

# LONDON LOCAL SKILLS IMPROVEMENT PLAN PUBLIC CONSULTATION DOCUMENT

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APRIL 2023

In partnership with



**Funded by  
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# WORKING TOGETHER

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To deliver the London Local Skills Improvement Plan (LSIP), BusinessLDN is working in partnership with:

- **Business representatives** – West London Business, London Chamber of Commerce and Industry, Confederation of British Industry, Federation Small Businesses.
- **London Government** – Greater London Authority.
- **Local Government** – Sub Regional Partnerships across London – Central London Forward, Local London, South London Partnership, and West London Alliance.

Supported by:

- WPI Economics
- Institute of Employment Studies
- Stakeholder Advisory Group



# CONTEXT

## What is an LSIP and how will it help?

A statutory employer-led and data-driven plan for understanding current/ future skills needs and better matching training provision to this employer demand, in order to help employers meet their skills gaps, fill vacancies and ultimately to get more Londoners into jobs.

The focus is on post-16 technical education. Training providers are expected to respond to the LSIP through their curriculum and employer directed training. There are a number of mechanisms in place to support providers to do this, including Accountability Agreements, the Local Skills Improvement Fund and enhanced Ofsted inspections. You can read more [here](#).

## Objectives

As well as using the LSIP to identify current and future skills employer skills needs so that educators can respond through their curriculum, we want to do three things:

1. Build stronger relationships between educators and employers so that information can be shared in both directions and acted on better
2. Raise awareness of existing programmes and good practice to drive better behaviours and scale
3. Highlight system barriers that are getting in the way of both educators and employers

# TIMELINE

- BusinessLDN and our partners were selected as the lead for the London LSIP by the commissioning Government department, Department for Education, in August 2022
- Stage one of the LSIP is to undertake research on employer skills needs and local skills system issues. This runs from October 2022 to May 2023
- The final LSIP report will be submitted to the Secretary of State for Education by 31 May 2023
- This document is our consultation on the final report, and the consultation period runs for three weeks from 6 April to 27 April 2023
- We expect the LSIP report to be signed-off by the summer recess
- We are planning to hold a launch event in September 2023
- Work on stage two of the LSIP begins in June 2023, and the focus is expected to be on monitoring and review through to 2025. More detail is awaited from the Department for Education

# STAKEHOLDER ENGAGEMENT

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- We have:
  - Conducted a survey with Survation of 1,016 Business Leaders and HR managers in London
  - Conducted 15 events at pan-London level, across three phases speaking to a wide range of employers, providers and third sector organisations (285 unique attendees), as well as interviewing experts and presenting to many groups;
  - Received insights from the research of the four Sub Regional Partnerships across London;
  - Analysed this insight, with the support of WPI Economics, and assessed what it means for the future of skills provision in the capital.
- The **purpose of this consultation document** is to share our emerging draft priority skills needs and recommendations based on feedback from our events, polling from Survation, and insights from wider reports and data sources.

# SUMMARY OF THE STRATEGIC PRIORITIES

- The LSIP's priorities closely align to the skills needs identified by the Mayor. The Mayor's priority sectors were identified as part of the London Recovery Programme's Helping Londoners into Good Work mission. The sectors identified:
  - Had a substantial and / or growing number of vacancies, with employers reporting acute skills challenges that were inhibiting their recovery and growth
  - Had identified skills needs at Level 3 and below (therefore corresponding to Adult Education Budget provision)
  - Had potential to improve diversity and representation – both for those who were disproportionately affected by the pandemic and faced pre-existing barriers to learning and work.
- The four sectors identified were: Construction (**note below**), Creative, Health and Social Care, and Hospitality.
- In addition to these, the LSIP identified four cross cutting themes, again aligned to the priorities identified by the Mayor, as well as the findings from Business LDN's Skills Commission: these were digital skills, green skills, transferable skills, and labour market inclusion.

**Note:** due to the breadth of skills needs raised during the construction stakeholder sessions, we have broadened this to cover the wider built environment, including Engineering.

# DIVING DEEPER INTO SECTOR PRIORITIES

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# APPROACH

The following slides focus on our **emerging draft priority skills needs** for the four priority sectors and across four cross cutting themes, based primarily on qualitative research events with employers, training providers, and other stakeholders, and supported by the quantitative research from Survation.

Where possible, we have qualitatively mapped these to the current **four-digit SOC 2020 codes** where there is a clear match, and then to a relevant Institute for Apprenticeships and Technical Education (IFATE) standard (which are underlined).

We have also included a summary of skills system issues, employability issues, as well as issues around upskilling existing staff.

As we progress the LSIP, these emerging findings will be refined, and integrated with the quantitative evidence base from the GLA.



# HEADLINES FROM SURVATION SURVEY

- The survey found that three-quarters of firms (77%) are reporting open vacancies and of those two-thirds (65%) are struggling to fill them.
- Reported vacancies span all types of roles, with specialist, skilled and managerial jobs the toughest to recruit.
- Skills most in demand in the survey are sector-specific technical skills, transferable skills, such as negotiation, and basic digital skills, with the latter expected to be most prized in the future.
- Firms are reporting they are finding it hard to recruit at all skills levels: almost half report challenges finding highly skilled specialists (49%), followed by technical and skilled support roles (43%), managers (35%), skilled trades (30%) and sales and customer service roles (26%).
- The most reported challenge to recruitment is a low number of suitable applicants with the required skills, cited as a problem by 57% of firms.
- While two-thirds of firms (66%) say their existing workforce has the right skills and capabilities to meet their business's needs, the remainder report gaps.
- In the next two to five years, digital skills are expected to be most in demand, with more than half of respondents (56%) reporting a need for advanced and a third for basic digital skills (33%).
- Sector-specific technical skills (49%), cross-cutting transferable skills, such as negotiation and resilience (31%), basic maths (29%) English (23%) and green skills (23%) are also identified as needed skillsets.

*On behalf of BusinessLDN, Survation surveyed 1,016 business leaders and HR managers in London from 6th-16th December*

*The following slides deep dive into the questions to highlight particular challenges:*

# BUILT ENVIRONMENT: RECRUITMENT - OCCUPATIONAL PRIORITIES

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Skill need	SOC Code
Electricians and electrical fitter (e.g. including <u>Installation Electrician and Maintenance Electricians Level 3</u> ). Data supplied to BLDN by the Electrical Contractors' Association (ECA) suggests London is the LSIP area with one of the lowest number of electricians and electrical apprentice starts.	5241
Construction project managers and related professionals	2455
Civil engineers (e.g. civil engineer degree level)	2121
Mechanical engineers	2122
Electrical engineers	2123
Broader skilled trades roles related to heritage retrofit including Electricians and electrical fitters	5241
Plumbers, heating & ventilating installers	5315
Carpenters and joiners	5316
Scaffolders	8151

**Nearly half of respondents in construction identified gaps in digital skills (compared to 33% cross-sector) (Survey).**

# BUILT ENVIRONMENT: RECRUITMENT - ISSUES

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## Skill system issues

- Section 106 was reported as a barrier to increasing training and placement opportunities for young people. Respondents suggested that too often local procurement policies and s106 planning agreements make it difficult for an apprentice to move from one site to another, when the sites are in different boroughs. *Mayoral leadership required to co-ordinate across boroughs to pool apprenticeships and apprentices and ensure Londoners working in the sector are effectively deployed between projects.*
- The Apprenticeship Training Agency/GTA/flexi apprenticeship model is reported to work quite well in some cases for small contractors not paying the Levy. But it has been reported that lots of boroughs won't accept flexi apprenticeships.
- Some employers have had success with Levy transfer down their supply chain, but complexity/awareness remain challenging according to stakeholders in this space.
- The success of T levels hinges on getting enough employers who are willing to offer placements. Lots of providers that took on learners in the first wave have reported to us that they are struggling.
- What training providers said they need from employers is greater engagement in skills provision, e.g. industry specialists lecturing in colleges and site visits for learners.

# BUILT ENVIRONMENT: EXISTING STAFF

- Upskilling needs were reported for green (see green skills) and digital and advanced data skills (e.g. Building Information Modeling, and CAD skills through Civil engineering technician level 3, as well as skills needs for Modern Methods of Construction).
- The sector faces demographic challenges with an aging workforce (25% are over the age of 55) (CITB).
- Training pipeline is not big enough to replace the skills lost (share of 16-24s in the workforce has shrunk to 10%) (CITB).

# CREATIVE: RECRUITMENT – OCCUPATIONAL PRIORITIES

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Skill need	SOC Code
Significant opportunity for backstage roles in the sector, e.g. <u>Live Event Technicians and Creative venue technician (level 3)</u> – Scaffolders, staggers and riggers	8151
<u>Live event Rigger (level 3)</u> – Photographers, audio-visual and broadcasting equipment operators	3417
There are a range of broader skilled trades occupations with potential in the sector (e.g. Carpenters and Joiners) – need to consider how these occupations in other sectors can be drawn upon to fill gaps	5316
Programmers for games development needed as a major growth sector, and a useful route into the industry from a broad range of backgrounds.	2134

- Holistic creative skill sets noted as key were at level 3 and below, rather than early specialisation (e.g. art and design or media production BTECs), building up to sector specialisation at graduate level.
- Basic digital skills are most-reported as lacking in applicants, at 50% of respondents – significantly higher than cross-sector.
- Sector specific skills are relatively less in demand compared to cross-sector today but increasing significantly over the medium term (Survation).

## Skill system issues

- The sector is dominated by freelancing which raises challenges for skills development, with stakeholders noting it is hard to find businesses with the capacity for placements for younger people.
- *There is potential for colleges to provide space and facilities to freelancers to support their businesses in return for learning opportunities for their learners (e.g. mentoring by freelancers).*
- A wide range of useful sector initiatives (e.g. Film London's Equal Access Network) were identified to match supply and demand for skills and encourage those from a range of backgrounds into the sector. However, stakeholders highlighted that the system is fragmented and requires mapping and joining up through the LSIP.
- Flexi apprenticeship shows promise as a model, but also considered bureaucratic by many participants.

## Employability issues

*Employer resourcing of pastoral support was identified as a key issue for new starts, particularly younger employees. At present, employers need better support to be able to deliver this sufficiently well. This could be achieved through sharing resources or best practice.*

# CREATIVE: EXISTING STAFF

- A lack of capacity to devote resources to upskilling junior staff risks overpromotion at an early stage in careers and potentially burnout, according to stakeholders.
- Temporary nature of work in the sector means it can be hard for people to find repeat work based on their skillset. Some kind of intermediary could help to match skills with needs.

# HEALTH AND SOCIAL CARE: RECRUITMENT – OCCUPATIONAL PRIORITIES

Skill need	SOC Code
While much focus has been on the shortages of nurses at all levels (and these are acute), there are widespread recruitment challenges across both the health and care sectors. These include: Across the breadth of the nursing profession	2231-2237
Paramedics e.g. <u>Paramedic (integrated degree)</u>	2255
Medical radiographers e.g. <u>Diagnostic radiographer</u> and <u>Sonographer</u> (both integrated degree)	2254
Care workers, including at senior level	6131, 6135, 6136
A wide range of back-office roles including those across IT Technicians	3131-3133
And Data Analysts	3549

- Often, there is a lack of knowledge among prospective employees and learners that many of these roles are even available in the health and social care sectors, with many only being aware of doctors, nurses and carers.
- The Survation survey highlighted basic digital and cross cutting transferable skills as being the most significant skills gaps reported in these sectors.



# HEALTH AND SOCIAL CARE: RECRUITMENT – ISSUES

## Skill system issues

- Nursing in both health and social care sectors faces an entry level challenge around accessing funding for both traditional degrees and degree apprenticeships – the latter are perceived as hard to access for learners and demanding for employers.
- Original healthcare T-Level is reported to have an 80% failure rate and therefore was in urgent need of a redesign.
- Both employers and providers fed back they have not been consulted on the proposed T-Level in social care.
- In many cases, the issues in these sectors centre on labour shortages rather than skills shortages, potentially as a result of its poor reputation. As a result, interventions such as skills bootcamps may end up having a limited impact.

## Employability issues

*Within London, many applicants do not speak English as a first language which can act as a recruitment barrier.*

*There is a question as to whether these sectors would benefit from more applicants from those in the 35-55 age bracket, who may be more suited to work due to their transferable skills, maturity, and exposure to the importance of the care sector than younger entrants.*

# HEALTH AND SOCIAL CARE: EXISTING STAFF

- Substantial need identified in the care sector to support development into treating more complex needs, such as dementia and learning difficulties.
- In the Survation survey for the LSIP, 40% mentioned some gaps in skills and capacity for the existing workforce, which was high compared to the other sectors.
- The care sector faces the challenge of an ageing workforce, with older managers who are retiring not being replaced.
- Considerable upheaval exists amongst the existing care sector workforce with a 30% annual staff turnover, 60% moving around the sector and the number of employees in the care sector falling for the first-time last year.

# HOSPITALITY: RECRUITMENT – OCCUPATIONAL PRIORITIES

Shortages exist across the sector with Survation survey data for the LSIP showing 91% of hospitality companies were struggling to fill vacancies. Some of the key reoccurring occupations with significant labour and skills shortages include:

Skill need	SOC Code
Chefs, especially chef de parties and sous chefs ( <u>e.g. Chef de Partie level 3</u> )	5434
Bar and catering supervisors	9261
Bar staff, especially bartender skilled as cocktail makers	9265
Baristas	9266
Sommeliers	(part of) 9264

Feedback suggested a need for more support to recruit overseas workers to address shortages identified, e.g. youth mobility scheme expansion.

Basic digital and transferable skills were reported as lacking by most respondents to the Survation survey.

# HOSPITALITY: RECRUITMENT – ISSUES

## Skill system issues

- 20% off-job requirements for Apprenticeships was particularly noted as a challenge within the sector, especially for chef roles where there are already shortages. *It is seen as losing a worker for a day a week in the kitchen, and head chefs would rather use their budget for 5-day a week workers.*
- As well as having qualified staff, on-the-job experience and versatility are critical to the functioning of the sector, and stakeholders said the skills system needs to better reflect this and build on good practice.
- Sector attractiveness and reputation was seen as a key issue in recruiting new staff to the sector at different skillsets.
- A need for a more coherent set of standards for entry level qualifications in the sector was highlighted as key.

## Employability issues

*Reported difficulty in attracting staff aged 50+ into the sector, as these workers often have other choices at a higher rate of pay.*

*Chefs are increasingly seen to be only training in one area. Although they may have several years of experience, the narrow focus on one type of cooking skill does not meet the multifaceted nature of some London kitchens.*

# HOSPITALITY: EXISTING STAFF

- Broader labour shortages mean that it is very hard for experienced staff to devote time and resources to training and upskilling according to stakeholders.
- In addition, it was highlighted that more senior chefs can lack the necessary leadership and management skills needed to upskill staff.

EXPLORING CROSS-CUTTING  
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# DIGITAL SKILLS: RECRUITMENT – OCCUPATIONAL PRIORITIES

- Stakeholders needed Broader Essential Digital Skills (EDS) for new recruits across a range of sectors.
- They identified that it is crucial to delineate between these and role specific skills (digital marketing, web design, basic Python coding, basic cloud, visual affects) and advanced skills (e.g. AI, advanced coding, analytics, user interface).
- Many of the requirements here are *specific occupational skills* covered by the SOC codes including:

Skill need	SOC Code
Web design professionals	2141
Data analyst roles	3544
Particular needs identified around specific coding languages, such as Python (e.g. <u>Software development technician Level 3</u> )	2134

Important to recognise that these skills gaps were not just reported for the digital or technology sectors, critical cross-cutting digital recruitment gaps were highlighted across a number of sectors – including the priority sectors already discussed.

# DIGITAL SKILLS: RECRUITMENT – ISSUES

## Skill system issues

- At entry-level, there is a perception that current skills provision and training is often too theoretical which dissuades uptake by learners. Moreover, London was perceived as having a distinct lack of provision of IT education below Level 2.
- It was noted that it can be difficult to engage employers (especially SMEs) in training, as they may lack the time and resources to support learners – particularly younger ones with more pastoral needs.
- Many employers want apprenticeships but may not be able to accommodate the 20% off the job requirement. *This suggests difficulties ahead for T levels which have an even greater off the job requirement.*

## Employability issues

*The Survation survey found, across all sectors, both basic and advanced digital skills will be highly sought after in the short- to medium-term (2-5 years).*

*As things stand, meeting this future demand for digital skills will be challenging as London currently has a challenge with digital poverty and digital inclusion which limits people's general employability as well as the number of sectors and careers they can potentially pursue.*



# DIGITAL SKILLS: EXISTING STAFF

- Survey research conducted by Ipsos for the Future.Now and Lloyds Banking Groups [UK Essential Digital Skills for Work](#) report found that only 48% of London's workforce could complete all 20 essential digital work tasks listed under the Essential Digital Skills Framework [p.19].
- Significant diversity and inclusion issues reported across many sectors which employ large numbers of those with digital skillsets (e.g. technology sectors) – this leads to poor perception of this type of role/skillset among London's highly diverse learner population.

# GREEN SKILLS: RECRUITMENT – OCCUPATIONAL PRIORITIES

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Skill need	SOC Code
Across sectors, companies are increasingly looking to recruit Carbon and Sustainability managers who bring core carbon literacy skills. (e.g. <u>Sustainability business specialist integrated degree</u> )	2152
Specific skills needed for developing green technology including: Electric vehicle charging point installer	5241
Heat pump engineers and installers	5315
Electrical engineers are needed more broadly as a green skillset for a whole range of applications.	2123
Broader skilled trades roles related to heritage retrofit including Electricians and electrical fitters	5241
Plumbers, heating & ventilating installers	5315
Carpenters and joiners	5316
Scaffolders	8151

# GREEN SKILLS: RECRUITMENT – ISSUES

## Skill system issues

- Some believed that training providers are trying to cover too much ground, and focus should instead be on providing a good basis and grounding in green skills and competencies at Levels 3-5. Training provider specialisms should be delivered on place-based demand (tailoring to the specific needs of local areas) and the best use of provider's available resources.
- The bolting on of green skills to existing courses will need to do significant heavy lifting to fill skills gaps in the short term. As an example, existing training for plumbing and electricians can be adapted to include training for heat pump engineering and EV installation respectively.
- For key green sectors such as retrofit, lack of government policy to encourage retrofit dampens ultimate employer demand, which acts as a barrier to developing the skills supply side.
- Strategic Development Fund (SDF) has been helpful for colleges across London to map green skills courses.
- In many cases, carrying out green jobs means the application of existing skillsets to green tasks, e.g. financial analysts into green financial analysts. Green 'jargon' can be a barrier to understanding which core competencies are required.

## Employability issues

*Need to communicate 'green' opportunities to those with a technical background who may be unaware of the 'green' application of their skillset and so do not apply for vital roles.*

# GREEN SKILLS: EXISTING STAFF

- Green and carbon literacy and numeracy required for a broad range of business roles. This suggests that these should be embedded into in-work progression, training and onboarding in the same way as areas such as Health and Safety.
- Within the construction sector, CITB's 'Net Zero Action Plan' has contributed to a drive to upskill the existing construction workforce by helping signpost construction companies towards useful training resources.
- The slow development of the green market in certain sectors provides little incentive to reskill, especially for older workers with the most technical experience who believe there is a time and monetary cost to retraining that will not be repaid before they retire.

# TRANSFERABLE SKILLS: RECRUITMENT – OCCUPATIONAL PRIORITIES

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- Transferable skills are a significant issue across **all sectors and cross cutting themes** for our sessions.
- The Skills Builder Universal Framework can provide a baseline to develop London's wider capabilities that brings together employers and providers to align their approach to building these skills across the board.

# TRANSFERABLE SKILLS: RECRUITMENT – ISSUES

### **Skill system issues**

- Transferable skills are relevant to all ages, but currently the adult education budget only supports their delivery at rudimentary level. Furthermore, these are not integrated into the national curriculum. Providers are therefore having to improvise in their approach, with some success despite the barriers they face in the system.
- A lack of engagement, understanding and interest in functional literacy and numeracy skills was reported from learners who do not see the connection between these and the job they are training for.
- Practical training using functional skills set within the context of a specific sector could be more applicable in order to maintain interest, whilst maintaining the transferability of the core skills.

### **Employability issues**

*Lacking functional skills in English and Maths can often lead to people being rejected before they can even begin a training programme. For example, 30% of applications for care apprenticeships were rejected for not passing Maths and English at school. There is a need for improved dialogue between employers and schools about requirements of core English and Maths skills for a wide range of careers.*

*Developing basic, essential and transferable skills often comes with work experience. As a result, more opportunities need to be opened, to younger people in particular, to build experience in the workplace to utilise and develop transferable skills in a workplace environment. Delivering this means more support for employers to engage with and resource placements for younger and entry level staff.*

# TRANSFERABLE SKILLS: EXISTING STAFF

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- Employers have a key role in supporting apprentices and new employees to gain core competencies and experience of utilising transferable skills in a workplace environment.

# LABOUR MARKET INCLUSION: BARRIERS TO WORK AND STUDY

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- Rigid funding models and inaccessibility of provision due to **lack of flexibility in delivery were noted to act as a barrier** to broadening labour market inclusion for minority groups, those with caring responsibilities and people with disabilities.
- Flexibility is not always achieved by switching to a fully online or hybrid/blended model of learning as the **issue of digital poverty**, highlighted by our stakeholders, can exacerbate labour market inclusion challenges.
- **Travel acts as a major barrier** to increasing participation in training from under-represented groups. Travel bursaries need to be better promoted to raise awareness of their availability.
- All four core sectors suffer, to some extent, from **reputational or perception issues about who the sector is for**, the future of the sector and stability of professions. This makes engaging with schools critical to breaking down perceptions and generating interest for a future talent pipeline.
  - *Coordination and collaboration between employers in promoting their sector is essential. Despite the Baker Clause, it is still too difficult and bureaucratic for employers and training providers to gain access to schools.*
- It was highlighted that employees needs **greater support from employers past the end of probation 3-month mark**, particularly junior employees from disadvantaged backgrounds – greater use of mentorship schemes will allow employers to better understand individual needs and ways to address any complex personal circumstances.



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# LABOUR MARKET INCLUSION: TARGETING SUPPORT

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- Different underrepresented groups have different challenges and there isn't a 'one size fits all' solution to increasing labour market inclusion so targeted community outreach is vital, especially in London where the diversity of the target audience is particularly wide.
- For example:

**Many over 50s who have left the labour market** have a wealth of prior experience and well-developed transferable skills to draw upon that make them attractive to employers, but these need to be channeled into building relevant technical skills.

Employers, providers and other key local stakeholders need to **collaborate to get more adults without qualifications access to training**, which often requires an initial step to breakdown cultural barriers and stigma around entering education for the first time.

ESOL should not be seen as a one size fits all course – people from different backgrounds and levels of experience require different approaches

# EMERGING RECOMMENDATIONS

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# TESTING & PRIORITISING RECOMMENDATIONS

As well as using the LSIP to identify current and future skills employer skills needs so that educators can respond through their curriculum, we want to do three things:

1. Build stronger relationships between educators and employers so that information can be shared in both directions and acted on better
2. Raise awareness of existing programmes and good practice to drive better behaviours and scale
3. Highlight system barriers that are getting in the way of both educators and employers

We can make recommendations on ways to remove those barriers, but at the same time the LSIP is not the place to make explicit policy asks.

Our initial thinking on the recommendations we are proposing to include in the final London LSIP report has been grouped into four areas:

- **Meeting London's skills needs**
- **Supporting & galvanising business action**
- **Delivering a skills system that is fit-for-purpose**
- **Building an inclusive London workforce**

# MEETING LONDON'S SKILLS NEEDS

- We have identified skills needs in all of our priority sectors through our stakeholder engagement. We expect that training providers will need to respond to these via Accountability Agreements and the Local Skills Improvement Fund (LSIF).
- The below are a draft set of recommendations for how the skills system needs to change to meet these needs. Where possible we have identified whether we think this is lead action for businesses, training providers, the government or GLA, or whether it should be driven by a combination of actors. Businesses, training providers and government should work closely together to action these recommendations and deliver these skills needs for London.

Action area	Detail	Action for
<b>Transferable skills</b>	Embed transferable skills as a core part of the National Curriculum at age 16 and as funded, accredited qualifications in post-16 FE.	Government
<b>Transferable skills</b>	Make transferable skills a golden thread throughout joined up DfE and DWP skills and employment strategies, including by ensuring the Skills Builder Framework* is built into statutory careers guidance and apprenticeships standards.	Government
<b>Transferable skills</b>	Support the scaling up of the Skills Builder Framework* in London so that it becomes the primary route for education and business to help build transferable skills in Londoners.	Businesses, training providers and the GLA
<b>Leadership &amp; management</b>	The business community and educators should work together to develop a fresh model for 'training the trainer'.	Businesses and providers

\*The [Skills Builder Framework](#) provides a common language and shared way of breaking down transferable skills into steps that take an individual from absolute beginner through to mastery. In the last two years, it has been adopted by hundreds of organisations across London, from large corporates and SMEs to public sector organisations and FE & HE.

# MEETING LONDON'S SKILLS NEEDS (CONT.)

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Action area	Detail	Action for
<b>Digital skills</b>	Embed Essential Digital Skills (EDS) as a more practical form of training, including in the school curriculum and more modular Post-16 provision, supported by organisations including <a href="#">Future Dot Now</a> and the <a href="#">Good Things Foundation</a> .	Government
<b>Digital skills</b>	Galvanise more employer/ educator co-design of provision, especially in areas with fast-changing cutting edge technology.	Government, GLA, Employers, Providers
<b>Green skills</b>	Put more focus on driving the delivery and uptake of electrical engineering courses in London.	Government, GLA, Sector Bodies
<b>Green skills</b>	Include a form of 'carbon literacy' or green skills training into the curriculum as standard, similar to British Values.	Government
<b>Green skills</b>	Make the inclusion of green modules compulsory in all new relevant qualifications.	Government
<b>Construction</b>	Ensure that Section 106 agreements work as a single labour market across all 33 boroughs by allowing employers to pool apprentices and making sure Londoners working in the sector are effectively deployed between projects.	GLA, London boroughs

# SUPPORTING & GALVANISING BUSINESS ACTION

- While many businesses are already doing a lot to support training, our stakeholder feedback suggests that getting more employers more engaged with the skills system, and ensuring they have a better understanding of how to navigate it, should be a big priority for the LSIP.
- The below are a draft set of recommendations for how businesses can work with training providers and London government drive their engagement with the skills system.

Action area	Detail	Action for
<b>Employer attractiveness</b>	Better co-ordinate the promotion of sectoral initiatives & campaigns designed to improve the attractiveness of the London LSIP priority sectors to Londoners of all ages and backgrounds.	Businesses, Sector Trade Associations, GLA
<b>Employer attractiveness</b>	Showcase more good practice case studies, including of employers who are successfully engaging young people through marketing & social media campaigns.	Businesses, Sector Trade Associations, GLA
<b>Employer attractiveness</b>	Support more employers to sign-up to the Mayor's Good Work Standard, which includes a commitment to lifelong learning.	GLA, BusinessLDN
<b>SME Support</b>	Introduce a 'London Skills Support Hub' including an information, advice and guidance (IAG) function, to help employers esp SMEs navigate the skills system.	GLA
<b>Recruitment</b>	Scope out what good looks like for a more skills-led rather than qualifications-led approach to recruiting, to help attract a more diverse range of applicants.	Business Groups working with Business members

# DELIVERING A SKILLS SYSTEM THAT IS FIT-FOR-PURPOSE

# BUSINESS LDN

- We have picked up many issues with the current skills system, including the constraints of current funding rules; the slow speed of developing new qualifications; a lack of bandwidth/capacity within FE; and a lack of joined-up careers provision all of which put a drag on employer and provider collaboration.
- These draft recommendations aim to tackle many of these structural challenges, while seeking to draw on examples of good practice in the current system, to help unlock business engagement with London's quality FE sector.

Action area	Detail	Action for
<b>Employer-Provider Partnerships</b>	Use the LSIP approach as a basis to scope out a sustainable blueprint for developing better educator/employer partnerships.	All
<b>Employer-Provider Partnerships</b>	Scale-up employer-provider collaboration through more co-design of courses and workforce exchange programmes to ensure training keeps up to speed with changing industry training needs.	Businesses and providers
<b>Mapping the landscape</b>	Through the London Skills Support Hub, deliver a clear map of London's skills system, including an accessible infographic on all the relevant training programmes, their target audiences and a guide to the main actors.	GLA
<b>Apprenticeships</b>	Accelerate the review of existing standards and development of new ones to ensure that provision matches the rapidly changing needs of employers.	Government (IfATE)
<b>Apprenticeships</b>	Embed transferable and digital skills across all Apprenticeship Standards.	Government



# DELIVERING A SKILLS SYSTEM THAT IS FIT-FOR-PURPOSE (CONT.)

**BUSINESS  
LDN**

Action area	Detail	Action for
<b>Functional skills</b>	Make the curriculum for functional skills, more applied and less theoretical to ensure it benefits a greater range of learners.	Government
<b>Adult Education Budget</b>	Retain and consider expanding the 10% London Recovery Flexibility in the Adult Education Budget to support the delivery of more locally relevant skills programmes to help more Londoners into work.	GLA
<b>Adult Education Budget</b>	Maintain the relaxed residency requirements on learner access in the Adult Education Budget to ensure a broader range of Londoners have access to training	GLA
<b>Modular training</b>	Continue to introduce a more modular, flexible approach to the delivery of existing training, including AEB funded programmes and skills bootcamps	GLA & Government
<b>Skills Academies Hubs</b>	Commit to long-term funding for the Mayor's Skills Academies Hubs, which play an important role connecting employers, providers and sector bodies to work together to develop clear pathways into employment.	GLA
<b>Careers advice</b>	Drive more engagement between business and schools/colleges in a sustainable way, working closely with the Careers & Enterprise Company to ensure schools are promoting all sectors.	GLA
<b>Good Work Standard</b>	Drive take up of Good Work Standard through committing to a concerted campaign with business groups targeting London's employers.	GLA

# BUILDING AN INCLUSIVE LONDON WORKFORCE

- We are committed to using the LSIP as a vehicle for boosting labour market inclusion in the capital.
- These draft recommendations are practical steps designed to try and alleviate many of the longstanding issues around access to training and employment for Londoners furthest from the labour market.

Action area	Detail	Action for
<b>Employment support</b>	Scope out a plan for the co-location of employment support (Job Centre Plus), careers advice (National Careers Service) and skills support (training providers) modernised through private sector expertise, to create a one stop shop for job seekers.	Government, GLA
<b>Employment support</b>	Test marketing and communications strategies and tactics to hone key messaging that can reach and engage those furthest from the labour market.	GLA
<b>Black and minoritised communities</b>	Work with employers to help boost engagement with black and minoritised communities as well as disabled Londoners and care leavers.	GLA, Third sector, Business
<b>Community Learning</b>	Work with training providers to explore options for increasing the availability and accessibility of local community learning spaces for all.	GLA, Boroughs
<b>Digital Poverty</b>	Amplify the London Office of Technology & Innovation's (LOTI) 'Get London Online' campaign to help disadvantaged Londoners gain access to devices, connectivity, and learn digital skills.	GLA, Boroughs
<b>Transport poverty</b>	Create a targeted campaign, promoted through the boroughs and local community learning, to increase awareness of the availability of travel bursaries	GLA, boroughs



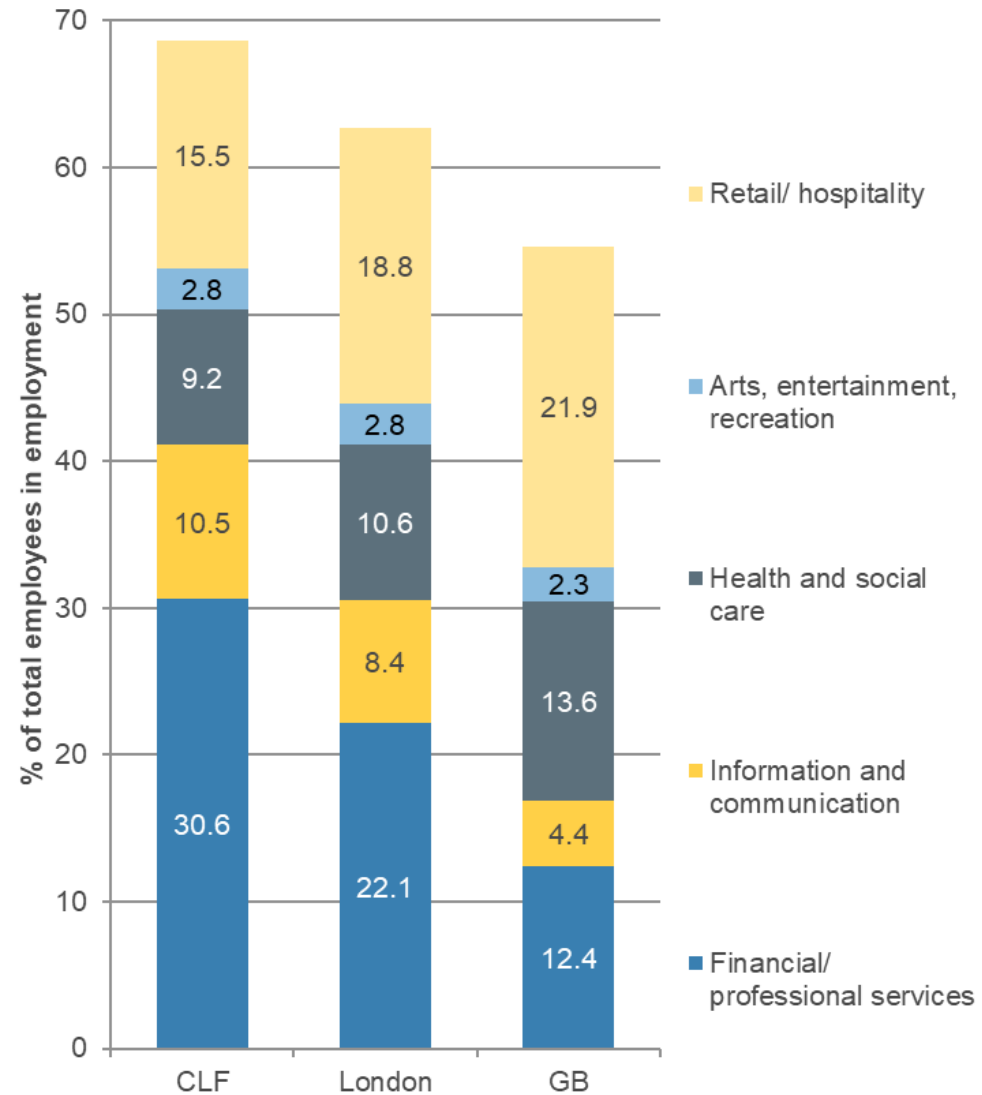
**Central London Forward**

# Local Skills Improvement Plan

Consultation events – March 2023

# Priority sectors for Central London

- Financial and professional services
- Information and communication
- Health and social care
- Hospitality and retail
- Arts, entertainment and recreation



# Sector skills needs

	Financial & Professional Services	Health & Social Care
Occupations	<ul style="list-style-type: none"> <li>Accountants, finance &amp; investment analysts, taxation experts (2421-3)</li> <li>Management consultants (2431)</li> <li>Marketing managers (2432)</li> <li>Solicitors and lawyers (2412)</li> </ul>	<ul style="list-style-type: none"> <li>Social care - registered nurse (2234) and care workers (6135)</li> <li>NHS – nurses (2231-7), doctors (2211), healthcare support workers</li> <li>Life sciences – chemical/biological science (2211/2), pharmacology, regulatory</li> </ul>
In demand skills	<ul style="list-style-type: none"> <li>Client management and communication</li> <li>Digital and data analytic skills</li> <li>Green finance and ESG</li> <li>Adaptability</li> </ul>	<ul style="list-style-type: none"> <li>Empathy and compassion</li> <li>Communication and people skills</li> <li>Poor English/maths/digital among both new starters and existing workforce</li> <li>Life sciences – digital, statistical literacy, cross-discipline working, leadership</li> </ul>
Skills system issues	<ul style="list-style-type: none"> <li>Struggle to recruit tutors with sufficient industry expertise</li> <li>Challenge securing industry placements</li> <li>New starters lacking workplace experience/understanding</li> </ul>	<ul style="list-style-type: none"> <li>High turnover in social care</li> </ul>

# Sector skills needs

	Digital	Hospitality and Retail
Occupations	<ul style="list-style-type: none"><li>• Cyber security (2135)</li><li>• Data analysts (3544)</li><li>• Web design (2141)</li><li>• Programmes and software development (2134)</li><li>• Both in 'digital' sector and beyond</li></ul>	<ul style="list-style-type: none"><li>• Front of house – waiting (9264), bar staff (9265)</li><li>• Baristas/coffee shop staff (9266)</li><li>• Chefs (5434) and kitchen assts (9263)</li><li>• Managers (5436)</li><li>• Sales and retail assts (7111)</li></ul>
In demand skills	<ul style="list-style-type: none"><li>• Programming and coding (Python, C++, HTML)</li><li>• Cyber security</li><li>• AI and machine learning</li><li>• Problem solving</li><li>• Communication &amp; interpersonal</li><li>• Workplace readiness</li></ul>	<ul style="list-style-type: none"><li>• English language</li><li>• Customer service</li><li>• Foreign language skills</li></ul>
Skills system issues	<ul style="list-style-type: none"><li>• Shortage of tutors with industry expertise</li><li>• Keeping up with pace of change</li></ul>	<ul style="list-style-type: none"><li>• Hospitality struggling to attract new recruits post Brexit and pandemic</li><li>• Challenge releasing staff for off-the-job training</li></ul>

# Sector skills needs

	<b>Arts, Entertainment &amp; Recreation</b>
Occupations	<ul style="list-style-type: none"><li>• Video game designers</li><li>• Production staff (3417)</li><li>• Front of house staff (9264/5)</li><li>• Backstage roles incl. audio-visual and tradespeople</li></ul>
In demand skills	<ul style="list-style-type: none"><li>• Creativity</li><li>• Customer service skills</li><li>• Digital skills</li></ul>
Skills system issues	<ul style="list-style-type: none"><li>• Predominance of freelancers</li><li>• SMEs often struggle to engage with skills system</li></ul>

## Emerging recommendations

**Employer engagement** – to help businesses understand provision and funding, and to co-design provision, so that it meets needs;

**Flexible provision** – short and modular courses, allowing businesses to pick the elements that meet their needs;

**Updating provision** – regularly reviewing content to ensure it reflects latest technology and industry needs;

**Industry placements and expertise** – seek to ensure provision is delivered by tutors with recent industry expertise, and work flexibly with employers to secure industry placements;

**Embed digital** – which is increasingly required for all roles;

**Career mapping** – highlight progression pathways and career prospects;



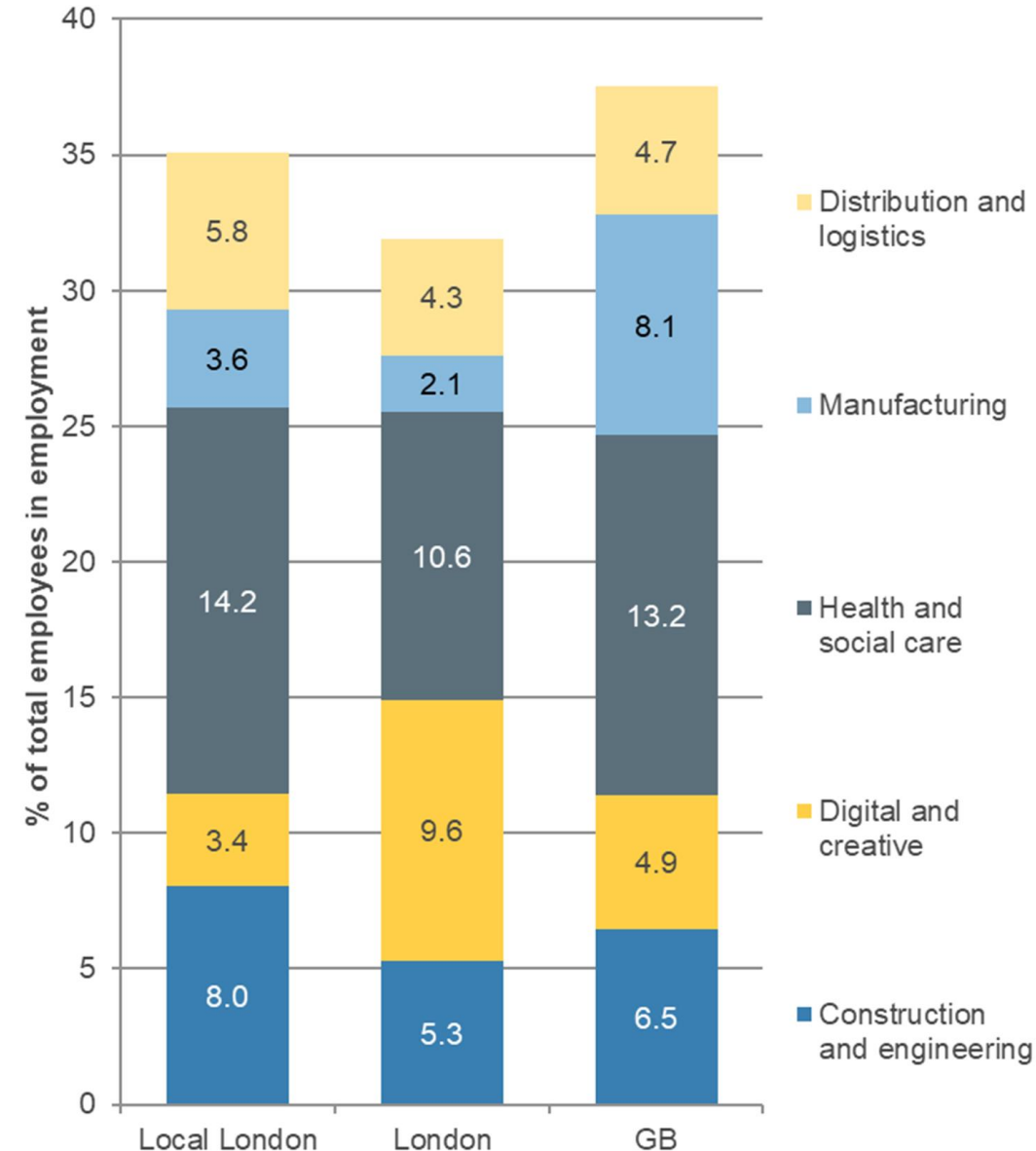


**Local London  
Local Skills Improvement Plan**

# London LSIP Support – Local London

## Priority sectors

- Priority sectors for the Local London area have been identified taking account of total employment size, relative size in comparison with national employment, the Mayoral priorities, and local strategic priorities
- Construction and engineering – a Mayoral priority sector and above the London and national averages; accounts for 10% of all employees in Havering and Bexley
- Digital and creative – Mayoral priorities, but relatively small in Local London; largest in Greenwich and Redbridge (c. 5%)
- Health and social care – Mayoral priority and above regional/ national averages; accounts for 20% of employment in Havering
- Manufacturing – small overall but some local concentrations in Barking & Dagenham (8%), Bexley (6%) and Enfield (4%)
- Distribution and logistics – above average proportion of total; largest in Barking & Dagenham (9%) and Enfield (7%)
- Green skills cut across a number of sectors, including construction and distribution/logistics, while sustainability important for all sectors



# Sector Skills Needs – Local London

## Construction

- **Recruitment - occupational priorities:** Difficulties getting entrants into the sector at lower levels – groundworkers (9121) and elementary construction workers (9129); don't need skills at that level, just motivated and resilient applicants
- Also site managers (5330)
- **Recruitment – skill system issues:** Colleges suffering from a lack of skilled tutors
- **Recruitment – employability issues:** Construction not seen as an attractive option (in a hole with a spade) but good prospects for motivated people – be more ruthless at talking about earnings potential; T-Levels can also help raise profile
- Charities working with disaffected young people are good outreach opportunity to promote sector at pre-16 level
- Promoting construction to women and people from ethnic minority groups
- **Existing staff:** Green skills – when demand comes, sector will respond

## Health and social care

- **Recruitment - occupational priorities:** In social care the priority is frontline care workers (6135), while in health it's registered nurses (2234)
- Have 10%+ vacancy rate in health in Local London – meaning recruiting over 4,000 staff just to replace leavers
- **Recruitment – skill system issues:** More difficult to identify and access placement opportunities in social care compared to health
- Using international recruitment in health while develop more consistent and supportive pathways into employment for local residents
- **Recruitment – employability issues:** Employers in social care using values-based recruitment and then training rather than trying to recruit qualified/skilled staff

# Sector Skills Needs – Local London

## Transport and logistics

- **Recruitment - occupational priorities:** Largest volumes of job vacancies in 2022 (Adzuna) were for warehouse workers (9252), lorry drivers (8211), delivery drivers (8214), and vehicle technicians (5231).
- Recruitment difficulties often caused by shift work/unsociable hours (Survation survey)
- Also project managers (3542) and data analysts (3544) highlighted by large transport infrastructure employers.
- **Recruitment – skill system issues:** Reports of difficulties engaging with schools/colleges by logistics employers – less tradition of engagement and not seen as a career pathway?
- **Recruitment – employability issues:** Old age profile in engineering roles
- **Existing staff:** Digital skills important for wide range of roles – London Business 1000 survey found high proportion of respondents citing basic IT skills as a key challenge, and Survation survey reports basic digital skills as very common skill need over next 2 to 5 years; Leadership skills; Softer skills – agility and resilience; Green skills – carbon literacy is growing skills for health and safety, leadership and project management roles

## Digital and creative

- **Recruitment - occupational priorities:** Priorities for IT sectors mentioned in CLF and SLP - IT professional roles, data analysts etc.
- In **digital creative sectors** (film, TV etc.) there are a range of occupations needed – hair and make up (6221/6222), carpenters (5316), production accountants (2421) as well as creative occupations (eg actors (3413), dancers (3414), musicians (3415), camera operators (3417)); High degree of self-employment in creative side
- **Recruitment – skill system issues:** Technical skills shortages linked to slow moving skills system, out of date curricula and equipment
- **Existing staff:** Resilience, to cope with negative aspects of the digital creative sector (poor management, long hours, stress)

# Sector Skills Needs – Local London

## Manufacturing

- **Recruitment - occupational priorities:** The manufacturing sector in Local London is predominantly food and drink, and vehicle manufacturing, with the following occupations being the largest: food, drink and tobacco process operatives (8111); production managers and directors in manufacturing (1121); packers, bottlers, canners and fillers (9132); warehouse operatives (9252); sales accounts and business development managers (3556); metal working production and maintenance fitters (5223) (LFS and BRES data)
- In textiles manufacturing, felt to be a shortage of skilled machinists (5413), perhaps because of the image of the sector and not seen as a desirable career
- **Recruitment – skill system issues:** Early days to tell if T-Levels are improving practical/vocational routes into employment
- Shorter, modular courses to give more options for adults to upskill or re-skill into the sector
- **Recruitment – employability issues:** Lack of females in engineering Apprenticeships – not using full talent pool (also ethnicity imbalance)
- **Existing staff:** Current gaps in basic digital skills and basic maths skills (Survation survey), and need for digital skills will grow particularly in relation to green/sustainable skills
- Also, London Business 1000 survey found gaps in softer skills such as teamworking, problem solving, and leadership; also foreign language skills (multi-cultural workforce)

# Feedback from consultations – Local London

## Skills system issues

- Issues with residents and businesses navigating the training provision landscape and accessing information about career pathways available through different training courses – learners need to see the jobs available at the end of the training
- Employers often don't know what they don't have, the skills needs they lack and gaps, see especially digital. They also may not know what's on the horizon, e.g. future skills needs.
- Courses currently available are too onerous in terms of timings and duration, particularly for shift workers
- Providers currently focused on qualifications and completing that process, rather than the skills employers need
- Significant shortage of basic digital skills and options for gaining those skills
- Lack of pastoral support for young people to support them with information on employer and provider expectations, leading to low retention rates
- Lack of opportunity for business and provider engagement
- Inability of providers to put on courses due to lack of numbers and lack of opportunities for SMEs in particular to collaborate to ensure courses are viable
- Current provider business model distorts provider offer leading to duplication of provision in some areas and gaps in others
- Lack of flexibility in use of Apprenticeship Levy leading to under-use



# South London Local Skills Improvement Plan

Polly Persechino

South London Partnership

[www.southlondonpartnership.co.uk](http://www.southlondonpartnership.co.uk)

# South London Partnership

The South London Partnership is a sub-regional collaboration of five London boroughs: Croydon, Kingston upon Thames, Merton, Richmond upon Thames and Sutton.



## Our vision

**South London Partnership is committed to securing a skills system that:**

- equips our young people and all our residents with relevant skills, versatility, adaptability and resilience to secure sustainable employment and support their wider wellbeing throughout their lives, and
- supports the growth and productivity of the sub-regional economy, ensuring that existing and future employers can access a ready pool of suitably qualified, resilient workers and can secure learning and training to support their workforce and business development.

## Our priorities

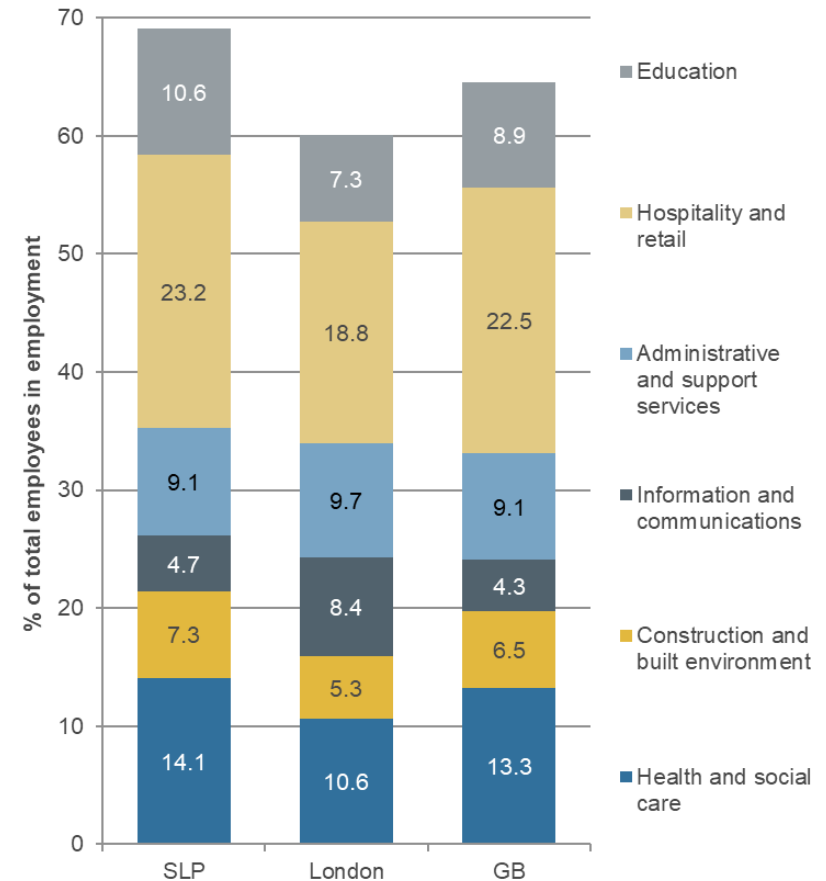
- Support all residents towards or into work and to progress through their career
- Increase employer participation and investment in skills
- Align the skills offer to our growth and strategic sectors



# SLP Priority sectors

Priority sectors for the SLP area have been identified on the basis of total employment size, and relative size in comparison with national employment (2021 data), also taking into account the Mayoral priorities, and are as follows:

- Health and social care – one of the Mayoral priority sectors and large in the SLP area; largest in Kingston and Sutton at nearly 20%
- Construction and the built environment – accounts for above average proportion of employment in the SLP area; largest in Croydon and Sutton (c. 9%)
- Information and communications – Mayoral digital priority and slightly larger than the national average; largest in Richmond (8%)
- Administrative and support services – some local concentrations within SLP in Merton and Sutton
- Hospitality and retail – very large in numerical terms and evenly spread across SLP
- Education – above regional/national average size; HE providers in Kingston and Richmond (plus LSBU in Croydon from Sept 2021)



# Construction

## **Recruitment - Occupational Priorities**

Particular priorities for construction in SLP are roofers/cladders (5314), plumbers and HVAC (5315), construction supervisors (5330), scaffolders (8151) and groundworkers (9121)

## **Recruitment – skill system issues**

Lack of provision access for Level 1 and 2 construction skills in SLP – impacting on the occupations above.

Courses for adults for entry into construction don't include CSCS card at the end of the course, which is a deterrent as those qualifying are not quite job ready

Need for more short courses provision to appeal to over-18s

## **Recruitment – employability issues**

Difficulty in attracting new entrants to the sector and people choosing construction as a first choice careers. Struggle to attract a diverse workforce

## **Existing staff**

PAS 2035 - qualified retrofit workers and insulation are key gaps

End of 'Grandfather Rights' in December 2024 means that contractors may need new vocational qualifications to retain site cards (CSCS)

# Health and Social Care

## **Recruitment - Occupational Priorities**

Particular priorities in the care sector in SLP are frontline health care assistants (6135), care managers (1232, due to high turnover of staff, moving out of care), occupational and speech and language therapists (2222, 2223) and cooks (5435)

## **Recruitment – skill system issues**

Many care homes funded higher level qualification through Apprenticeship (L3+). The introduction of Apprenticeship off-the job requirement meant that access to higher level qualifications were reduced as they couldn't commit to off the job.

Care homes would like access to funded higher level qualifications – e.g. L5 Care Management

## **Recruitment – employability issues**

Wages, and wage inflation in comparator sectors such as hospitality and retail, mean that care providers struggle to offer a competitive salary. This has led to a rise in overseas recruitment as employers can no longer recruit locally in the numbers required – but challenges with overseas staff in terms of culture (don't know how to make a cup of tea) and communication (lack of job-relevant English)

## **Existing staff**

Digital skills – movement towards new technologies, require behavioural shift and upskilling of aging workforce who often lack basic digital skills/competency

Business skills in finance, marketing, social media and recruitment for managers

L&D support: developing training plans, learning and development so they can support staff to progress (improve retention) for managers and supervisors

# Information and Communication

## **Recruitment - Occupational Priorities**

Priorities around a range of IT professional roles (eg programmers (2134), cyber security (2135), web design professionals (2141)) as well as data analysts (3544)

But digital skills important across most sectors

## **Recruitment – skill system issues**

Employers in SLP (all sectors) were much more likely to report shortages in basic and advanced IT skills among applicants – will affect this sector along with others

Training provision should be planning for ‘future’ digital skills (eg relation to AI and automation) rather than ‘now’ digital skills

## **Recruitment – employability issues**

The speed of technological change is not matched with the responsiveness of skills providers so many applicants are not prepared for the roles available and have skills/knowledge gaps.

Employers can provide some technical support but need applicants with good core skills

## **Existing staff**

Gaps in advanced IT skills, and also inter-personal skills (speaking, presenting) highlighted in ESS 2019

# Education

## **Recruitment - Occupational Priorities**

Hard-to-fill vacancies were most prevalent in the teaching and childcare support occupations of early education and childcare assistants (6111), teaching assistants (6112) and educational support assistants (6113), and among teaching professional occupations in HE (2311), secondary (2313), and primary settings (2314) and other teaching professionals not elsewhere classified (2319).

## **Recruitment – skill system issues**

Access to funded qualifications is limited, particularly in FE where there are acute shortages. Funding for on-going CPD and progression support can impact retention in some areas

## **Recruitment – employability issues**

Pressing need for experienced and skilled tutors in FE to deliver vocational training – teaching not seen as attractive as staying in industry and salary not competitive

## **Existing staff**

Skills gaps most prevalent in the teaching and childcare support occupations, with basic IT skills and writing skills (eg instructions, guidelines, manuals or reports) particularly acute gaps, along with team working and managing own feelings/the feelings of others (ESS 2019).

Top skills listed in job vacancies were teaching, first aid, working with children and young people, and management (Adzuna 2022)

Keeping up with new and emerging technologies (e.g. green in construction & engineering)

# Feedback from consultations

## Suggestions for recommendations – skills and training provision

- Basic maths/numeracy skills – business/industry contextualised numeracy teaching to make it more work-relevant
- A need for more tutors to deliver courses in STEM, and particularly emerging green skills and high level IT skills – innovative ways of attracting experts from industry into education (which is one of the priority sectors)
- Self-employment training – how to get started and operate as freelance/self-employed or a small business
- More opportunities for work experience to support soft-skills development and work readiness

# Feedback from consultations

## Suggestions for recommendations – broader changes to skills system

- Funding for core/soft/interpersonal skills – often businesses can train up in the specific skills if have motivated applicants with good interpersonal skills, rather than trained applicants who lack interpersonal skills. But key issue is that core skills are not funded – need to be embedded more within funded qualifications?
- Skills brokering system – assessors going in to businesses and doing a free skills analysis to identify what skills they need, and how they could meet those needs, including identifying suitable courses, training partners and any funding opportunities
- Efforts to boost learner demand in key sectors (health and social care, retail and hospitality, leisure and tourism) where there is good training provision but a lack of demand from learners

# London Local Skills Improvement Plan (LSIP)

West London Annex: emerging findings and recommendations

March 2023



West  
London  
Alliance



**WEST  
LONDON  
BUSINESS**

LEADERSHIP FOR THE WORLD'S  
MOST CONNECTED PLACE





# West London's Context & Strategic Priorities



- 2m Population; c.1m of working age in West London (WL)
- 48% WL residents born outside the UK; high % of households in which English not first language
- Increase in number of WL residents with no quals in latest census
- West London interest in pan-London priority areas for technical/ vocational skills: Health and Social Care (13.2% of WL employment), Creative/Film (3.2%, rising to 7.8% in H+F and Hounslow) + many more in wider sector and, Hospitality (7.5%).
- West London priority areas for technical/ vocational skills: Retail (16.5%), Transport and Logistics (10.2%, rising to nearly 25% in Hounslow – Heathrow), Manufacturing (3.8%, rising to 8.7% in Ealing and 6.9% in Brent. 19,075 residents employed just in Food and Drink Manufacturing)



# Skills Needs

## **Transport and Logistics:**

- Baggage Handler (SOC 9333) shortage at Heathrow (option to invest in automation being considered as an alternative)
- More skilled tutors who are up to date with knowledge of new technology: gaps in understanding and knowledge of new processes and equipment reported.

## **Manufacturing:**

- Businesses report manufacturing sector is struggling equally with the recruitment of staff across different skill levels and departments, including engineering, machine operators, bakers, food specialists, customer service support.
- Relevant Food sector Apprenticeships and others e.g. Moulding/Extrusion apprenticeship not available in WL. Using providers outside of London to deliver.
- Manufacturing Level 4 apprenticeships: lack of quality training provision in West London – only 1 WL FE college offering (HRUC)

## **Retail:**

- Focussed on essential skills: Communication and English language, numeracy and Digital (25.5% employers reported their employees lacked Basic Microsoft Office skills – ONS Labour Force Survey)

## **Cross-cutting:**

- 'Essential Skills' required across all sectors, specifically: Ability to manage own time and prioritise own tasks, Persuading or influencing others, teamwork.
- ESOL (as skills gap and skills shortage)



# Skills system issues

- Lack of awareness of the variety of roles available in each sector, and poor reputation of some of these e.g. retail: job not career, transport: traditionally carbon-intensive which is unpopular now.
- Career progression pathways poorly mapped, and corresponding salary information.
- Lack of coordinated engagement by industry with schools and colleges, and careers education in schools not sufficiently preparing young people for the priority sectors in West London, nor giving equal weight to the FE/technical education route.
- Challenge for businesses to take on work placements due to the resource required to manage and the changes due to working from home becoming more prevalent.
- Apprenticeships perceived as too much of an administrative burden to deliver.
- These issues exacerbated by the size of the company i.e. SMEs struggling on skills/training the most.



# Questions

- In the coming weeks, as we further unpick quantitative data/ research, can we be more specific on the skills needs and gaps, and through our existing and proposed sector hubs (e.g. retail) articulate where the focus is e.g. development of entry, middle or top tier skills? Specific occupations.
- Can we hear more from learners on barriers they are facing? How can we better support schools/ colleges/ intermediaries getting the latest LMI to learners (and parents)?
- Do we have owners for implementation of all recommendations? What resource will be required/ from where?

QUESTIONS

BUSINESS  
LDN

# QUESTIONS

1. What are your reactions to our findings, both at a pan-London and sub-regional level?
2. Do the priority sector and general skills needs that employers have told us about resonate with you? Are there any surprises, or anything missing?
3. How do the priority sector and general skills needs map onto existing training provision?
4. What is your capacity as a training provider to respond to these priority skills needs? Please explain
5. How are you planning to respond to these skills needs? For example, establishing new training facilities, working with partners, aligning apprenticeships and other provision to these priorities, deliver current programmes differently.
6. Have we pitched our emerging draft recommendations correctly, and achieved a good balance of actions for business, government, the GLA, and other stakeholders?
7. Which of our draft recommendations might have the greatest impact in tackling the challenges we have identified? What should we prioritise?
8. Is there anything else you think we have missed or should be pushing for inclusion?
9. Any other comments or suggestions?

NEXT STEPS

BUSINESS  
LDN

# NEXT STEPS

## Consultation period

- Our public consultation on our draft priorities and recommendations is open for three weeks, from 6<sup>th</sup> April to 27<sup>th</sup> April.
- We are keen to hear thoughts and feedback, so please get in touch with BusinessLDN or our sub-regional partners if you have any questions, comments or suggestions:
- BusinessLDN: [skills@businessldn.co.uk](mailto:skills@businessldn.co.uk).
- Central London Forward: [Aleyna.Prokudina@cityoflondon.gov.uk](mailto:Aleyna.Prokudina@cityoflondon.gov.uk)
- Local London: [Philip.Doyle@redbridge.gov.uk](mailto:Philip.Doyle@redbridge.gov.uk)
- South London Partnership: [Kirsty.Hogg@richmondandwandsworth.gov.uk](mailto:Kirsty.Hogg@richmondandwandsworth.gov.uk)
- West London Business: [Charlie.Boyd@westlondon.com](mailto:Charlie.Boyd@westlondon.com)

## Report submission

- Our final LSIP report is due for submission to the DfE on 31<sup>st</sup> May.