relevant staff)	x	x		x	X
Upskilling employers to identify and address barriers to employment for those further from the labour market and to improve	Short course programme for existing employees (managers and potential managers) covering,					

diversity (additional HR support)	project management, customer service, hybrid working, sales, finance, HR issues, business planning					
Understanding distinctions and benefits in digital versus in-person communication	See Digital skills below				x	X
Senior and middle – business planning, strategy, succession planning and workforce development	Programme of support for WFD planning	X	x	X	X	X

Core Digital 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
General IT literacy: Outlook, diary and calendar management, appropriate email terminology and tone	Digital literacy and basic skills short course programme,	x	x	x	x	x
Sector wider movement away from email and alternatives (?)	Digital literacy and basic skills short course programme	x	x	X	x	x
Tech innovation	Build into manager	x	X	x		

and adoption literacy in senior/middle management	programme 3 above					
Teams and Zoom etc as communication platforms	Digital literacy and basic skills short course programme	X	x	x	x	X
CRM and file storage principles	Digital programme for IT support staff and relevant managers	X	x	X		
Cloud and collaborative development including file sharing	Digital programme for IT support staff and relevant managers	x	x	X		
Data protection, security, sharing	Digital programme for IT support staff and relevant managers	x	x	x		
Website basics inc. maintenance	Digital programme for IT support staff and relevant managers	x	X	X		
SEO, Google Ads, Social Media and marketing	Digital programme for IT support staff and relevant managers	x	x	X		

Net Zero 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 experience d and/or direct/link ed training e.g. Boot Camps	Those in both work and formal training e.g. apprentices	Younger/New Entrants/no n-experience d (16-19) and adults
Awareness of existing and upcoming legislation that affects the creative sector e.g. regional Net Zero targets, UK Net Zero Strategy and corresponding legislation	Short course programme for existing employees	x	x			
Energy reduction and efficiency, in-house and service provision	Net zero awareness and basic skills programme for managers Build similar awareness content into mainstream post-16 programmes and Apprenticeships	x	x	x	x	x
Sustainable production methodologies	Net zero awareness and basic skills programme for managers	X	x	x		
Recycling, wastes and materials – alternatives and efficiencies	Net zero awareness and basic skills programme for managers	x	x	x		

Environmentalism in consumer demand	Net zero awareness and basic skills programme for managers	x	x	x		
Data storage	Digital programme for IT support staff and relevant managers	X	x	x	x	x
Communicating change, branding and messaging	Short course programme for existing employees (managers and potential managers) covering, project management, customer service, hybrid working, sales, finance, HR issues, business planning	x	X	x		
Travel. Transport and logistics – emissions, efficiency, alternatives, funding & incentives	Net zero awareness and basic skills programme for managers	X	x	x		
Carbon calculation (Scopes 1-3) and offsetting	Net zero awareness and basic skills programme for managers	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 and employer integration		Report Section 3
Systemic Needs	Assist in the integration of LSIP into the existing Employment and Skills Advisory Panel (ESAP) to	An integrative and cohesive system for strategy, procurement, intelligence, and	West of England Combined Authority (CA) and LSIP ERB to	Ongoing, LSIP to be integrated into ESAP Terms of Reference by March 2024		Report Section 3

	ensure alignment across region of intelligence, engagement, strategy and supporting systems	development of response	incorporate LSIP into ESAP and wider CA internal requirements			
Systemic Needs	Work collaboratively to map employer journeys through support and provision, identifying diagnostic/analytical, 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:	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

	Investigate programme to attract lecturers from industry					
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, additional resource within LSIP team for workforce development requirements as identified	LSIP ERB to incorporate	Completed, ongoing	Minimum bi-annual review of signposting	Report Section 3

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 measurable change in system	Ensure regionwide understanding of demand for provision	Work in partnership with providers and CA to share understanding of baseline data	Ongoing, first analysis to be completed Apr 2024		Report Section 3
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,	Report Section 3

					initiatives and impact of LSIP	
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 skillsbuilder 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 Manufacturing AAQ (Alternative Academic Qualification)	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 engagement via CEIAG and integration	TBC, responsibility and impact lies outside of LSIP and LSIP ERB (within secondary education and careers provision)		Priority Findings
Provision and Resourcing	Health and Care:	Increase the size of the top of funnel into these	FE Providers and ITPs, potential for	Ongoing, expected updates in		Priority Findings

	Additional needs within functional English & Maths, flexible on-work delivery, additional apprenticeship uptake	sectors by addressing core/baseline skills requirements	additional regional funding/support in some instances	Progress Report 2024 - due to be published 28 June 2024		
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	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

	team management, agile methodologies, customer service and sales, HR and Finance, workforce development					
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 provision in long and short formats <i>Advanced Manufacturing & Engineering:</i>	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

	<p><i>Specific needs in coding/software development</i></p> <p><i>Creative Industries:</i></p> <p><i>Specific needs in marketing roles/functions – SEO, google ads, social media, data analytics and visualisation</i></p>					
Provision and Resourcing	<p>Creative Industries:</p> <p>Software engineering for creative sector, design software programmes, videography and motion graphics, immersive and virtual technologies, Quality Assurance and testing</p>	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	<p>Advanced Manufacturing & Engineering:</p> <p>Manufacturing specific management development programme (potentially with SME specific content/pathway)</p>	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	<p>Creative Industries:</p> <p>Develop in-house mentoring and shadowing programmes</p>	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 viable product), QI (Quality Improvement Methodologies), 3d tech, automation, maintenance, AI,	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

	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/support in some instances, such as via the LSIF and/or devolved	Ongoing, expected updates in Progress Report 2024 - due to be published 28 June 2024		Priority Findings

			funding mechanisms			
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