

# LOCAL SKILLS IMPROVEMENT PLAN



**LSIP OXFORDSHIRE**  
SHAPING THE FUTURE WORKFORCE

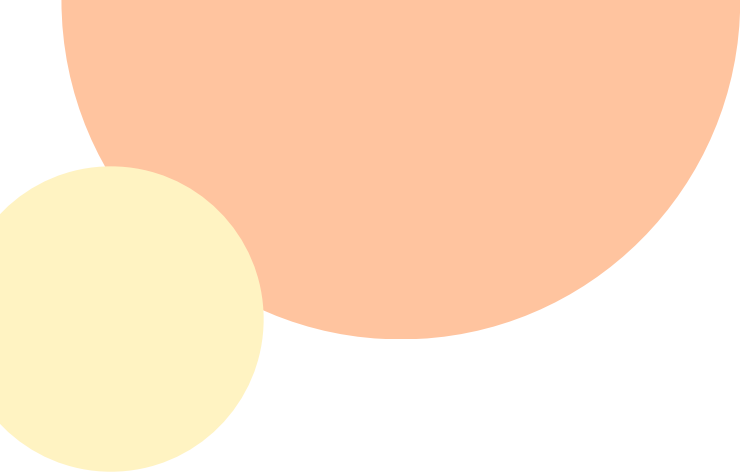
# PLAN

**Oxfordshire Priorities**  
*2023*

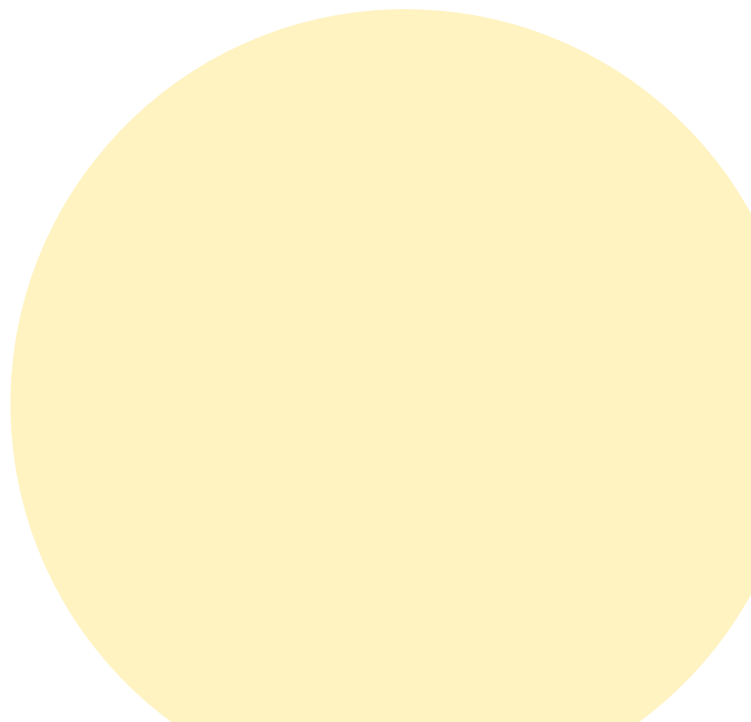


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*This Local Skills Improvement Plan has been approved by the Secretary of State in line with the approval criteria set out in the Skills and Post-16 Education Act 2022, and in accordance with the LSIP statutory guidance.*



## FOREWORD

The Thames Valley Chamber of Commerce (TVCC) has been entrusted to spearhead the Local Skills Improvement Plans (LSIPs) for the Oxfordshire and Thames Valley Berkshire areas, as the designated Employer Representative Body (ERB).

As a home to dynamic and adaptable businesses that operate in key high-growth sectors, TVCC recognises the potential for economic success in the UK is high. However, the tight labour market and pressing skills requirements pose challenges and risks to growth and productivity. To tackle these challenges, TVCC's 2023 Business Manifesto underscores our emphasis on skills. The workforce, undoubtedly, remains our greatest asset.

But this LSIP is not the Chamber's alone; it has been created through collaboration and partnership with the businesses and partners in the region. Therefore, the proposed solutions focus on partnership.

We would like to thank all of the businesses, employers and partners who have worked together to forge this Plan. In particular, we are beholden to the employers and partners represented on our Advisory Panel.

**Paul Britton, CEO Thames Valley Chamber of Commerce, Stuart Carroll, Advisory Panel Chair, Director Market Access, and Policy Affairs, Moderna Biotech UK Ltd**

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## PART 1

### LSIP PRIORITIES

#### 1.0 LSIP Ambitions: What is the LSIP Seeking to Achieve?

This Plan is the result of collaborative work, across Oxfordshire, with employers, strategic partners and education and training providers.

Our focus has been to communicate the voice of local business, loudly and coherently, to:

- Provide the impetus and road map for changes in the local education and training offer.
- Develop long-lasting systems and structures to strengthen the collaboration between local business and training providers, to provide better skills solutions.
- Work in partnership to provide employer-focused solutions to skills challenges and issues.

Two strong themes became very apparent in much of our engagement:

- A disconnect between local people and some local employment opportunities, evidenced by worsening positive destinations for young people, persistent inequalities, and a tightening employment market with not enough candidates.
- A perceived disconnect between business and education: the two do not talk together in the best way.

**“Education and business have not always spoken the same language.”**

*Oxfordshire SME*



Our work identified the following strategic issues which are presenting challenges for employers, the recruitment and retention of employees, and barriers to productivity and economic growth:

### IDENTIFIED CHALLENGES

#### A Tight and Tightening Employment Market

A tight and tightening labour market, significantly affected by an ageing workforce and increases in economic inactivity.

#### The Fragmented Nature of Employer Demand

Oxfordshire has a high concentration of SMEs, which account for more than 99% of all businesses in the county so employer demand for training is often fragmented and difficult for Education and Training Providers to respond to in a cost-effective way.

#### Inequality

According to the 2019 English Indices of Deprivation, 17 of 61 wards in Oxfordshire are the most deprived in England. The city of Oxford is the second most unequal place in the UK (source: Cities Outlook 2022 | Centre for Cities), in terms of income, housing affordability and life expectancy.

#### Accelerating Change in Technologies in Our Core Sectors

Many of the dominant sectors in Oxfordshire (particularly Professional, Scientific, and Technical activities) are changing through digitalisation and new technologies and have increasing demands for skills through growth and transformation

In summary, the analysis in Annex A confirmed that the three critical needs that technical education and training can deal with are:

- Improving the direct supply of people from Further Education and Apprenticeships into employment in the priority sectors.
- Improving the productivity of people in employment.
- Decreasing the number of people who are economically inactive where there are barriers to employment that can be alleviated by training.

This Plan will help to underpin the required cultural change to build on the existing good practice across Oxfordshire and stimulate more collaboration between business and education and training providers, including the establishment of 'Employer Champions' for identified workstreams. This will make technical education and skills provision more responsive to the changing needs of employers.

## 2.0 Underpinning Rationale

### 2.1 Synergies Across Oxfordshire and Berkshire

LSIPs have been created by the Thames Valley Chamber of Commerce for Oxfordshire and Berkshire, two neighbouring geographies with similar economic activities and growth potential. These areas exhibit high levels of employment, skill sets, and prosperity, along with expensive housing prices and a surplus of local job opportunities. Because of their proximity and well-established transportation networks, Oxfordshire and Berkshire have many comparable skill requirements.

Employers have told us that they welcome collaboration across borders. Our FE Colleges have worked together across Oxfordshire and Berkshire, and this LSIP for Oxfordshire will also promote and encourage cross border working to maximise impact and spend resources wisely. This also includes any opportunities to work together with other neighbouring LSIP areas such as Buckinghamshire. At the same time, the Plan also recognises points of difference in each area and ensures that these are addressed.

Therefore, in priority sectors such as Health & Life Sciences and Digital (ICT), this Plan recommends cross-border working. However, the evidence suggests a particular Oxfordshire focus for manufacturing (Science and Innovation) and specific actions to address the worsening positive destination rate for younger people, persistent inequalities across the county and the significant increase in the numbers of working age people who are economically inactive.

### 2.2 Identification of Priority Sectors

We identified the priority sectors through an iterative process, working with key strategic partners such as OxLEP, and sense checking our findings throughout with reference to robust, up-to-date data.

Our Priority Sectors were initially established through a review of the recently published OxLEP Local Skills Dashboard[1] and the Local Skills Report 2022[2] which identified those sectors with volumes of vacancies that are expected to increase; long-term structural barriers to recruitment, retention, and progression issues; and those that are important in providing opportunities for employment in key growth areas such as green jobs[3] and science and technology. These were Construction, Health and Care, Life Sciences, Hospitality & Visitor Economy, Manufacturing and ICT.

Employers, providers and partners, including Trade Bodies, were invited to respond to the initial identification of sectors. This feedback, along with our analysis of up-to-date data, influenced our focus to specify 'Manufacturing (Science & Innovation) rather than Manufacturing due to the recent, rapid growth of innovative companies in pharmaceutical sectors, space, and new technologies such as fusion; add 'Built Environment' to 'Construction', and combine Health & Life Sciences as many of the hard-to-recruit roles and skills were shared. We also included Haulage & Logistics because of strong feedback from employers and providers regarding demand in areas such as north Oxfordshire, driven by growth around towns such as Bicester and Banbury. This feedback was triangulated with secondary data to confirm that the sector has grown significantly.[4]

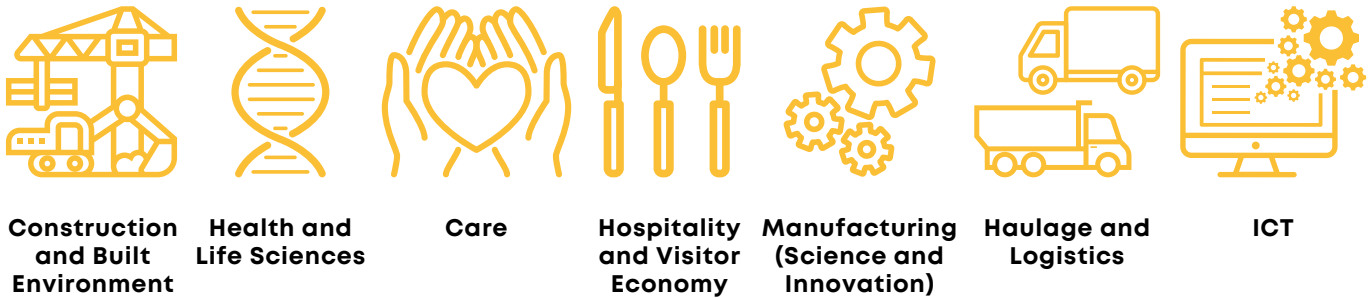
[1] <https://www.oxfordshirelep.com/skills/labour-market-information>

[2] <https://www.oxfordshirelep.com/sites/default/files/uploads/8724%20Local%20Skills%20Report%20%26%20Plan%20v2%20final.pdf>

[3] We have adopted the national definition of Green Jobs as employment in an activity that contributes to protecting or restoring the environment, including those that mitigate or adapt to climate change.

[4] 2,200 (116%) increase in the number of Oxfordshire jobs within 'Freight Transport by Road and Removal Services' (Annex A)

The finalised priority sectors in Oxfordshire, formally agreed by our employer-led Advisory Panel in January 2023, are:



We have noted that of these, Construction and Built Environment, Health & Life Sciences, Care, ICT and Haulage and Logistics are aligned with the recently defined national skills priorities.

### 2.3 Identification of Priority Changes Required

We established the strategic challenges (and subsequent changes required) through a robust programme of engagement with employers and strategic partners such as Education & Training Providers, other ERBs and Trade Bodies, LEP, Local Authorities and Careers Providers. This process is set out in more detail in Annex B.

The data collected from this programme was robust, representative, and credible. Direct, personal engagement was our main method of engaging employers, and we designed an **Employer Engagement Template** for our interactions which ensured consistency of approach, and deepened our understanding of how to extract specific, granular, and actionable information from employers. This template was enriched through learning from our research partner, the University of Reading, who led a parallel research workstream using a three-stage mixed methods research design. The full summary of employer engagement is included in Annex B.

All employer feedback, particularly concerning hard to recruit roles and skills, was triangulated with and tested against a robust analysis of data. Much of this was provided and shared through an **LSIP Data Working Group** which we established with OxLEP and the Thames Valley Berkshire LEP. This group ensured all data provided was accurate and meaningful. The full data and analysis are included in Annex A.

### 2.4 Summary Strategic Context

The following is a brief summary of the context, highlighting the key points that form the underpinning rationale for the priority sectors and priorities for change. The full information is included in Annex A.

The projected employment growth in Oxfordshire is slightly higher than the national average, estimated as growth of 6% by 2035, compared to around 5% nationally. This is an increase of 30,000 jobs. In addition to this net increase across Oxfordshire, replacement demand is forecast at 241,000 between 2020-2035.

Employment growth has, in recent years, been driven by Professional / Associate Professional jobs. This trend is forecast to continue through to 2035. It is forecast demand within the Business & Other Services, Non-Marketed Services and Trade, Accommodation & Transport sector that is driving employment growth.

This level of employment growth and replacement demand is unsurprising given Oxfordshire's 5th place ranking overall amongst LEP regions in the FDI Intelligence's European Cities and Regions 2022/23 report, including top ranking for Foreign Direct Investment (FDI) strategy.

58.5% of Oxfordshire's GVA[5] was derived from five sectors in 2021: Real Estate (15.6%), Professional, Scientific & Technical Activities (12.2%), Manufacturing (11.4%), Wholesale/Retail (8.3%) and Education (11.0%). Of particular note is that the GVA output from Professional, Scientific, and Technical activities has grown exponentially in importance over the last decade. The GVA per job filled was 1.9% below the national average and therefore there is future scope to improve productivity via a future skilled workforce.

[5] GVA- Gross Value Added

### Significant and persistent inequalities

According to the 2019 English Indices of Deprivation, 17 of 61 wards in Oxfordshire are the most deprived in England. These are mostly contained within ten wards – one in Abingdon, three in Banbury and six in Oxford. The city of Oxford is the second most unequal place in the UK.[6]

#### The shape of the Oxfordshire business landscape creates a fast-moving and often fragmented employer demand signal for skills.

The significant majority of enterprises on the Business Register, as of March 2022, were micro (88.5%) or small (9.3%). There were 540 (1.7%) medium sized and 155 (0.5%) large enterprises headquartered in Oxfordshire. Therefore, overall, there is a high concentration of SMEs, which account for 99.5% of all businesses in the County. As such employer demand is fragmented and opportunities are needed to bring employers together with sector bodies and educational providers in order to seek to appropriately meet future business needs.

Across the core industries employers report accelerating upskilling needs due to new technologies, automation, AI and green skills, as well as growth due to inward investment. For example:

- Moderna, Inc. has announced Harwell, the UK's leading science and innovation campus in Oxfordshire, as the location of its Moderna Innovation and Technology Centre (MITC).
- Amano Enzyme and New England Biolabs® (NEB®), international manufacturers of specialty enzymes have established sites at Milton Park, a science, technology, and business community in Oxfordshire.
- The European Space Agency at Harwell is embarking on an ambitious, new expansion of its 5G/6G Hub.
- Catalent recently announced the acquisition from Vaccine Manufacturing and Innovation Centre UK Limited (VMIC Ltd.) of a biologics development and manufacturing facility currently under construction near Oxford.

Alongside the growth in professional jobs which require higher levels of training, these factors mean that employer skills needs often call for highly specialist provision. The cost of developing such provision can be high and the resultant courses could have relatively low numbers of learners.

#### Oxfordshire employers are now experiencing a very tight employment market with chronic and acute skills shortages, exacerbated by a significant rise in economic inactivity.

The population of Oxfordshire is ageing, with the proportion aged 50+ increasing significantly in recent years up to 2022. As the population ages, there is likely to be increased demand for healthcare and social care services. This will put pressure on the healthcare system and may require additional investment in healthcare infrastructure and workforce development. The ageing population also has implications for the labour market. As older workers retire, there may be a shortage of workers with the necessary skills and expertise to replace them. This could lead to skills shortages and increased competition for workers in certain industries.

The combined economically inactive pool in Oxfordshire has increased substantially over the 3-year period. The total in the year to September 2022 was around 19% of the working-age population (16-64). In part, this increase was driven by the number of working-age retirees which grew substantially as the pandemic progressed, reaching a peak in October 2021–September 2022 when it was 7,300 (7.2%) higher than the period 3 years earlier.

#### There is some evidence that for a minority of young people there are barriers to progression to further education and training. This might be impeding productivity in priority sectors.

The sustained positive destination rates[7] after study have decreased to national averages. More detail is below.

### 2.5 Summary Employer Feedback

A key finding of the work has been the increasing difficulties experienced by employers seeking to recruit.

Employers are recruiting employees in an increasingly febrile, competitive market. Consequently, employers in some of our priority sectors told us they felt they were missing out on candidates.

[6] <https://www.centreforcities.org/publication/cities-outlook-2022/>

[7] <https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures>

**“The service industry isn’t held in high regard in the UK, so people don’t see the potential for a career and the skills they can learn that can be transferred in to other jobs.”** *Large Business, Oxfordshire*

Employers told us they want modularisation and lifelong learning. The local economy has increasing demands for higher level skills, in a tightening jobs market as the working age population becomes older. Therefore, there is a need for an increased focus on upskilling, cross-skilling (adding value through employees being able to multi-task) and workforce development. Appropriate curriculum delivery should be made accessible to meet the needs of working learners, helping employers to develop their existing workforce, and helping individuals progress up the career ladder and, if needed, switch sectors.

**“We should be training people for careers, not jobs.”** LSIP Advisory Panel Employer Member

Employers often told us education was disconnected from industry.

**“And I don’t know whether it’s feasible that the LSIP can advocate this, but we need more employers to engage local institutions, FE institutions, to challenge 16 to 19-year-olds with problems to solve.”** SME, Oxfordshire

However, we also identified good examples in Oxfordshire of education and training providers collaborating effectively with local employers. Equally, training providers reported that often employer demands for skills can be hard to respond to if the employer is not prepared to invest, or if the need is niche and specialised.

This Plan is driven by the belief that new and better solutions can only be created if the LSIP process brings people together to talk.

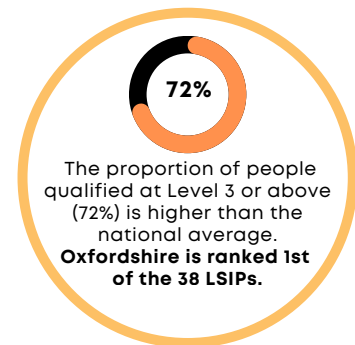
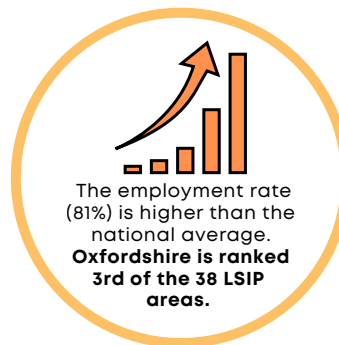
## 2.6 Summary: What is happening, what needs retaining, what changes are needed

The headline data<sup>[8]</sup> for the Oxfordshire LSIP area has many positives.

However, the sustained positive destination rate after study at Key Stage 4 (16 years) has decreased to 94%, being at around the national average. Oxfordshire is ranked 21st of the 38 LSIP areas.

The sustained positive destination rate after study at Key Stage 5 (18 years) has also decreased to 80% also being at around the national average. Oxfordshire is ranked 20th of the 38 LSIP areas.

In addition, the FE participation rate per 100,000 in the Oxfordshire LSIP is lower than the national average. It is ranked 36th of the 38 LSIPs.



## 2.7 Oxfordshire Education and Training Providers

Oxfordshire benefits from a wide range of technical education and skills providers including Activate Learning, Abingdon & Witney College, Ruskin College, and The Henley College. There is also Oxfordshire UTC, Oxford Brookes University, University of Oxford, and a large range of Independent Training Providers. A full list of providers that have participated in the LSIP is included in Annex B.

The FE Colleges are centred on the city and towns of Oxfordshire. Mergers have consolidated some structures, with Activate Learning overseeing City of Oxford College, Banbury & Bicester College. Abingdon & Witney College oversees Abingdon Campus, Bicester Construction Skills Centre, and Common Leys Farm (Witney). There is also The Henley College. Travel to Learn patterns mean there is little further opportunity for elimination of duplication, particularly at lower levels of study. Simply put, young people and adults wish to study where they live and work.

The FE Colleges have been working closely together, across Oxfordshire and Berkshire as part of the Strategic Development Fund and will be doing so again for the Local Skills Improvement Fund (LSIF).

[8] <https://department-for-education.shinyapps.io/local-skills-dashboard/>

The changes that are required, driven by the challenges and priorities outlined above, are as follows:

**IDENTIFIED PRIORITIES FOR CHANGE**

**INCLUSIVE Provide inclusive, accessible education and training**

The tight employment market has created a need for increased focus on development of the existing workforce, internal progression, and succession planning.

Employers and training providers will access untapped labour market potential through designing inclusive training routes into work.

Appropriate curriculum delivery will be made accessible to meet the needs of working learners, helping employers to develop their existing workforce, and helping individuals progress up the career ladder and, if needed, switch sectors.

Drive work to tackle inequality in partnership with existing initiatives such as The Oxfordshire Inclusive Economy Charter.[9]

**PARTNERSHIP Create Employer-Focused Solutions Through Partnership**

The ERB will identify (and continue to update) a list of priority skills and roles required by employers to enable curriculum planning.

The ERB will work to strengthen existing structures for collaboration between providers, and between providers and employers, and will also create new opportunities for partnership working.

In partnership with the ERB and employers, training providers should further develop collaborative work to create innovative routes into the FE Teaching Workforce, and increase the capacity for training, coaching, and mentoring in priority skills.

**ASPIRATION Promote aspirational career routes in priority sectors**

The ERB, in partnership with employers and other partners, will pilot workstreams to:

- Promote aspirational career routes in priority sectors.
- Increase access to qualifications such as T levels to promote local progression into priority sectors.
- Develop opportunities for leadership & management training in the existing workforce.
- Promote positive progression to higher levels of study for young people, particularly through apprenticeship routes.

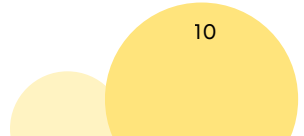
**CAREERS Train People for Careers, not Jobs**

Digitalisation is transforming the workplace and can increase the ability of people to transfer across sectors.

Digital skills are now 'must have'- Education & Training Providers will embed these in curricula wherever feasible, at all levels of education.

Other transferable skills which employers are seeking and will improve productivity include Continuous Improvement Principles (CI); Leadership & management skills, and Skills for a Net Zero Economy (including retrofitting, using new technologies). Training providers will seek opportunities to embed these in the curriculum as appropriate.

[9] <https://futureoxfordshirepartnership.org/projects/the-oxfordshire-inclusive-economy-partnership/>



### 3.0 Driving Change

#### 3.1 Who Needs to be Involved

Our Advisory Panel will continue and evolve into an **Employer Board**, providing insights and guidance to the Plan as it is implemented. The Board will be chaired by Stuart Carroll, Moderna and include representatives of priority sectors, SMEs, and locality. The Board will continue to represent both Oxfordshire and Berkshire and will seek collaborative opportunities for working across borders.

The Employer Board will also include identified **Employer Champions** who will promote particular workstreams. These Champions will be identified in the Plan.

Delivery partners and Providers will be brought together in a **Provider and Partner Forum**. We will also align with the FE Colleges LSIF Project Group. A full list of delivery partners is included in Annex B.



### 3.2 What Success Will Look Like

**INCLUSIVE Provide inclusive, accessible education and training**

More accessible training provision for working learners in priority sectors.

More training opportunities for upskilling based on priority employer needs and new technologies in priority sectors.

Increased delivery of Higher Technical Qualifications and participation in the new Lifelong Learning Entitlement. This will be achieved through collaboration between partners.

**CAREERS Train People for Careers, not Jobs**

Improve learners' understanding of specialist skills and transferable skills prized by employers via additional curriculum content for existing courses.

**PARTNERSHIP Create Employer-Focused Solutions Through Partnership**

Stronger links and collaboration, across Berkshire & Oxfordshire, to maximise resources and benefits. We will maximise resources and identify solutions from the ERB, working in partnership with Trade Bodies, which will bring together sector experts- business and training- corporate and SME (supply chain) across the regions to develop Sector-Based Workforce Development Partnerships and collaborative events and meetings.

Both employers and providers will work together in the best ways to help shape the workforce for the future. This will be achieved by the ERB bringing together our learning in a Guide for Working Together on Shaping the Workforce which will offer guidance to both employers and providers in navigating the local skills system and in the best ways of working together.

We will achieve a better prepared FE workforce through partnership work, with promotion of career routes into teaching, and upskilling opportunities for the teaching workforce and with ways that employers can help providers to deliver programmes.

**ASPIRATION Promote aspirational career routes in priority sectors**

New career routes for learners in priority sectors, particularly in T Levels not yet available in the Oxfordshire area.

Innovative projects to raise the profile of apprenticeship and technical career routes in priority sectors.

More employees benefit from leadership & management to help career progression.

## PART 2

### TAKING THE LSIP PRIORITIES FORWARD

#### 4.0 Summary

This Plan seeks to retain the current FE and Skills structures and delivery which creates good outcomes (see 2.5) for Oxfordshire.

The Plan does intend to create added value partnerships and workstreams so that more people, particularly working learners, access education and training in skills that will improve productivity, meet the challenges of new technologies and improve career progression. The Plan also intends to work with current plans and strategies, adding value to careers advice to ensure more positive destinations for young people.

#### 5.0 Changes in Local Provision: Priority Sectors

##### PRIORITY SKILLS

*Changes Required in Local Provision*

##### PRIORITY SECTORS



**Construction and Built Environment**



**Health and Life Sciences**



**Care**



**Hospitality and Visitor Economy**



**Manufacturing (Science and Innovation)**



**Haulage and Logistics**



**ICT**

##### PRIORITY TRANSFERABLE SKILLS



**Leadership & Management**



**Skills for a Net Zero Economy**



**Digitalisation**



**Business & Professional**



## 5.1 Key Outcomes Employers Want and Why

The following sections outline a detailed description of the job roles and skills that Berkshire employers have reported are difficult to find in a format designed to make sense to education and skills providers- **Information for Education and Skills Providers**. This sector-by-sector analysis sets out granular information which our education and skills providers will respond to in their business and curriculum planning. In return, the Thames Valley Skills Unit undertakes to keep this information up-to-date, relevant, and used through our continuing engagements with employers and training providers.

### The presentation of information is as follows:

For each sector, we have set out the hard-to-recruit roles described by employers. These are then translated into the occupational code (SOC) to triangulate the jobs data in the secondary research, and also translated into the equivalent Occupational Standards (Apprenticeships) to allow Education and Training Providers to understand the relevant qualification content. It is not intended that apprenticeships will always be the training solution, but providers can use the detailed content under each occupational standard to design or influence the curriculum. We will work with Education and Training Providers to help inform their decisions as to the best solutions and responses for the identified priority areas.

- Where a role is highlighted in **yellow**, this demonstrates that the role is also flagged as a potential shortage by the secondary jobs data (see detailed data research in Annex A).
- Where a Standard is highlighted in **orange** this shows that this Standard is not currently being offered in Oxfordshire.
- Where a Standard is in **red**, the qualification is not yet developed and available.
- Where a Standard is highlighted in **light orange**, it had less than 5 starts in 2021/22.
- Where a Standard is marked with a **DG** or **MG**, this is a Green Occupation as defined by IfATE.

### DG Dark-green occupation

A dark-green occupation, for example wind turbine engineer, which is embedded within the green occupational landscape and delivering sustainable outcomes.

### MG Mid-green occupation

A mid-green occupation will remain the same in overall scope but there might be a need for new knowledge, skills and behaviours to be embedded to enable the use of new technologies and approaches.

## 5.2 Changes Required

Education and Training Providers are asked to review the priority job roles and skills and plan how to respond to them. Solutions could include:

- Collaborative working to ensure an employer-focused approach through the Local Skills Improvement Fund (LSIF)
- New or expanded use of the Adult Education Budget, including the Innovation Fund
- New Employer funded training
- New or expanded short/modular accredited or non-accredited courses funded by LSIF
- New Skills Bootcamps
- New or expanded Apprenticeships
- New or expanded T Levels
- New or expanded HTQs
- New curriculum content for existing courses

### 5.3 Hospitality & Visitor Economy

#### RATIONALE

Employers have reported skills shortages in several roles, particularly related to the Restaurant industry.

Two thirds of businesses responding to the annual Experience Oxfordshire Business Confidence Survey[10] are confident for 2023 but issues such as staff recruitment and retention were hampering growth. 23% of business had introduced new practices including shortening their operating hours and introducing mid-week closures.

LABOUR MARKET	SECTORAL CHALLENGES	SPECIFIC REPORTED SKILLS GAPS
<p>In early 2022, there were 1,880 businesses involved in Hospitality and the Visitor Economy in Oxfordshire. This was an increase of 8% compared to the Business Register in 2017. The vast majority were micro businesses, or small enterprises with 30 medium-sized companies and 10 large.</p> <p>The total number of jobs in the Hospitality and Visitor Economy sector in Oxfordshire in 2022 was 27,500. This compares to 26,800 in 2017 and is an increase of 700 (3%).</p>	<p>Employer feedback suggests that currently there is no unified approach which makes it difficult to resolve challenges around recruitment.</p>	<p>Supervising staff and activities within hospitality businesses including bars, cafes, conference centres, restaurants, and hotels.</p> <p>Supervise the delivery of a quality service that supports in achieving the overall business objective.</p> <p>Understand the financial operations of hospitality businesses and know how to source and use financial information.</p>

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4-5)	Professional Occupations (Level 6+)
Commis Chef	Commis Chef L2		
Chef de Partie	Chef de Partie L3		
Maintenance Engineer		Food & Drink Maintenance Engineer L3 Drinks Dispense Technician L3	
Managers	Hospitality Supervisor L3	Senior Culinary Chef L4 Hospitality Manager L4	
Grounds and Greenkeepers	Sports Turf Operative L2	Advanced Sports Turf technician L3	

● MG OR DG - GREEN OCCUPATION  
● NOT DEVELOPED & AVAILABLE  
● LESS THAN 5 STARTS IN 2021/22  
● NOT OFFERED IN OXFORDSHIRE  
● POTENTIAL JOB SHORTAGE

[10] <https://www.experienceoxfordshire.org/partner/partner-benefits/research-and-insights/>

5.4 Manufacturing, Science & Innovation

RATIONALE

Although small, this sector has high growth potential, and fast-moving skills needs due to changing technologies. There is much inward investment into the area (including in Health and Life Sciences) which will likely drive growth in the supply chain.

LABOUR MARKET

In early 2022, there were 120 businesses involved in Manufacturing (Science and Innovation) in Oxfordshire. This was an increase of 4% compared to the Business Register in 2017. The vast majority were micro businesses, or small enterprises with 5 medium-sized companies and 5 large.

The total number of jobs in the Manufacturing \*Science & Innovation) sector in Oxfordshire in 2022 was 4,400. This is an increase of 600 (16%).

SECTORAL CHALLENGES

With the pipeline of development work in the area remaining strong, growth may occur.

However, although the identified Standards are being delivered in Oxfordshire, participating numbers remain small (2021/22). For example, Science Manufacturing Process Operative L2 had less than 5 starts in Oxfordshire in 2021/22. This offers a challenge to providers for affordability and may be an opportunity for collaboration.

Better careers advice around jobs in engineering – what types of roles are available, how to excite people to join the industry.

SPECIFIC REPORTED SKILLS GAPS

Continuous Improvement Principles (CI).

Employability: communication, listening, team working.

Cross skilling- improving productivity through people undertaking more than one role or activity.

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4- 5)	Professional Occupations (Level 6+)	T Levels
Production Managers		Product Development Manager L4 Process Leader L4 MG		Design & Development-Mechanical Engineering
Mechanical Engineers	Engineering design and draughtsperson - Control & Instrumentation or Mechanical L3 MG	Engineering Manufacturing Technician L4 MG		Design & Development-Mechanical Engineering
Design & Development Engineers	Engineering Design & Draughtsperson L3 MG	Product development manager (L4) Senior CAD Engineer		Design & Development-Mechanical Engineering
Production & Process Engineers	Science Manufacturing Process Operative L2 MG Science Manufacturing Technician L3 MG			Engineering, Manufacturing, processing and Control
Electrical and Electronic Engineers	Battery Manufacturing Technician L3			Engineering, Manufacturing, processing and Control
Engineering Technicians	Science Manufacturing Process Operative L2 MG			Engineering, Manufacturing, processing and Control
Quality Assurance Technicians	Lean Manufacturing operative - Inspection/Quality L2 MG			Engineering, Manufacturing, processing and Control

MG OR DG - GREEN OCCUPATION  
 NOT DEVELOPED & AVAILABLE  
 LESS THAN 5 STARTS IN 2021/22  
 NOT OFFERED IN OXFORDSHIRE  
 POTENTIAL JOB SHORTAGE

### 5.5 Construction & Built Environment

#### RATIONALE

Demand within the Construction industry across Oxfordshire is forecast to continue increasing in size and will require an additional 4,500 workers by 2035. The Skills Imperative 2035 estimates are for an average of 1.5% annual growth over this period, compared to the CITB's<sup>[11]</sup> estimate of 0.1% annual growth in the national Construction workforce over the same period. Digital skills and a need for wider availability of green skills training have been highlighted in our interactions as were the demand for coaching, leadership, and management training. A big impact for employers was the new skills arising from the green agenda and a necessity for those teaching to have up to date knowledge of the requirements in the industry. Employers also told us that the skills gap in the construction industry is not limited to traditional trades such as bricklaying and plumbing, but also digital skills, and sustainability skills.

#### LABOUR MARKET

4,660 enterprises – an increase of 11% since 2017.

The majority of these companies were micro or small, with only 15 medium-sized employers.

An estimated need for an additional 4,500 workers and 13,600 replacement workers, totalling 18,100 in Oxfordshire by 2035.

#### SECTORAL CHALLENGES

The CITB has identified key skills gaps in the construction industry, including plastering, and electrical installation, as well as skills in BIM (Building Information Modelling).

The largest growth 2017-22 was in the number of companies involved in the Construction of Residential & Non-Residential Buildings, which increased by 20% (165). There was also a rise in the number involved in Plumbing, Heat and Air Conditioning Installation, increasing by 17% (90) over the same period.

#### SPECIFIC REPORTED SKILLS GAPS

- BEMs- Building Energy Management Systems (energy efficiency)
- BIMs (Building Information Modelling)
- Installing, configuring, calibrating and troubleshooting a range of electronically connected Digital Home Technologies
- Installers and engineers for other heating systems which provide an alternative to traditional gas/oil boilers – these are due to be phased out by 2027:
- Ground and air source heat pumps
- Thermal Imaging
- Retrofitting
- Dual Fuel Smart Meter Installation
- Digital skills such as the use of tablets on site, use of digital platforms for capturing work, ability to access and use on-line training packages.
- CAD (Computer Aided Design)
- Coaching & mentoring skills
- Fire and security systems for electricians
- H&S- SSST SMST (Site Supervision Safety Training Schemes and Site Management Safety Training Scheme)
- Numeracy and literacy, including language courses for overseas workers

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4- 5)	Professional Occupations (Level 6+)
Bricklayers	Bricklayer (L2)		Onsite Construction
Cladding	Commercial Thermal Insulation Operative (L2) Roofer: Roof Sheeter & Cladder (L2) <b>DG</b>		
Plasterers and Dry Liners	Plasterer: Fibrous Plastering (L2) Plasterer: Solid Plastering (L2) <b>MG</b>		Onsite Construction
Scaffolders	Scaffolder (L2)		
Plumbers	Low Carbon Heating Technician (L3) <b>DG</b>		Building Services Engineering for Construction
	Plumbing & Domestic Heating Technician: Environmental Technologies (L3) <b>MG</b> Plumbing & Domestic Heating Technician: Gas, Fossil Fuel Oil or Solid Fuel (L3) <b>MG</b>		
Air Conditioning/ Refrigeration	Refrigeration, Air Conditioning and Heat Pump Engineering Technician (L3) <b>MG</b>		Building Services Engineering for Construction
Smart Home Technician	Dual Fuel Smart Meter Installer (L2) <b>DG</b>	Smart Home Technician (L3) <b>DG</b>	
Electricians	Domestic Electrician (L3) <b>MG</b>		
Business Administration	Business Administrator (L3)		

[11] CITB Construction Skills Network: Five Year Outlook, 2023-27

Information Key  
 ● POTENTIAL JOB SHORTAGE  
 ● NOT OFFERED IN OXFORDSHIRE  
 ● LESS THAN 5 STARTS IN 2021/22  
 ● NOT DEVELOPED & AVAILABLE  
 ● MG OR DG - GREEN OCCUPATION

5.6 Health & Life Sciences

RATIONALE

Whilst the number of enterprises in Human Health fell by 4% from 2017-2022, the number of workforce jobs in the sector increased by 12% (3,300) over the same period to 30,700. Of note, there was: 17% (2,700) increase in jobs in Hospital Activities, and a 39% (2,300) increase in jobs in Other Human Health Activities. In line with a 22% rise in the number of enterprises in Life Sciences, including the doubling of the number within Biotech, there was a notable spike in the number of workforce jobs in R&D in Biotech (120% / 1,200) and Other R&D in Natural Sciences & Engineering (48% / 3,200). At a detailed occupational level in Human Health, there was a notable 11% (900) rise in the number of jobs in nursing. And within Life Sciences, there was a notable 28% (600) rise in the number within Biological Scientist and Biochemists.

LABOUR MARKET

At a detailed occupational level in Human Health, there was a notable 11% (900) rise in the number of jobs in nursing. And within Life Sciences, there was a notable 28% (600) rise in the number within Biological Scientist and Biochemists.

SECTORAL CHALLENGES

The pipeline of new investment in the area will further increase demand: E.g., Moderna, Inc. has announced Harwell, the UK's leading science and innovation campus in Oxfordshire, as the location of its Moderna Innovation and Technology Centre (MITC).

SPECIFIC REPORTED SKILLS GAPS

- Providing routine testing and technical support (e.g., for batch testing)
- Perform specified methodologies-weighing, pipetting to provide reliable data.
- Use standard software packages and applications.
- Use Laboratory Information Management systems.
- Use Health Care Information Management Systems Using diagnostic equipment

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4- 5)	Professional Occupations (Level 6+)	T Levels
Biologists			Biologist (L6)	T Level in Science
Chemists			Chemist (L6)	T Level in Science
Laboratory Technicians and Health Care Scientists	Healthcare Science Assistant (L2) Laboratory Technician (L3) Metrology Technician (L3)	Senior Metrology Technician (L5) Technician Scientist (L5)	Laboratory Scientist (L6)	T Level in Science
Production Scientists	Laboratory Technician (L3) Metrology Technician (L3)	Senior Metrology Technician (L5)	Laboratory Scientist (L6)	T Level in Science
Nurses and Nursing Associates	Senior Healthcare Support Worker (L3)	Nursing Associate (L5)	Registered Nurse (L6)	T Level Health
Radiographers			Diagnostic Radiographer (L6)	T Level in Science
Occupational Therapists			Occupational Therapist (L6)	T Level Health
Data Analysts	Data Technician (L3)	Data Analysts (L4)	Data Scientist (L6) Bioinformatics Scientist (L6) AI Data Specialist (L6)	T Level Digital Business Services

MG OR DG - GREEN OCCUPATION  
 NOT DEVELOPED & AVAILABLE  
 LESS THAN 5 STARTS IN 2021/22  
 NOT OFFERED IN OXFORDSHIRE  
 POTENTIAL JOB SHORTAGE

5.7 Care

**RATIONALE**

Nationally, the Care sector is facing recruitment challenges due to an ageing population, low pay, and the perception that the sector is less desirable than others. Although forecast growth in Care in Oxfordshire is relatively static, replacement demand is likely to require a further 27,500 (Health and Social Care sector) replacement workers.

LABOUR MARKET	SECTORAL CHALLENGES	SPECIFIC REPORTED SKILLS GAPS
<p>Job advert levels are high for Care Assistant and Care Manager.</p>	<p>According to employers we spoke to in the care sector, there are a number of challenges they face.</p> <p>One major issue is the need for modular training to support specialist skills such as diabetic training, training to support residents with epilepsy, and midazolam injections.</p> <p>Another concern is the funding for registered manager training, which is set to end in May 2023. Employers are asking who will provide and fund this training in the future.</p> <p>In addition, employers are currently not using local colleges for continuing professional development (CPD) training. Instead, some training is delivered online, through third-party providers, or internally.</p>	<p>Effectively leading teams of frontline carers Use Health Care Information Management Systems Modular training to support specialist skills such as, diabetic training, training to support residents with epilepsy, Midazolam injections Registered Manager Training CPD Modules to ensure Registered Managers understand continued developments and changes instigated by Care Quality Commission 'Cultural awareness training' and language skills for overseas recruits- English (understanding colloquialisms) Communication and emotional skills e.g., De-escalation training Mental health first aid Situation management – managing emotive situations. Report writing skills. Texture modification (food- IDDSI Framework)[12] (employers noted that this is taught in catering courses but not in H&amp;SC courses)</p>

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4- 5)	Professional Occupations (Level 6+)
Adult Care Worker	Adult Care Worker (L2)		
Manager	Lead Adult Care Worker (L3)	Lead Practitioner in Adult Care (L4) Leader in Adult Care (L5)	
Chefs	Production Chef (L2)		

[12] <https://iddsi.org/framework/> The IDDSI framework consists of a continuum of 8 levels (0 - 7), where drinks are measured from Levels 0 – 4, while foods are measured from Levels 3 – 7. The IDDSI Framework provides a common terminology to describe food textures and drink thickness.

Information Key  
● POTENTIAL JOB SHORTAGE  
● NOT OFFERED IN OXFORDSHIRE  
● LESS THAN 5 STARTS IN 2021/22  
● NOT DEVELOPED & AVAILABLE  
● MG OR DG - GREEN OCCUPATION

## 5.8 Haulage & Logistics

### RATIONALE

Alongside the number of enterprises increasing by 29%, the number of workforce jobs in the sector rose by 10% (1,300) over the same period. This included significant increases within:

- Freight Transport by Road (36% / 600)
- Warehousing & Storage (29% / 1,000)
- Other Postal & Courier Activities (+164% / 600)

#### LABOUR MARKET

In early 2022, there were 1,110 enterprises involved in 'Transportation & Logistics' headquartered across Oxfordshire – an increase of 29% (250) on the number on the Business Register in early 2017. The majority were micro (1,035) or small enterprises (60), whilst 5 were medium-sized (rounded to the nearest 5).

The biggest enterprise growth areas over the five-year period were in the number of companies involved in Other Postal & Courier Activities, increasing by 192% (240).

Advertised demand for the two key occupational groups where the increase in enterprise numbers will increase demand (Freight Drivers and Warehouse Workers), coupled with Vehicle Mechanics, remains high.

#### SECTORAL CHALLENGES

Employers have told us that key roles required are warehouse operators, custom clearing agents, and facilitators to allow products to be moved around the country and beyond. Employers emphasised the need for digital knowledge, basic excel skills, and management/ leadership training and development programs.

Finally, it was agreed that more education and career advice for students could help to bring more attention to the sector.

#### SPECIFIC REPORTED SKILLS GAPS

Understanding warehouse layouts

Using the key principles of Continuous Improvement (CI) Management and Problem Solving

Using IT systems for the supply chain; Excel and company and customer systems

Key legislation, policies and procedures that influence the supply chain: health and safety, environmental, sustainability and others relevant to the business context such as large goods vehicle (LGV) driver hours, customs and trade regulations, and food safety/safe manufacturing practices

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4- 5)	Professional Occupations (Level 6+)
<b>Drivers</b>	Large Goods Vehicle LGV Driver C + E (L2) <b>MG</b>		
<b>Maintenance</b>	Heavy Vehicle Service and Maintenance Technician (L3) <b>MG</b>		
<b>Custom Clearing Agents</b>	International freight forwarding specialist – Road Freight (L3) <b>MG</b>		Supply Chain Leadership Professional (L6) <b>MG</b>

Information Key  
 ● POTENTIAL JOB SHORTAGE  
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 ● MG OR DG - GREEN OCCUPATION

5.9 ICT

**RATIONALE**

Oxfordshire employment has much higher concentrations on some industries compared to the rest of England including Information and Communication, with a Location Quotient (LQ) of 1.19.

**LABOUR MARKET**

Demand within the Information & Communication industry across Oxfordshire is forecast to continue steadily increasing in size and will require an additional 2,800 workers by 2035 (from the 2020 base). In addition, however, the industry within Oxfordshire is forecast to require 7,100 replacement workers over the period 2020-35, summing to a total of 10,000 workers who will need to be trained and/or upskilled over the period.

**SECTORAL CHALLENGES**

The forecast growth and significant replacement demand up to 2035 will add pressure onto an employment market that is already tight as evidenced by businesses who report difficulties in recruiting to key roles. All of the identified hard to recruit roles by employers are supported by the Secondary Data. Trained professionals are needed to meet the demands of AI. [13]

**SPECIFIC REPORTED SKILLS GAPS**

See Digitalisation 5.10

TABLE 1 Recruitment Difficulties Reported by Employers	Technical Occupations (Levels 2-3)	Higher Technical Occupations (Levels 4- 5)	Professional Occupations (Level 6+)	T Levels
Cyber Security	Cyber Security Technician (L3)	Cyber Security Technologist (L4)		T Level in Digital Design, Production & Development
Software Developer/ Programmer	Software Development Technician (L3)			T Level in Digital Design, Production & Development
Data Technician	Data Technician(L3)	Data Analysts (L4)	HTQ Digital Modular Programme for Data Analysts	T Level in Digital Design, Production & Development

MG OR DG - GREEN OCCUPATION  
 NOT DEVELOPED & AVAILABLE  
 LESS THAN 5 STARTS IN 2021/22  
 NOT OFFERED IN OXFORDSHIRE  
 POTENTIAL JOB SHORTAGE

[13] AI regulation: a pro-innovation approach - GOV.UK (www.gov.uk)

5.10 Summary; Cross Sectoral Skills Required by Employers

**Leadership & Management**

- Team leading
- Communication and emotional skills
- Mental health first aid
- Understand time management techniques and tools, and how to prioritise activities and approaches to planning.
- Managing projects to meet an organisation's goals.
- Coaching and mentoring- Work with a wide range of individuals and teams across organisations, to empower and engage with them to enhance their professional performance

**Applicable Apprenticeship Standards**

Team Leader or Supervisor L3  
Associate Project manager L4

**Digitalisation**

- Use productivity software such as Excel.
- Digital skills such as the use of tablets on site, use of digital platforms for capturing work, ability to access and use on-line training packages.
- Building simple applications for use in larger software
- Extract, manipulate, manage, and analyse complex data sets from multiple systems, including large scale and real time data.
- Knowledge of Edge computing (a distributed computing paradigm that brings computation and data storage closer to the sources of data. This is expected to improve response times and save bandwidth)
- How to use AI and machine learning methodologies such as data mining, supervised/unsupervised machine learning, natural language processing, machine vision to meet business objectives

**Applicable Apprenticeship Standards**

Cyber Security Technician (L3)  
Cyber Security Technologist L4  
Software Development Technician L3  
Data Technician (L3)  
Data Analysts (L4)

**Skills for a Net Zero Economy[14]**

LCREE- Green Jobs[15]

- Retrofitting, retraining, and responding to new technologies in industries such as utilities, ICT, motor vehicle, engineering, and construction.

Wider Skills

- Meet energy and cost reduction objectives and targets within the context of wider sustainability commitments.
- Sustainability Awareness (Carbon Literacy)
- Understand and improve energy consumption and sustainability issues, and the role of the organisation in tackling them.
- Analyse sustainability performance data and develop the appropriate business response in line with legislation including the Corporate Sustainability Reporting Directive (2025).

**Applicable Apprenticeship Standards**

Plumbing and Domestic Heating Technician (L3) **MG**  
Low Carbon Heating Technician (L3) **DG**

**Business & Professional**

- Know how to monitor budgets to ensure efficiencies and that costs do not overrun.
- Understand HR in their sector and any unique features.
- Good understanding of HR legislation and the HR Policy framework of the organisation.
- Sound understanding of the HR Policies that are relevant to their role.
- Continuous Improvement Principles (CI).

**Applicable Apprenticeship Standards**

Paralegal Level 3

Accounts or Finance Assistant Level 2  
Accountant Level 3  
Business Administrator L3

Procurement and Supply Assistant L3  
HR Support L3  
Associate Project Manager L4  
Payroll Assistant Manager L5

[14] Informed by 'Towards a Green Jobs and Skills Roadmap for Reading' A Report by Shared Intelligence, Oct 2022

[15] Low Carbon and Renewable Energy Economy sector data (LCREE). LCREE is a new classification model from the ONS for identifying firms and organisations involved in low carbon activity which is defined as "economic activities that deliver goods and services that are likely to help the UK generate lower emissions of greenhouse gases, predominantly carbon dioxide"

Information Key  
 ● POTENTIAL JOB SHORTAGE  
 ● NOT OFFERED IN OXFORDSHIRE  
 ● LESS THAN 5 STARTS IN 2021/22  
 ● NOT DEVELOPED & AVAILABLE  
 ● MG OR DG - GREEN OCCUPATION

## PART 3

### DELIVERING THE LSIP PRIORITIES

#### 6.0 The Key Programmes, Provision and Providers Delivering Against LSIP Priorities

The following Plan or Road Map describes what needs to happen locally to bring about effective and sustained change, including building on existing provision, developing and delivering new provision, and driving collaborative working.

The key themes are:



The Plan addresses specific actions in each of our agreed Priority sectors.

The Plan sets out wider actions that will enable the LSIP to reach its goal to make technical education and skills provision more responsive to the changing needs of employers and then sets this out in each priority sector.

#### 6.1 Measuring Impact

STRATEGIC OBJECTIVES	EXAMPLE SOLUTIONS	SAMPLE IMPACT MEASURES
<p>Education Providers are better informed of the key skills required by employers in the Priority Sectors to help their planning and delivery of courses available in Oxfordshire.</p> <p>Education and training providers, and employers collaborate further to provide employer-focused education and training in specialist areas.</p> <p>Education and training opportunities better reflect the needs of the Oxfordshire workforce- for example, more accessible training opportunities and take-up for existing workforce.</p>	<p>Collaborative working to ensure an employer-focused approach.</p> <p>New or expanded use of Adult Education Budget, including the Innovation Fund</p> <p>New Employer funded training.</p> <p>New or expanded short/modular accredited or non-accredited courses funded by LSIF.</p> <p>New Skills Bootcamps</p> <p>New or expanded Apprenticeships.</p> <p>New or expanded T Levels</p> <p>New or expanded HTQs.</p> <p>New curriculum content for existing courses</p>	<p><b>SHORT-TERM</b></p> <p>New courses developed and made available (e.g., Skills Bootcamps, T Levels, HTQs, short courses).</p> <p>Student participation, achievement, and destination on new courses.</p> <p>New curriculum content developed and made available for existing courses (e.g., responding to new technology).</p> <p>New Workforce Development Partnership Groups established, and numbers of employers meaningfully engaged in these.</p> <p>Qualitative feedback from employers involved in Work Programmes</p> <p><b>LONG-TERM</b></p> <p>Employer confidence measured by the DfE Employer Skills Survey</p> <p>Local vacancy rate for priority sectors and job roles</p>

7.0 The Road Map: Action Plan 2023-2025

Information Key PARTNERS

<b>ERB</b> The Employer Representative Body- Thames Valley Chamber of Commerce (Thames Valley Skills Unit)	<b>WDP</b> Workforce Development Partnerships	<b>ETPs</b> Education & Training Providers	<b>LEP</b> OxLEP	<b>PARTNERS</b> Including Trade Bodies, Careers Advisers, JCP and other agencies	<b>CEIAG</b> Careers Education, Information, Advice & Guidance
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Information Key FUNDING

<b>LSIP</b> Local Skills Improvement Plan Funding	<b>LSIF</b> Local Skills Improvement Fund (funding)	<b>AEB</b> Adult Education Budget (inc Innovation Fund and Loans)	<b>App</b> Apprenticeship Funding	<b>16-18</b> 16-18 year old education funding	<b>Emp</b> Employer funded, or time commitment	<b>Bootcamp</b> Skills Bootcamp
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DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p><b>Governance &amp; Leadership</b></p> <p>The ERB will review and reconvene the LSIP Advisory Panel to become the LSIP Employer Board, overseeing and advising LSIP actions. This will ensure that the LSIP implementation remains employer led.</p> <p>The ERB will identify <b>Employer Champions</b> for workstreams, ensuring the employer voice is loud and clear in all our actions.</p> <p>The ERB will embed the new <b>Thames Valley Skills Unit</b> (TVSU) as an expert team to help drive forward the LSIP. This will ensure that there is an expert resource within the ERB to advise on skills.</p> <p>The ERB will convene a new <b>Provider and Partner Forum</b> to ensure that LSIP actions are implemented with providers, and that impact measures are agreed and monitored. This will align with the LSIF Project Management Group, led by Activate Learning, and ensure that the impacts of the LSIP are captured.</p>	<p>LSIP Employer Board membership agreed, and meetings scheduled.</p> <p>Funding for Stage 2 LSIP secured, and Thames Valley Skills Unit embedded as a Team.</p> <p>Employer Champions identified.</p> <p>TVSU embedded as an Expert Team.</p> <p>Provider and Partner Forum set up and in place.</p>	ERB	In Place	<p>Sept 2023</p> <p>Sept 2023</p> <p>Sept 2023</p> <p>July 2023</p> <p>Sept 2023</p>	LSIP Emp
<p><b>Monitoring and Realising the Benefits</b></p> <p>Monitor and support the realisation of the LSIP and to keep the LSIP under review to ensure it is still relevant.</p> <p>Work with the Lead for the LSIF application to ensure the LSIF is aligned with the LSIP.</p>	<p>Agree a set of Impact Measures with Partners and Providers.</p> <p>Produce and publish a progress report in years 2 and 3 by the end of June (2024 and 2025) which should be no longer than 20 pages.</p>	ERB		<p>Sept 2023</p> <p>June 2024 June 2025</p>	LSIP
<p>The ERB should facilitate work to strengthen collaborative working, ensuring that employers and providers work together to provide employer-focused solutions that are cost-effective, and try to best manage employer demand signals which can be fragmented.</p>	<p>Learning from best practice in our area, create a <b>Guide for Working Together on Shaping the Workforce</b> which will offer guidance to both employers and providers in navigating the local skills system and working collaboratively to help shape the workforce for the future.</p> <p>Guide for Working Together on Shaping the Workforce available on-line by Jan 2024 and updated with new case studies and resources on a regular basis ongoing.</p>	ERB ETPs Employers	TBC	Jan 2024	LSIP LSIF Emp
<p>Pilot, convene and facilitate ERB-Led Workforce Development Partnerships (WDP) in Priority Sectors, using existing partnerships where possible, and maximising benefit with cross-border working if possible.</p> <ul style="list-style-type: none"> <li>Provide a forum and focus for employers to gain insights into skills, and providers to gain insights into priority sectors.</li> <li>Generate resources and advice for signposting employers to skills.</li> <li>Strengthen relationships between attending providers and employers to generate further partnership solutions.</li> </ul>	<p>First WDPs in Oxfordshire- Hospitality, Construction, Health &amp; Life Sciences (see below). Learning from these, other WDPs may be developed in other priority sectors.</p> <p>All WDPs will promote:  <i>New or expanded use of Adult Education Budget, including the Innovation Fund</i>  <i>New Employer funded training.</i>  <i>New or expanded short/modular accredited or non-accredited courses funded by LSIF or Innovation Fund</i>  <i>New Skills Bootcamps</i>  <i>New or expanded Apprenticeships.</i>  <i>New or expanded T Levels</i>  <i>New or expanded HTQs.</i>  <i>New curriculum content for existing courses</i></p>	ERB ETPs Partners Employers		Summer 2023-Mar 2025	LSIP LSIF Other (eg. BFI) Emp
	<p>The ERB, working in partnership with providers and employers will implement a series of events to raise the profile of the LSIP, and opportunities for employers to work in collaboration to improve workforce development.</p> <p>Continue to develop promotional activities such as the website and newsletter.</p>	ERB		Summer 2023-Mar 2025	LSIP Emp

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Employers in Oxfordshire report particularly acute difficulties in promoting their sector and careers to school leavers. The secondary data also suggests a decline in positive destinations for young people at KS4 and KS5 with particularly poor performance of young people accessing education and apprenticeships after 16-18.</p> <p>OxLEP working with the Careers Hub and Careers Enterprise Company, already lead high profile work programmes including: Oxfordshire Apprenticeship Awards Oxfordshire Apprenticeship Grant Scheme Oxfordshire Apprenticeship Ambassadors Social Contract Programme[16]</p> <p>Funding for the Social Contract Programme was secured by OxLEP through the government's Contain Outbreak Management Fund, via Oxfordshire County Council.</p>	<p>Work with the LEP and ETPs to help signpost employers to benefit from existing programmes</p>	ERB		Summer 2023-Mar 2025	LSIP Emp
	<p>Work with the LEP and ETPs to add value to existing structures and programmes.</p> <p><b>Thames Valley Skilled Practitioner Recognition.</b> Nationally, apprentices, when they finish their apprenticeship, do not have a status. Students become graduates, apprentices become employees. We will explore the appetite to create an employer-led system, whereby completed TV apprentices from participating TV businesses are formally recognised as Thames Valley Skilled Practitioners. This is a title (it could be post-nominal letters- SP) and recognition, in the hands of employers, promoting business, skills, recruitment and progression.</p>	ERB Emp ETP's Partners		March 2024	
	<p>Work with employers and partners to explore the feasibility of a pilot.</p>			TBC	
	<p>Depending on the outcome of the feasibility study, pilot a 'Skilled Practitioner' programme. Working with a leading employer, create a recognition through a post-nominal accreditation of successful ex-apprentices who completed their training and have then completed a period of successful employment/progression.</p>				
<p>Promote and amplify the Oxfordshire Inclusive Economy Partnership.</p> <p>The Oxfordshire Inclusive Economy Partnership brings together over a hundred organisations county-wide – employers, business, education, community groups and local government – that are working to share knowledge, expertise, and resources to address some of our greatest challenges.</p>	<p>Work with employers to promote the Partnership and lever benefits for education and training.</p>	ERB Partners		Summer 2023-March 2025	LSIP Emp
<p>Employers and training providers should collaborate to provide curriculum provision that is flexible and accessible to working learners for upskilling.</p> <p>Training providers, working in partnership with the ERB should plan a 'rapid response' service to design and deliver local, non-accredited and/or modular provision (occupation dependent as some industries require licence to practice) to address urgent skills needs in the existing workforce.</p>	<p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses (see sector priority actions below).</p>	ETPs		Summer 2023-March 2025	LSIF AEB Bootcamp
<p>HTQs are higher technical qualifications that employers have helped develop. The Lifelong Learning (Higher Education Fee Limits) Bill has been introduced in parliament, which will allow for the Government's Lifelong Loan Entitlement (LLE) to be rolled out from 2025. From 2025, the LLE will offer people a loan worth £37,000 in today's tuition fees, which can be used flexibly over their working lives to pay for short courses, modules, or full courses, whether at college or at university. Employer feedback suggests this could be a welcome 'game changer' and the ERB would like Oxfordshire education and training providers to be as prepared possible to roll out appropriate provision under this initiative.</p>	<p>Convene and facilitate a Provider-Led Planning Group to deliver for new HTQs and prepare for the introduction of the LLE in 2025.</p>	ERB ETPs		Autumn 2023-March 2025	LSIF
<p>This Plan sets out a detailed description of the job roles and skills that Oxfordshire employers have reported are difficult to find in a format designed to make sense to education and skills providers-Information for Education and Skills Providers. This sector-by-sector analysis sets out granular information which our education and skills providers will respond to in their business and curriculum planning. In return, the Thames Valley Skills Unit undertakes to keep this information up-to-date, relevant, and used through our continuing engagements with employers and training providers. These are intended to act as up-to-date, granular information to help providers with curriculum planning.</p>	<p>Update to Skills Priorities published.</p>	ERB		June 2024	LSIP
	<p>Review of priority sectors, and amendments identified and communicated if necessary (for example, new priority areas)</p>	ERB		Autumn 2023-March 2025	

[16] <https://www.oxfordshirelep.com/apprenticeships-vocational-pathways>

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
Promoting Careers in Priority Sectors	Using information on Skills Priorities, work with ETPs and CIAG providers to ensure up to date information is available to influence careers advice and activity.  Promote opportunities to connect employers to CIAG providers and activity.	ERB		Autumn 2023- March 2025	LSIP
T Levels are being rolled out by the Government. These qualifications will aid L3 occupations and employment, progression to apprenticeships and vocational HE.	Support ETPs in the roll out and expansion of T levels.  Actions may be sector specific and require consideration in appropriate WDPs.	ERB ETPs		Autumn 2023- March 2025	LSIP
Beyond the specific sectoral, and cross-sectoral skills set out in this Plan, there has been a wide range of employer feedback on the necessity of employability skills. More work needs to be undertaken to establish the need for a defined framework of underpinning employability skills, endorsed by employers, for training providers to adopt. Or, whether there is an existing framework used by providers that could be amplified and promoted. This could provide consistency for employers.  We are also aware that the National Priority Skills Statement refers to more work required. The national guidance notes that essential skills in English, maths and digital should also be prioritised and acknowledges that there may be value in articulating a list of transferable skills. Existing models such as Skills Builder might provide this.	Work with ETPs to identify appetite for agreeing a common framework of employability skills to be instilled into the curriculum.  Research and explore the feasibility of identifying Thames Valley Priority Employability Skills.  This could include the concept of branding training modules for these skills with employer endorsement.	ERB ETPs Emp	TBC	Sept 2023- Jan 2024	LSIP LSIF
In partnership with the ERB and employers, training providers should further develop collaborative work to create innovative routes into the FE Teaching Workforce, and increase the capacity for training, coaching, and mentoring in priority skills.	Work with ETPs to support work to: Promote FE teaching as a career route Provide development opportunities for teachers Promote employer involvement in delivery	ERB ETPs Emp	TBC	Sept 2023- March 2025	LSIF

### SECTOR SPECIFIC: HOSPITALITY AND VISITOR ECONOMY

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
Facilitate a Hospitality Workforce Development Partnership (WDP) <ul style="list-style-type: none"> <li>Provide a forum and focus for employers to gain insights into skills, and providers to gain insights into priority sectors.</li> <li>Generate resources and advice for signposting employers to skills.</li> <li>Strengthen relationships between attending providers and employers to generate further partnership solutions.</li> </ul> <p><i>"There needs to be an association for hospitality in the area who can put forward the needs to educators rather than all going individually" SME, Oxfordshire at the LSIP 'Meeting the Future Workforce' event in April 2023</i></p>	The ERB will facilitate a WDP to partner and add value to existing structures developing a work programme to connect employers to skills and improve the skills provision in the local area.  NB- this may also be open to Berkshire employers pending further feedback in Berkshire.  Education & Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses.  Progression routes are hampered currently as the T Level in Catering has been delayed beyond 2024.  In light of the delayed T Level, providers to review and change the content of current Post-16 Provision, including BTECs to align with priority needs.	ERB ETPs Partners Employers	In Place	Summer 2023- March 2025	LSIP LSIF AEB 16-18 Bootcamp App Emp Other

**SECTOR SPECIFIC: MANUFACTURING SCIENCE & INNOVATION**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>The LSIP will promote expansion, development, and delivery of provision in the identified priority areas.</p> <p>The T level in Engineering, Manufacturing, Process and Control is only being offered from 2024 onwards by UTC Oxfordshire. There are no current providers of Maintenance, Installation and Repair for Engineering and Manufacturing. This leaves much of Oxfordshire without access to these technical routes.</p>	<p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses.</p>	<p><b>ERB</b> <b>ETPs</b> <b>Partners</b> <b>Employers</b></p>	<p>TBC</p>	<p>Summer 2023- March 2025</p>	<p><b>LSIP</b> <b>LSIF</b> <b>AEB</b> <b>16-18</b> <b>Bootcamp</b> <b>App</b> <b>Emp</b> <b>Other</b></p>
	<p>Education and Training Providers to work together collaboratively, through the LSIF to invest in up-to-date technologies, capital and spaces for Science and Innovation.</p>			<p>March 2024</p>	
	<p>The Product Development Manager L4, Process leader L4, Senior CAD Engineer are identified as an industry need; however, a Trailblazer Group has yet to be formed to develop an Apprenticeship. The Battery Manufacturing Technician L3 is under development. The LSIP will test appetite amongst Oxfordshire employers to develop these standards.</p>			<p>March 2024</p>	
<p>Employers reported some need for cross-skilling, for example, increasing productivity through the upskilling of the workforce to be able to multi-task.</p>	<p>Explore a pilot with an employer and local ETP to create a suite of training modules (using employer investment) to provide cross-skilling opportunities to improve productivity.</p>	<p><b>ERB</b> <b>ETP</b> <b>Emp</b></p>	<p>TBC</p>	<p>September 2024</p>	<p><b>Emp</b></p>

**SECTOR SPECIFIC: CONSTRUCTION AND BUILT ENVIRONMENT**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Facilitate a Construction &amp; Built Environment Workforce Development Partnership (WDP)</p> <ul style="list-style-type: none"> <li>Provide a forum and focus for employers to gain insights into skills, and providers to gain insights into priority sectors.</li> <li>Generate resources and advice for signposting employers to skills.</li> <li>Strengthen relationships between attending providers and employers to generate further partnership solutions.</li> </ul> <p>T Levels in Construction (Onsite &amp; Building Services) not available in Oxfordshire.</p> <p>The Sector Profile illustrates those changing technologies, particularly in Green Skills are driving the need for upskilling in new technology, retrofitting and digital.</p>	<p>Convene a WDP for Construction and Built Environment Sectors, collaborating with CITB, Home Builders Federation and the Electrical Contractors Association. This will be a new group, pan-Oxfordshire and Berkshire to maximise benefits.</p>	<p><b>ERB</b> <b>ETPs</b> <b>Partners</b> <b>Employers</b></p>	<p>TBC</p>	<p>Summer 2023- March 2025</p>	<p><b>LSIP</b> <b>LSIF</b> <b>AEB</b> <b>Bootcamp</b> <b>App</b> <b>16-18</b> <b>Emp</b></p>
	<p>Education &amp; Training Providers to explore the market for T Levels in Construction in their catchment areas and consider implementation accordingly.</p>			<p>By Sep 2024</p>	
	<p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs (pg. 9) via new programmes such as short, modular courses.</p>			<p>Autumn 2023- March 2025</p>	
	<p>Education and Training Providers to work together collaboratively, through the LSIF to invest in up-to-date technologies, capital and spaces for Construction &amp; Built Environment.</p>			<p>Autumn 2023- March 2025</p>	

**SECTOR SPECIFIC: HEALTH & LIFE SCIENCES**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Partner with the existing Thames Valley Life Sciences Round Table to facilitate a Workforce Development Partnership (WDP)</p> <ul style="list-style-type: none"> <li>Provide a forum and focus for employers to gain insights into skills, and providers to gain insights into priority sectors.</li> <li>Generate resources and advice for signposting employers to skills.</li> <li>Strengthen relationships between attending providers and employers to generate further partnership solutions.</li> </ul> <p>The WDP will promote expansion, development, and delivery of provision in the identified priority areas.</p>	<p>Work with the successful Life Sciences Round Table to identify partnership and collaboration opportunities.</p> <p>This will be pan Oxfordshire and Berkshire to maximise benefits.</p> <p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses.</p> <p>Education and Training Providers to work together collaboratively, through the LSIF to invest in up-to-date technologies, capital, and spaces for Health &amp; Life Sciences.</p>	<p>ERB</p> <p>ETPs</p> <p>ETPs</p>	<p>In Place</p>	<p>Summer 2023- March 2025</p> <p>Autumn 2023-March 2025</p> <p>Autumn 2023-March 2025</p>	<p>LSIP</p> <p>LSIF</p> <p>AEB</p> <p>16-18</p> <p>Bootcamp</p> <p>App</p> <p>Emp</p> <p>Other</p>
<p>Work with the Thames Valley Berkshire LEP to ensure the Skills Bootcamps in Berkshire for Life Science extend across Oxfordshire.</p>	<p>Work with the LEP and ETPs to help signpost employers to benefit from the Skills Bootcamps.</p>	<p>ERB</p> <p>LEP</p> <p>ETPs</p>		<p>Autumn 2023-March 2025</p>	<p>LSIP</p> <p>Bootcamp</p>

**SECTOR SPECIFIC: CARE**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>The LSIP will promote expansion, development, and delivery of provision in the identified priority areas.</p> <p>Employers report the need for modular training to support specialist skills such as diabetic training, training to support residents with epilepsy, and midazolam injections, leadership &amp; management.</p> <p>Employers report that FE college curriculum should be developed to include important areas such as mental health first aid, situation management for emotive situations, creative thinking, food texture modification (which is currently taught in catering courses), food hygiene certification, and delivering meaningful activities in social and residential care settings.</p> <p>The LSIP will promote expansion, development and delivery of provision designed to improve the English skills of new, overseas workers.</p>	<p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses.</p> <p><i>New or expanded use of Adult Education Budget, including the Innovation Fund</i></p> <p><i>New Employer funded training. New or expanded short/modular accredited or non-accredited courses funded by LSIF or Innovation Fund</i></p> <p><i>New Skills Bootcamps</i></p> <p><i>New or expanded Apprenticeships.</i></p> <p><i>New or expanded T Levels</i></p> <p><i>New curriculum content for existing courses</i></p> <p>The ERB will work with ETPs to identify employers who will invest their time and resources to influence and inform careers advice and guidance.</p>	<p>ETPs</p> <p>ETPs</p> <p>Employers</p>	<p>In Place</p>	<p>Autumn 2023-March 2025</p> <p>Autumn 2023-March 2025</p>	<p>LSIP</p> <p>LSIF</p> <p>AEB</p> <p>Bootcamp</p> <p>App</p> <p>16-18</p> <p>Emp</p>

**SECTOR SPECIFIC: HAULAGE & LOGISTICS**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>The LSIP will promote expansion, development, and delivery of provision in the identified priority areas.</p> <p><i>New or expanded use of Adult Education Budget, including the Innovation Fund New Employer funded training.</i></p> <p><i>New or expanded short/modular accredited or non-accredited courses funded by LSIF or Innovation Fund</i></p> <p><i>New Skills Bootcamps</i></p> <p><i>New or expanded Apprenticeships.</i></p> <p><i>New or expanded T Levels</i></p> <p><i>New or expanded HTQs.</i></p> <p><i>New curriculum content for existing courses</i></p>	<p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses.</p> <p>Education and Training Providers to work together collaboratively, through the LSIF to invest in up-to-date technologies, capital, and spaces for Haulage &amp; Logistics.</p>	ETPs	TBC	Autumn 2023-March 2025	LSIP LSIF AEB Bootcamp App 16-18
<p>The sector needs to promote itself as a career of choice to improve recruitment and career progression.</p> <p><i>The Generation Logistics Ambassador Network is a collective of talented employees who inspire the next generation of logistics recruits. Ambassadors spread the logistics message across their social networks, provide inspiring stories, and facilitate partnerships between our sponsors and education.</i></p>	<p>The ERB will partner with The Chartered Institute of Logistics and Transport to identify employers who will invest their time and resources to influence and inform careers advice and guidance as Ambassadors</p>	ERB Partners		Autumn 2023-March 2025	LSIP Other

**SECTOR SPECIFIC: ICT**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>The ERB will promote expansion, development, and delivery of provision in the identified priority areas.</p> <p><i>New or expanded use of Adult Education Budget, New Employer funded training.</i></p> <p><i>New or expanded short/modular accredited/non-accredited courses funded by LSIF or Innovation Fund</i></p> <p><i>New or expanded Apprenticeships.</i></p> <p><i>New or expanded T Levels New or expanded HTQs.</i></p> <p><i>New curriculum content for existing courses</i></p>	<p>Education &amp; Training Providers to use LSIF, Innovation Fund or Skills Bootcamps as alternative sources of funding to align delivery to the priority skills needs via new programmes such as short, modular courses.</p> <p>Education and Training Providers to work together collaboratively, through the LSIF to invest in up-to-date technologies, capital, and spaces for ICT.</p>	ETPs	In Place	Autumn 2023-March 2025	LSIP LSIF AEB Bootcamp App 16-18
<p>Work with the Thames Valley Berkshire LEP to ensure the Skills Bootcamps in Berkshire for Digital extend across Oxfordshire.</p>	<p>Work with the LEP and ETPs to help signpost employers to benefit from the Skills Bootcamps in Digital.</p>	ERB LEP ETPs		Autumn 2023-March 2025	LSIP Bootcamp

**CROSS-SECTOR PRIORITIES: DIGITAL**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Digital skills are now 'must have' in every sector. Training providers should seek opportunities to embed these in all types of curricula at all levels.</p> <p>Employers and training providers to collaborate to provide curriculum provision that is flexible and accessible to working learners for upskilling.</p> <p>Education &amp; Training Providers to use LSIF, Innovation Fund as alternative sources of funding for development of non-accredited and accredited short courses for part-time and full-time learners to improve their knowledge and understanding of the identified Cross-Sector Transferable Skills.</p>	<p>Training providers should seek opportunities to embed Digital Skills in all types of curricula at all levels. This may entail investment in staff training and capital investment.</p> <p>Using the Information on Cross-Sector, Transferable Skills (Digitalisation), education, and training providers should review curriculum planning to include these skills where possible and appropriate.</p> <p>Provide staff development for FE Teachers in identified transferable skills that are valued by employers.</p> <p>Invest in any equipment or resource required by the identified cross-sectoral transferable skills.</p>	ETPs		Autumn 2023-March 2025	LSIP LSIF AEB Bootcamp App 16-18

**CROSS-SECTOR PRIORITIES: LEADERSHIP & MANAGEMENT**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Research and explore the support Oxfordshire employers need to provide L&amp;M development for the existing workforce to respond to the identified issue of a tight labour market.</p> <p>Education &amp; Training Providers to use LSIF, Innovation Fund as alternative sources of funding for development of non-accredited and accredited short courses for part-time and full-time learners to improve their knowledge and understanding of the identified Cross-Sector Transferable Skills</p>	<p>Using the Information on Cross-Sector, Transferable Skills (Leadership &amp; Management), education and training providers should review curriculum planning to include these skills where possible and appropriate.</p> <p>Provide staff development for FE Teachers in identified transferable skills that are valued by employers.</p>	ETPs		Autumn 2023- March 2025	LSIP LSIF AEB Emp

**CROSS-SECTOR PRIORITIES: BUSINESS & PROFESSIONAL**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Employers and training providers to collaborate to provide curriculum provision that is flexible and accessible to working learners for upskilling.</p> <p>Training providers, working in partnership with the ERB should set out a 'rapid response' service to design and deliver local, non-accredited and/or modular provision to address urgent Business &amp; Professional needs in the existing workforce.</p>	<p>Using the Information on Cross-Sector, Transferable Skills (Business &amp; Professional), education and training providers should review curriculum planning to include these skills where possible and appropriate.</p>	ETPs		Autumn 2023- March 2025	LSIP LSIF AEB 16-18 Emp

**CROSS-SECTOR SPECIFIC: GREEN**

DESCRIPTION OF CHANGE AND EXPECTED BENEFIT	ACTIONS	OWNER	EMPLOYER CHAMPION	TIMESCALE	POTENTIAL FUNDING
<p>Build relationships with employers, to help businesses understand their responsibilities and actively develop green skills strategies. [17]</p>	<p>Work in partnership with the Sustainability Knowledge Transfer Partnership led by the University of Reading.</p>	ERB Emp Partners	TBC	Dec 2023- March 2025	LSIP Emp
<p>Employers and training providers to collaborate to provide curriculum provision that is flexible and accessible to working learners for upskilling.</p> <p>Training providers, working in partnership with the ERB should set out a 'rapid response' service to design and deliver local, non-accredited and/or modular provision to address urgent Green Job skills needs in the existing workforce.</p>	<p>Using the Information on Cross-Sector, Transferable Skills (Skills for Net Zero), education and training providers should review curriculum planning to include these skills where possible and appropriate.</p> <p>Education &amp; Training Providers to use LSIF, Innovation Fund for development of non-accredited and accredited short courses for part-time and full-time learners to improve their knowledge and understanding of the identified Green Skills.</p> <p>Provide staff development for FE Teachers in identified Green skills that are valued by employers.</p> <p>Invest in capital resources identified as essential in delivering Green skills identified (as above). E.g., Retrofitting and retraining in industries such as utilities, motor vehicle, engineering, and construction</p>	ETPs		Autumn 2023- March 2025	LSIP LSIF AEB Emp 16-18

[17] Informed by 'Towards a Green Jobs and Skills Roadmap for Reading' A Report by Shared Intelligence, Oct 2022

## 8.0 Process for Managing Effective Delivery

### Governance, Leadership, and Impact Monitoring

- The embedding of Values to help achieve the cultural change that the LSIP is seeking (see Annex B).
- Our LSIP Advisory Panel will evolve into an employer-led Board, to provide feedback, oversight, and direction to ensure that the LSIP achieves the objectives as set out by the DfE guidance; and to oversee and direct collaborative effort and work across borders, aided by its oversight of both LSIPs in Oxfordshire and Berkshire. This will drive collaborative working, synergies, and economies of scale.
- The Thames Valley Skills Unit is now well established and developed. It will continue, staffed primarily with permanent employees.
- We will agree SMART Objectives and meaningful Impact Measures with relevant providers and partners and collect and evaluate data to track performance against these measures. Example measures are included in 6.1.

### Working in Partnership

- The continuation of employer engagement to aid the implementation of the Plan.
- The development of strong partnerships with sector ERBs and other partners such as CITB to drive forward work in priority sectors.
- The Employer Board will include identified Employer Champions who will promote particular workstreams. These Champions are identified in the Plan.
- Continued strong collaboration with providers, ensuring the LSIP and LSIF are aligned.
- The promotion and amplification of other projects to ensure employers are fully informed and able to take up training opportunities.

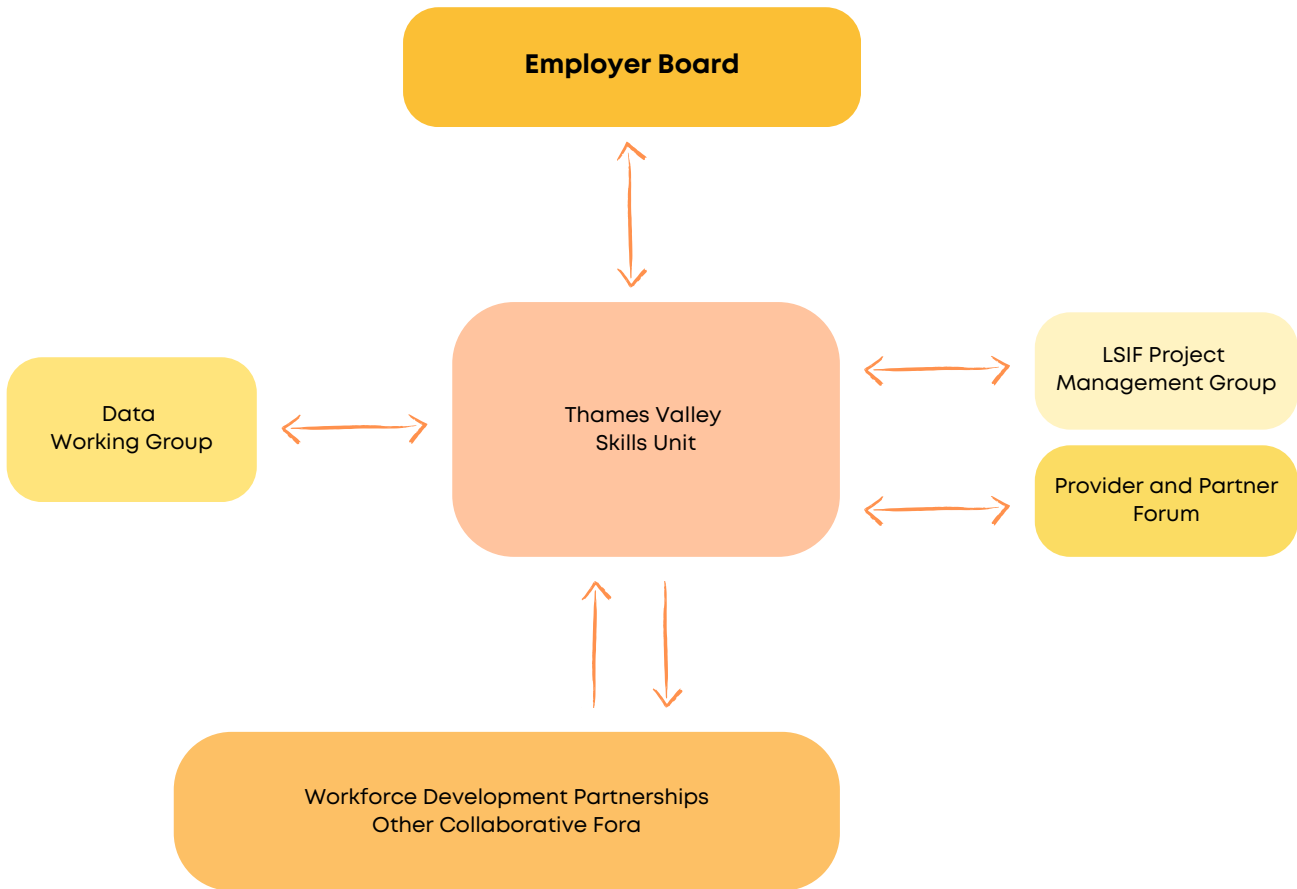
### Innovation

- The development of a Guide for Working Together on Shaping the Workforce which will offer guidance to both employers and providers in navigating the local skills system and working collaboratively to help shape the workforce for the future.
- Workforce Development Partnerships to act as hubs to improve skills in priority sectors.



### 8.1 Structure for Ways of Working: Realising the Benefits

#### STRUCTURE FOR WAYS OF WORKING



This new structure will monitor and support the realisation of the LSIP and keep the LSIP under review to ensure it is still relevant. It will also drive forward added-value ways of working, providing more opportunities for collaboration.

The Thames Valley Skills Unit will:

- Manage the LSIP Project and work, reporting to the Employer Board.
- Review and articulate employers’ local skills needs, using the Workforce Development Partnerships and other collaborative engagements, including partnership work, and sharing with existing institutions such as OxLEP and Local Authority Economic Development and Skills networks.
- Promote employer engagement in the local skills system, through the WDPs and other events.
- Work with Providers and support their responses to the Plan through the Provider and Partner Forum, and attendance at the LSIF Project Management Group.
- Engage other stakeholders relevant to the skills system through the WDPs and other collaborative events.
- Continue to work with the LEP for data and analysis through the Data Working Group

### 8.2 Reviewing Progress

As the ERB we will produce and publish a progress report in years 2 and 3 by the end of June (2024 and 2025) which will be no longer than 20 pages.

In addition, we will agree a set of Impact measures with our partners, including measures that will be aligned with the LSIP workstreams, to reflect the priorities of the Plan.

These Impact Measures (examples included in 6.1) will be SMART. Data will be collected from providers in agreed timeframes and scrutinised by the Employer Board.





**LSIP** OXFORDSHIRE

SHAPING THE FUTURE WORKFORCE