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# Agenda



- NELSIP Scope/Recap
- NELSIP Roadmap - approach
- Six NELSIP Priorities
- Actions supporting the priorities
- DRAFT RACI
- Next steps

Funded by



Department  
for Education

# NELSIP SCOPE



## Five High impact sectors:

Digital, Advanced Manufacturing, Health and Health Science, Construction and Transport and logistics

	Priority	Descriptor
Included in NELSIP	High Priority	Critical scarce technical skills which constrain productivity and growth and the delivery of key service and enable progression to better jobs. Capability take time to develop and requires significant changes to sustain, scale or create provision to meet future demand.
	Priority	Skills that are operationally important and often transferable, enabling wider access to better jobs, developing a more agile workforce resilient local economy. Established provision exists, but increasing requirements for higher level foundation and technical skills will have implications for future provision.
Not included in NELSIP	Not Prioritised	<i>Not evidenced as strategically important and/or reliant on scarce skills. Existing provision is adequate to meet future requirements with no significant change required. Roles may be operationally important, but do not require level 2+ technical skills or enable progression to better jobs. Workforce shortages more likely reflect challenges of attracting people to work at this level or in the sector, rather than a shortage of technical skills.</i>

# DRIVERS



# Priority Actions

Skills Drivers      Identifying local skills needs      What skills priorities does the NE LSIP need to address      Changes required to support the NE LSIP skill priorities

<p><b>Regional Priorities</b></p> <ul style="list-style-type: none"> <li>Improved Productivity</li> <li>Economic growth</li> <li>More &amp; Better jobs</li> <li>Social Inclusion</li> </ul> <p><b>Capability Challenges</b></p> <ul style="list-style-type: none"> <li>Sustainability (Net Zero)</li> <li>Emerging technologies and digitalisation</li> <li>Ageing workforce</li> <li>Tightening labour market</li> </ul>	<p><b>High Impact Sectors</b></p> <p><b>Advanced Manufacturing</b></p> <p><b>Digital</b></p> <p><b>Health and Health Science</b></p> <p><b>Construction</b></p> <p><i>Enabler: Transport &amp; Logistics</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Detailed Findings</b></p> <p><b>Cross Cutting Themes</b></p> <ol style="list-style-type: none"> <li>Digital skills are no longer optional – a requirement for all jobs and need to be embedded in the curriculum.</li> <li>Foundation skills are important in enabling social inclusion and progression to better jobs, and are required in a more digital workplace.</li> <li>Level 3+ participation needs to be scaled-up to address scarcity of key technical skills and provide a gateway to better jobs and higher-level qualifications.</li> <li>Emerging technologies and sustainability are increasing the importance of higher-level technical skills.</li> <li>Soft-skills are important – enabling work-readiness, the effective deployment of technical skills, and ongoing employability.</li> </ol>	<ol style="list-style-type: none"> <li>An <i>'employer-focussed'</i> approach to meeting technical skills requirements needs to be <b>resourced appropriately</b>, coordinate employer input, and recognise the importance of engaging SMEs.</li> <li>Increasing employer emphasis on internal career progression requires educational pathways that enable <b>seamless progression</b>.</li> <li>A more pro-active and coordinated approach to <b>social inclusion</b> and participation of under-represented groups is required to increase the available workforce.</li> <li>Provider <b>collaboration</b> is key to meeting higher technical skills required by emerging technologies that create better jobs.</li> <li>Vocational career pathways leading to better jobs need to be <b>aspirational</b>, and promoting them through career guidance should be required.</li> </ol>
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1. Provide essential digital skills required by all learners at the appropriate level. Including upskilling & reskilling support for employers and adult learners, and ensuring a work-ready supply of specialist digital skills.
2. Align 16+ technical education and training provision to ensure the key technical skills required by the five LSIP sectors are prioritised.
3. Increase the supply of level 3+ technical skills to meet current and future regional requirements.
4. Collaborate to deliver key technical skills for regional growth.
5. Employer focussed - enable all employers, including SMEs, to identify their technical skill requirements, and access high quality technical skills development for their current and future workforce.
6. Prioritise Social Inclusion – aligned approach to enable those from under-represented and disadvantaged groups to develop the skills needed and provide the support required to remove barriers to access good jobs and careers.

## NELSIP Priorities

1. **Provide** essential digital skills required by all learners at the appropriate level. Including upskilling & reskilling support for employers and adult learners and ensuring a work-ready supply of specialist digital skills.
  - a. Embed digital skills provision in all vocational curricula, at all levels.
  - b. Establish a supply of higher digital apprentices, with the right capability and experience to meet demand.
  - c. Enable flexible upskilling & reskilling programmes to improve digital employment opportunities. E.g. leverage and align NE Digital Bootcamps
  - d. Innovate to simulate workplace learning - using immersive technology, digital simulation, SMART learning factory, virtual reality wards/classrooms.

# Digital Essential – All levels



## NELSIP Report extract for essential digital skills

Priority	Action	Measure	Who
Basic digital skills for operational devices	<ul style="list-style-type: none"> <li>Embed basic digital skills in all Level 1 &amp; 2 &amp; 16+ education programmes</li> </ul>	Basic digital provision embedded in all programmes	FE
	<ul style="list-style-type: none"> <li>Develop basic digital upskilling programme for existing employees</li> </ul>	No. of employers/employee participating in digital upskilling	FE
Applied digital skills in all technical roles	<ul style="list-style-type: none"> <li>Review all Level 3+ technical programmes and embed appropriate applied digital skill development</li> </ul>	Applied digital skills embedded in all L3+ technical programmes	FE/HE
Data science/analytic s capability	<ul style="list-style-type: none"> <li>Include basic data analytics modules in all Level 3+ technical programmes</li> </ul>	Data analytics modules embedded in all L3+ technical programmes	FE
	<ul style="list-style-type: none"> <li>Ensure capability to deliver higher qualifications in digital analytics and is available in modular form to support CPD/Boot Camp delivery</li> </ul>	Availability of training  Participation numbers and completion rate	FE/HE



## NELSIP Priorities

**2. Align** 16+ technical education and training provision to ensure the key technical skills required by the five LSIP sectors are prioritised.

NELSIP will include detail on skills required for five NELSIP sectors, prioritised against existing technical occupational standards.

## EXAMPLES: NELSIP Report extract

Advanced Manufacturing priorities by level.

ADVANCED MANUFACTURING				
	Priority	Action	Measure	Who
Level 3	Address scarcity of Engineering/Maintenance Technicians relative to strong demand	Ensure capacity in place to meet future regional demand	No. of Level 3 E&MT apprentices	LSIP FE Colleges
		Increase SME participation in apprenticeship training Develop curriculum to meet requirements of digital factory	No. of SMEs employing apprentices Curriculum review includes digital requirements	
	Leverage deployment of Level 3 Science Manufacturing programme developed through SDF	Continue to promote programme with Pharma manufacturers and NHS Aseptic Pharma Manufacturers	No. of Level 3 Science Manufacturing Apprentice starts	SDF Colleges
Level 4/5	Level 4/5 Engineering provision meets requirements associated with digital and emerging technologies	Engage employers in identifying additional Level 4/5 standards to be developed in region. Curriculum development of prioritised standards	Review completed. Curriculum developed. No. of Level 4/5 apprentices in region.	LSIP FE Colleges/NE IoT
		Collaboration between local providers to provide seamless progression pathway higher level technicians/engineers	Partner with HE provider on IESAM (Newcastle University) to establish complimentary pathway through to degree apprenticeship programmes associated with...	

Advanced Digital by level

Advanced Digital (sector)				
	Priority	Action	Measure	Who
Level 3/4	Improve diversity of Digital workforce	Develop plan to attract & under-represented groups to advanced digital programmes	No. of females on advanced digital programmes. No. of FSM students on advanced digital programmes	FE
Level 4-5	Enhance higher level vocational offer in Digital	Develop full-time and modular offer that meets key requirements in region (software development/programming, data analysts/engineers, and infrastructure)	No. of digital learner completions at Level 4-5	FE
Level 6	Vocational pathway to degree level	Identify opportunities to improve flexibility of degree apprenticeship programmes to ensure access to learners in employment	No. of participants on Digital degree apprenticeships at NE Universities	Universities
5	Employability of those new to the digital sector	Establish plan with employers to provide meaningful work experience placements for those new to digital	No. of local people securing jobs in digital sector	Sunderland Software City & FE

## NELSIP Priorities

**3.Increase** the supply of level 3+ technical skills to meet current and future regional requirements.

- a. Develop strategic skills plans that increase the supply of Level 3+ skills from all educational pathways, including adult learners.
- b. Ensure approaches to T-Level deployment and associated career and progression pathways that are both attractive to learners and employers.



## NELSIP Priorities

### **4. Collaborate** to deliver key technical skills for regional growth.

- a. Ensure NE LSIF reflects NELSIP priorities through broad and inclusive regional collaboration to leverage best practice.
- b. Ensure 22/23 NE SDF investment and other technical skills funding and programmes are fully leveraged in support of LSIP priorities.
- c. Leverage strategic partnerships and collaborative arrangements, including the NE IoT to develop key technical skills and ensure integrated and seamless technical educational pathways provide an adequate supply of technical skills to meet regional requirements.
- d. Promote partnership approach between FE/HE providers in region and RTOs to align curriculum & delivery model for high value inward investment, emerging technologies, and Higher Technical Qualifications.
- e. Develop resourcing and deployment model that establishes, retains, and leverages digital and higher technical teaching capability across the region, including support from employer secondees.

## NELSIP Priorities

5. Employer focussed - **Enable** employers, including SMEs, to identify their technical skill requirements, and **access** high quality technical skills development for their current and future workforce.

- a. Leverage established employer advisory boards to provide strategic leadership on emerging and scarce technical skills across the region.
- b. Resource Workforce Planning and skills brokerage support for employers, particularly SMEs, to improve workforce planning and participation in vocational apprenticeships, reskilling & upskilling.
- c. Establish a mechanism to prioritise transfer of unspent apprenticeship levy in the region to support NELSIP priorities.
- d. Increased number of regional opportunities for technical work experience and apprenticeships.
- e. Embed core transferable and behavioural skills in provision that is needed by employers to enable the effective deployment of technical skills.
- f. Develop guidance and establish flexible opportunities to increase upskilling, informed by NELSIP priorities, and enabled through proposed flexible Lifelong Loan Entitlement and devolved regional adult education budget.

## NELSIP Priorities

**6. Prioritise** Social Inclusion – a aligned approach to **enable** those from under-represented and disadvantaged groups to **develop** the skills needed and provide the support required to remove barriers to access good jobs and careers.

- a. Establish & deliver appropriate Level 1 and 2 Maths & English attainment targets to improve employability and activity.
- b. Establish and deploy a set of consistent social inclusion measures and actions that support achievements of NELEP targets on employment rate and economic activity and sector employment representation targets.
- c. Focussed approach to vocational careers, including improved and aspirational guidance within North East Ambition deployment of the Gatsby Framework to require all pupils to have awareness of vocational learning options open to them

# Implementation Roadmap for NE LSIP Priorities

- NE LSIP contains **six priorities**, with supporting actions.
- LSIP guidance envisages the identification of detailed **success measures** for each actionable item, together with a **timing** commitment for completion, through to March 2025.
- The first two NELSIP priorities have detailed measures since provision relates to technical occupational standards.
- NELSIP Priorities 3 through 6 are more systemic and complex, involving multiple stakeholders to effect and sustain change. Actionable items are identified in the LSIP, but detailed output measures and timing will need to be determined and agreed by those accountable and responsible for delivery.
- **LSIF priorities/resources should be aligned to delivery of LSIP.**
- Delivery of the NELSIP implementation plan will require the establishment of a NELSIP implementation Board to provide oversight.

# NELSIP RACI – Under Consultation



Priority NE LSIP Area	Reginal DfE	Devolved Authority <sup>2</sup>	Local Authority	Skill Providers <sup>1</sup>	Employers (work Experience)	Employers (Generally)	DWP	Schools	ERB
1. Provide essential digital skills	I	A	I	AR	R <sup>6</sup>	A <sup>7</sup>	-	I	I
2. Align 16+ technical education	A	A	I	AR	-	-	I	I	C
3. Increase the supply of level 3+ technical skills	I	A	I	AR	R	-	-	A <sup>3</sup>	I
4. Collaborate to deliver key technical skills	I	I	I	AR	-	R	-	I	I
5. Employer focussed - Enable employers	I	I	I	R <sup>6</sup> A <sup>7</sup>	-	C	-	-	C <sup>8</sup>
6. Prioritise Social Inclusion	I	A	A	AR	R	-	RI	I	I

The RACI assigns responsibility to ensure the right stakeholders underpin successful NELSIP implementation.

## Definitions

Responsible	Body/organisation that does the work to completes the work or create the deliverable.
Accountable	Body/organisation who ensures those responsible know the expectations and deliver the work.
Consulted	Body/organisation that provides input and feedback/ has a stake in the outcomes because it could affect their current or future work.
Informed	Body/organisation looped into the progress of the work but not consulted as not decision makers

1 Skills provider: body funded to deliver training. This can be a college/ITP/employer provider/ LA provider (often accountable to the DfE and Ofsted, and responsible for delivering devolved funding)

2 Accountable based on being a devolved funding body for adult skills

3 CEIAG

4 Employer Placement opportunities for Digital Skills

5 Employee release for digital upskilling/reskilling

6 Providing access and forums for engagement.

7 Accountability to DfE to work with Employers.

8 Enable through LSIP

# Next Steps



- Complete Phase 1. Submit NELSIP to DfE May 30
- Ongoing support to inform successful NELSIF bid
- Approach & approval process for Phase 2 – Implementation
- Engagement of Stakeholders in Phase 2
- NELSIP Implementation Board/Governance