

DORSET LEP SKILLS ADVISORY PANEL & BOARD
5 July 2021, 2 – 4pm

Virtual meeting via Teams

AGENDA

#		Item	Lead	Purpose	Annex
1		Welcome, introductions and apologies	Emma Hunt Chair	ACTION Welcome, introduce attendees and note apologies	
2		Approval of minutes of last meeting – May 2021	Emma Hunt Chair	ACTION To agree minutes as read and action updates	1
3	Recovery	Current Skills Activities (25 mins)	Rebecca Davies Mira Koseva David Mutton Rebecca Davies	ACTION Presentation on the recovery LMI and recovery actions Local Labour Market Information (LMI) update Skills Brokerage Dorset Careers Hub	2
			Richard Renaut, UHD	Update on Innovation Fund	
			Steph Stimpson, DWP	DWP update	
			Rod Davies, DSTN	Apprenticeship Update	
4	Place	Dorset skills engagement plan	Rebecca Davies, Mira Koseva & David Mutton	ACTION Discussion on the planned Dorset skills engagement activities: Members to offer their views and links to their strategies	3
5	Future	Skills and Post 16 Education Bill	Emma Hunt	ACTION Skills and Post 16 Education Bill discussion.	4
6	AOB		All		

DORSET LEP SKILLS ADVISORY PANEL AND BOARD MEETING COVER SHEET

Meeting Date	05.7.2021	Item Number	2
Security Level:	Confidential <input type="checkbox"/>	Commercially Sensitive <input type="checkbox"/>	Unclassified <input checked="" type="checkbox"/>
Paper Title	Dorset LEP Programmes Skills Advisory Panel and Board Update		
Recommendation	For Information		
Papers are provided for:	Decision <input type="checkbox"/>	Discussion <input type="checkbox"/>	Information <input checked="" type="checkbox"/>

1. PURPOSE

This paper provides an update from the Dorset Skills Advisory Panel and Board (SAPB), together with operational updates from Dorset LEP skills team in Dorset between May and July 2021.

2. SUMMARY

Skills team operational update

Dorset LEP have been working to ensure Dorset residents have opportunities to participate in recovery initiatives, as they become available.

- **SAP Programme funding** – We have now been transferred DfE funds for another year (until the end of March 2022) to continue the work of the SAP Board, produce labour market and skills research and an updated version of the Local Skills Report. As part of the funding, we have extended our analytical contract with Burning Glass Technologies providing live vacancy data utilised within our interactive dashboards and have contracted EMSI to use their economic analysis tools.
- **Skills Boot Camps** - [The Skills Bootcamp](#) in Advanced Building Construction Supervisory is now open for enrolment and further bootcamps and dates would be announced later in July. Eligible candidates should be over 19 years old, either be in work or unemployed for less than 12 months and be local residents.
- **Mid-life MOT pilot** – DLEP reported back on the delivery of the DWP funded Mid-life MOT pilot project, which developed a digital toolkit for employers and ran a week of webinars and podcasts in support of those employees aged over 50. Overall, 21 businesses expressed interest in the project, 10 attended one or more webinars, and 8 businesses told us they have distributed the toolkit to around 362 employees. A host of resources were developed as part of the project, including a [promotional video](#), a [digital toolkit](#) and an [Employer Content Hub](#). We have now linked this resource hub to our 'Helping Businesses' tab on the Dorset LEP website which is freely available and promoted through the Dorset Gateway.
- **LMI training** – we have continued to deliver LMI CPD training most recently for the Skills & Learning Adult Community Education team informing their “Fresh start” course designed for adults experiencing long-term unemployment with complex or multiple needs and barriers. The CPD session, aimed at tutors and curriculum managers, offered ways to identify declining and emerging job roles, sectors, and skills in demand using the SAP developed local LMI. The training also offered insights on other tools to identify matching opportunities based on the individual's transferable skills.

- **Graduate retention** – we have joined forces with BPC Council and [Bournemouth Digital](#) – a software development company based locally, to deliver a workshop for Bournemouth University final year students promoting job opportunities in Dorset as part of BU's "Focus on your Future" webinar series. In similar effort to boost retention of talent locally, BCP Council in collaboration with Bournemouth University, and the Dorset Engineering and Manufacturing Cluster delivered "Looking for talent for the future? experience sharing event, aimed at Dorset-based businesses looking to provide local placement opportunities for highly skilled university students.
- **Restart Programme** – Seetec who will be delivering the Restart programme for long term unemployed (1yr+)in the South West have now appointed an area manager for Dorset and Wiltshire. We will be informing their programme delivery in Dorset.
- **Bidding activity** – Universities Hospital Dorset have been successful in their [Adopting Innovation programme](#) funding bid from the Health Foundation. Dorset Gateway has also been successful in securing a business resilience programme funding from the [BCP Council's Bounce Back Challenge Fund](#). DLEP team have also been bidding with partners for funding in response to various opportunities including our Skills Accelerator bids to become an LSIP Trailblazer and SPB pilot area which were both submitted at the end of May. Other bids recently submitted ask for additional support for apprenticeships, support for young people who are vulnerable to find positive outcomes following transition to post16 education or work and we are expecting to hear the outcomes from these applications shortly.
- **Apprenticeship myth busting** – we are progressing on our apprenticeship project launching our skills brokerage service, redesigning our apprenticeships pages and working on solutions to solve the issues raised with our apprenticeship finder tool dorsetlep.co.uk/apprenticeship-finder

4. Dorset LEP Careers Hub Update

The Dorset Careers Hub summer term projects are all progressing well with delivery and there are major strides to update the webpages and add more engaging content highlighting the work of the Hub across the county.

The Hub has signed 20 Dorset employers from a range of priority industries and secured around 1100 virtual work experience places for Year 10 students. The final placements are taking place in the beginning of July and the feedback thus far from both schools and employers have been very positive highlighting the future opportunities opening up as a result of these pilots.

In partnership with 12 organisations across Dorset, Hampshire and Surrey, The Hub also led on the hugely successful online [Careers and Apprenticeship Show 2021](#). The virtual show attracted 60 exhibitors and over 20,000 students to their virtual booths to benefit from 20 live careers talks, 30 pre-recorded careers sessions and hundreds of downloadable resources highlighting local careers.

The Dorset Careers Live webinar series has also been a success, already delivering webinars for careers in healthcare, hospitality, construction and a dedicated webinar on the work to support SEND young people with careers progression. The webinars are available on the [careers hub pages](#) and there are plans to deliver more of these in the next academic year.

In addition, most of the schools have been provided with grants to kickstart their careers delivery projects and the Hub has scored well in the most recent Compass assessments, placing Dorset Careers Hub in the top third of Hubs nationally.

The Careers & Enterprise Company have also confirmed details of the 21/22 contract.

5. The Labour Market Information update

The **Q2 labour market and skills insight report and dashboards** are due to be published by mid-July on our [LMI page](#). Current trends show significant surge in vacancies particularly during the second quarter. Decline in the number of people claiming out-of-work benefits is also noted, particularly amongst young people. The rise in furloughed employments seen at the start of the year has also seen an improvement.

Key findings include:

- **Unemployment, furlough, out-of-work benefits decreased**

While over the course of 2020 employment rate in Dorset fell by almost 2 percentage points and unemployment increased at a similar rate, representing an estimated 8,400 fewer people in employment at the last quarter of 2020 compared to 2019, the [latest national figures](#) suggest the jobs market is recovering.

There were 22,525 people (accounting for 5% of residents (6.5% UK reference) claiming job or income support in May in Dorset, which is c.2,300 fewer than in March, but continues to be over twice higher than the figures seen prior to the pandemic. The decline was more significant amongst young people with 3,860 18-24 year olds (6.7% with 8.3% UK reference) claiming out-of-work benefits in May which was 610 fewer than back in March.

40,900 people in Dorset were furloughed at the end of April – 13% of the eligible employments, over 15,000 fewer than February still higher than the 11% UK average. Almost half (20,000) of furloughed employments were in Tourism, Hospitality and Retail.

19,600 self-employed received Self Employment Income Support - 7,000 fewer than earlier in the year, 45% take-up.

[Visit Dorset LEP's Employment in Dorset Dashboard.](#)

- **Recruitment activity picking up**

Over 36,000 vacancies were advertised in Dorset in the first two quarters -40% higher than 2020 and 14% higher than 2019 levels. Since March, vacancies are overtaking both their 2020 and 2019 levels with over 6000 vacancies advertised each month. This marks a positive development after a turbulent 2020 and a wobbly start of 2021 - in January alone vacancies were down by a fifth on last year.

All sectors have increased employment demand excepts arts and entertainment.

[Visit Dorset LEP's Vacancies and Opportunities in Dorset Dashboard.](#)

DORSET LEP SKILLS ADVISORY PANEL AND BOARD MEETING COVER SHEET

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Paper Title	Dorset LEP Programmes Skills Advisory Panel and Board Update		
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1. PURPOSE

This paper provides an update of recent policy developments around the new [Skills and Post-16 Education Bill](#). These are recommended for discussion at the SAPB to capture members' views on the expected impact on Dorset, training providers, disciplines, key priority sectors and lobbying opportunities that might arise as well as the links to the [Dorset Local Skills Report](#) recently published by the SAPB.

2. SUMMARY

The new [Skills and Post-16 Education Bill](#) outlines the legislative changes to enable the delivery of the [Skills for Jobs White Paper](#) aiming to improve the functioning of the skills and post-16 education system and support the introduction of a Lifetime Skills Guarantee and addressing the recommendations made in the Review of Post-18 Education and Funding. The [Bill was debated at length in the House of Lords at its second reading on 15th June](#) (summary of the discussion is outlined in Appendix 1).

The Skills for Jobs: Lifelong Skills for Opportunity and Growth White Paper set out the Government's plan to reform the post-16 skills system with five objectives:

1. **Putting employers at the heart of post-16 skills**
2. **Providing the advanced technical and higher technical skills the country needs**
3. **A flexible Lifetime Skills Guarantee**
4. **Responsive providers supported by effective accountability and funding**
5. **Supporting outstanding teaching**

The Skills and Post-16 Education Bill includes measures that:

- Provide for a statutory underpinning for local skills improvement plans (LSIPs), introducing a power for the Secretary of State for Education to designate employer representative bodies to lead the development of the plans with duties on providers to co-operate in the development of and then have regard to the plans;
- Introduce a duty for further education colleges, sixth forms and designated institutions to review how well the education provided by them meets local needs, and assess what action the institution might take to ensure it is best placed to meet local needs;
- Introduce additional functions to enable the Institute for Apprenticeships and Technical Education to define and approve new categories of technical qualifications that relate to employer-led standards and occupations in different ways, and to have an oversight role for the technical education offer in each occupational route, including mechanisms to manage proliferation;

The purpose of the Bill is to:

- Legislate reforms of post-16 education and training, make skills more readily available and get more people into work as set out in the Skills for Jobs White Paper.
- Enable people to access flexible funding for Higher or Further Education, bringing Universities and Further Education colleges closer together, and removing the bias against technical education.
- Deliver the Lifetime Skills Guarantee to ensure everyone can gain the skills they need to progress in work at any stage of their lives.
- Increase productivity, support growth industries and give individuals opportunities to progress in their careers.
- Strengthen the powers of the Office for Students to take action to address low quality higher education provision.

The main benefits of the Bill would be:

- Offering adults across the country the opportunity to retrain in later life through the Lifetime Skills Guarantee, helping them to gain in-demand skills and open up further job opportunities.
- Realigning the system around the needs of employers so that people are trained for the skills gaps that exist now and in the future, in sectors the economy needs including construction, digital, clean energy and manufacturing.
- Improving the quality of training available by making sure that providers are better run, qualifications are better regulated, and that providers' performance can be effectively assessed.

The main elements of the Bill are:

- Putting employers at the heart of the post-16 skills system through the Skills Accelerator, by enabling employers and providers to collaborate to develop skills plans aimed at ensuring local skills provision meets local needs.
- Introducing the Lifelong Loan Entitlement, which will give individuals access to the equivalent of up to four years' worth of student loans for level 4-6 qualifications that they can use flexibly across their lifetime, at colleges as well as universities.
- Strengthening the system of accountability by extending existing powers for the Secretary of State for Education to intervene where colleges have failed to meet local needs, to direct structural change where required to secure improvement, and by amending the regulation of post-16 education and training providers to ensure quality.
- Strengthening the ability of the Office for Students to assess and regulate Higher Education provision in England, ensuring that they can regulate in line with minimum expectations of quality.

Key facts

- Only 10 per cent of adults aged 20-45 hold a higher technical (level 4-5) qualification as their highest qualification, compared to 20 per cent in Germany and 34 per cent in Canada.
- Only four per cent of young people achieve a qualification at higher technical level by the age of 25, compared to the 33 per cent who get a degree or above.
- Parents would now prefer their child to gain a vocational qualification ahead of a university degree.
- A third (34 per cent) of working age graduates are not in high skilled employment.

- In 2019 employers were unable to fill a quarter of all vacant positions (214,000 vacancies) because they could not find people with the right skills.
- Skills shortages account for 36 per cent of all construction vacancies, and 48 per cent of all Manufacturing and the Skilled Trades vacancies.
- Men with a higher technical (level 4) qualification earn on average £5,100 more at age 30 than those with a degree (level 6).
- 80 per cent of the 2030 workforce are already in the workforce today – so reskilling the existing workforce is a key opportunity.
- The Government is investing significant amounts into further education - £1.5 billion to improve our college estate; £2.5 billion (£3 billion when including Barnett funding for devolved administrations) in the National Skills Fund; and £650 million extra into 16-19 further education.

3. APPENDIX 1

Skills and Post-16 Education Bill Second Reading summary of debate and reactions (adapted from Bournemouth University's Policy update)

A long (6 hour) debate provided the following influential points:

- Questions about the role of local skills plans within the Bill and their interaction with a wider range of training providers other than FE colleges
- Loan funding (and funding cuts) being part of the reason for the decline in adult learning.
- The Bill shouldn't separate creative subjects and the humanities from technical subjects and the sciences.
- Caution about how modular learning connects together in practice.
- Careers advice and support including regular face to face support is key, noting that careers hubs were included in the White Paper but do not feature in the Bill. Calls for the lifetime skills guarantee to be made law with automatic funding rights. Calls to limit apprenticeship funding for those aged over 25 to a quarter of the total pot.
- Criticism that while the Bill was aspirational, the Government have not provided detail on the funding, nor long term commitments.

The debate triggered several media pieces on key messaging around the Bill:

In their [blog](#), Wonkhe highlight some important points from the discussions:

- David Willetts [former Universities minister] referred to an “artificial conflict” between vocational and academic sectors, noting that many universities have more than 70 per cent of their students studying work-linked courses that met standards and requirements set by professional bodies and employers.
- Jo Johnson [former Universities minister] cautioned against the likely attempts to limit access to creative courses – which would “starve the supply of talent” to a range of economically and socially important employment sectors because of a preference for other sectors that offered higher salaries stressing that assessing educational value by loan repayment rates is “reductive”.

Wonkhe summarised the overall feel that while aims are welcomed, detail was sought. A number of amendments at committee are also expected to bring other stakeholders into the employer centred LSIP process, and limiting some of the powers given to central government to control what is taught and where. Pushback can be expected at further stages of the parliamentary process on the sheer scale of powers over provision centralised around the Secretary of State.

A [Prospect's opinion](#) piece is anti-HE expansion, pro-apprenticeship, and argues that successful arts graduates have failed as they could have earned more studying something else.

The article states that the rapid expansion of creative courses in recent decades is one of the main reasons why more than three-quarters of students will now never fully pay back their student loans, leaving the Treasury with an expected write off taxpayer liabilities worth £28.8bn in 2049-50, according to current forecasts.

The article continues that higher earnings are not the only reason why people study and creative arts courses offer society much more than just an economic dividend. The mistake is to think that artistic endeavour and vocational pursuits are best served through university expansion and funded by debt.

THE also covered this angle in [Local people](#): In the UK, Conservative MPs' backing for new universities in their areas, despite Tory criticism of expansion at national level, has been seen as affirming that higher education must stress its local economic impact if it wants to build a "common dialogue" with the governing party.

Summary of proceedings

Baroness Berridge opened the debate speaking of the impact of Covid-19 on the economy, and how the pandemic made it clear the UK needed a resilient, highly skilled workforce. She highlighted evidence that **the UK had a problem in the balance of education, with only 4 per cent of young people achieving a qualification at higher technical level by the age of 25, compared to a third who get a degree or above, yet 34 per cent of working-age graduates were not in high-skilled employment.**

She explained the Bill had three sections to support the principles of the White Paper:

- First, it aimed to provide a framework for ensuring that skills and post-16 education leads people towards a great job.
- Second, the Bill proposed powers to make regulations to improve and secure the quality of FE initial teacher training.
- And third - the Bill aimed to ensure there were sufficient protections in place for learners.

Labour Opposition Spokesperson Baroness Wilcox said that while wholesale changes to the way FE skills, adult learning and part-time HE were supported were long overdue, the Bill remained inadequate to tackle the scale of the skills challenges, exacerbated by the pandemic. She said the Bill did not provide support for qualifications below level 3, and omitted reskilling and second level 3 qualifications. She urged the Government to publish 10-year national strategy for education and skills to deliver on a wide policy agenda.

Liberal Democrat Spokesperson, Lord Storey, said the Bill was the most important education Bill in the last 20 years, noting that the UK faced huge skills shortages, high rates of youth unemployment and the uncertainties of the post-Brexit, post-pandemic world. He said that many young people were denied the opportunities their academic peers received. He added that **first-rate careers guidance and education is key, and called for every pupil to be given regular face-to-face support by a qualified careers teacher to understand the pupil's abilities, interests and passions.**

Lord Puttnam (Lab) welcomed the Bill and pointed out the failure of successive Governments to learn from countries with successfully and well-thought-through skills and apprenticeship programmes.

Lord Shipley (Lib Dem) welcomed the Bill and its direction saying the Government had been listening to the advice of employers and the education sector. He said that **recent government policy towards the FE sector and part-time higher education had led to both being treated as the poor relation of traditional academic learning.** Funding per student had been lower in FE for too long, he added, noting that there had been **a very worrying drop in**

participation rates in part-time higher education in recent years, caused by funding cuts and the HE loans system.

Lord Patel (CB), said he supported the Bill in principle and spoke to STEM subjects, and said that simply offering more further education and training courses alone would not deliver on the levelling-up agenda as young people needed clear advice and guidance on how to access courses, what it would cost them and what was on offer. He noted that EngineeringUK, highlighted this in their recent report, Securing the Future: STEM Careers Provision in Schools and Colleges in England. The report found that schools and colleges struggled to deliver STEM careers provision to many of their young people, and that time and funding were cited as key barriers by careers leaders surveyed for the report, with 70 per cent saying that staff time was an issue and 46 per cent saying lack of funding was a barrier.

Baroness Morris (Lab) warned **that now was not the time to separate creative subjects and the humanities from technical subjects and the sciences.**

Baroness Janke (LD) noted that for many adult learners, "adult education is the first step that they take." She explained that the budget had been halved and gave her support for the LGA's proposal to reinstate the budget as "a fundamental building block in the provisions of the Bill."

Baroness Morgan of Cotes (Con) **noted that careers hubs were mentioned in the White Paper and not in the Bill.** She highlighted ways in which careers hubs could underpin the Bill and asked the Minister how the Government intended to keep careers hubs at the forefront of their thinking.

Baroness Lane-Fox (CB) reflected on her role as the chancellor of the Open University. She said that 70 percent of OU learners were in full time work and said that this was why the Bill was so important "in unlocking the relationship between work and vocational technical training and between employers and study." She noted that the OU had seen a collapse of more than 67 percent in part-time learners and called for the Government to ensure "we build back the capacity for part-time learning right at the heart of this Bill and put at the heart of it the importance of part-time learners for the economy and wider society."

Lord Knight (Lab) noted the government's recent publication, **Delivering World-Class Teacher Development, which she said did not mention universities once.** She said **this was a "grotesque attack on the academic freedom of universities** that may destroy the very system supplying teachers into our schools." She asked for reassurance that will always be a place for universities like Oxford, UCL and Sunderland in teacher training.

Lord Layard (Lab) called for: **the lifetime skills guarantee should be in the law; automatic in-year funding for every student exercising the lifetime skills guarantee; and a maximum limit of one-quarter on the share of apprenticeship funding going to people over 25.**

Lord Bilimoria (CB) noted that the CBI's research had found that, by 2030, nine in 10 people will need to upskill or retrain in order to prevent skills gaps emerging in the UK. He said the introduction of a lifelong loan entitlement is a positive step to enable more adults to acquire the skills they need to flourish. However, he said that the 2025 timeline needed to be accelerated "in order to support the reskilling that our economy demands." He reiterated the Open University's calls to use this as an opportunity "to reverse the calamitous decline in part-time students in higher education in England."

Baroness Henig (Lab), said that **while everyone supported a "transformation" in post-16 provision, it also had to be acknowledged that "significant changes are needed to structures, attitudes and funding."** She said that on these crucial areas, the Bill was "largely silent."

Baroness Henig asked the Minister to clarify **what was meant by "putting employers at the heart of the post-16 skills system," questioning whether this meant solely their relationship with local FE colleges.** She asked what this would mean for other units providing post-16 education, such as adult education colleges, and how such providers would be drawn into collaboration. She also asked for clarity on **how collaboration would be sought in local areas, noting that without units working together** in an area, "the aims of this Bill will never be

achieved." She added that **"the Bill is silent for the most part on funding issues,"** noting that **"if the Government mean what they are saying about wanting to improve opportunities and boost skills, particularly among disadvantaged students, they must commit to long-term funding, not just for post-16 FE colleges but in a whole range of social welfare provision, to enable poorer, more disadvantaged and unemployed individuals to access courses, train and retrain and become more skilled."**

Baroness Garden (LD) asked the Minister what discussions the Bill team had with stakeholders before drafting the Bill. Noting the importance of **independent training providers** she asked if the Government had taken their advice. Baroness Garden added that skills and further education had become overlooked because almost all officials and politicians had gone to university and so "had little or no contact with work-based, vocational qualifications, nor indeed with further education."

Lord Watson (Lab) said **the Bill did not deal with "fundamental resourcing issues,"** needed to **"underpin any serious attempt to transform post-16 education and training."** He added that **"the adult education budget has been slashed by half in real terms, which has led to a sharp decline in adult learners and particularly in workplace learning"**. He commented that none of the Bill's objectives would be achieved if these issues remain unaddressed. He asked for clarity on the membership, functions and central government control of employer representative bodies, asking how they would undertake their planning, especially when starting from scratch. He said that **while he welcomed the Bill's aims, there remained many areas of detail that required "extensive scrutiny and testing."**

Baroness Berridge (Con) said that the reforms in the Bill were aimed at bringing the system closer together and **the lifelong loan entitlement would bring together all the funding support for learners.**

On the measures in the Bill on local skills improvement plans, she said that she agreed on the importance of localism, commenting that the local skills improvement plans were putting employers at the heart of the skills system in a way similar to the apprenticeship situation and the T-levels that the Government had designed. On the possibility for tension around leadership, she said that there "cannot be a cast of thousands but **there needs to be appropriate consultation,**" adding that **the Government had decided that "these will be employer representative groups."**

On how local skills improvement plans would interact with national strategies, Baroness Berridge said that the plans would be informed by the national skills priorities, as highlighted by the Skills and Productivity Board. She said the board would undertake expert analysis of the national skills needed to inform government policy.

On the importance of green jobs and net zero carbon, she said that the Government expected the LSIPs to look at what future green jobs were in the area. She commented that an element would be national because of what needed to happen with household boilers. She offered reassurance that the purpose of the section of the Bill dealing with technical educational qualifications was to simplify the approach to regulations between the institute and Ofqual, noting that the two bodies were already working effectively together. She said the Government aimed to embed and futureproof this to ensure the collaboration would continue.

On questions on the detail of the LLE ahead of the upcoming consultation, Baroness Berridge noted that the Government aimed to provide details during the passage of the Bill. She said the consultation would cover questions on maintenance credit transfers.



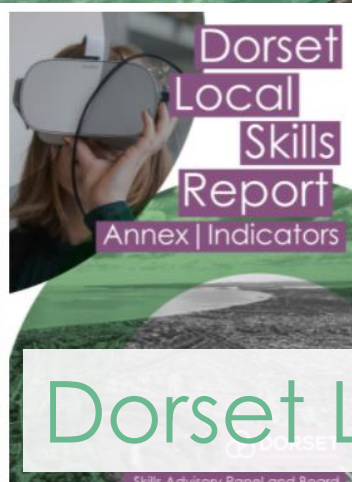
DORSET

Local Enterprise Partnership

Dorset

Skills Engagement

Plan



Dorset Local Skills Report



Goals

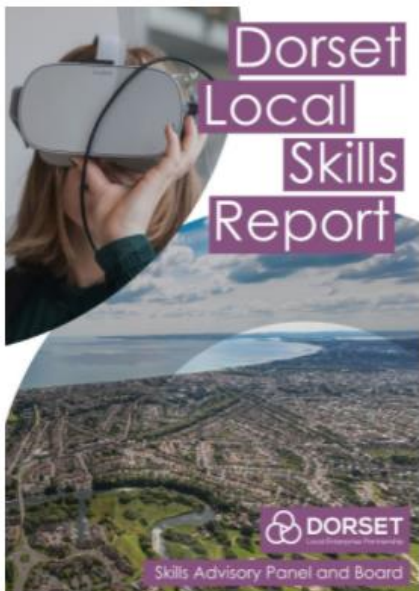
1. Raise awareness on employment and learning opportunities for businesses and individuals in Dorset

2. Facilitate Apprenticeship uptake among businesses and individuals

3. Deliver an impactful promo campaign for the work of the SAP Board

4. Enable engagement with courses and events by local training providers

5. Increase employer engagement with training providers



A monthly theme inspired by the Local Skills Report



Microsoft Excel
Worksheet

**Dorset Skills
Engagement Plan**

- **Each monthly theme to include one or more of the following**
 - A thought piece: news release, vlog, blog, interview, case study, webinar or presentation
 - Key evidence - national and in Dorset - signpost to report and dashboards
 - Key provision showcase - courses, investment, developments, case studies
 - Place, Recovery and Future specific - focus on Dorset or particular localities
 - Giving a voice - provider, employer, partner



Calendar of monthly themes

June

Mind the gap: Employer needs and educational provision

July

Economic and skills recovery: Making sense of transferable skills

August

Tourism & Hospitality Spotlight: key skills for recovery, skills in demand and skills gaps

September

STEAM + Digital Spotlight

October

Building stronger businesses (focus on start-ups and apprenticeships recovery)

November

One Health Spotlight: Health, Wellbeing and Social Care Environment, Green Economy, Agriculture, Aquaculture

December

Making the most of funding and support

January

Transport, Construction, Manufacturing and Defence Spotlight

February

Finance Sector Spotlight

March

Finance Sector Spotlight



Microsoft Excel
Worksheet

**Dorset Skills
Engagement Plan**

Web content

[About](#)[Helping business](#)[Investing in skills](#)[COVID-19](#)[Place-based strategy](#)[Invest in Dorset](#)[Projects](#)[News](#)

DORSET CAREERS HUB

[Enterprise Adviser Network](#)[Virtual learning resources](#)[Careers events in Dorset](#)[Virtual Work Experience](#)[The Careers and Apprenticeship Show](#)[Dorset Careers Live](#)

LABOUR MARKET AND SKILLS RESEARCH

[Latest labour market insights](#)[Vacancies and opportunities](#)[Apprenticeship finder](#)[Key industry dashboards](#)[Employment statistics](#)[Apprenticeships](#)[Employment & skills support](#)

DORSET LOCAL SKILLS REPORT

[Dorset Skills Action Plan](#)[Local Skills Report case studies](#)[Dorset Employer Skills Survey results](#)[Skills research evidence base](#)[Skills Advisory Panel and Board](#)

DORSET LOCAL SKILLS REPORT CASE STUDIES

The case studies featured below illustrate how key local stakeholders from business, local authorities and learning providers in Dorset work collaboratively to solve these challenges and shape innovative skills solutions required for Dorset to thrive in the future.



Next steps

1. Agree plan and key partners
2. Contribute with case studies/
initiatives linked to priorities outlined
3. Support using your communication
channels

Skills Engagement Plan											
Goals: Raise awareness on employment and learning opportunities for businesses and individuals in Dorset Facilitate the uptake of Apprenticeships - businesses and individuals Deliver impactful promo campaigns for the work of the SAP Board and Dorset LEP/ Gateway Enable engagement with courses and events by local training providers Increase employer engagement with training providers						Each monthly theme to include one or more of the following ●A thought piece: news release, vlog, blog, interview, case study, webinar or presentation >> Key evidence - national and in Dorset - signpost to report and dashboards >> Showcase of Key provision - courses, investment, development, case study >> Place specific - focus on Dorset or particular localities >> Giving a voice - provider, employer, partner					
Month	Dates	Type of engagement	Title	Owner	Proposed Partner	Intended Outcomes	Tools/ Materials/ Content	Intended Audience: Business/ Individual/ Teacher/ Parent/ Stakeholder (LA/CG)	Expected N engaged	Review Mechanisms	Results
Local Skills Report Launch											
April	01 Apr 2021	News Item	Local Skills Report goes live - News item	Mira	SAPB	Encourage SAPB and partners to read and promote the report	Published Report Published Annex Published Programme of activities			Can we have some tracking?	
April	03 Apr 2021	News Item	Dashboards and LMI	Mira	SAPB/ DWP	Encourage SAPB, DWP, partners to read and promote the LMI + LSR	Industry dashboards/ Apprenticeship Dashboard Employment Dashboard/ Vacancy Dashboard			Can we have some tracking?	
April	20 Apr 2021	Presentation	Intro to LSR and LMI	Mira	DSTPN - Rod Davies	Encourage training providers to utilise the skills strategy and collaborate				Can we have some tracking?	
April	21 Apr 2021	Presentation	Intro to LSR and LMI	Mira	Dorset Careers Hub - EA	Encourage training providers to utilise the skills strategy and collaborate				Can we have some tracking?	
May	Various dates	Presentations	Intro to LSR and LMI	Mira	Providers: Skills and Learning ACE, Universities, Colleges, DWP Coaches	Encourage training providers to				Can we have some tracking?	
May			How to Blog	David							
June: Mind the gap: Employer needs and educational provision											
June	16 Jun 2021	Presentation, workshop	The shift in skills requirements post Covid 19 and what are Skills for Recovery?	Mira	SAPB/ Skills & learning ACE	This workshop was delivered for the ACE teams to support curriculum and inform their Fresh Start programme	Presentation	Skills & learning ACE	6	Feedback	Positive feedback from the team
June		News item	Employer-education links: Are the skills employers are seeking being prioritised within the educational system?	Mira	Colleges/ Employers	Understanding the gap and triggering collaborations, signposting to brokerage service	Article / Prezi New LMI webpages / Case Study on Apprenticeships BPC	Business/ Stakeholders - SAPB, LAs, Central Government		Can we have some tracking?	

June		News item	Apprenticeship Brokerage Launch	David	Gateway/ Comms	Increase awareness of business support	Newsletter, Social Media, Peer Network Programme, Dorset Business Magazine	Business owners/senior leaders		Tracking of newsletter - BRO's reviews
July: Covid 19 and skills recovery: Making sense of transferable skills										
July	01 Jul 2021	Presentation, workshop	Staying Local	Mira	SAPB/ BU	Workshop for BU graduates informing them of Local Employment Opportunities	Presentation	Students - soon to be graduates	8	Feedback
July		News Item	The shift in skills requirements post Covid 19 and what are Future Skills for Recovery?	Mira	SAPB/ DWP		Article			
July		News Item	How to identify your transferable skills and where can they take you?	Mira	Stories of people, nesta bridge jobs		Instructional Video			
July		Quarterly Newsletter	Labour Market Update and resources	Mira	SAPB/ DWP/ Comms team		Newsletter			
July		News item	Virtual Work Experience	DCH	CEC					
July		News item	Apprenticeships in Creative, Digital & Cyber - An Employer Success Story	David	TBC	showcase how apprenticeships in this sector work and encourage other businesses to offer this route	Article	Business community in the creative, digital & cyber sector		Skills reviews with a BRO. Engagement with news articles
August: Toursim & Hospitality Spotlight: key skills for recovery, skills in demand and skills gaps										
August		News Item	Hospitality, Tourism, Leisure, Culture/ case studies, support, what can you study in college, place opportunities	Mira	Bournemouth & Poole College, Cornerstone employer	Understanding the demands, career opportunities and training provision		Students		Can we have some tracking?
August		News Item	Apprenticeships in Tourism, Hospitality & Retail - an Employer Success Tory	David	TBC	Showcase how apprenticeships in this sector work and encourage other businesses to offer this route	Article	Business leaders in these sectors		Skills reviews with a BRO. Engagement with news articles
September: STEAM + Digital Spotlight: key skills for recovery, skills in demand and skills gaps										
Sept		Webinar & News Item	STEAM+ DIGITAL (Creative Tech, Digital Tech, Cyber Security)	Mira	Arts University/ SME's					Can we have some tracking?

Sept	News Item	Apprenticeships in Engineering, Defense & Construction: An Employer Success Story	David	TBC	snowcase now apprenticeships in this sector work and encourage other businesses to offer this route	Video	Business leaders in these sectors		Skills reviews with a BRO. Engagement with news articles
October: Building stronger businesses									
Oct	News Item	Startups and Unicorns	Mira		Highlighting Dorset as a great place to start and grow a business				
Oct	Quarterly Newsletter	Labour Market Update and resources	Mira	SAPB/ DWP/ Comms team		Newsletter			
Oct	In-Person Employer Event	New to Apprenticeships	David		Workshop for employers informing them of Local Apprenticeship Opportunities		Businesses	30	Feedback
November: One Health Spotlight: key skills for recovery, skills in demand and skills gaps									
Nov	News Item	Health, Wellbeing and Social Care	Mira	Bournemouth University, AECC & NHS Univesrity Hospital Kingston Maurward/ Employer?		Case study BU			Can we have some tracking?
Nov	News Item	Environment, Green Economy, Agriculture, Aquaculture	Mira						Can we have some tracking?
Nov	News Item	Apprenticeships in Health & Care - An Employer Success Story	David	NHS Dorset? Care Provider - Goodoak?	snowcase now apprenticeships in this sector work and encourage other businesses to offer this route	Article	Business leaders in these sectors		Skills reviews with a BRO. Engagement with news articles
December: Making the most of funding and support									
Dec	News Item	Apprenticeships in Environment & Agirculture - An Employer Success Story	David		Showcase how apprenticeships in this sector work and encourage other businesses to offer this route		Business leaders		Skills reviews with a BRO. Engagement with news articles
January 2022: Transport, Construction, Manufacturing and Defence Spotlight: key skills for recovery, skills in demand and skills gaps									
Jan	Webinar & News Item	Transport, Construction, Advanced Manufacturing, Defence	Mira	Weymouth College/ Employer					Can we have some tracking?
Jan	End of year 2021 newsletter	Labour Market Update and resources	Mira	SAPB/ DWP/ Comms team		Newsletter			

Jan	News Item	Apprenticeships in Transport: An Employer Success Story	David	showcase now apprenticeships in this sector work and encourage other businesses to offer this route	Video	Business leaders in these sectors	Skills reviews with a BRO. Engagement with news articles
Feb-22							
Feb	News Item	How to Blog: Relaunch	David	Make Apprenticeships feel easy for employers	Article	Business leaders	Skills reviews with a BRO. Engagement with news articles
March 2022: Finance Sector Spotlight: key skills for recovery, skills in demand and skills gaps							
Mar	News Item	Finance and Insurance	Mira	Bournemouth University and Colleges	Finance dashboard		Can we have some tracking?
Mar	News Item	Apprenticeships in Finance and Professional Services: An Employer Success Story	David	showcase now apprenticeships in this sector work and encourage other businesses to offer this route	Article	Business leaders in these sectors	Skills reviews with a BRO. Engagement with news articles