

MARCHES LSIP

LOCAL SKILLS IMPROVEMENT PLAN

Marches LSIP Governance

LSIP 2nd 3-year Cycle 2025-2028

Covering Stages 1 & 2

Board Commenced 28th October 2025

- **Membership & Attendees**
- **Information Pack & Terms of Reference**
 - **Conflicts-of-Interest Register**
 - **Statutory Guidance 18.11.2025**

Please note this document pack will be updated periodically to ensure that the latest information is available



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Marches LSIP
Local Skills Improvement Plan



Shropshire
Chamber of
Commerce



Herefordshire
& Worcestershire
Chamber of Commerce

Membership as at 30/10/2025

Members

Board Members	Company or Organisation
Ruth Ross	Shropshire Chamber CEO (LSIP Board Chair)
David Crosby	Partners in Care – representing Social Care sector
David Williams	Herefordshire Skills Board Chair
Dr Simone Clarke	Harper Adams University – representing Higher Education
Gareth Jones	In-Comm – representing Private Training Providers
Lawrence Wood	Telford College Principal – representing Further Education
Mandy Knott	AllPay – Service Sector Business Herefordshire
Matt Potts	Shropshire Council
Roger Allonby	Herefordshire Council
Sherridan Grady	Clear Design – Digital Business Shropshire
Simon Wellman	Telford & Wrekin Council
Steve Owen	Paveaways – Construction Business Shropshire
Tony Sproston	Fowler & Gilbert

Stand-Ins

To allow for continuity and strong turnout at all meetings the terms have allowed members to elect a stand-in to attend the meetings the principal Board member cannot attend. These will be individuals of similar rank to enable them to have the level of strategic knowledge of their sector or organisation which is required to bring value to the meeting.

Alistair Dawes	Harper Adams University
Darran Alford	DWP Wales & Marches
Gavin Mills	Clear Design
Paul Hodgetts	In-Comm



Other Attendees

Elizabeth Hopkins	Metro Dynamics
Frances Oldfield	Metro Dynamics
Liz Keirle	Chamber Governance
Mark Palmer	DWP Wales and Marches
Nicola Clinton	Chamber Governance
Rosie Beswick	Marches LSIP Project Manager



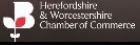
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Local Skills Improvement Plan

**You Spoke...
...We Listened**



**How was your voice
heard & what has
been achieved?**

SHROPSHIRE | TELFORD & WREKIN | HEREFORDSHIRE

Marches LSIP Board

Information Pack & Terms of Reference

LSIP 2nd 3-year Cycle 2025-2028

Covering Stages 1 & 2

Marches Local Skills Improvement Plan - Overview and Hierarchy

Local Skills Improvement Plan

The Government's **Skills for Jobs White Paper** (2021) set out an ambitious plan to put employers more firmly at the heart of the skills system to help ensure businesses and people have the skills they need to thrive and progress. LSIPs are a key part of achieving this aim.

Led by designated ERBs (Employer Representative Bodies), LSIPs will set out a clear articulation of employers' skills needs and the priority changes required in a local area to help ensure post-16 technical education and skills provision is more responsive and flexible in meeting local labour market skills needs as well as national, regional and sector specific skills priorities.

LSIPs are different to previous skills plans in that they give employers, through local ERBs, a clear and strengthened role in shaping local skills provision.

The role of the designated ERB is to lead the development and subsequent reviews of a LSIP for a specified geographical area working with employers, providers, and local stakeholders.

Local Delivery:

Shropshire Chamber of Commerce has again been selected by Skills England to be the **Employer Representative Body** (ERB) for the Marches LEP area, for the second Local Skills Improvement Plan



(LSIP) 3-year cycle. This cycle commenced in October 2025. The Marches area includes Herefordshire, Shropshire and Telford & Wrekin.

LSIP Process:

First 6 months are research and collaboration to reach a set of priorities that support local and national skills needs and submit a report to Skills England for scrutiny, sign off by the Secretary of State and then published. Those priorities are then to be acknowledged by public sector stakeholders when deciding actions or provision. Priorities that must also, for 2025-2028, take note of national skills priorities and strategies, as well as Local Authority Growth Plans etc. Priorities that should in 2025-2028 be small in number, relevant to the entirety of the Marches and beyond, and realistic to achieve.

For the further 2.5 years the LSIP Team monitor progress against the priorities, continue to gather employer intelligence, and work collaboratively to break down the barriers in language and culture between public and private sector. Regularly reporting into Skills England including an annual formal report for publication. Those priorities from 2022-2025 that are not seen as fully complete will be carried forward as part of the new LSIP, in condensed form.

Marches LSIP 2022-2025

The first 3-year cycle focused in the main on 4 sectors which are high employment sectors across the Marches.

- Engineering & Manufacture including food and drink production
- Health and Social Care
- Construction including environmental technologies
- Professional Services

From the research carried out for the 6 months leading to March 2023, 25 priorities were arrived at, 12 direct skills needs and 13 related to life, work ready or soft skills. The Marches LSIP report was signed off by the Secretary of State for Education and published in July 2023. By the end of the cycle in September 2025, 16 priorities were completed to meet expectations with a further 8 which are longer term but well underway, with only 1 that remains weaker than would be expected due to a lack of interaction with the LSIP.

Based on the findings of the LSIP and other research the Marches area was awarded £2.5 million to create new courses, facilities and to flex delivery. This was known as the Local Skills Improvement Fund and was applied for by a collective of public and private providers called the Marches Education Partnership. Two subject areas were covered - Manufacturing and Engineering Skills and



Green Construction and Retrofit Skills. Business and the LSIP were involved throughout the journey to ensure what was planned met the needs articulated by the businesses.

Besides the large LSIF projects, many other enhancements have been made with expansion in T level provision across the Marches, the new collaboration between Keele University and Telford College to deliver nursing degrees within the Marches and many additional pastoral activities added into course content support the employer's requirement for better soft skills. A rise in the number of Skills Advisory Panels, panels where local businesses share their knowledge directly with training providers to help shape curriculum and keep those providers abreast of sector needs, changes or enhancements.

Throughout the 3 years the Employer's Voice was regularly harnessed to ensure that the LSIP remained relevant and provided additional intelligence to stakeholders to support their decision making. The employers were at the very heart of the LSIP, with over 1,000 in total interviewed over 3 years. As the skills needs are still very much the same as 2022-2025 the need for vast volume interviews with businesses is lessened and a more targeted approach will be used in 2025-2028.

Skills England:

With the change of Government, the LSIP project transitioned from the Department for Education to Skills England. The cabinet reshuffle saw Skills England move from the Department for Education (DfE) to the Department for Works and Pensions (DWP)

Skills England is a newly created executive agency which officially came into being in June 2025, with the aim of understanding the country's skills needs, simplifying access to skills to boost growth and mobilising employers and other partners to create solutions to skills needs.

LSIPs support Skills England's driving ethos of Better Skills for Better Jobs and its vision to build our nation's world-class skills, supporting the growth and opportunity missions. LSIPs are key to Skills England's drive to:

- Understand our nation's skills needs and improve our skills offer.
- Simplify access to skills to boost economic growth.
- Mobilise employers and other partners, co-creating solutions to meet national, regional and local skills needs.

National LSIP Team:



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Local Skills Improvement Plan



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Chamber of
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Herefordshire
& Worcestershire
Chamber of Commerce

The team that designed, instigated and manage the evolving LSIP Programme are based within Skills England. They monitor each of the 39 English LSIP projects, and it is they who the ERB's report to.

Latest Post 16 Education White Paper – Published 21.10.2025

[Post-16 Education and Skills White Paper](#), setting out the commitment to building a world-class skills system – one that breaks down the barriers to opportunity, meets the needs of students and employers, drives economic growth and improves lives across the country.

This White Paper outlines bold and ambitious reforms across further and higher education. It marks the beginning of our journey toward achieving our target, announced by the Prime Minister on 30th September, of two-thirds of young people participating in higher-level training by age 25, whether through universities, colleges, or apprenticeships. It supports the over £1 billion investment this government is making to delivering skills packages to equip people with in-demand skills for sectors like digital technologies and construction where hundreds of thousands of jobs will be created in the next five years. As part of this, we will build a closer partnership with employers to better serve their needs – with Skills England working with businesses to identify and address skills gaps.

Marches LSIPS Terms of Reference

1. Purpose

DfE guidance states that LSIPs will embed a stronger and more dynamic partnership between employers and further education (FE) providers. They are a key component of the wider reforms to post-16 technical education and training set out in the Skills for Jobs White Paper and the Skills and Post-16 Education Bill.

The purpose of The Marches LSIP Board is to provide direction and oversight on the development of an effective LSIP for The Marches, building on existing intelligence from the work of the Marches first LSIP Cycle 2022-2025 alongside new research and wider intelligence available to ensure immediate, medium and longer skills needs are met, where it is practical and possible to do so. The Marches LSIP is bound by the Governance provided by Skills England.

2. Membership, Decision Making and Secretariat

The LSIP Board will act as a sub-committee of the Shropshire Chamber of Commerce Board with



delegated authority for decisions relating to the LSIP project.

The LSIP Board will report into the Shropshire Chamber of Commerce Board via the Chief Executive Officer.

The Board will be formed with a maximum of 20 members and consist of senior decision-making representatives from the following organisations:

- a. Employers – from a range of relevant sectors and across the Marches region
- b. Further Education Colleges representation
- c. Higher Education Organisation representation
- d. Independent Training Provider representation
- e. Local Authority representatives (3 Authorities)
- f. Herefordshire Skills Board
- g. Shropshire Chamber of Commerce
- h. Other organisations deemed relevant

Recruitment on to the LSIP Board will be as required to meet the needs and actions highlighted by Skills England in their 2025 LSIP Guidance.

The Chair will initially be the CEO of Shropshire Chamber of Commerce. However, if another member wishes to Chair, then a vote will be taken, and the person with the most votes will be the new Chair.

Other external experts may be invited to present and to report on specific agenda items on an ad hoc basis. Consultants will be present throughout all Board meetings.

If voting is required at meetings or via electronic communication, decisions will be made by a majority of the number of members present or responding. In the event of a drawn vote, the Chair will make the casting vote. Where decisions are required outside meetings, these can be made via written procedure (email) with the agreement of the Chair, any decisions made in this way will be reported at the next LSIP board meeting and reviewed.

The Board will be supported by Shropshire Chamber's internal team who will provide the Secretariat for meetings, ensuring that papers and reports are completed and shared with members on time and actions and activities are completed in between meetings.

Board members will be expected to operate with the Nolan Principles of Public Life. A conflict of interests policy will need to be completed by all Board members, and a register of interests will be maintained by the Secretariat. These will be published on the Shropshire Chamber of Commerce website.



Meetings will mainly be held by electronic means using Teams or other suitable software. It is expected that all members attending will stay on mute unless speaking and use, where possible, a raised hand (Symbol or actual) to indicate a wish to speak.

The meeting will be recorded using AI technology to allow the minutes and actions to be captured. The recording will be destroyed as soon as the minutes are completed.

3. Main Responsibilities

Note: References to the Marches LSIP Team refer to both internal Chamber staff and external consultants.

- Provide strategic guidance to support the LSIP delivery team (internal and external) to develop the Marches LSIP, aligning to the 2025 guidance from Skills England.
- To share information with the Marches LSIP Board & Team with regards to business sector needs, education provision changes, expansions or contractions, as well as other relevant public sector information and other general information that would enhance the understanding of the current or changing skills landscape.
- Provide support and an ambassadorial role to ensure the LSIP team can engage with as many employers as required to develop and carry forward the Marches LSIP priorities.
- Engage Post 16 education and skills providers who can support the work of the project team and feed into the development of a Marches LSIP.
- Approve the project team commissioning additional research and data capture to support the production of a Marches LSIP.
- Promote and disseminate the Marches LSIP once published.

4. How often will the Board meet

The Board will meet 6-weekly between October 2025 and May 2026. The frequency can be reduced to bi-monthly with the majority agreement of the Board for the period June 2026 – October 2028.

Board members are expected to attend all meetings. With exception, where this is not possible, and by prior agreement, members may send a previously nominated substitute that has the power to vote and make decisions. This person should be of similar seniority to the Board member they are standing in for.



Marches LSIP Board

Conflicts of Interest Register as at 30/10/2025

LSIP 2nd 3-year Cycle 2025-2028

Covering Stages 1 & 2

MEMBERS

Name	Board Member	Represents	Conflicts-of-Interest
Ruth Ross	Member	Chair of the Marches LSIP Board CEO Shropshire Chamber of Commerce	CEO Shropshire Chamber of Commerce Marches Steering Group Shropshire Economic Partnership Group Chair of the Shropshire Council Skills Group Working relationships with local Colleges and Training Providers through Patronage and Membership Running short, mainly one day training courses to the business community Ambassador for the SCF Member of the APPG Telford Business Board
David Crosby	Member	Partners in Care PIC	Trustee of Lingen Davies Cancer Support
David Williams	Member	Herefordshire Skills Board	Awaited
Dr Simone Clarke	Member	Harper Adams University	Member of the Telford Business Board Convenor of senior leadership programme offered by Advance HE



Gareth Jones	Member	In-Comm Training	Managing Director of In-Comm Training who are in receipt of government funding through ESFA and WMCA for the delivery of apprenticeships and training . Managing Director of MCMT who were in receipt of funding from the previous round of LSIF.
Lawrence Wood	Member	Telford College	Trustee/Director Theatre Clwyd - Flintshire
Mandy Knott	Member	AllPay - Business Member	Member of the Forest of Dean Partnership Group Member of the West Midlands Employer Apprentice Ambassador Group
Matt Potts	Member	Shropshire Council	No conflicts of interest
Roger Allonby	Member	Herefordshire Council	No conflicts of interest
Sherridan Grady	Member	Clear Design - Business Member	No conflicts of interest
Simon Wellman	Member	Telford & Wrekin Council	No conflicts of interest
Steve Owen	Member	Paveaways - Business Member	No conflicts of interest
Tony Sproston	Member	Fowler & Gilbert - Business Member	No conflicts of interest

STAND-INS

Name	Stand-In For	Conflicts-of-Interest
Gavin Mills	Sherridan Grady - Clear Design - Business Member	No conflicts of Interest
Paul Hodgetts	Gareth Jones - In-Comm Training	Business Development Manager of In-Comm Training who are in receipt of government funding through ESFA and WMCA for the delivery of apprenticeships and training .



Alistair Dawes	Dr Simone Clarke - Harper Adams University	As a director at the university, I am responsible for identifying and developing potential new skills programmes to be delivered on a surplus generating basis.
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OTHER ATTENDEES

Name	Role	Conflicts-of-Interest
Darran Alford	Department for Works & Pensions	Employee of the Department of Works and Pensions
Elizabeth Hopkins	Metro Dynamics	No conflicts of interest
Frances Oldfield	Metro Dynamics	No conflicts of interest
Liz Keirl	Marches LSIP Governance	No conflicts of interest
Mark Palmer	Department for Works & Pensions	Employee of the Department of Works and Pensions
Nicola Clinton	Marches LSIP Governance	No conflicts of interest
Rosie Beswick	Marches LSIP Project Manager	Managing Consultant of RFR Monmouth t/a Rosie Consulting. Member of Shropshire Chamber of Commerce



Statutory Guidance

Guidance for developing a Local Skills Improvement Plan (LSIP)

18 November 2025

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1 About this guidance

This guidance applies to England only. It provides information on the process for developing, implementing and reviewing Local Skills Improvement Plans (LSIPs)¹.

It replaces previous guidance issued in October 2022 and November 2023 and is intended to inform the next cycle of LSIPs, which are expected to be published in summer 2026.

The guidance is for:

- designated Employer Representative Bodies (ERBs)² who must have regard to this guidance in line with the terms and conditions of their designation³.
- Strategic Authorities⁴ who will have a vital role to play as the joint ownership model is established
- further and higher education providers⁵
- local stakeholders, including local authorities, employers and sector bodies.

The guidance explains the aim and purpose of Local Skills Improvement Plans, the process for developing them, and who should be involved. It reflects broader changes in the skills landscape, including the creation of Skills England and the strategic direction outlined in the *Post-16 Education and Skills White Paper*⁶.

It also explains how LSIPs connect with other local and national plans and contains details about how designated ERBs and Strategic Authorities are expected to work together in advance of the legislative changes needed to implement the joint ownership model announced in the English Devolution White Paper.⁷

¹ A Local skills improvement plan means a plan which is developed by a designated employer representative body for a specified area; draws on the views of employers operating within the specified area and any other evidence, to summarise the skills, capabilities or expertise that are, or may in the future be, required in the specified area and; identifies actions that relevant providers can take regarding any English funded post-16 technical education or training that they provide so as to address the requirements mentioned.

² Designated employer representative body (ERB) means a body corporate designated by the Secretary of State to lead the development and review of a local skills improvement plan for a specified area under S2(1) Skills and Post-16 Education Act 2022.

³ See annex C for details of the designation process.

⁴ See definition on page 3

⁵ This guidance is for those providers of English-funded post-16 technical education or training who have duties under the Skills and Post-16 Education Act 2022. This includes Further Education Colleges, Sixth Form Colleges, designated Institutions, Independent Training Providers and Higher Education Institutions. It is also relevant to other providers of technical education and training that are not covered by these duties, including Local Authority providers.

⁶ https://assets.publishing.service.gov.uk/media/68f5191c2f0fc56403a3d0a2/Post-16_Education_and_Skills_white_paper_Print_Version.pdf

⁷ <https://www.gov.uk/government/publications/english-devolution-white-paper-power-and-partnership-foundations-for-growth>

The term Strategic Authority is used within this guidance to mean mayoral and non-mayoral combined authorities, combined county authorities, and the Greater London Authority. It also includes those single Local Authority areas that have adult skills functions conferred on them by regulations made under the Cities and Local Government Devolution Act 2016.

The guidance will be reviewed again in 2028, or before if necessary.

2 Purpose and scope of LSIPs

All areas of England are expected to develop a new three-year Local Skills Improvement Plan (LSIP) covering the period 2026 to 2029 and to keep it under review. The individual areas (known as LSIP specified areas) are set out at Annex B.

LSIPs are central to achieving the government's Opportunity and Growth Missions, supporting Skills England's driving ethos of Better Skills for Better Jobs and its vision to build our nation's world-class skills system. They offer crucial insight into local skills needs and are key to advancing Skills England's drive to:

- understand our nation's skills needs and improve our skills offer
- simplify access to skills to boost economic growth
- mobilise employers and other partners, co-creating solutions to meet national, regional and local skills needs

Forming a key part of the overall strategic planning system in an area, LSIPs provide a framework for collaboration on local skills - bringing employers, skills providers and stakeholders together to build a shared understanding of local skill needs from entry level up to and including level 8⁸, and the actions needed to address them, with all partners expected to play an active part in its development and delivery.

LSIPs do not cover the entirety of skill needs within an area but should focus on those that are most critical. The key aims are to:

- support local skills development and reduce skills gaps - drawing together a wide range of data, evidence and insights which, taken together, provide a clear understanding of current and future skill needs in the area.
- facilitate employer engagement and investment in the skills system - coordinated engagement designed to give employers a better understanding of the skills system and the part they can play, giving employers a stronger voice in shaping skills provision and supporting delivery.
- bring about change in the supply of technical education and training⁹ from entry up to and including level 8 - with further and higher education providers working together to develop a coordinated response, including creating clear progression pathways at and between the different levels.

⁸ This is the most advanced level of specialised expertise and practical skills, typically pursued after under-graduate and post graduate training.

⁹ Technical education and training is provision that provides the technical knowledge and practical skills and expertise required for a specific occupational area. It includes, but is not limited to, level 2 (the equivalent of GCSEs at A* to C or 9 to 4) up to level 8, which is the most advanced professional qualification, and differs from academic options in that it draws its purpose from the workplace rather than an academic discipline.

- help inform how funding (both devolved and non-devolved) and other investment could be used to support skills priorities within an area.

Plans should consider the full range of levels of technical education, and how to promote and link skills priorities to those seeking to enter or progress into the labour market.

2.1 Relationship with other local and national plans

LSIPs will be informed by and support other national and local strategies and plans, with local flexibility on how this is achieved. The overall aim should be to ensure join-up with all other parts of the skills and employment system, whilst retaining a core focus on local skill needs.

At a national level:

- The Industrial Strategy¹⁰ identifies eight growth driving sectors¹¹, which together with the foundation sectors of construction and health and social care, are essential to achieving the government's growth ambitions. These sectors and the associated sector plans should inform the development of LSIPs, as far as they relate to industries within the local area (local economic plans, including the Local Growth Plans, will help to determine which national priorities are relevant to the locality). Each LSIP should consider and clearly set out if and how these sectors are important to the local area, alongside other priority sectors and skills that have been identified by employers within the area.
- Account should also be taken of other relevant strategic documents issued by government, including the Post-16 Education and Skills White Paper which sets out a vision for the future of the post-16 skills landscape, and the target announced by the Prime Minister that two-thirds of young people should be participating in higher-level learning – academic, technical or apprenticeships – by age 25 (recognising the scope of LSIPs as covering technical education). This includes a sub-target that at least 10% of young people should be going into Level 4 or 5 study, including apprenticeships, by 2040. These targets are part of the government's strategy to address skills shortages and improve economic growth by increasing the number of people qualified at higher technical levels.

¹⁰ https://assets.publishing.service.gov.uk/media/68595e56db8e139f95652dc6/industrial_strategy_policy_paper.pdf

¹¹ The eight priority sectors are: advanced manufacturing, clean energy, creative industries, defence, digital technologies, financial services, life sciences, and professional and business services.

- Skills England will undertake an analysis of trends in supply, demand and mismatches in priority occupations within key sectors using Standard Occupational Classification (SOC) data, job postings, qualitative insights, and economic indicators like Gross Value Added. This assessment will support the development of the next cycle of LSIPs by highlighting patterns in occupational and skills needs and priorities. Outputs will be made available to ERBs through summary notes, including preliminary analyses shared in November 2025. While fully quantified analysis at LSIP level is not possible, Skills England will engage with the ERBs and Strategic Authorities on these outputs to ensure they help inform and support local priorities and complement stakeholder findings.
- The Clean Energy Jobs Plan¹² will be relevant to the development of LSIPs, in line with the requirement to consider Net Zero, climate change and other environmental goals. This outlines the need to grow the domestic skills base to meet the demand for clean energy workers to meet government's 2030 clean energy power ambitions. It estimates the scale of the workforce needed and the roles required to deliver the Clean Power 2030 Mission, including the prioritisation of occupations and skill set by region. This analysis will allow national and local government to deliver more detailed plans and strategies. Across the English regions, most will need to at least double the size of its clean energy workforce, with areas of highest growth requiring the greatest mobilisation of local skill systems to ensure that workforce needs are met.

At a local level:

- Local economic plans and other relevant local strategies, including the Local Growth Plans (LGPs) being developed by Mayoral Strategic Authorities, will provide an important source of information for the development of an LSIP. These will identify the opportunities for growth in a place, with Strategic Authorities using these to identify their sector skills priorities, which will help provide the framework for the development of the LSIP and more detailed engagement with employers on their specific skills needs.
- Local Get Britain Working Plans (GBWPs) are being developed in all areas of England. They will develop a whole system approach to tackling supply and demand challenges within the labour market. They are distinct from LSIPs, tackling the broader causes of economic inactivity, including barriers such as health, caring responsibilities or lower skill levels. It will be important to ensure that in each area the LSIP and local GBWP align in ways that are mutually

¹² <https://www.gov.uk/government/publications/clean-energy-jobs-plan>

reinforcing, with the LSIP providing insight from employers on the skills they need, and the local GBWP identifying the broader labour market challenges, including those related to participation, progression and earnings.

The timeframe for publishing the Local Growth Plans and GBWPs may overlap with the start of the LSIP development period. ERBs should therefore engage with the Strategic and local authorities responsible for producing these plans to ensure the latest draft version informs the development of the LSIP.

2.2 What Local Skills Improvement Plans should include

The content of each plan should reflect the sector skills priorities of the area, as identified by the Strategic Authority, or drawing from the economic plan of relevant local authorities in non-devolved areas, together with feedback from employers on their specific skills needs, which may also go beyond these priorities.

In addition to local analysis and engagement, LSIPs should also take account of national priorities. As the process evolves, we expect the three-year LSIPs to take account of new information, such as Strategic Priorities Grant (SPG) and Growth and Skills Levy (GSL) priorities, and to incorporate this into the detailed activity plans.

LSIPs should follow the format set out in Annex A and contain the following core elements:

- an overview of the economic challenges and opportunities of the area, as set out in the Local Growth Plan or other local economic plan for the area, and how the LSIP links to and supports them.
- details of the skill needs of the area – this includes the sector skills priorities of the Strategic Authority and other skill needs identified by employers. This can include cross sector skills, noting that this should not come at the expense of sectoral skills needs, and must be presented in ways that are locally specific and genuinely useful to providers and other stakeholders in developing actions.
- a clear and focused set of changes and overarching actions¹³, together with details of how progress and impact will be measured. There should be a particular focus on the changes and actions needed to:
 - improve the skills offer, including changes that higher and further education providers can make to better align provision with the skills

¹³ This includes recommended changes and actions that different partners and stakeholders will take to address the identified skill needs identified in the LSIP.

needs of the area and to simplify access, including through more flexible learning opportunities

- Raise awareness of the existing skills offer and help employers and learners understand the pathways and standards available for upskilling and re-skilling.
 - Drive greater employer involvement and investment in skills, and mobilise employers, providers and other partners to work together in co-creating solutions to local skills needs.
 - Support join-up with other parts of the local skills system, including actions aimed at ensuring that activities of wider deliver partners such as Jobcentre Plus and careers services support the priorities identified in the LSIP.
- details of how further and higher education providers, employers and wider stakeholders have been engaged in shaping the priorities and agreed actions, including those focused on higher-level skills (e.g. levels 4 to 8), as well as identifying any shared challenges, and how they will support implementation and review progress.

In line with Section 1(6) of the Skills and Post-16 Education Act 2022, all LSIPs must also consider the skills required to directly contribute, or indirectly support, Net Zero, adaptation to climate change or other environmental goals. To support this, ERBs should consider the priority occupations required to deliver the clean energy superpower mission, which means clean power by 2030 and accelerating to Net Zero by 2050, set out in the Clean Energy Jobs Plan.

Full consideration should also be given to equality of opportunity, recognising the benefits to both the individual and broader economy. This will be facilitated by engagement with those bodies set up to support more disadvantaged groups, who can help identify and articulate the barriers faced by employers and learners.

Where the strategic authority or local authority has existing strategies and evidence that cover environmental and equality issues, the LSIP should draw on these.

3 Who should lead the development of a Local Skills Improvement Plan?

The Skills and Post-16 Education Act 2022 ('the Act') assigns overall responsibility for leading the development of an LSIP for a specified area to the Employer Representative Body (ERB) designated by the Secretary of State. However, in devolved areas, development will be taken forward through a new joint working arrangement between the ERB and the relevant Strategic Authority. This reflects the move towards the joint ownership model announced in the English Devolution White Paper¹⁴ which will require legislative change to implement in full. To facilitate this, changes have been made to align LSIP areas with Strategic Authority boundaries. This has resulted in a net increase of one LSIP area, bringing the total number of LSIPs in England to 39. The new LSIP specified areas are set out at Annex B.

In all cases, the work to develop and implement the LSIP must be a collaborative process, involving and drawing on the expertise of all key stakeholders and delivery partners within an area. This includes further and higher education providers, who have a central role both as strategic partners and suppliers of technical skills provision and bring vital knowledge and expertise to the process.

This collaboration should include Jobcentres, careers services, and other local and regional stakeholders, such as sector bodies and trade unions. Their involvement will help create a stronger connection between employment and skills.

Cross-boundary collaboration will continue to be an important feature of the LSIP process, especially for sectors that have a regional or national footprint.

3.1 Development of the LSIP in non-devolved areas

In non-devolved areas, the designated ERB will lead the development and subsequent review of the LSIP for its geographical area. It is expected to:

- Work closely with the local authority / authorities within the area, drawing on their analysis of current and future economic priorities, and insight on skill needs gathered through their business engagement networks and support services, as well as their broader skills and economic functions.
- Work with partners to plan the work to develop and review the LSIP, engaging employers, further and higher education providers, local

¹⁴ <https://www.gov.uk/government/publications/english-devolution-white-paper-power-and-partnership-foundations-for-growth>

authorities and other stakeholders in meaningful discussions which lead to the identification and prioritisation of skill needs and actionable solutions.

- Work with providers and employers to identify routes for employers to become involved in co-designing skills programmes and drive actions aimed at stimulating increased employer investment in skills.
- Secure agreement with partners on how they will help implement and review progress against the actions set out in the LSIP.
- Produce and submit the LSIP to Skills England for approval by the Secretary of State.
- Oversee the delivery of the LSIP and keep it under review to ensure it remains relevant to the area's needs. This includes putting in place a robust approach to monitoring and measuring progress.

3.2 Development of the LSIP in devolved areas

Development of the LSIP in devolved areas will be undertaken jointly by the ERB and the relevant Strategic Authority. This will combine the strengths of both organisations, ensuring employer views continue to shape the LSIP and drawing on the local economic insight of the Strategic Authority and its ability to influence and implement key interventions.

There will be flexibility to agree local variations in how the joint working arrangements work in practice. To support this the ERB and Strategic Authority may wish to consider putting a memorandum of understanding in place.

In all cases, development should begin with the Strategic Authority setting out its sector skills priorities at the outset of the process and sharing relevant data with the designated Employer Representative Body. This will provide the framework for the development of the LSIP, alongside Local Growth Plans, the Industrial Strategy and Skills England's assessment of skills needs, as well as input from employers, strategic partners and delivery bodies.

The joint working arrangements should be guided by the following principles:

- Combining and using the strengths and knowledge of both organisations - avoiding duplication and collaborating at both strategic and working level. The joint working arrangements should enable the effective exchange and integration of information about the skills and labour market landscape with feedback from business and providers. The aim is to achieve a shared understanding of skills needs and the actions needed to address them, including actions to encourage increased employer engagement and investment in skills training.

- Linked to the broader social and economic infrastructure. Arrangements should aim to strengthen the connection between LSIPs and wider local economic strategies and priorities, ensuring that the overall actions in a place are aligned and recognise the use of skills funding, including the Adult Skills Fund, Growth and Skills Levy, and Industrial Strategy Sector Workforce Packages. Alignment should also extend to programmes that help connect people into employment, where ERBs have a key role in engaging employers who have skills gaps.
- Employer focused – driving more coordinated and comprehensive employer engagement, including engagement with wider Business and Sector Representative organisations. The aim should be to draw together employer insights gathered by the ERB and Strategic Authority, adding strength to the employer voice, and to work together to champion routes for employers to get involved in co-designing skills programmes which support the development of their workforce and training investments.
- Actions to be agreed together (and with providers and wider local stakeholders) and delivered in partnership, with joint arrangements in place to track and measure progress, and for keeping the LSIP under review.

The ERB and Strategic Authority should establish clear processes for drawing together data, evidence and insights, and for working with employers, providers and stakeholders on the development and delivery of the LSIP, building on existing arrangements where appropriate and avoiding duplication.

3.3 Governance and accountability

Clear and effective governance arrangements should be in place to drive the development, implementation and review of the LSIP. These arrangements should provide a clear steer on the strategic goals and outcomes to be achieved, alongside effective oversight, challenge and advice for resolving any delivery issues that arise. Delivery and impact data should feed into these arrangements.

We expect the governance and any underpinning working groups and formal consultative forums to reflect the employer-led nature of the programme, and for all the key stakeholders set out in Chapter 5 of this guidance to be represented. This includes the further and higher education sectors.

In non-devolved areas, it is for the ERB to decide on the appropriate governance structure, engaging with key partners on this. These arrangements must take account of the ERB's terms and conditions of designation, including the requirement to operate transparently and impartially.

In devolved areas, the ERB and Strategic Authority should agree the governance arrangements. This should support collaboration between the two organisations and avoid duplication with existing structures, with clear and transparent links to the local economic plans and sector priorities of the Strategic Authority and broader economic and strategic oversight arrangements of the area. If appropriate, this could mean replacing or reshaping the existing LSIP board, and / or repositioning it within the broader local governance arrangements for skills and economic growth, whilst ensuring that this meets the provisions within the current legal framework relating to the ERB's overall responsibility for the LSIP. These arrangements must provide a strong forum for the employer voice, as well as involving providers and other key stakeholders; and facilitate the timely submission of the LSIP to the Secretary of State for approval, in line with the process and timescales set out in this guidance.

LSIP governance structures should be flexible enough to ensure continuity of planning, partnership working and reporting in areas where broader structural changes are taking place, including changes arising from local government reorganisation or the creation of new Strategic Authorities.

A clear description of the governance structure of the LSIP should be included in Annex C (Background and Method) of the published LSIP. This should be kept up to date to reflect any changes to the governance. This transparency is vital for collaborative working with strategic partners.

3.4 Process

The development of an LSIP is comprised of three stages:

Stage 1: Identify and articulate skills needs.

The aim of this stage is to build a clear picture of the skill needs in an area, taking into consideration those Industrial Strategy priorities that are relevant to the area and the sector skills priorities of the Strategic Authority, where they exist, or drawing from the economic plans of local authorities in non-devolved areas.

Much of the underpinning evidence needed for this stage will already exist. This includes broader local labour market information and analysis provided by the Strategic Authority and local authorities, as well as analysis provided by Skills England. The focus should be on using this to build a shared understanding of the area's priority skill needs, and to plug any gaps through engagement with:

- a broad range of employers of all sizes, including both public and private sectors. There should be particular focus on those employers that do not have a strong voice, such as smaller employers – helping them to understand the skills they need to grow but struggle to find

- other representative and sector bodies, to understand any broader issues and cross sector skills gaps - this engagement should involve Jobcentre Plus to help identify the types and range of local skills provision needed to meet the needs of people receiving benefits, and other key stakeholders, such as trade unions, who play an important regional role in connecting employment and skills.
- further and higher education providers, to gain an understanding of their current offer and any gaps in the provision needed to meet local skills need.

Stage 2: identify the changes and actions needed to improve the skills system so that it better meets the existing and future skill needs identified in stage 1.

This stage should involve joint working with Strategic Authorities where they exist, as well as collaborative working with further and higher education providers, employers and other stakeholders. The focus should be on agreeing the overarching changes needed within an area and the specific activities needed to achieve them, noting that these more granular level activities (which should be set out in a separate annex) can be further iterated and updated as appropriate during the three-year period. This should include consideration of any changes needed to existing provision, as well as other broader challenges that might need to be overcome, such as recruitment of teaching staff in particular areas and challenges with driving demand from learners in certain subjects, on which further and higher education providers will be able to provide a valuable perspective.

The focus should also be on establishing a clear set of outcomes, together with details of how progress and impact will be measured and monitored through the three-year period of the LSIP. In areas with a Mayoral Strategic Authority, these should take account of appropriate measures in the outcome framework that underpin the Local Growth Plan.

Stage 3: Drafting the LSIP.

Under existing legislation, responsibility for producing the LSIP sits with the ERB. However, in devolved areas, the ERB and Strategic Authority should work together to develop and agree the content, with regular opportunities for the Strategic Authority to review and contribute throughout this stage.

Each LSIP should reflect the format set out in Annex A. Standard SIC (Standard Industrial Classification) and SOC (Standard Occupational Classification) categorisations should be used to describe industries and occupations where possible. This will support information flows to and from Skills England and may also be helpful to providers in developing their response to the LSIP, as well as helping to measure impact.

3.5 Approval and publication of the Local Skills Improvement Plan

Legislation requires the ERB to submit the LSIP to the Secretary of State for approval. A substantive draft of the LSIP should be submitted via Skills England by 31 March 2026. Skills England will review and provide feedback as appropriate. A final version should be submitted by May 2026.

In devolution areas, we expect the ERB and Strategic Authority to both confirm they are content with the plan before it is submitted to the Secretary of State (through Skills England) for approval.

Subject to approval by the Secretary of State, final publication is expected to take place in June 2026 (exact dates will be confirmed).

If the Employer Representative Body and Strategic Authority are unable to reach agreement on the LSIP, the matter should be referred back through the LSIP governance structure for resolution.

If a resolution cannot be achieved, the ERB must provide Skills England with details of the specific area(s) of disagreement. Skills England will then work with both parties to help resolve any issue(s). If the disagreement remains unresolved, the LSIP may also be escalated to the Secretary of State, who retains the power to approve the LSIP, even if a resolution has not been achieved. However, in all cases, the LSIP must reflect the Strategic Authority's sector skills priorities. If it does not, the plan will not be approved.

Every Local Skills Improvement Plan (LSIP) must reflect the Strategic Authority's sector skills priorities. If it does not, the plan will not be approved.

To approve a plan, the Secretary of State needs to be satisfied that the process has been followed in accordance with this guidance. Specifically:

- that consideration has been given to relevant strategic documents issued by government, including the Post-16 Education and Skills White Paper, which sets out the Government's vision for the post 16 skills landscape, and the Prime Minister's target for two-thirds of young people to be participating in higher-level learning – academic, technical or apprenticeships – by age 25 (recognising the scope of LSIPs as covering technical education), as well as the Industrial Strategy priorities and associated sector plans, to the extent that they have relevance to the area, as part of the requirement under section 8(b) of the Act to draw on other evidence sources.
- we will also want to see evidence of how the Strategic Authority's sector skills priorities have provided the context for and been reflected in the Local

Skills Improvement Plan, as evidence of due consideration being given to the views of the Strategic Authority.

- that a robust and comprehensive process of engagement and evidence collection has taken place with a wide range of employers of all sizes from both the public and private sector, and with diverse range of provider types, including HE providers, FE colleges, local authority providers, independent training providers and others, as well as wider stakeholders and delivery partners.
- that consideration has been given to the skills, capabilities and expertise required to support Net Zero, adaptation to climate change and other environmental goals, in line with section 1(6) of the Act.
- that the LSIP has used the above sources of information to provide a summary of the skills required in the area, together with a clear and focused set of local actions that should be taken to address the skill needs identified.

The Secretary of State does not approve the local priorities and actions identified in the LSIP, as local partners are best placed to know what the skills priorities are for their area.

Where the LSIP does not meet the requirements necessary to be approved, the reasons will be fed back to the ERB. In devolution areas, comments will be fed back to both the designated ERB and Strategic Authority.

Opportunity will be given to address these concerns. In devolution areas, the ERB should work with the Strategic Authority to resolve any issues, with Skills England providing support as required.

3.6 Devolution Priority Programme (DPP) Areas

In the six Devolution Priority Programme (DPP) areas¹⁵ the cycle of LSIP development and implementation will coincide with the creation of the new Strategic Authority, with approval of the new LSIP likely to take place after they have been established. This means that before approving the plan, the Secretary of State will require confirmation from both the Employer Representative Body and the Strategic Authority that they are content with the plan.

¹⁵ These are: Cumbria, Cheshire and Warrington, Norfolk and Suffolk, Greater Essex, Sussex and Brighton, and Hampshire and the Solent. Further details can be found here: <https://www.gov.uk/government/news/full-steam-ahead-for-devolution-priority-programme>

To mitigate the risk of the newly established Strategic Authority not being content with the LSIP at this stage, it is vital that during the development of the LSIP the ERB engages with an extensive range of employers and works closely with the upper-tier local authorities in the area. The local authorities will be expected to work collaboratively, engaging with the ERB to help inform priorities and review LSIP development from a shared perspective (as far as practicable).

Should there be disagreement between the ERB and the Strategic Authority, Skills England will work with both parties to resolve the issues, following the same resolution process as for the devolved areas with longer established Strategic Authorities (see section 3.5).

In the four DPP areas that are due to elect a Mayor in May 2026, we will exercise flexibility to the timescales of the LSIP approval process, where the Strategic Authority deems it necessary, to allow the newly elected Mayor to consider the LSIP before it is approved by the Secretary of State. In the two DPP areas that are due to elect a Mayor in 2027, approval of the LSIP will follow the same timescales as all other areas.

In all DPP areas, the LSIP governance arrangements may need to be reviewed once the Strategic Authority has been created, and a Mayor elected.

3.7 Publication and Communication of the LSIP

Once approved, the ERB must publish the plan on their website. The Strategic Authority may also want to consider putting the LSIP or a link to it on their website. The Secretary of State will also publish a link to the LSIP on gov.uk.

4 Role of Skills England in LSIPs

Skills England has been set up to ensure that the overall skills system is more responsive to changing economic demands, using data and intelligence to shape provision and ensure that opportunities to access training exist across the country.

It will have two main roles in relation to the Local Skills Improvement Plans.

i. Monitoring and oversight

Skills England will have overall responsibility and oversight of the LSIP programme, including monitoring progress and providing support as necessary to enable LSIPs to meet their objectives and helping to tackle any issues. This includes putting recommendations to Department for Education (DfE) and Department for Work and Pensions (DWP) on actions to help remove any broader national issues that are blocking progress. It will take a risk-based approach to monitoring and reporting, with ERBs expected to track and report progress against the LSIP to Skills England. In devolution areas, the ERB and Strategic Authority should agree how they will work together on this. This Skills England function will not cut across the LSIP governance role in overseeing delivery. Focus will be on assurance that all LSIPs are on track and have strong processes in place for monitoring progress and managing risks. Further details on these arrangements will be supplied separately.

Skills England is also the route through which the ERB or Strategic Authority can raise any concerns about the extent to which providers are engaging in the development or implementation of the LSIP and for providers to raise any concerns they might have about the LSIP. It will also manage the funding to ERBs to support the operational delivery of the LSIP.

Implementing the LSIP will involve the combined effort of all the organisations that own the agreed actions and activities set out in the plan. If insufficient progress is linked to the ERB's ability to monitor or drive sustained action, then decisions may need to be made by Skills England about the amount of funding that can be provided for those activities. In extreme cases, Skills England may recommend to the Secretary of State use of the power under section 4.1 of the Act to remove designation.

ii. Data and analysis

Skills England will work closely with the ERBs and Strategic Authorities where they exist to develop its analysis of national and local skills needs via a regular two-way flow of information.

It will provide the following information from November 2025, allowing ERBs and Strategic Authorities, where they exist, to integrate this into LSIP development:

- Data on historical and projected trends to assess economic performance and growth momentum.
- Identification of key growth sectors and areas of industrial decline.

Between November 2025 and March 2026, Skills England will share insights on the supply of skilled people in priority occupations for priority sectors.

Skills England will draw on national and regional vacancy data to estimate the level of new critical workers needed in priority sectors over the next three years and the training pathways needed to meet this demand. It is also developing a place-based skills assessment to give a clear understanding of how the skills system is working in different parts of the country. The assessment will focus on the supply of skilled people (including who is available in the workforce and what qualifications or training they have) and how this varies across local areas and regions. The purpose of this work is to give important context and insight to help shape Local Skills Improvement Plans. It will help Skills England and local partners understand the unique challenges and opportunities in each place, and support more informed and responsive decision-making.

LSIPs will in turn provide an important source of intelligence, feeding into Skills England's assessment and helping to form a single overarching picture of national and place-based skills gaps. This includes informal insights and feedback gathered through workshops and surveys with ERBs and Strategic Authorities, together with other evidence. To support this, we would encourage systematic evidence collection via a clear reporting format.

5 Role of Stakeholders

Developing and delivering an LSIP should be a collaborative process, involving employers, further and higher education providers and local authorities. Strong links should also be made with other key bodies such as Jobcentre Plus, local careers services, Growth Hubs and Inward Investment organisations.

This section looks at the role of the different stakeholders in the process.

5.1 Employers and sector bodies

A key purpose of the LSIP is to act as a vehicle for employers of all sizes to engage in the skills system. Employers across the whole of the LSIP area should be given opportunity to engage in the LSIP process. This should extend beyond the membership of the ERB. Close engagement with organisations that have expertise in specific priority sectors will help to extend the reach, particularly to small and medium-sized enterprises (SMEs). Engagement with and through Growth Hubs, Inward Investment Teams, careers hubs and others who engage regularly with employers will also be important.

Depending on the sectoral priorities, public sector organisations and education providers should be engaged in their capacity as employers, in addition to their role as local stakeholders.

Many employers will have material interests in more than one LSIP area and we would encourage ERBs to work together to share employer intelligence where relevant to avoid employers having to engage in the development of multiple LSIPs.

The aim of this employer engagement should be to:

- Identify the current and future skill needs of employers operating within the local area – particularly in priority sectors – by drawing together data and insights from employers about their unmet and emerging skills needs, particularly amongst SMEs, with the ERB taking a lead role in interpreting and articulating employer views.
- Support employers in better understanding and navigating the local skills systems, encouraging increased investment in training - this includes helping them understand different types of skills provision and how it can meet their workforce needs; and promoting the benefits of offering apprenticeships, work-based learning opportunities and Industry placements for learners, including T Level students, HE graduates and other groups of learners.

- Facilitating employer engagement with providers in the design, development and delivery of provision to ensure it meets the needs of the sector - this includes encouraging employers to offer work placements for teaching staff, second industry staff to support curriculum design and delivery, and contribute to the facilities and specialist equipment needed to address skills needs.
- Helping employers to become more actively involved in pre and post-16 careers education, including signposting them to the relevant local careers service and encouraging them to offer work experience opportunities and workplace visits.

ERBs should keep a record of all employers who have engaged (directly or indirectly) in the LSIP's development, review and implementation, and provide this to Skills England upon request.

5.2 Local Authorities

Local authorities have wide-ranging functions and expertise which is vital to the development and delivery of the LSIP in their area. This includes responsibilities for preventing and reducing the number of young people not in employment education or training (NEET), and playing a key role in delivery of skills, including running adult community education, as well as operating a range of business, careers and other support services. They also have a key strategic role through their inward investment, economic development and skills strategies, and the development of local Get Britain Working Plans.

In non-devolved areas, ERBs are expected to work with and capitalise on the support of all upper tier local authorities within their area (see section 3.1). Arrangements in devolved areas are set out in section 3.2.

Arrangements for the six Devolution Priority Programme areas where Strategic Authorities are due to be created during the development stage of the new LSIP, are set out in section 3.6.

5.3 Further and Higher Education Providers

Further and higher education providers have a vital role in the development and implementation of LSIPs. As key strategic partners and deliverers of technical skills provision, they bring unique insight and expertise to the process. This engagement can take multiple forms and should involve those providers with duties under the Act as well as others, such as local authority providers, that have an equally valuable role to play.

Both further and higher education providers will be expected to help develop a clear understanding of an area's technical skill needs up to and including level 8, and the actions needed (at the collective and individual institution level) to address any gaps. This includes sharing intelligence from their own research and engagement with employers, together with information about their current skills provision and skills pipeline. This will be integrated with broader Labour Market Intelligence and input from employers, ensuring skills planning is robust and forward-looking.

It will be important for further and higher education providers to work together in support of the ambitions set out in their respective LSIP, creating a more coherent post-16 education system with better pathways and opportunities to progress from entry up to higher level skills, enabled by the Lifelong Learning Entitlement (LLE). This includes supporting the reskilling and upskilling markets where employers' expectations for agility and flexibility in education and training are increasing. The role of Strategic Authorities as strategic convener will be central to ensuring this collaboration is coherent and avoids fragmented provision. As part of this, we would encourage more joined-up HE/FE engagement with employers in specific sectors to understand the wider opportunities for and links between skills training, knowledge exchange, applied research and innovation.

The Annual Accountability Statements that certain FE providers must produce will be used to review the contribution to local skills, including LSIP priorities¹⁶. Other mechanisms will include Ofsted inspections; college annual reports; reviews of performance; and the DfE Performance Dashboard. For those providers that do not have Accountability Agreements, including higher education providers and Independent Training Providers, we expect those elements of their activity which contribute towards meeting the priorities outlined in the LSIP to be included in their strategic and business plans. We would also encourage providers to publicly communicate their role in the LSIP in other ways.

Further Education providers

The proactive involvement of further education providers is essential for maximising the impact of the LSIP. We expect all providers of technical education and training, including those who do not have duties under the Act, to:

- Help identify the skills needs in an area and the actions needed to address them, using and feeding in intelligence from their connections with employers, local authorities and other organisations to help build a cohesive, well-

¹⁶ This will be part of the Accountability Agreement and should not increase the burden on colleges

informed and shared interpretation of skills and the shifts needed to drive better outcomes for learners, employers and the local economy.

- Be a strong partner in the governance structure, as appropriate, bringing both operational and strategic insight to the skills challenges facing the area, and helping to establish the overall strategic goals and outcomes that need to be achieved through the LSIP.
- Translate LSIP priorities into practical outcomes on the ground, including reviewing and actively considering the most appropriate programmes to address the skills gaps identified in the LSIP. This could include the introduction or expansion of reformed qualifications such as T Levels, which have been developed in close collaboration with employers and are based on occupational standards, or other bespoke provision which addresses these skills gaps.
- Help drive more coordinated and comprehensive employer engagement in the skills system - this should include helping employers to understand the skills offer available and to focus on longer-term skills priorities and trends; engaging them in the development and delivery of skills provision; and working with them to enhance learners' practical experience and employability, including through meaningful T Level Industry Placements.
- Work collaboratively with other FE and HE providers in the area to deliver the actions set out in the LSIP in a way that avoids duplication and supports a more coherent and high-quality offer linked to jobs in the area, with a clear focus on progression pathways.
- Feed into the overarching assessment of the LSIP's impact, including how well the labour market needs of the area are being met through the actions earmarked for FE providers.

Higher Education Providers

Higher education providers (HEPs) are focal points for higher level technical skills, research and innovation. The differences in mission, specialisms and strategic objectives between different types of institutions mean that HEPs can add unique value to local skill systems in a variety of ways, including through industry partnerships, research-led innovation, and national and international development initiatives; as well as feeding in HE specific intelligence, such as graduate outcomes or skills pipeline data, to complement and add to FE and employer data.

At a strategic level, HEPs will be expected to support the development and delivery of the LSIP by:

- Helping to build an understanding and to map technical skill needs at higher education level (levels 4-8), including future pipeline skills based on their own work in driving technological change / research led innovation.
- Sharing information about their current skills offer and identifying what changes are needed to increase their own responsiveness to local, regional and national skills needs.
- Where appropriate, collaborating with FE and with other HE providers to create a more strategically planned response to skills needs, leading to improved local and regional coverage and coordination.
- Helping to develop measures to demonstrate the impact of different activity.
- Using their national and international footprints to help identify and develop best-practice initiatives.

At an operational level, this involvement should focus on:

- working via the ERB, and Strategic Authorities where they exist, to engage with a wide range of local employers, with a view to gaining a broader understanding of their skills needs, particularly in priority sectors.
- developing and delivering provision aligned with the local skill needs identified in the LSIP.
- collaborating with other further and higher education providers to identify ways to support access and participation; build new skills arising from research led innovation into training provision programmes; and undertake joint FE/HE engagement with employers / employer networks in order to gain a shared understanding of skill needs.
- using its subject expertise and industry links to help develop the specialist technical skills of staff in further and higher education providers, including co-designing enhancements for industry relevant skills, work experience, and work with employers to support industry exchanges.

Where engagement between higher education providers and LSIPs has not previously taken place, ERBs (and Strategic Authorities) may find engaging with the heads of careers and employability (who tend to work on skills development and measuring skills impact) a useful starting point.

5.4 Jobcentre Plus

The government is reforming Jobcentre Plus and creating a new service across Great Britain that will enable everyone to access support to find good, meaningful work, and support to help them to progress in work, including through an enhanced focus on skills and careers. In England, these reforms will include bringing together Jobcentre Plus with the National Careers Service to create a greater awareness and focus on skills and careers and build a more agile, skilled workforce to meet the demands of a rapidly changing labour market. This will be vital to supporting our wider missions to support economic growth and break down barriers to opportunity.

This new service will be central to the success of Local Skills Improvement Plans (LSIPs). It will continue to work collaboratively with local government, health and wider partners including Employer Representative Bodies to understand and set out the local labour market's priorities and challenges through the local Get Britain Working Plan which can help shape an areas LSIP, and to help raise awareness of the skills most in demand locally, not only for jobseekers, but also for those looking to upskill and progress within an organisation, ensuring better coordination between employability support and careers guidance.

LSIPs will provide essential intelligence on employer skills requirements. It will be important to work collaboratively and share information with the new service, enabling it to be better equipped to respond to employer needs and to guide individuals toward technical training in priority areas, with employers benefitting from this more targeted approach to skills development, with greater visibility of the training and support available.

Prior to the full establishment of the new Jobs and Careers Service, it will be important to engage with Jobcentre Plus and existing local networks to help shape the development of Local Skills Improvement Plans (LSIPs) and ensure alignment with emerging priorities.

5.5 Other stakeholders

A range of other national and local bodies and agencies can play an important role in supporting and facilitating the development and implementation of LSIPs to ensure they deliver effective solutions that meet employer and local labour market needs. This could involve providing information which helps support a clear understanding of employer needs and/or feeding in views and priorities, as well as disseminating key careers information and messages about labour market information, skills shortages and skills opportunities to local citizens and students.

The ERB (working with the Strategic Authority in devolution areas) should agree a stakeholder communication plan, including identifying priority groups and expertise.

This should include, but is not limited, to:

- National innovation networks such as catapults, which can support in considering emerging skills needs.
- Other key stakeholders, such as trade unions, who play an important regional role in connecting employment and skills.
- Careers services for young people and adults, who can help ensure local skills priorities are fed into careers advice, enabling learners to make informed choices and raise awareness and interest in those sectors and occupations where there is high employer demand for skills - this includes the network of local Careers Hubs that work directly with schools, colleges, apprenticeships providers and employers, and adult careers services, including those delivered by the Strategic Authorities and local authorities.
- Recruitment agencies who can play a key role in publicising, promoting and directing job seekers to occupations in priority sectors.
- National bodies who work with or represent groups with different protected characteristics, who can support in understanding and addressing the barriers faced by both employers and learners.

6 Implementing the LSIP and keeping it under review

In non-devolution areas, the designated ERB will be expected to drive and oversee the delivery of actions set out in the LSIP, to report annually on progress, and to keep the LSIP under regular review to ensure that the actions remain relevant to the area. In devolution areas, the ERB and SA should work jointly on this, with local agreement between them around who leads on what, supported by governance and day to day working arrangements that avoid duplication of effort (see section 3.1).

A regular review of the LSIP should be undertaken to ensure that it remains relevant to the area. The process and frequency are for individual areas to decide, with any subsequent change to the activities agreed with partners.

As part of this, there should be continuous and visible engagement with providers and stakeholders, supported by regular communication, for example, summary statements of that engagement with cross-reference to specific shared strategic objectives.

The ongoing review process should involve:

- reviewing employer skills needs, particularly where up-to-date labour market intelligence suggests that employer skills needs have changed; and ensuring that the LSIP supports new investment projects within an area.
- gathering FE and HE specific data, such as learner / graduate outcomes and skills pipeline data (dedicated reporting templates would help ensure systematic evidence collection via a clear reporting format).
- working with providers to implement the actions in the LSIP, to pass on and translate any new information from employers; and to seek updates and feedback on progress in delivering the changes set out in the LSIP.
- seeking feedback from employers on the effectiveness of any changes that are being or have been implemented locally as a result of the LSIP.
- reviewing activities related to promoting employer engagement in the local skills system, including raising employer awareness of existing provision, and supporting employers to take up apprentices, T Level Industry Placements and upskilling / reskilling opportunities, as well as offering work placements for FE college teachers, and supporting curriculum design and delivery.
- ongoing engagement with stakeholders to ensure that the LSIP continues to dock into local strategies in ways that are mutually reinforcing, including Local Growth Plans and Get Britain Working Plans; and working closely with

JobCentre Plus, Careers and guidance providers and other stakeholders who are key to raising learners' demand for new skills.

- activities related to monitoring and tracking progress and impact, including submitting regular monitoring reports to Skills England, and drafting and publishing an annual report on progress.

7 Measuring impact

All LSIPs should include a clear set of outcomes they expect to achieve over the three-year cycle, together with a set of defined outputs and details of how progress will be measured and the metrics that will be used. This will enable better measurement and reporting of progress locally, and across LSIPs nationally.

Outcomes should reflect the programme aims set out in section 2, as well as looking more broadly at how well the labour market needs of the area are being met through the actions set out in the LSIP. This includes outcomes linked to:

- skills development and the reduction of skills gaps
- employer engagement in the skills system
- changes in the supply of technical skills provision against the LSIP priorities, covering entry level up to and including level 8, including creation of clear progression pathways
- changes in how funding is used to support skills priorities within an area

Metrics could include numbers of employers meaningfully engaged in the skills system, for example, involvement in co-designing provision, offering industry placements or taking up learning provision. Other metrics could include changes in the curriculum offer, or information on increased take up of priority provision. Consideration should be given to inclusion of annual milestones, as a way of demonstrating progress towards the overall outcomes.

This information will help support Skills England's role in monitoring and overseeing the LSIP programme including assessing how LSIPs collectively are contributing to national skills priorities and identifying any persistent gaps or areas of significant oversupply. Using standard SIC and SOC categorisations (see annex D) will help in measuring progress and impact against these outcomes, and facilitate information flows to and from Skills England, along with other qualitative data.

Providers and other key stakeholders should be actively involved in the work to develop meaningful ways to measure the impact of different activity over the three-year period of the LSIP. These measures should take into account those used in the local GBWP and the outcome frameworks that support Strategic Authority Local Growth Plans. This will help ensure consistency and demonstrate how the LSIP contributes to broader economic and social goals.

8 Circumstances where a replacement LSIP will be required

A replacement LSIP should only be required if the skill needs and recommended changes for an area shift within the three-year cycle of the plan. The granular level activities relating to these changes can be further iterated and updated as appropriate during the three-year period and do not require a replacement LSIP. The circumstance of producing a replacement LSIP is therefore considered exceptional. However, should the ERB (working with the Strategic Authority in devolved areas) consider that a replacement LSIP is required, they should discuss this with their relationship manager in Skills England.

In areas where a Strategic Authority is established after the LSIP is approved, the same process would apply.

Annex A: Design and format of the LSIP

Plans should be clear and focused, summarising the key skills needs in the area and outlining the recommended actions to address them. In most cases, the main body of the LSIP (excluding annexes) is not expected to exceed 30 pages.

Each area may use its own branding and page design when producing the LSIP. However, to ensure consistency across regions, all LSIPs should follow the general structure outlined below.

Table 1: Overview of LSIP report

Parts	Content
Introduction and Executive Summary	This section should explain what the LSIP is, who it is intended for and why it is relevant to them. It should also include an executive summary of the main content of the LSIP.
Strategic and economic context	This section should explain how the LSIP fits within the broader strategic and economic context for the area, identifying which of the Industrial Strategy sectors are important to the local area, and reflecting the economic plans and sector priorities of the strategic authority where they exist. In non-devolved areas, it should draw from the economic analysis and plans of the local authority. There should also be a description of how the LSIP supports and feeds into other local plans and strategies, including the Local Get Britain Working Plan.
1. Local skill needs	This section should clearly set out the key current and medium term (three-year) skill needs of the area, following the process set out in this guidance. It should explain how the evidence, data and insights gathered under stage 1 have informed these, and any prioritisation that was required. We expect each area to identify around 4 to 6 overarching priorities. While skills needs can be described using locally relevant terminology, a separate annexed table should categorise them using SOC and SIC codes. This will support national stakeholders, including Skills England, in comparing and analysing data across areas. For more details on SOC and SIC classifications, see Annex D.
2. Agreed changes / actions needed	This section should clearly outline the agreed changes or actions required to address each of the key skill needs identified in section 1. It should also describe the expected outcomes and impacts, and how they will be measured. Details of specific activities to deliver these changes / actions should be presented in a table, as an annex to the LSIP (see below).

Annex A Further / explanatory information on Skills Needs	This Annex should provide additional or more detailed information about the skills needs identified in the LSIP, where relevant and not included in the main body of the document. It should also define the key occupations and industries that are being targeted and map them to the most relevant SOC and SIC codes. While SOC codes remain essential for consistent analysis across areas, they may not capture the full breadth of emerging or highly specialised roles, particularly in sectors like digital and clean energy. Where roles are not currently assigned SOC codes, the annex should be completed with clear definitions, together with the rationale for why a SOC has not been used. These definitions will be used as qualitative insights within our reports, helping to ensure that new and evolving occupations are accurately represented. For more information on SOC and SIC codes, see Annex D.
Annex B	This Annex should contain a table that outlines the specific activities required to implement each of the recommended changes or actions. For each activity, the table should clearly specify: • Lead Organisation(s): Who is responsible for driving the activity forward. • Supporting Partners: Other organisations or stakeholders that need to be involved. • Timescales: When the activity will start and finish, and key milestones. • Expected Outcomes: What the activity aims to achieve. • Monitoring and measurement: How progress will be tracked and measured. The purpose of this table is to give all partners a clear understanding of their roles in delivering the LSIP recommendations. Please note: This table should be treated as a live document and updated as needed throughout the three-year LSIP cycle.
Annex C: Background and Method	This section should explain the approach used to develop the LSIP, and how it aligns with the process outlined in this guidance. It should: 1. Outline the Evidence Base Clearly identify the sources of evidence used to develop the LSIP and explain why these sources are considered robust and relevant. This should include employer feedback, the national Industrial Strategy, the sector priorities set by the

	Strategic Authority, local economic plans of local authorities, broader local labour market information and analysis (including from the Strategic Authority and/or local authorities), and data and insights provided by Skills England. 2. Demonstrate Alignment with the LSIP Guidance Explain how development followed the process outlined in this guidance, including the breadth and depth of employer engagement undertaken, which should extend beyond the membership of the Employer Representative Body (ERB). You should also explain how all categories of providers have been involved, including those with statutory duties under the Act and those without, and how local stakeholders have been involved. 3. Environmental and Net Zero Goals Describe how the LSIP has taken into account the skills needed for jobs that support Net Zero targets, climate change adaptation and other environmental goals. 4. Equality of Opportunity Explain how equality considerations have been taken into consideration. This could include exploring how diversifying talent pools can help tackle skills shortages, including through marketing and engagement with community outreach projects to promote opportunities in priority sectors, and identification of physical or digital barriers to training (for example online access, accessible training materials). 5. Describe the Governance Structure Provide an overview of the governance arrangements that supported the development of the LSIP.
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Annex B: LSIP Geographical Areas (new 39 LSIP Areas)

LSIP Area	Locations covered and name of strategic authority in areas where they exist ¹⁷
Buckinghamshire	Buckinghamshire Strategic Authority: Buckinghamshire Council
Cambridgeshire and Peterborough	Cambridgeshire, Peterborough Strategic Authority: Cambridgeshire and Peterborough Combined Authority
Cheshire and Warrington	Cheshire East, Cheshire West and Chester, Warrington
Cornwall and the Isles of Scilly	Cornwall, The Isles of Scilly Strategic Authority: Cornwall Council
Cumbria	Cumberland, Westmorland and Furness
Dorset	Bournemouth, Christchurch and Poole, Dorset
East Midlands	Derby, Derbyshire, Nottingham, Nottinghamshire Strategic Authority: East Midlands Combined County Authority
Gloucestershire	Gloucestershire
Greater Devon	Devon, Plymouth, Torbay Strategic Authority: Devon and Torbay Combined County Authority
Greater Essex	Essex, Southend-on-Sea, Thurrock
Greater Lincolnshire	Lincolnshire, North Lincolnshire, North-East Lincolnshire Strategic Authority: Greater Lincolnshire Combined County Authority
Greater London (a single LSIP to cover the Greater London Authority area)	Strategic Authority: Greater London Authority Given the large size of the population, this may include annexes to the LSIP that present more localised information at the level of the four groupings which London boroughs largely organise themselves around: Central London Forward: Camden, City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth, Westminster

¹⁷ The term Strategic Authority is used within this guidance to mean mayoral and non-mayoral combined authorities, combined county authorities, and the Greater London Authority. It also includes those single Local Authority areas that have adult skills functions conferred on them by regulations made under the Cities and Local Government Devolution Act 2016.

	Local London: Barking and Dagenham, Bexley, Bromley, Greenwich, Havering, Newham, Enfield, Redbridge, Waltham Forest South London Partnership: Croydon, Kingston upon Thames, Merton, Richmond upon Thames, Sutton West London Alliance: Barnet, Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon, Hounslow
Greater Manchester	Bolton, Bury, Manchester, Oldham, Rochdale, Salford, Stockport, Tameside, Trafford, Wigan Strategic Authority: Greater Manchester Combined Authority
Hampshire and the Solent	Hampshire, Isle of Wight, Portsmouth, Southampton
Hertfordshire	Hertfordshire
Hull and East Yorkshire	East Riding of Yorkshire, Kingston upon Hull Strategic Authority: Hull and East Yorkshire Combined Authority
Kent and Medway	Kent, Medway
Lancashire	Lancashire, Blackburn with Darwen, Blackpool Strategic Authority: Lancashire Combined County Authority
Leicester, Leicestershire and Rutland	Leicester, Leicestershire, Rutland
Liverpool City Region	Halton, Knowsley, Liverpool, Sefton, St Helens, Wirral Strategic Authority: Liverpool City Region Combined Authority
Norfolk and Suffolk	Norfolk, Suffolk
North-East	County Durham, Gateshead, Newcastle, North Tyneside, Northumberland, South Tyneside and Sunderland Strategic Authority: North-East Combined Authority
Oxfordshire	Oxfordshire
South Yorkshire	Barnsley, Doncaster, Rotherham, Sheffield Strategic Authority: South Yorkshire Mayoral Combined Authority
South-East Midlands	Bedford, Central Bedfordshire, Luton, Milton Keynes, North Northamptonshire, West Northamptonshire
Somerset	Somerset
Stoke on Trent and Staffordshire	Stoke-on-Trent, Staffordshire
Surrey	Surrey Strategic Authority: Surrey County Council
Sussex and Brighton	Brighton and Hove, East Sussex, West Sussex
Swindon and Wiltshire	Swindon, Wiltshire
Tees Valley	Darlington, Hartlepool, Middlesbrough, Redcar and Cleveland, Stockton on Tees Strategic Authority: Tees Valley Combined Authority

Thames Valley Berkshire	Bracknell Forest, Reading, Slough, West Berkshire, Windsor and Maidenhead, Wokingham
The Marches	Herefordshire, Shropshire, and Telford and Wrekin
Warwickshire	Warwickshire Strategic Authority: Warwickshire County Council
West Midlands	Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall, Wolverhampton Strategic Authority: West Midlands Combined Authority
West of England and North Somerset	Bristol, Bath and North East Somerset, North Somerset, and South Gloucestershire Strategic Authority: West of England Combined Authority
West Yorkshire	Bradford, Calderdale, Kirklees, Leeds, Wakefield Strategic Authority: West Yorkshire Combined Authority
Worcestershire	Worcestershire
York and North Yorkshire	North Yorkshire, York Strategic Authority: York and North Yorkshire Combined Authority

Annex C: Designation of Employer Representative Bodies

The Act gives the Secretary of State responsibility for designating an Employer Representative Body (ERB) to lead the development and review of a Local Skills Improvement Plan (LSIP) for a specified geographical area, and also the authority to remove that designation if necessary.

The criteria for designation are set out in the Act. When designating an eligible body¹⁸ the Secretary of State must be satisfied that the body:

- is capable of developing and keeping under review an LSIP in the area in an effective and impartial manner.
- is reasonably representative of the employers operating within the specified area.
- has consented in writing to being designated and to any terms and conditions of the designation.

The Secretary of State must publish a notice of the designation on gov.uk, including the name of the body being designated, the specified area, effective date and any terms and conditions. If the Secretary of State modifies any terms and conditions of the designation, the notice will be amended and republished.

In line with the English Devolution White Paper, Strategic Authorities will be involved in the process for designating a new ERB in areas where one is needed. Their comments will help inform the Secretary of State's decision. The Secretary of State will not designate (without good reason) an Employer Representative Body unless the Strategic Authority was satisfied in the choice.

The Secretary of State may also remove the designation of an ERB and must publish a notice on gov.uk setting out the reasons for this. These are that the body no longer meets the requirements for designation. Specifically:

- it is no longer an eligible body
- it fails to comply with a term or condition to which the designation is subject
- it fails to have regard to relevant guidance published by the Secretary of State or departs from the guidance without good cause, or
- the Secretary of State considers that removing the designation is otherwise necessary or expedient.

¹⁸ An eligible body is defined as a body corporate that is not a servant or agent of the Crown or a body to which the Secretary of State appoints members and is not a public authority. A public authority includes a court or tribunal or any person whose functions are functions of a public nature.

Once designated, the Employer Representative Body (ERB) is accountable to the Secretary of State for the Local Skills Improvement Plan (LSIP). It must have regard to the guidance issued by the Department, as set out in the terms and conditions of its designation.¹⁹

The designated ERB is expected to operate with honesty, transparency, integrity and impartiality. To support this, it must publish and maintain:

- A Conflicts of Interest Policy
- A Register of Interests

If the designated ERB is also a training provider in the local area, to avoid any perceived or actual conflicts of interest, all training-related activities and other relevant interests must be clearly recorded in the Register of Interests.

Both the Conflicts of Interest Policy and the Register of Interests should be made publicly available on the ERB's website.

¹⁹ <https://www.gov.uk/government/publications/designated-employer-representative-bodies/terms-and-conditions-of-designation>

Annex D – Sector Categorisation

Occupational and industry classifications - known as SOC (Standard Occupational Classification) and SIC (Standard Industrial Classification) - are frameworks used to group jobs and sectors in a consistent way. These classifications help us describe what people do for work and the types of industries they work in. They are widely used in government, research, and data analysis to understand employment trends, skills need, and economic activity. By using these shared frameworks, we can compare information across regions, industries, and time, and ensure that insights are based on reliable and consistent definitions.

This annex explains why we are encouraging use of these classifications within LSIPs wherever possible. It outlines the benefits, how they can be applied in practice, and where to find more information. Using these codes helps ensure that data and insights are aligned with national analysis and can be used effectively in policy and planning.

Why use SOC and SIC in LSIPs

- Consistency and comparability: SOC and SIC are nationally standardised systems, allowing LSIPs to compare local data with regional and national benchmarks, making it easier to compare and collaborate across areas and sectors.
- Precision in identifying skills needs: SOC codes help pinpoint specific occupations, and SIC codes reveal specific industries, that are growing, declining or transforming – critical for anticipating future workforce needs.
- Evidence-based decision making: these classifications support data-driven planning, enabling more in-depth understanding of industries and occupations with greatest local demand and aligning training with demand.
- Future-proofing skills: using SOC codes help identify emerging occupations and track local economic changes, ensuring skills provision remains relevant.

Purpose of using SOC and SIC in LSIPs

SOC and SIC codes are organised in a hierarchical structure, starting from broad occupation and industry categories and narrowing down to more specific activities.

Standard Occupation Classification (SOC)

- SOC2020 is the current system used by the Office for National Statistics to classify people for statistical purposes according to their job.
- Information on SOC2020, including access to the coding index, can be found here: [SOC 2020 - Office for National Statistics](#)

- Within the context of the classification, jobs are classified in terms of their skill level and skill content.
- It is used for career information to labour market entrants, job matching by employment agencies and the development of government labour market policies.

Standard Industry Classification (SIC)

- SIC2007 is the current system used by the Office for National Statistics to classify business establishments and other statistical units by the type of economic activity in which they are engaged.
- Information on SIC2007, including access to the coding index, can be found here: [UK SIC 2007 - Office for National Statistics](#)
- The classification provides a framework for the collection, tabulation, presentation and analysis of data, and its use promotes uniformity.
- It enables businesses and governments understand what types of industries exist, track how each one is growing or shrinking, and help inform industrial policies.

How to use SOC and SIC in LSIPs

- SOC and SIC codes and categorisation should be used where possible throughout LSIPs.
- Use SOC codes to identify key occupations, track employment trends, and assess skills gaps.
- Use SIC codes to identify key industries, understand sectoral employment, and align training.
- For ease, a breakdown of skill needs by different occupations and industries at SOC and SIC level can be set out in a separate annex.
- The annex should include a table that defines the key occupations and industries being focused on and maps them to the most relevant SOC and SIC codes (if mapping is not possible, an explanation should be provided within the table. An example table and supporting resources are provided below).

Example of how to map LSIP occupations and sectors to standard classifications

This table provides examples of how occupation names and descriptions used within an LSIP report could be mapped to relevant SOC (Standard Occupational Classification) and SIC (Standard Industrial Classification) codes.

LSIP Occupation name	Definition within the LSIP report	Relevant SOC Code(s)	LSIP sector name	Relevant SIC Code(s)	Mapping Limitations / Further Information
Graphic and multimedia designers	Creative professionals skilled in digital content creation for marketing, branding, and user experience across emerging digital platforms	2142	Culture and Creative	74.10 – Specialised design activities	SIC code is specific to graphic design. Other multimedia design roles may fall under a different SIC code.
Midwifery nurses	Registered nurses specialising in maternal and neonatal care, supporting safe deliveries and postnatal support within community and hospital settings.	2231	Health and Social Care	86.10 – Hospital activities. 86.21- General medical practice activities, 86.22 -	The SIC codes capture midwives in both the public and private sectors.

				specialist medical practice activities. 86.90 – Other human health activities	
Builders	Skilled construction workers executing residential and commercial projects, with increasing focus on sustainable construction methods and modern building standards.	5319	Construction	41.20/2 – Construction of domestic buildings 41.20/1 – Construction of commercial buildings	This is a wide-ranging occupation and may overlap with other construction and building occupations included within the SOC minor group 531.

Supporting resources:

1. Cascot Web Tool – Extended SOC2020, for identifying SOC codes which most closely match the description of occupations included within an LSIP report: [CascotWeb](#)
2. Cascot Web Tool – SIC2007, for identifying relevant SIC codes once the appropriate SOC code has been identified: [CascotWeb](#)
3. Further information on SIC 2007: [UK SIC 2007 - Office for National Statistics](#)
4. Further information on SOC 2020: [SOC 2020 - Office for National Statistics](#)

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