

Funded by



Department
for Education

Local Skills Improvement Plan for Dorset

November 2022 – March 2025

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LSIP**

Delivered by:

 **Dorset
Chamber**

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Local Skills Improvement Plan (LSIP)

Local skills improvement plan (LSIP) means a plan which is developed by an employer representative body (ERB) for a specified area; draws on the views of employers operating within the specified area, and any other evidence, to summarise the skills capabilities or expertise that are, or may in the future be, required in the specified area and identifies actions that relevant providers can take regarding any English-funded post16 technical education or training that they provide so as to address the requirements mentioned.

- [Local skills improvement plans - statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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WHY | A new Department for Education (DfE) Policy

- Fast developing and changing skills needs
- Skills and Post-16 Education Act 2022
 - The key priorities and changes needed in a local area to make post 16 technical education or training more responsive and closely aligned to local labour market needs

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WHAT | An action plan based on employer led research and recommendations to inform change

- An employer view of the skills most needed in Dorset
- Actionable priorities to better meet these skills needs
- Focussed on key sectors and themes
- For three years
- The skills, capabilities and expertise required in relation to jobs that directly contribute to or indirectly support Net Zero targets, adaptation to Climate Change or other environmental goals
- Fit in with and build on current strategies, plans and activities

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Sectors/Routes/Pathways

- Agriculture, Agri-tech and Aquaculture
- Advanced Manufacturing and Engineering including Aerospace, Defence and Marine
- Construction
- Digital Tech and Creative
- Health and Social Care

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Themes

- Transferable 'soft' skills affecting all businesses cross-sector
- Where innovation and investment are changing the demand for skills
- To meet Net Zero targets, adapt to Climate Change or meet other environmental goals
- The most pressing skills issues
- Business process change/digitalisation
- Professional Services - roles with professional regulation

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Report - 30 Pages

1. LSIP

- Explain what the LSIP is seeking to achieve and why it matters, including how it fits with the strategic context and priorities for the area (which can be set out in more detail in the annex).
- Describe what is currently happening and what is key to retaining, why changes are needed and the expected benefits.
- Set out how the LSIP can help drive change, who needs to be involved and what success will look like.

2. Taking the LSIP Priorities Forward

- Set out the key outcomes local employers want.
- Articulate the specific skills and training requirements employers need, clearly identifying where this currently exists and/or where new provision is required.
- Explain the resulting priority changes in local provision required.

3. Delivering the LSIP Priorities

- Set out the key programmes, provision and providers currently delivering against the LSIP priorities and explain what needs to happen locally to bring about the changes identified in the LSIP.
- Describe what specific actions are proposed to take forward the priorities.
- Describe the process for managing effective delivery, reviewing progress and realising the expected benefits.

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WHO | Dorset Chamber working with all other employer and learner influencers and solution providers impacting in Dorset

Attracting new people into key roles



Including these roles over **30,000** new recruits are needed for 10,000 extra homes

Key
■ Directly employed
■ Sub-contracted
□ PRIORITY



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HOW | Analysis of what we know now, gap-filling with detailed research, recommendations to providers, communicating change



- Current data review
- 1:1 and small group interviews
- Online survey
- Events/Roadshow
- Feedback loop

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What do you/we know now?

- Provider evidence
- Dorset LEP - (<https://www.dorsetlep.co.uk/latest-insights>)
 - Lightcast
- FSB, CBI, CITB other ERBS
- Unit for Future Skills – DfE
- BCP and Dorset Councils strategies and plans
- Sector national and local bodies
- LinkedIn data
- Microsoft data

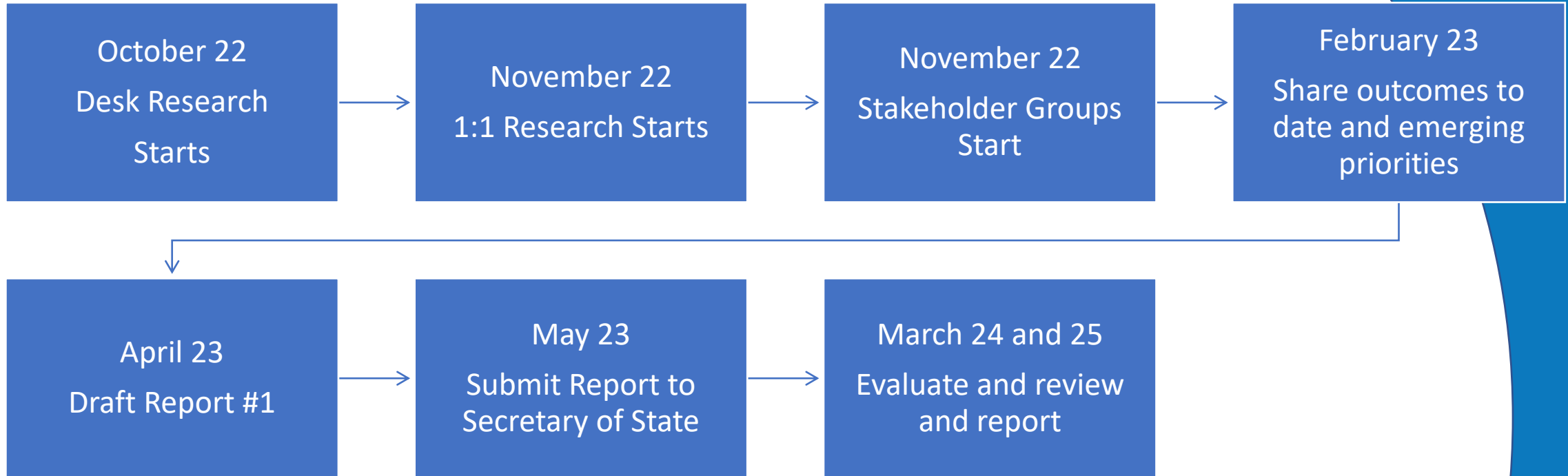


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WHEN



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Success looks like?

- More businesses engaged
- More agile and nimble local skills system
- Roles in the system clearer
- More shared strategic thinking
- More collaborative bids for funding
- Growth in earnings/person
- More skills in sectors that are growing and changing
- More learners
- More suitable and more flexible training opportunities

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Next Steps

- Share skills data and needs evidence
- 1:1 employer interviews and case studies
- Complete and share an online survey when available
- Work with learners to communicate new opportunities and skills needs
- <https://dorsetchamber.co.uk/lcip/get-involved/>



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Technical Education

Technical education and training means provision that focuses on progression into and within skilled employment and requires the acquisition of both technical knowledge and a set of practical skills valued by industry. It covers provision from level 2 (the equivalent of GCSEs at A* to C or 9 to 4) to higher education (level 6), but it differs from A Levels and other academic options in that it draws its purpose from the workplace rather than an academic discipline. It can encompass both qualifications and apprenticeships as well as non-accredited provision that can be either publicly or privately funded, although the duties on relevant providers only applies to English publicly funded post-16 technical education and training activities.

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Relevant Provider

Relevant provider means a Further Education (FE) College, Sixth Form College (SFC), Designated Institution (DI), Higher Education Institution (HEI) that delivers English funded post-16 technical education or training in England and an Independent Training Provider (ITP) whose post-16 technical education or training activities are carried out, or partly carried out in England (and where the provider is in receipt of public funding and subject to Ofsted inspection). This post-16 technical education or training must be material to a specified area in England.

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Designated Employer Representative Body (ERB)

Designated employer representative body (ERB) means an eligible body that has been designated by the Secretary of State to lead the development of a local skills improvement plan for a specified area.

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