

Cornwall & Isles of Scilly LSIP

4th Quarterly Update Forum

10th December 2024



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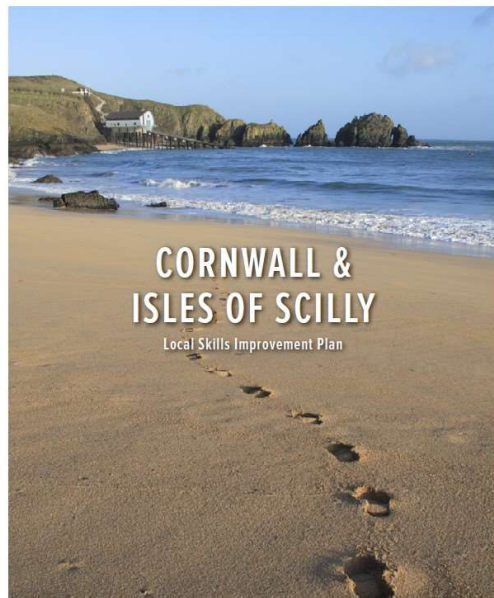


September 2022: FSB were commissioned by Department for Education as an Employer Representative Body (ERB) to undertake a Local Skills Improvement Plan (LSIPs) for Cornwall and IoS.

LSIPs are a key part of achieving the aim set out in the Skills for Jobs White Paper, which looked to put employers more firmly at the heart of the skills system. The goal is to ensure businesses and people have the skills they need to thrive and progress.

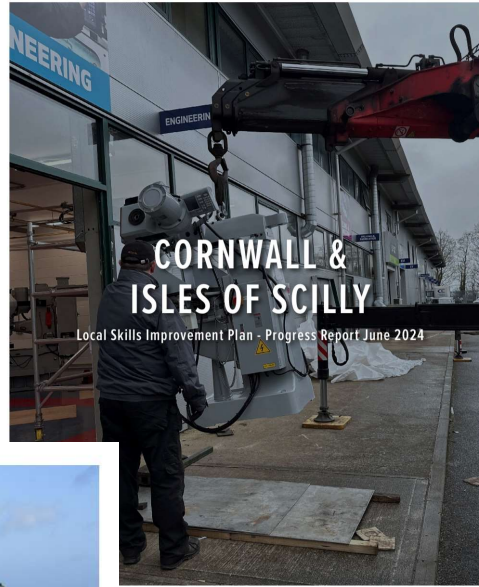
LSIP?

The initial report was published August 2023



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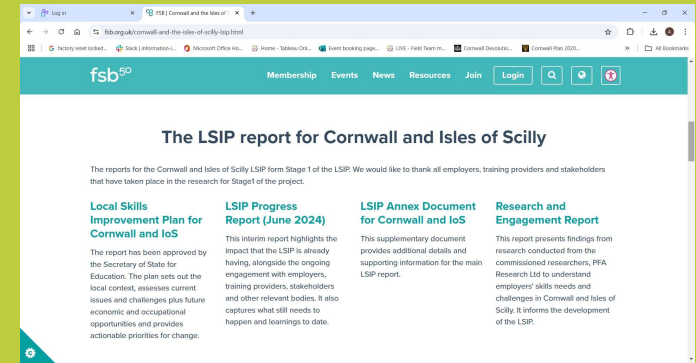
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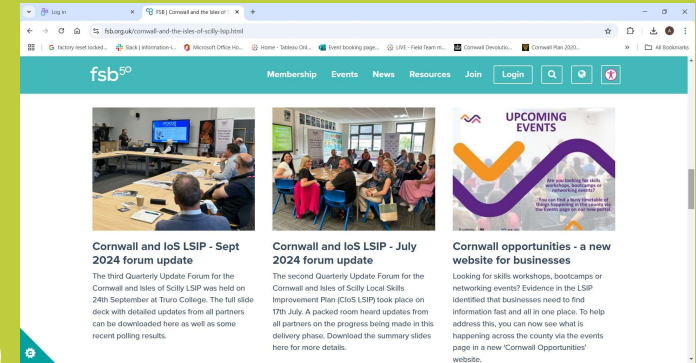
The interim report published August 2024 (held due to election)



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Dedicated FSB LSIP webpage with all updates
<https://www.fsb.org.uk/cornwall-and-the-isles-of-scilly-lsip.html>



CloS LSIP Snapshot

2 Sector Groups

The Cornwall & Isles of Scilly LSIP Steering Group decided that the inaugural LSIP should focus on two sector collectives:

- **Manufacturing, Engineering & Marine(MEM)**
- **Construction & Retrofit (CR)**

Cross cutting themes

There were 4 other areas that crossed into all sectors which we needed to address to ensure progress:

- **Digital**
- **Net Zero / Green**
- **Employability Skills / ED&I/ Socio-economic**
- **Local Skills System**

Businesses want

The 3 A's!

Attitude - Aptitude – Ambition
Every business states the need for competent, reliable people that fit with their business.

Communication

There is a need to provide the right training locally AND to let businesses know it exists.

Suitability

Important that the training is in a suitable place at a reasonable cost.

Content

Keep ahead of innovation & focus on relevance to the workplace.

LSIP addresses

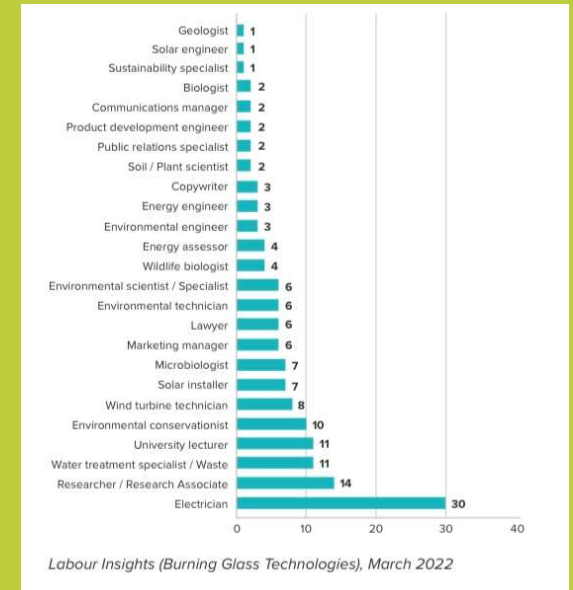
- **Work Readiness**
- **Technical & Future Skills**
- **Transferrable Skills**
- **Digitisation & Smarter Working**
- **Decarbonisation and Green Skills**
- **Leadership & Management**
- **Local Skills System, curriculum & courses**
- **Workforce opportunities for all**

MANUFACTURING, ENGINEERING & MARINE

SOC	Priority Occupation	Priority
1121	Production Managers and Directors in Manufacturing Level 6	Yes. Upskilling through Apprenticeships or HE.
5241	Electricians and Electrical Fitters Level 3	Yes. Upskilling through Apprenticeships or T Level.
5223	Metal Working Production and Maintenance Fitters Level 3	Yes. Upskilling through Apprenticeships.
2129	Engineering Professionals Level 6	Yes. Upskilling through Apprenticeships.
2122	Mechanical Engineers Level 6	Yes. Apprenticeships or HE.
3113	Engineering Technicians Level 3	Yes. Apprenticeships or T Level.
5221	Metal Machining Setters and Setter-operators Level 3	Yes. Upskilling through Apprenticeships.
2126	Design and Development Engineers L6	Yes. Apprenticeships or HE.
2123	Electrical Engineers L6	Yes. Apprenticeships.
3119	Science, Engineering and Production Technicians Level 3	Yes. Apprenticeship or T level.
5215	Welders L3	Yes. Apprenticeships.

GREEN

Priority Occupations



DIGITAL

SOC	Priority Occupation	Priority
2136	Programmers and Software Development Professionals L3, 4, 6	Yes. Apprenticeships, FT 16-19, T Levels and HE.
2133	IT Specialist Managers Level 4	Yes. Upskilling via Apprenticeships or short course.
2139	Information Technology and Telecommunications Professionals	Yes. Apprenticeships / HE.
3132	IT User Support Technicians level 3	Yes. Apprenticeships, FT 16-19, or T Levels.
3131	IT Operations Technicians L3	Yes. Apprenticeships, FT 16-19, or T Levels.
2135	IT Business Analysts, Architects and Systems Designers L4, L6	Yes. Apprenticeships, Degree Apprenticeships or T Level.
1136	Information Technology and Telecoms Directors	No.
2134	IT Project and Programme Managers L4	Yes. Apprenticeships.
5242	Telecommunications Engineers	No.
5245	IT Engineers Level 4	Yes. Apprenticeships.
2137	Web Design and Development Professionals L3	Yes. Apprenticeships, FT 16-19, HE.

SOC	Priority Occupation	Priority
1122	Site Managers and Directors in Construction	Yes. Level 3 Apprenticeships or T Level.
8149	Construction Operatives Level 2	Yes. Short course / Bootcamp.
5314	Plumbers and Heating and Ventilating Engineers Level 3	Yes. Apprenticeships.
5315	Carpenters and Joiners Level 2	Yes. FT 16-19 or Apprenticeships.
2434	Chartered Surveyors Level 6	Yes. Apprenticeships / HE.
2433	Quantity Surveyors Level 6	Yes. Apprenticeships / HE.
5249	Electrical and Electronic Trades Level 3	Yes. Apprenticeships or T Levels.
5312	Bricklayers and Masons Level 3	Yes. Apprenticeships.
5323	Painters and Decorators Level 3	Yes. Apprenticeships or FT 16-19.
8129	Plant and Machine Operatives Level 2	Yes. Short Course.
5313	Roofers, Roof Tilers and Slaters Level 3	Yes. Apprenticeships, FT 16-19.

CONSTRUCTION & RETROFIT

fsb³

63 Actionable Priorities

Employer feedback overview and actionable priorities (Construction & Retro-fit)	
C&R Priorities	
Employer Issue	Actionable priority
Skills delivery at business premises where there is the facility (and perhaps use as a hub) that could host visiting tutors would save time and be a green alternative to some students travelling long distances.	1. Develop and promote a mechanism for C&R companies to work with Providers to deliver relevant aspects of training at designated specialist facilities across Cornwall & I.S. e.g. Collaborate with CITB, specialist construction skills providers and sector groups to develop a network of businesses with suitable facilities and provide support to ensure they meet necessary standards.
Provide guided experience days, to give a taste of capacity, mastery work, planning and emphasise the need for basic employability skills etc. (can also apply to MEM sector)	2. Careers Hub, Providers and Stakeholders including DWP, JCF and others to provide assistance for C&R companies to deliver faster sessions, interview and experience days within suitable facilities.
Courses need to relate to the reality of working on site. Specific employability skills and application of trade skills would make employers productive more quickly.	3. Actively promote opportunities and incentivise those looking to exit industry, or recent retirees, to be a guest speaker or support tutor.
	4. Create a registration area in an online skills portal for potential industry experienced tutors and create an ongoing support package to build a bank of contacts.
	5. Offer "Train the Trainer" courses to maximise ability and confidence to articulate experience and skills.
	6. Explore the Cornwall College Camborne example of an entry-to-learn, modular system based on learners selecting sessions by QR code and agree a digital mandatory unit developing skills for the industry to be consistently delivered to all sector study and Apprenticeship programmes.
- Some current programmes (T levels & apprenticeship) include digital content, but it is not consistent across programmes. - Enhance vocational routes into the C&R sector and capitalise on new ways of engaging students.	7. Providers to embed the awareness and practical application of relevant software programmes e.g. AutoCAD and Solidworks into all relevant courses.
- Software programmes used in the industry are in courses at L3 and above but their full application is not, which needs to be addressed.	

Employer feedback overview and actionable priorities (Green)	
Green Priorities	
Employer Issue	Actionable priority
- In many cases, businesses need support to be able to make sustainability a priority.	1. Explore an opportunity for green vouchers for businesses to encourage investment in upskilling / reskilling in support to green transition.
- Basic climate literacy needs to be improved in both the education system and places of work. - With a focus on Cornwall and Isles of Scilly being net zero by 2030 employers need to know what that means and how they can contribute.	2. Commission research on opportunity for Global Wind Organisation training centre in Cornwall / SW and other equally specialist areas. 3. Improve visibility of existing green training provision. 4. Develop and implement industry specific 'Achieving net zero' online / workshop-based programmes for staff and managers.
- Green jobs need to be more actively promoted and better defined.	5. The Careers Hub, Skills Hub, People's Hub and all organisations involved in IAG and employability support, to promote green jobs as an attractive career path. This could be linked with careers advice to schools, FE, HE and those either seeking employment or a career change.
- A natural focus for the CIs5 area is to be a sustainable energy pioneer and a launchpad for expertise in other large scale green concerns. Alongside the geological resources, there is also unique geography. For example, an archipelago like the Isles of Scilly could be centre for expertise in how islands could be protected from the effects of climate change.	6. Form partnerships with expert sectors and with the Isles of Scilly to scope out future need of high-level green skills and attract the most appropriate tutors, mentors and scientists to the region to impart their knowledge.

Employer feedback overview and actionable priorities (Manufacturing Engineering and Marine)	
MEM Priorities	
Employer Issue	Actionable priority
- There needs to be a collaborative approach between providers and employers to support employers to offer new or extended work placements for MEM skills in high demand.	1. Develop collaborative work between colleges, employers, and other strategic stakeholders to offer new or extended placements for all courses, especially those where placements are not mandatory and to agree incentives with employers. 2. Providers and employers to co-produce a comprehensive guide that explains placements for all vocational and higher-level courses, and what employers can expect in support and to contribute as part of the placements. This should also include the advantages to employers in accessing and developing bespoke skills or areas.
- Industry to identify new technologies on the horizon in advance of need, e.g. FLOW, Spaco, Critical minerals etc and convey training need to providers.	3. Develop a local, higher level STEM strategy to boost HE participation. 4. Build on the example of the Cornwall Manufacturers Group Academy for other sectors.
- Providers need more hands-on industry experience to teach real world application of course subjects and to keep up to date with fast paced technical advancements.	5. Develop a specific, new and emerging opportunities Careers MG with specialist sectors, identifying high value jobs and pathways to inform and inspire. 6. Providers to commit to a 'Back into Industry' and 'Industry Immersion' days for their technical delivery staff of up to five days per year. 7. Develop a collaborative initiative to increase the supply of teachers/trainers in priority occupations and review improve their training if needed. An area approach could be advantageous. Industry must help lead by own supply of skilled workers through collaboration with colleges and other providers.

Employer feedback overview and actionable priorities (Digital)	
Digital Priorities	
Employer Issue	Actionable priority
The need for digital literacy and basic functional computer skills is cross-cutting. Fundamental digital literacy enables people to meet their employer's requirements, such as being able to engage with online training, electronic timesheets, business admin such as online ordering, invoices, work plans, and being competent in online communication etc.	1. Improve promotion and communication of the areas, setting digital skills offer more explicit with colleges and Providers, as well as LEP, ERBs and/or similar partners to assess the take up and effectiveness. 2. Resource will need to be dedicated to sourcing necessary specialists to teach these skills. ERBs and universities should consider working in collaboration to support recruitment of these tutors from industry and academia.
There is a notably low level take up of Digital Apprenticeships and digital learning opportunities in C&R. The long-established sectors engineering, manufacturing, marine and construction sectors have demands for advanced digital skills which are not being met.	3. More outreach is needed with a focus on delivering apprenticeships and digital learning opportunities in the long-established sectors engineering, manufacturing, marine and construction sectors have demands for advanced digital skills which are not being met. 4. In partnership with industry and the DWP lead sector groups, targeted promotion of digital tech careers to young people via Careers MG and a DWP, JCF, Snetce etc, with an emphasis on guided pathways to digital careers.
The digital sector is fast paced with new software, coding and other developments happening frequently. Tutors in this field need to be looking further ahead to future requirements to keep pace with industry need so that new employees can be productive at the outset.	5. Agree and develop content and integrate a digital component into relevant post-16 vocational programmes, including Apprenticeships and AEB vocational courses, where not already present, working with providers and industry. Also review how HE provision.
Digital tech roles are varied and not just about software.	6. To create a diverse and inclusive digital tech workforce, run a campaign to raise awareness of the Tech Talent Charter (https://www.techtalentcharter.co.uk/home) and to encourage C&R organisations to sign up to the Charter.
There is a need to have a focus on data to help employers and potential workers understand basic data literacy, the potential benefits from data insights for an organisation, and to understand the opportunity and data skills needed in C&R.	7. It is recommended that there is short introduction course or bootcamp developed to aid the understanding of the benefits of data insights to businesses and how this may be implemented. 8. Make data readily available to all that need it. Data such as uptake in education settings, code clubs, STEM ambassadors, labour market insights etc. should also be put in one place for stakeholders in the digital skills ecosystem to access.

Employer feedback overview and actionable priorities (Cross cutting)	
Cross Cutting Theme Priorities	
Employer Issue	Actionable priority
- Create an actionable plan for development of ready-to-work 'soft' skills through school and post-16 education. - Employers to offer more work experience opportunities to equip people with the skills specific sectors need.	1. Development of ready-to-work 'soft' skills through school and post-16 education. 2. Careers Hub to showcase new career opportunities available and develop collaborative work between colleges and employers to offer new or extended placements for all vocational courses. 3. To create better, more resilient business structure develop management and leadership course content (working with business owners and managers) to support healthier, more inclusive, and diverse workplaces to meet the ambition on green issues and all aspects of ESG. 4. Develop recruitment and retention packs and/or workshops for employers, especially SMEs, to aid brokering candidate search. 5. Explore possibility of establishing a Young Persons Task and Finish Group to explore best practices and support the work plan of the Careers Hub. 6. Develop a dedicated call age portal and resources to enhance and expand tailored online and telephone advice on local skills development, entrepreneurship, self-employment and availability of wider support. 7. Develop an LMI Dashboard together with innovative career resources for foundation and priority sectors.
- All young people need to be aware of and know how to access CEIAG and associated support.	
- Increase awareness of local career opportunities which will in turn reduce skills shortages.	

Cornwall & Isles of Scilly - Local Skills Improvement Plan

Cross Cutting Theme Priorities	
Employer Issue	Actionable priority
- Employers need to be able to quickly and easily access high quality, reliable support and information.	8. Establish a single web-based point of access for simplified training and support information for employers and the self-employed, drawing from good practice elsewhere in the UK (linked to portal above).
- Learners need to progress easily from one learning opportunity to another in their chosen careers.	9. Adopt good practice to map learning provision and then clearly promote progression pathways to high skilled jobs. Include Higher level apprenticeships, degree apprenticeships and retaining opportunities in LEP priority sectors: Green - Construction - Digital Skills - Culture.
- To increase productivity, businesses need good leadership and management skills. Our survey said that this is one of the major areas for development.	10. Develop leadership and management skills packages for SMEs in particular, and give opportunity to engage in higher performance working practices.
- There are areas of deprivation in the labour market for various socio-economic, physical or mental health reasons.	11. Local Authority to formalise a plan using its systems to maximise opportunities for the hard to reach in apprenticeships, work and supported employment. Success to be monitored and reviewed.

Cornwall & Isles of Scilly - Local Skills Improvement Plan

Employer feedback overview and actionable priorities (Local Skills System)	
Local Skills System Priorities	
Employer Issue	Actionable priority
- Employability skills are paramount. Every employer agrees to ensure the 'In - Culture, Attitude and Mindset' are embedded in the curriculum. Attitude and checks put in place to see that every student has a good grounding in how to interact with at work. - Small businesses do not have capacity or resources to put inexperienced workers through orienting the workforce for the real world ongoing training programmes without a definite consistent approach to essential skills. Include considerations to what specific support those with additional needs or disabilities may require.	1. Employability skills should be embedded into every course level. Ensure this already exists, promote priority skills and ensure they are embedded in the curriculum. Attitude and checks put in place to see that every student has a good grounding in how to interact with at work. 2. Develop and implement a range of skills frameworks to define consistent approaches to essential skills. Include considerations to what specific support those with additional needs or disabilities may require. 3. Develop and implement an essential skills short course programme for employer staff. 4. Include new level skill building programmes to support workers and management into being productive and resilient. Skills of confidence building, e.g. 'Digital Badge' or 'Building Learning Plan' needed to build a bank of recognised competences and transferable skills. 5. Develop a formal, collaborative mechanism between local stakeholders and colleges to meet into course content and provision of industry placements. 6. Develop a central, independent skills portal that above all provides seamless academic, credits or industry to promote and signpost training opportunities and to match against business, demand training needs, whilst ensuring training, delivery.
- Many businesses need a multi skilled workforce. A reimagined course programme that develops the necessary foundation skills (including relevant qualifications and learning e.g. C&CS Card) would help to make more of the workforce available more quickly with skills that get them started.	7. Further develop the Careers Hub and online services and communicate that existence more widely to increase visibility.
- While provider outreach is good with those that they reach, it is a comparatively small number of businesses that have a close relationship with a post-16 training provider which has identified their needs and sought solutions less than half of businesses responding to the survey have used or at least spoken with a post-16 technical education provider.	8. Further develop the Careers Hub and online services and communicate that existence more widely to increase visibility.

Cornwall & Isles of Scilly - Local Skills Improvement Plan

Local Skills System Priorities	
Employer Issue	Actionable priority
- Storage needs are needed with sectors to provide real industry experience and capability to college tutors, to ensure course content is always relevant and business. Cornwall Marine Network, Critical Minerals & Spacport outreach, to provide experience for tutors as well as learners.	9. Establish industry links with expert sector skills bodies across all sectors identified as strategically significant (Energy, Cornwall Marine Network, Critical Minerals & Spacport outreach) to provide experience for tutors as well as learners.
- Develop a collaborative initiative to increase the supply of teachers/trainers in priority occupations and review/improve their training if needed.	10. Develop a collaborative initiative to increase the supply of teachers/trainers in priority occupations and review/improve their training if needed.
- Transport a barrier to attaining skills in such a rural and coastal area.	11. Explore possibilities of returns to work from recent retirees to add-able experience to course content.
- Local Authority to establish a Trail and Finish Group to explore innovation in transport to support people to access learning and work in the more remote parts of the region.	12. Local Authority to establish a Trail and Finish Group to explore innovation in transport to support people to access learning and work in the more remote parts of the region.
- Access transport provision with specific focus on vulnerable areas and identify where this can be improved to remove barriers for students (not just buses, through)	13. Access transport provision with specific focus on vulnerable areas and identify where this can be improved to remove barriers for students (not just buses, through)
- More apprenticeship funds need to be available for SMEs to increase the number of apprenticeships.	14. Explore opportunity to develop a C&S wide strategy for an apprenticeship levy transfer.



Stage 2: Implementation and Review (August 2023 – March 2025)

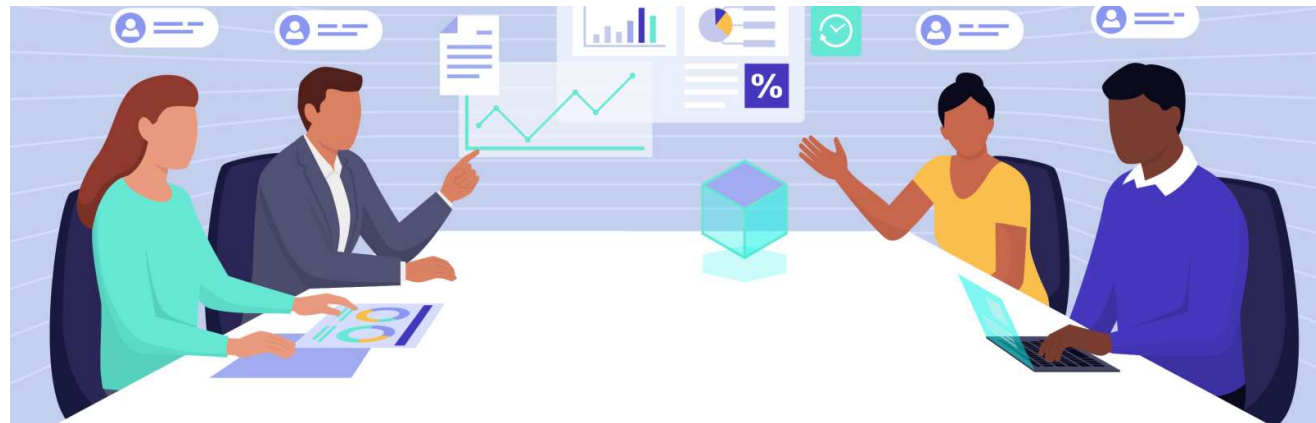


Department
for Education

- **The objective of stage 2 is embedding the LSIP process in the local skills system.** Each designated ERB will be expected to galvanise collaborative action with local employers, providers and stakeholders, to support the delivery of the actionable priorities and the roadmap set out in the LSIP.
- The designated ERBs need to regularly review their LSIP and will be expected to provide an annual progress report in June '24 and '25.
- The next development phase for each LSIP will commence following completion of the Spending Review in 2025 – we have also committed at this point to reviewing all the LSIP geographies and, where relevant, running new competitions for ERBs.

The Role of Key Stakeholders

- **Employers:** to engage, express their skills needs, help shape provision and increase their investment in skills (by taking on apprentices etc)
- **Providers:** to improve the alignment of their provision to labour market skills needs
- **JCP, National Careers Service and Careers and Enterprise Company:** to work with the ERB leading the LSIP to help identify and shape local solutions re signposting citizens to careers and relevant learning opportunities
- **MCAs, LEPs and LAs:** to support ERBs by providing local economic data and analysis and by shaping their strategies according to the employer needs set out in the LSIP
- **DfE Territorial Teams:** to support the LSIPs Team and ERBs by providing local area knowledge (particularly re skills providers)
- **National Sector and Trade Bodies:** to engage with ERBs to help articulate local skills needs. DfE can help share details with all ERBs if relevant and necessary.





Local Skills Improvement Fund (LSIF): Policy Aims



Department
for Education

LSIPs are supported by the £165m Local Skills Improvement Fund (LSIF), which will help FE providers across a geographic area respond collectively to the priorities in the LSIPs.

The LSIF is designed to support transformational activity across each of the 38 geographic areas covered by the LSIPs and builds on the Strategic Development Fund (SDF) which was piloted in 2021-22 and rolled out across England in 2022-23.

At least £2.5m LSIF funding has been made available to each area, with many areas able to apply for a higher level of funding, reflecting their larger working age population, as well as existing attainment and productivity levels.

LSIF funding will help plug some of the key skills gaps employers identified through the LSIPs by:

- providing investment in new facilities and equipment
- funding the development and delivery of new courses and curriculum
- supporting excellence in college leadership, governance and teaching to create a sustainable approach to addressing local skill needs, particularly at levels 3 to 5

Amount of LSIF funding available across 2 FYs:

- £80 million in 2023 to 2024 (£40 million revenue and £40 million capital)
- £85 million capital in 2024 to 2025



LSIF Partners:



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Local Skills Improvement Fund

Core Objectives:

- To support a local response to the skill priorities set out in the Local Skills Improvement Plan for the area
- This includes new facilities and equipment, the development and delivery of new courses and upskilling teaching staff.'
- 'To build the capacity of the FE sector to meet the local skills priorities set out in their respective LSIP.'

CloS Projects:

- 1. Construction and Retrofit – *'Building Futures'*
- 2. Engineering, Manufacturing and Marine – *'Engineering Futures'*

Cross-Sector Themes: Digital Skills, Green Skills, Work Readiness, Employer Awareness of Local Skills Provision

Grant Funding Agreement:

CloS Partners:

Truro and Penwith College (Lead), The Cornwall College Group, Cornwall Marine Network, Focus Training

Funding Awarded: £2,500,000

- 2023/2024: Revenue: £606,060.50 (92% utilised by 31st March 2024)
- 2023/2024: Capital: £606,060.50 (84% utilised by 31st March 2024)
- Capital: £1,287,879 (1st April 2024 – 31st March 2025)

'Providers are not able to vie funding between revenue and capital allocations and cannot carry funding across financial year 2023/24 into 2024/25.'

Key Performance Indicators (by March 2025):

OUTPUT	CONSTRUCTION	ENGINEERING
Number of new level 3 courses aligned to LSIP priorities	16	13
Number of new level 4 courses aligned to LSIP priorities	0	2
Forecast learner starts on new level 3 courses	112	125
Forecast learner starts on new level 4 courses	0	20
Number of learners forecast to undertake learning using new facilities/equipment created under the LSIF.	620	560
Number of employers reporting that training is giving learners the skills needed.	10	25
Number of employers providing industry placements to FE teaching staff	8	9
Number of teaching staff undertaking CPD or benefitting from cascade training	26	43
Number of new teaching facilities created (e.g., number workshops / classrooms refurbished / fitted out with new industry standard equipment).	7	10

Complementary Funded Initiatives – UK SPF

DIGITAL FUTURES

LEAD PARTNER – TRURO AND PENWITH COLLEGE

PARTNERS – Cornwall Council, Cornwall Marine Network, DPN, Falmouth University, Headforwards, Real Ideas, Software Cornwall, Step into Learning, TECgirls, University of Exeter

TARGET OUTPUTS

Number of people supported to engage with life skills (engagement in a minimum of two hours' activity that improves confidence, resilience or motivation regarding digital skills).

Number of people who have completed a course or gained a qualification following support.

THE FUTURE IS GREEN

LEAD PARTNER – THE CORNWALL COLLEGE GROUP

PARTNERS – Celtic Sea Power, Cornwall Marine Network, Falmouth University, Focus Training, Newquay Orchard, Truro and Penwith College, University of Exeter, University of Plymouth

TARGET OUTPUTS

Number of people supported to gain a Green Skills qualification

Number of people retraining from a High-Carbon Sector

Complementary Funded Initiatives – UK SPF

CORNWALL CONSTRUCTION SKILLS HUB

LEAD PARTNER – CORNWALL COUNCIL

PARTNERS – The Cornwall College Group, Truro and Penwith College

TARGET OUTPUTS

Number of people engaged in work experience

Number of young people engaged in Construction activities

Number of adults engaged in Construction skills activities

Number of academic or assessing staff engaged in CPD activities

MULTIPLY

LEAD PARTNER – CORNWALL COUNCIL

PARTNERS – Cornwall Adult Education Service, Seetec-Plus, The Cornwall College Group, Truro and Penwith College

Government-funded programme to help adults, aged 19 and over who do not hold a maths CSE at Grade C (or equivalent), to improve their numeracy skills, confidence and qualifications.

Skills Bootcamps

- Skills Bootcamps are flexible courses of up to sixteen weeks, which offer eligible adults aged 19 and over the unique opportunity to access funded training aligned to local skills needs, which culminates in either a guaranteed job interview offer for their chosen occupation or support with progressing their career or business.
- There is no charge to any individual learner registering for a Skills Bootcamp to re-train or develop their own business
- Employers must contribute to the cost of training if they want to use Skills Bootcamps to train their existing employees:
 - Large Employers must contribute 30%
 - Small and Medium Enterprises must contribute 10%

For further details about the range of Skills Bootcamps available across Cornwall and Devon, go to:

www.train4tomorrow.org.uk/bootcamps



Truro and Penwith College – LSIF Capital:

- £1.7m capital works, co-funded by UK SPF investment to expand the 'Seaton' Construction facility on the Truro Campus to accommodate expanding learner demand and create a standalone and specialist facility for Retrofit, Renewables and Modern Methods of Construction.
- IT and infrastructure developments for facilities across Truro, Penwith and Bodmin to support with teaching and business interactions
- Ongoing purchasing of Construction and Engineering equipment required to facilitate the delivery of new provision in areas including Composites, Mechatronics and Civil Engineering to respond to business skills requirements.



Truro and Penwith College – LSIF Revenue:

1. Truro and Penwith College has collated the current curriculum offer across the four LSIF partners to establish a baseline to demonstrate the impact of the LSIF investment and support complementary gap analysis commissioned by the FSB.
2. Employer engagement events, including a STEM Showcase in Bodmin.
3. Funded curriculum pilots; including Introduction to Lean, Supervisory Management, Project Management and Satellites and Space Design
4. Development of new apprenticeship standards and CPD courses for 2024 and 2025: <https://www.truro-penwith.ac.uk/app/uploads/2024/06/CPD-Guide-FSI-2024-web.pdf>
 - Construction: focus on advanced, higher and Green Skills programmes
 - Engineering: focus on core business skills, including Leadership and Management, and industry-led specialisms, including Composites and Mechatronics

Truro and Penwith College – LSIF Revenue:

5. Share your Skills' campaign to encourage individuals with industry experience and skills to explore opportunities to move into teaching or assessing within further education, with a focus on Construction, Engineering and Digital, to respond to an identified challenge in recruiting staff with the required knowledge and expertise
6. Industry outreach and targeted widening participation activities for North Cornwall, underpinned by the promotion and development of the new offer at the STEM and Health Skills Centre facility in Bodmin

Why was “Curriculum Mapping” important?

We examined records, by postcode of learners, which current courses are being taken and where.

So we mapped:

- i. Take-up of local courses.
- ii. If some courses taken are out of county (a gap in local provision).
- iii. Where we need new courses & facilities to fill future demand expressed by local businesses in our research.
- iv. We are comparing statistics from LSIP start to following years to monitor improvement.

Change is happening

This is what “Curriculum Mapping” looks like.....

(An extract from 2.7 million lines of Excel data)

LSIP Actionable Priorities and Relevant Provision: Cornwall and Isles of Scilly												
LSIP CONTENT					CURRENT PROVISION (learning aim starts in 2022/23)							
Priority Sector or Cross Sector Theme	Actionable Priority	Action Identified (inc programme)	SSA Tier 2	OM Route	Occupation(s)	Skills Gaps/Upkilling	Programmes	Programmes	Programmes	Programmes	Short Courses	Comments
					(O Maps)	(link to occupations)	(16 to 19)	(Adult)	(HTQs/HE)	(Apprenticeship)		
Manufacturing - Engineering and Marine	Production managers L6	Upskilling Apprenticeships, HE	4.1	Engineering and manufacturing	Manufacturing manager L6						Nil	
	Electricians (factory?) and electrical fitters L3	Upskilling Apprenticeships	5.2	Construction and the built environment	Marine electrician L3	Electrical diagnostics	L2 Diploma in Marine Engineering (Foundation): 9 (Cornwall College) L3 Diploma in Marine Engineering (Advanced): 12 (Cornwall College)	Diploma in Marine Engineering (Advanced): 3 (3 Cornwall College) L2 Diploma in Electrical Installation: 17 (16 Cornwall College) L3 Advanced Diploma in Electrical Installation: 8 (Cornwall College)	L4 HNC in Naval Architecture: 5 (City College Plymouth) L5 HNC in Marine Engineering: 2 (1 City College Plymouth; 1 Cornwall College)	Marine electrician L3: 6 (Cornwall College)	Bootcamp Engineering L3: 1 (Firebrand Training)	
		T Levels	4.1		Installation and maintenance technician L3	Automation	L3 GCE A Level in Electronics: 35 (Truro and Penwith College) L2 Diploma in Electrical Installation: 34 (24 Cornwall College; 10 City College Plymouth) T Level Technical Qualification in Maintenance, Installation and Repair for Engineering and Manufacturing: 2 (City College Plymouth)			Installation and maintenance technician L3: 97 (48 Cornwall College; 38 Focus Training (SW); 5 City College Plymouth)		
					Engineering fitter L3	Robotics	L2 Diploma in Engineering Technologies: 27 (Cornwall College) L2 Diploma in Engineering: 12 (City College Plymouth) L2 Diploma in Boatbuilding: 7 (Cornwall College)			Engineering fitter L3: 11 (8 Cornwall College, 2 PETROC, 1 City College Plymouth)		
	Metal working production and maintenance fitters L3	Upskilling Apprenticeships	4.1	Engineering and manufacturing	Metal fabricator L3	Welding		L3 BTEC National Foundation Diploma in Engineering: 65 (62 Truro and Penwith College)	L4 HNC in Electronics and Robotic Control Engineering - University of Plymouth (via South Devon College): 1	Metal fabricator L3: 31 (22 Cornwall College; 7 Truro and Penwith College; 2 City College Plymouth)		
					Engineering fitter L3	Electrical diagnostics Automation Robotics Mechatronics	Engineering fitter L3: 11 (8 Cornwall College, 2 PETROC, 1 City College Plymouth)					

Cornwall College

LOCAL SKILLS IMPROVEMENT FUND

£865k Capital and £248k Revenue investment:

- **Construction & Retro-fit**
- **Manufacturing, Engineering & Marine**



Local Skills Improvement Fund – Phase 1



Machine shop refurbishment and new equipment at Camborne

CONSTRUCTION SKILLS HUBS





ELECTRIC VEHICLE CHARGING (EVC)

SOLAR PHOTOVOLTAIC SYSTEMS (SPV)

AIR SOURCE HEAT PUMP (ASHP)



ELECTRICAL ENERGY STORAGE SYSTEMS (EESS)



Overview of Events Delivered January – March 2024

Local
Skills
Improvement
Fund


Department
for Education

OUR
PRIORITIES **2**
GROW
THE
ECONOMY

- Civil Engineering in Marine and Coastal Environment - CORMAC
- Apprenticeships - Building Skills for Life
- Waves of Progress: Driving an Inclusive Workplace
- Championing a Greener Economy for Cornwall
- Blue Solutions for a Green Tomorrow
- Decarbonising with Green Hydrogen across the South West
- Shadow Minister Roundtable Event
- MOR Foundation – County Collaboration
- MOR Foundation – Regional Collaboration
- Marine Industry, training and Skills Advisory Boards



Engaged with
over 300
businesses

CMN Centres of Excellence



In partnership with local marine businesses, CMN has developed 3 Employer based Centres of Excellence:

- Armada Engineering Skills Academy
- Cockwells Training Academy
- Penzance Dry Dock Engineering Academy

Using LSIF capital funds, CMN has equipped the centres with the resources needed to deliver new and innovative skills training.



Cornwall Opportunities *(Agreed before LSIP but fulfils requirements also raised in the LSIP)*

The screenshot shows a web browser displaying the Cornwall Opportunities website. The browser's address bar shows the URL <https://www.cornwall-opportunities.co.uk>. The website header features the Cornwall Opportunities logo on the left and a purple 'Login' button with a right-pointing arrow on the right. Below the header is a prominent orange navigation bar containing several menu items: 'Search Opportunities', 'Work & Careers', 'Training & Support', 'Industries & Employers', and 'Careers Magazine' on the top line; and 'People Hub', 'SEND Hub', 'Youth & Parent Hub', 'Employer Hub', 'Isles of Scilly Hub', and 'Events, News, Courses' on the bottom line. The main content area features a large purple banner with the text 'Cornwall Opportunities' in white. Below this, a smaller line of text reads: 'Search for the latest jobs, apprenticeships and courses. Get information and advice on finding work or starting and developing your career. Created by Cornwall Council, this site has all you need to find your ideal job and build a career in the County.' At the bottom left of the banner, there is a white button with a checkmark icon and the text 'Introductory video →'. The bottom of the screenshot shows a Windows taskbar with a search bar, several application icons, and a system tray displaying the time '12:47' and date '23/09/2024'.

A quote from CMN, stating how the LSIF process has been successful.....

“LSIF Funding has enabled connections, conversations, strategy and skills training to be developed and delivered. The training of new skills/re-skilling supports businesses across the County to grow and meet the demands of the ever-changing landscape.”

LSIP to March 2025

The roadmap

Actions in the final stages:

1. Consolidate the progress made in addressing skill shortages and gaps by refining and expanding successful interventions.
2. Evaluate the impact of the LSIP on economic growth indicators, such as increased employment rates, higher productivity, and improved competitiveness.
3. Establish long-term partnerships and collaborations with employers and educational institutions to ensure sustainability of skills development efforts beyond the LSIP timeframe.
4. Publish reports and updates on the LSIP's achievements and outcomes to foster transparency and accountability.
5. Final report start to write March 2025 due May 2025 to publish in June – however we are gathering information in real time so as not to miss anything, not do anyone a dis-service and make report writing easier on us all. Everyone's input is welcome!



Primary research in 2024 | The fieldwork that we will be conducting

Working closely with the FSB, we are going to conduct several pieces of research over the coming months, designed to help maximise engagement with Phase 2 of the LSIP and inform the implementation of the Actionable Priorities. Our programme of research this year, comprises the following:

3 x 90-minute duration Online Focus Groups with Employers

- Recruiting up to 9 participants for each Group
- Conducted using Microsoft Teams on dates to be finalised between 26th June – 4th July 2024

Senior Business Decision Makers working in enterprises based in, or operating from, C&IoS

Group E1 = Marine

Group E2 = Engineering & Manufacturing

Group E3 = Construction & Retrofit

Online Survey with Employers and the Self-Employed

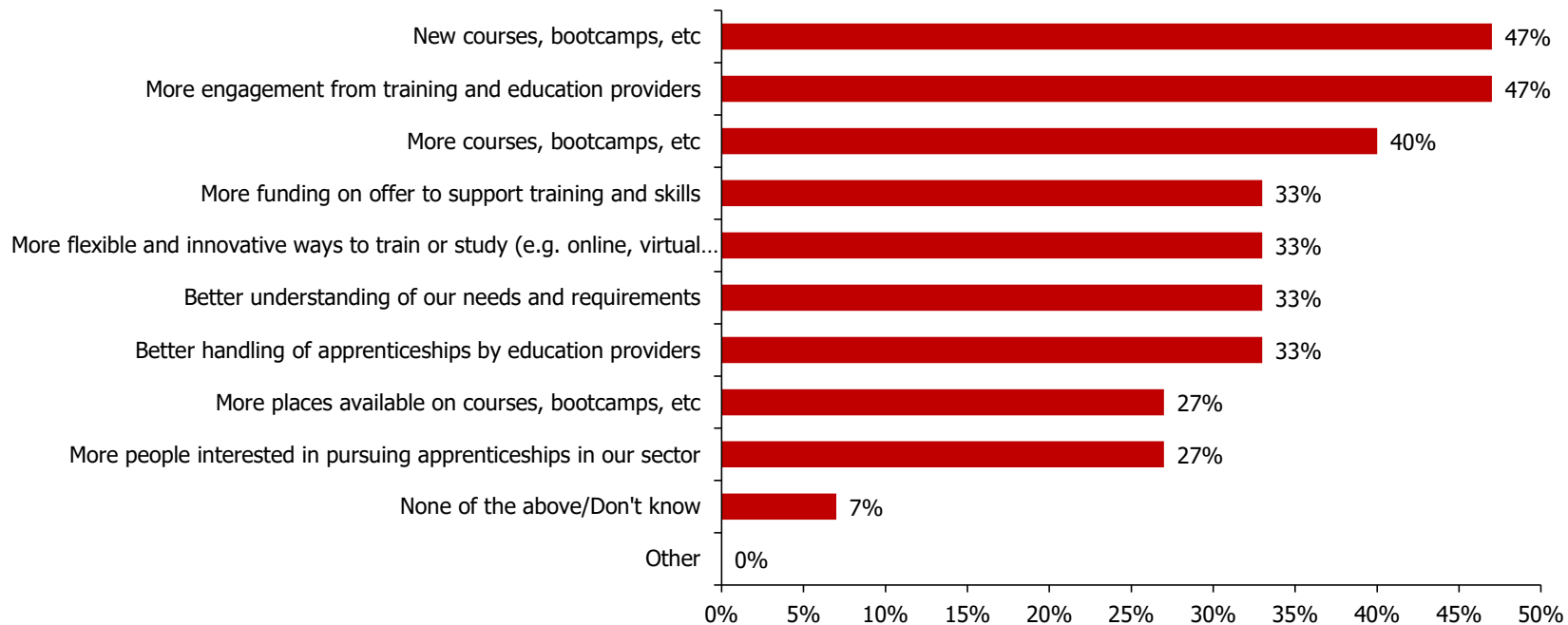
- All participants to be working in enterprises based in, or operating from, C&IoS.
- Participants to be drawn from across as many industry sectors as possible.
- Scheduled fieldwork period when the survey is live 24th September to 31st October.

Online Survey with Residents of C&IoS aged 16-80, as past, current or future learners

- Covering awareness, perceptions and experiences of provision, career aspirations and ambitions, satisfaction with current work, propensity to change career, preparedness to return to work where currently retired, etc.
- Scheduled fieldwork period when the survey is live 7th October to 31st October.

Nature of improvement | Businesses perceiving an improvement over the last year, most widely point to: 'New courses...' (47%), 'More engagement...' (47%), 'More courses...' (40%).

**In what way(s) would you say that the provision of training and skills development to support your industry sector has improved over the last 12 months?
(Please tick all that apply)**



Base: Better handling of apprenticeships by education providers (n=5), Better understanding of our needs and requirements (n=5), More courses, bootcamps, etc (n=6), More engagement from training and education providers (n=7), More flexible and innovative ways to train or study (e.g. online, virtual reality, etc) (n=5), More funding on offer to support training and skills (n=5), More people interested in pursuing apprenticeships in our sector (n=4), More places available on courses, bootcamps, etc (n=4), New courses, bootcamps, etc (n=7), None of the above/Don't know (n=1), Other (n=0), Sample Size = 15

LSIP Beyond 2025?

Change in the landscape & what next

New Government

Skills England

LSIP Contract ends March 2025 (publish June 2025)

Model Skills Plan:

Work with "Think" <https://think.uk.com/> to:

- a) Identify gaps and improve how data published by Government (from DfE, ONS, HMRC and others) is deployed in support of the implementation of LSIP priorities . 2 X pilot areas (CIoS is one)
- b) Develops recommendations for DfE and Skills England about how to improve the availability of data and provides a replicable model to enhance consistency across LSIPs.
- c) Produces a straightforward model format and content for a local skills plan and exemplifies this with content from the two areas.

Workforce & Skills Board / Local Strategies

Opportunity to ensure that plans and strategies can work seamlessly together.



think...

fsb³

Thank you, please stay in touch.



Federation of
Small Businesses

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