



# Greater Lincolnshire

## Local Skills Improvement Plan

### Annex B: Specific Activities to Address Skills Needs

LSIP 2026-29: Annex B 2026 to 2029

# Greater Lincolnshire Local Skills Improvement Plan 2026-2029

## Annex B: Specific Activities to Address Skills Needs

This Annex contains the LSIP “roadmap”; a thorough outline of the specific activities required to implement each of the recommended changes or actions set out in Part Two of the main report.

For each activity, the table clearly specifies:

- 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.
- Potential monitoring and measurements: 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. It is to be treated as a live document and updated as needed throughout the three-year LSIP cycle and the 2027 and 2028 Annual Progress Reports will demonstrate where action has either a) been taken and the issue resolved, b) ongoing or c) unable to be progressed and if so, why.

Amid wide qualification reform the LSIP will remain responsive to changes to specific programmes and qualifications. This is to ensure the LSIP remains relevant and future-fit but is also intended to aid providers rather than committing them to undeliverable or phased out programmes. Where a lead partner or organisation has not been explicitly listed, a specific lead organisation(s) will be agreed and assigned for each activity as the LSIP moves from development of the plan and into the delivery phase. Finally, the following actions and activities apply to all of Greater Lincolnshire unless otherwise explicitly stated.

### Key

| <b>FORWARD:</b><br>Growth Sector<br>Technical Skills | <b>FOUNDATIONS:</b><br>Supporting Sector<br>Technical Skills | <b>INNOVATE:</b> Data,<br>Digital and AI<br>Awareness | <b>INSPIRE:</b><br>Employability &<br>Essential Skills | <b>EMPOWER:</b> People<br>Management Skills | <b>ACCESS:</b><br>Navigation and<br>Delivery of<br>Training | Combined Skills<br>Needs |
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## Greater Lincolnshire Local Skills Improvement Plan Roadmap

| Skills Action Number                      | Activity Number | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lead Organisation(s) | Partners involved                                                                    | Timescales                                                                                                                                                                                                                                                     | Expected Output(s)                                                                                                                                                                                                                                                                                                                            | Potential Monitoring & Measurements                                                                |
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| <b>1</b><br><br><b>All Growth Sectors</b> | 1a              | <p>Outline and invite the constituent members of the embryonic Growth Sector Technical Skills Employer Group and establish Governance arrangements, aims and objectives, KPIs and meeting dates.</p> <p>At the first meeting, providers should outline their current provision and employers should contribute to course review/redesign to align with priority skills shortages and critical skills gaps. Set out dates and partners to be met with and action to be taken by March 2028.</p> <p>Evidence of progress, achievements and outcomes to be provided by group members to FSB in preparation for the 2027 Annual Progress Report</p> | FSB                  | Universities, Colleges, ITPs, Growth sector employer representatives, relevant ERBs. | <p>September 2026-August 2027: Establish group; agree remit/KPIs; first meeting; Issue comms</p> <p>September 2027-August 2028: Deliver work programme; issue outputs/updates</p> <p>September 2028-June 2029: Embed cadence; report impact and next steps</p> | <p>Press release announcing formation and intent of the group.</p> <p>Publication of group members, meeting dates etc on LSIP website.</p> <p>Feedback on impact gathered from employers.</p> <p>Progress and outstanding activities published in the Annual Progress Reports</p> <p>Improved engagement between employers and providers.</p> | <p>FSB to record group member commitments, minutes and future plans.</p> <p>ERB Annual Reports</p> |

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| 2<br>Defence | 2a | Establish a Skills Group as part of the Greater Lincolnshire Defence Cluster in collaboration with Lincoln College as the Defence Technical Excellence College.                                                                                                                           | Greater Lincolnshire Defence Cluster c/o Lincolnshire County Council, University of Lincoln and Lincoln College | Franklin Sixth Form College | September 2026-August 2027: Establish group; agree remit/KPIs; first meeting; Publish report September 2027-August 2028: Deliver work programme; issue outputs/updates September 2028-June 2029: Embed cadence; report impact and next steps | Report published detailing structured collation of priority skills, occupational standards and progression relevance, placement capacity and emerging skills needs, including security-cleared roles where appropriate. | ERB Annual Reports                                                                                                                                                        |
| 2<br>Defence | 2b | Develop a consistent approach to tracking learner destinations from defence-relevant 16–19 programmes (engineering, digital, manufacturing, construction etc). See also Activity 40a but this has been separated out to emphasise the importance of this activity for the Defence Sector. | Lincoln College                                                                                                 | FE Providers                | September 2026-August 2027: Agree method; data-sharing in place; pilot cohort September 2027-August 2028: Run pilot; produce first destinations insight                                                                                      | Standardised, cross-provider approach to tracking learner destinations is established across defence-relevant 16–19 provision.<br><br>Increased visibility of                                                           | % of learners progressing into positive destinations (overall and by sector)<br><br>% progressing into defence-relevant roles/apprenticeships<br><br>Change over time in: |

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|  |  |  |  |  | <p>September 2028-June 2029: Embed routine tracking; use insights to refine</p> | <p>progression into defence-related employment, apprenticeships and further study (including indirect supply chain routes). Employers have clearer insight into local talent pipelines, enabling better workforce planning and engagement.</p> <p>Improved alignment between education pathways and defence sector occupational demand, informed by destination data.</p> <p>Increased proportion of learners progressing</p> | <ul style="list-style-type: none"> <li>• Progression rates into defence-related routes</li> <li>• Retention in those roles (if data available)</li> </ul> <p>Employer-reported improvement in:</p> <ul style="list-style-type: none"> <li>• Awareness of local talent pipelines</li> <li>• Confidence in provision relevance</li> </ul> <p>ERB Annual Reports</p> |
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|                  |    |                                                                                                                                                                |                 |       |                                                                                                                                                                                                                                                         | into relevant, sustained positive destinations (employment, apprenticeships, higher-level study).                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2<br><br>Defence | 2c | Map and publish clear progression routes from full-time provision into defence employment and apprenticeships, including indirect routes via the supply chain. | Lincoln College | CATCH | September 2026-August 2027: Complete review/mapping; identify gaps/priorities; Publish progression routes<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Published progression pathways from full-time provision into defence employment and apprenticeships (including supply chain routes) are consistently available across Greater Lincolnshire.<br><br>Improved learner progression into relevant defence occupations, apprenticeships and higher-level study. | Number of priority pathways mapped and documented (by sector: engineering, digital, manufacturing, construction)<br><br>% of providers contributing to / adopting the standardised progression framework<br><br>Publication of progression route maps (digital and/or print)<br><br>Inclusion of: <ul style="list-style-type: none"> <li>• Direct defence roles</li> <li>• Supply chain pathways</li> </ul> |

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|   |    |                                                                              |                 |       |                       | <p>Improved learner progression into relevant defence occupations, apprenticeships and higher-level study.</p> <p>Stronger alignment between curriculum, progression routes and defence sector occupational demand, including indirect/supply chain roles.</p> <p>Improved learner understanding of career pathways and progression options, supporting informed choices and retention.</p> | <p>(explicitly identified)</p> <ul style="list-style-type: none"> <li>Apprenticeship and employment routes</li> </ul> <p>Evidence of employer validation (e.g. routes co-designed or endorsed by defence employers)</p> <p>ERB Annual Reports</p> |
| 2 | 2d | Create a support programme for employers and providers to grow Level 2 and 3 | Lincoln College | CATCH | September 2026-August | Coordinated support                                                                                                                                                                                                                                                                                                                                                                         | SME and provider engagement; pilot                                                                                                                                                                                                                |

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| Defence |  | apprenticeship volumes linked to defence-relevant occupations in engineering, advanced manufacturing, digital and construction. |  |  | <p>2027: Co-design approach; confirm scope/partners September 2027-August 2028: Implement and refine through delivery September 2028-June 2029: Embed as standard; review annually</p> | <p>programme in place to increase employer and provider capacity to deliver defence-relevant apprenticeships.</p> <p>Increased starts and completions in Level 2 and 3 apprenticeships aligned to defence occupations.</p> <p>Improved employer engagement and confidence to recruit apprentices, including SMEs in the supply chain.</p> <p>Stronger alignment between apprenticeship offer and</p> | <p>models; apprentice numbers; increased SME participation and reduced delivery burden.</p> <p>ERB Annual Reports</p> |
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|                  |    |                                                                                                                                                                                                               |                 |       |                                                                                                                                                                                                                                        | defence sector skills demand.                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                  |
| 2<br><br>Defence | 2e | Explore opportunities and appetite for shared or clustered apprenticeship models for SMEs operating within defence supply chains to reduce administrative, supervision burden and aid tracking for providers. | Lincoln College | CATCH | September 2026-August 2027: Agree method; data-sharing in place; pilot cohort<br>September 2027-August 2028: Run pilot; produce first destinations insight<br>September 2028-June 2029: Embed routine tracking; use insights to refine | <p>Viable shared/clustered apprenticeship models tested and adopted to support SME participation.</p> <p>Increased apprenticeship opportunities within defence supply chains, particularly for SMEs.<br/>Employer:</p> <p>Reduced administrative and supervision burden, improving SME ability to engage in apprenticeships.</p> <p>Improved coordination between employers and</p> | <p>SME and provider engagement</p> <p>Pilot models</p> <p>Increased SME participation and reduced delivery burden.</p> <p>ERB Annual Reports</p> |

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|                            |    |                                                                                                                                                                                                     |                 |                                                         |                                                                                                                                                                                                                                         | providers, supporting more efficient delivery and tracking.                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>2</b><br><b>Defence</b> | 2f | Providers in key Defence locations should develop modular short-course provision aligned to defence needs (e.g. systems thinking, security needs, quality assurance, digital tools, compliance etc) | Lincoln College | FE Providers<br>HE Providers<br>ITPs<br>Defence Cluster | September 2026-August 2027: Co-design approach; confirm scope/partners<br>September 2027-August 2028: Implement and refine through delivery; Short-course offer defined<br>September 2028-June 2029: Embed as standard; review annually | Flexible, modular short course offer in place aligned to defence-specific skills needs.<br><br>Increased upskilling in priority areas (e.g. security, QA, digital tools, compliance).<br><br>Improved employer access to targeted, responsive training provision.<br><br>Stronger alignment between short course offer and defence sector demand. | Number of new or adapted modular short courses aligned to defence needs<br><br>Number of providers delivering defence-relevant modular provision<br><br>Number of employers engaged in course design or validation<br><br>Enrolments and completions on defence-aligned short courses<br><br>Employer feedback on relevance and responsiveness of provision<br><br>ERB Annual Reports |

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| 2<br><br>Defence | 2g | Provide targeted guidance for defence SMEs on apprenticeships, funding routes and relevant training provision, recognising the complexity and sensitivity of the sector and security requirement | Lincoln College | CATCH<br>FE Providers<br>HE Providers<br>ITPs<br>Defence Cluster | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | Clear, accessible guidance offer in place tailored to defence SME needs and security constraints.<br><br>Increased SME engagement in apprenticeships and training routes.<br><br>Improved SME understanding of apprenticeships, funding and training pathways.<br><br>Increased uptake of relevant training aligned to defence sector requirements. | Number of defence SMEs engaged with guidance offer<br><br>Number of guidance products/events delivered (e.g. briefings, toolkits)<br><br>SME awareness and understanding of apprenticeships and funding routes (feedback)<br><br>Uptake of apprenticeships, funding or training following engagement<br>SME-reported confidence in navigating complex/security-sensitive requirements<br><br>Evidence of increased engagement with providers and training provision<br><br>ERB Annual Reports |
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| 2<br><br>Defence | 2h | Align defence activity with wider LSIP Access and Navigation actions (Theme 6) to ensure employers can quickly identify suitable provision and support. | Lincoln College | CATCH<br>Defence Cluster | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | Defence activity aligned with wider LSIP Access and Navigation infrastructure.<br><br>Improved employer and learner access to relevant training and support.<br><br>Reduced complexity in identifying suitable provision and funding routes. | Evidence of defence activity integrated within Access and Navigation platforms/services<br><br>Number of defence SMEs accessing wider LSIP access/navigation tools<br><br>Employer feedback on ease of identifying suitable provision and support<br><br>Reduction in reported barriers relating to navigation of the skills system<br><br>Increased uptake of training, apprenticeships or support via aligned services<br><br>Evidence of coordinated delivery across providers, partners and LSIP themes |
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|                                      |    |                                                                                                                                                                                                                                                                     |                                                                        |                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                         | ERB Annual Reports                                                                                                                                                                                                                                                                                                                                    |
| <b>3</b><br><b>Defence</b>           | 3a | Convene the/a Defence Workforce Taskforce (which could be carried out in parallel with activity 2a) to undertake a shared evidence review to understand employers' barriers skills /occupational shortfalls and explore alternative workforce supply opportunities. | Defence Cluster c/o Lincolnshire County Council<br><br>Lincoln College | Royal Air Force, SMEs, supply-chain employers, local authorities, providers and relevant national bodies (e.g. MOD interfaces where appropriate). University of Lincoln | September 2026-August 2027: Establish group; agree remit/KPIs; first meeting<br>September 2027-August 2028: Deliver work programme; issue outputs/updates<br>September 2028-June 2029: Embed cadence; report impact and next steps | Refreshed L4–L7 pathways<br><br>Research-informed training<br>Defence innovation skills | Number of employers and partners engaged (including SMEs)<br><br>Completion of shared evidence review on skills gaps and workforce needs<br><br>Number of identified priority skills/occupational shortfalls<br><br>Identification of alternative workforce supply routes (e.g. reskilling, pathways, recruitment channels)<br><br>ERB Annual Reports |
| <b>4</b><br><b>Energy Industries</b> | 4a | Convene an Energy Teaching Transition Working Group to co-design a phased transition model for older professionals to move to tutoring un the county.                                                                                                               | FSB<br>ECITB                                                           | Employers<br>FE Providers<br>HE Providers<br>Relevant national partners                                                                                                 | September 2026-August 2027: Establish group; agree remit/KPIs; first meeting                                                                                                                                                       | Sustainable and future focused skills workforce.                                        | Number of working group meetings convened<br><br>Number of employers and providers engaged                                                                                                                                                                                                                                                            |

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|                                          |    |                                               |                          |                                                   | September 2027-August 2028: Deliver work programme; issue outputs/updates<br>September 2028-June 2029: Embed cadence; report impact and next steps                             | Reduced tutor vacancies in key sectors.<br><br>Collaboratively designed potential phased transition model                                                            | Development of a potential phased transition model<br><br>Number of potential transition candidates identified<br><br>Employer/provider feedback on model viability<br>Evidence of pilot or initial implementation<br><br>ERB Annual Reports |
| <b>4</b><br><br><b>Energy Industries</b> | 4b | Explore Gatsby Industry Associates programme. | FSB<br>Gatsby Foundation | Employers<br>FE Providers<br>HE Providers<br>ERBs | September 2026-August 2027: Co-design approach; confirm scope/partners<br>September 2027-August 2028: Implement and refine through delivery<br>September 2028-June 2029: Embed | Feasibility of Gatsby Industry Associates model understood and applied to local context.<br><br>Increased specialist teaching capacity in energy-relevant provision. | Engagement with Gatsby programme / stakeholders<br><br>Number of providers and employers involved in exploration<br><br>Feasibility or pilot activity identified<br><br>Number of industry professionals engaged in teaching support         |

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|                                              |    |                                                                                                                                                                                                                            |       |                   | as standard;<br>review<br>annually                                                                                                                                                                                                                               | Stronger<br>employer<br>involvement in<br>curriculum<br>delivery and<br>teaching<br>support.<br><br>Improved<br>alignment<br>between<br>teaching and<br>current<br>industry<br>practice.                                                         | Employer/provider<br>feedback on model<br>relevance<br><br>ERB Annual<br>Reports                                                                                                                                                                                                                                                   |
| <b>4</b><br><br><b>Energy<br/>Industries</b> | 4c | Design a standard employer skills<br>intelligence reporting template and<br>process covering roles, skills requirements,<br>future workforce demand, apprenticeship<br>cohorts, pay expectations and project<br>pipelines. | ECITB | Employers<br>ERBs | September<br>2026-August<br>2027: Co-<br>design<br>approach;<br>confirm<br>scope/partners<br>September<br>2027-August<br>2028:<br>Implement<br>and refine<br>through<br>delivery;<br>Template<br>agreed<br>September<br>2028-June<br>2029: Embed<br>as standard; | Pilot the<br>template and<br>the<br>value/impact it<br>supplies to<br>Providers.<br>Assess<br>viability of<br>wider roll-out.<br><br>Standardised<br>reporting<br>template and<br>process<br>established<br>across<br>employers and<br>partners. | Development and<br>adoption of a<br>standard reporting<br>template and<br>process<br><br>Number of<br>employers<br>contributing skills<br>intelligence data<br>Coverage of key<br>data areas (roles,<br>skills, demand,<br>apprenticeships,<br>pay, pipelines)<br><br>Evidence of data<br>informing<br>curriculum,<br>planning and |

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|                                           |    |                                                                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                             | review annually                                                                                                                 | Improved visibility of skills demand, workforce needs and future pipelines.<br><br>Increased employer participation in structured skills intelligence sharing.<br><br>Stronger alignment between provision, apprenticeships and emerging labour market demand. | investment decisions<br><br>Employer and provider feedback on usefulness and usability of the template<br><br>ERB Annual Reports               |
| <b>5</b><br><b>Advanced Manufacturing</b> | 5a | Raise the profile of local Advanced Manufacturing pathways to ensure they are consistently represented in local Careers Advice and Guidance. Focus on promoting visibility of local employers, technologies and career outcomes, particularly in areas with historically low take-up or high concentrations of Advanced Manufacturing employers. | ERB to appoint lead partner | Greater Lincolnshire Careers Hub, FE Providers<br>Franklin Sixth Form College<br>Greater Lincolnshire Careers Hub<br>MakeUK | September 2026-August 2027: Design approach; secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate | Franklin to set up an academy and introduce a conference to students and wider Year 10 schools, with a view of raising the profile and careers                                                                                                                 | Number of CAG materials/resources updated to include Advanced Manufacturing pathways<br><br>Number of schools, colleges and partners embedding |



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|                                           |    |                                                                                                                                                                                                                                       |     |                                                                                  | and refine model;<br>Template agreed<br>September 2028-June 2029: Scale rollout; embed monitoring and review |                                                                     | <p>pathways into CAG delivery</p> <p>Learner engagement with Advanced Manufacturing careers content</p> <p>Employer participation in promotion activities (e.g. events, case studies)</p> <p>Increase in applications/enrolments to Advanced Manufacturing provision</p> <p>Improved awareness of local careers among learners (feedback)</p> <p>ERB Annual Reports</p> |
| <b>5</b><br><b>Advanced Manufacturing</b> | 5b | Support providers via facilitated roundtables with employers that build on LSIP's research to review curriculum content and sequencing to ensure technical provision reflects current production methods, equipment and skills needs. | FSB | GLCCA, Apprenticeship Providers, Lincoln College CATCH FE Providers HE Providers | September 2026-August 2027: Develop plan; launch first wave/activity; Careers materials                      | Structured employer-provider dialogue embedded to inform curriculum | <p>Number of roundtables convened and employer/provider participation</p> <p>Number of courses reviewed and</p>                                                                                                                                                                                                                                                         |

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|                                                      |    |                                                                                                                                                    |                             |                                       | <p>updated September 2027-August 2028: Deliver programme/events; evaluate and refine</p> <p>September 2028-June 2029: Embed ongoing comms; report reach/impact</p>                       | <p>design and sequencing.</p> <p>Technical provision better aligned to current industry practices, equipment and skills needs.</p> <p>Increased employer influence and confidence in the relevance of local provision.</p> | <p>curriculum changes identified/implemented</p> <p>Employer feedback on relevance of provision</p> <p>Evidence of alignment with LSIP-identified skills needs</p> <p>Provider adoption of updated content/sequencing</p> <p>ERB Annual Reports</p> |
| <p><b>5</b></p> <p><b>Advanced Manufacturing</b></p> | 5c | Align apprenticeship growth activity to occupations and levels specified as most in need in Annex A to meet expansion targets priority occupations | ERB to appoint lead partner | FE Providers<br>HE Providers<br>CATCH | <p>September 2026-August 2027: Complete review/mapping; identify gaps/priorities</p> <p>September 2027-August 2028: Align offer; implement agreed changes</p> <p>September 2028-June</p> | <p>Apprenticeship growth activity aligned to priority occupations and levels identified in Annex A.</p> <p>Increased delivery of apprenticeships in high-demand occupations.</p>                                           | <p>Alignment of apprenticeship growth activity to Annex A priority occupations and levels</p> <p>Number/proportion of apprenticeship starts in priority occupations</p> <p>Provider delivery aligned to identified priority areas</p>               |

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|                                               |    |                                                                                                                                                             |                             |                 | 2029: Embed improvements; monitor uptake/outcomes                                                                                                                                   | Improved employer confidence that apprenticeship provision reflects local skills needs.                                                                                                                                                                                   | Employer feedback on relevance of apprenticeship provision<br><br>Evidence of shift in provision towards high-demand roles<br><br>ERB Annual Reports                                                                                                                                                                                  |
| <b>5</b><br><br><b>Advanced Manufacturing</b> | 5d | Through employer engagement, identify capacity and supervision constraints facing SMEs in hosting T-Level placements and share the outcomes with Providers. | Franklin Sixth Form College | Lincoln College | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | Clear, shared understanding of SME capacity and supervision barriers to T Level placements.<br><br>Increased ability to expand T Level placement opportunities in priority occupations.<br><br>Improved SME engagement through more realistic, informed placement models. | Number of SMEs engaged in barrier identification activity<br><br>Completion of structured analysis of capacity and supervision constraints<br><br>Evidence of findings shared with providers and partners<br><br>Number of targeted solutions or support approaches identified<br><br>Provider feedback on usefulness of insights for |

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|                                           |    |                                                                                                                                   |                       |                                              |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                           | planning placements<br><br>ERB Annual Reports                                                                                                                                                                                                                                                                                                                                         |
| <b>5</b><br><b>Advanced Manufacturing</b> | 5e | Facilitate structured dialogue between HE providers and employers to review Level 6 plus course relevance to Annex A occupations. | University of Lincoln | Lincoln College<br>HE Providers<br>Employers | September 2026-August 2027: Map barriers/capacity; define compliant model<br>September 2027-August 2028: Pilot support model; increase employer uptake<br>September 2028-June 2029: Scale and embed; track placement outcomes | Structured HE-employer engagement activities to co-design Level 6+ provision aligned to priority high-skilled occupations.<br><br>Improved alignment of higher-level courses to Annex A priority occupations and skills needs.<br>Employer: Increased employer influence and confidence in the relevance of HE provision. | Number of dialogue sessions/roundtables held and participants engaged<br><br>Number of Level 6+ courses reviewed against Annex A priorities<br><br>Number of course changes or enhancements identified/implemented<br><br>Employer feedback on course relevance and alignment<br><br>Evidence of HE provision reflecting priority occupational requirements<br><br>ERB Annual Reports |

|                                               |    |                                                                                                                                                                                                                                             |                                         |                                                         |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>5</b><br><br><b>Advanced Manufacturing</b> | 5f | Explore the viability of reintroducing lab science, metallurgy and materials provision in North Lincolnshire to support the workforce sustainability of British Steel.                                                                      | North Lindsey College/DN Colleges Group | British Steel<br>John Leggott College<br>UCNL<br>MakeUK | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Clear feasibility and delivery model identified for reintroducing specialist provision.<br><br>Strengthened local pipeline into lab science, metallurgy and materials roles.<br><br>Improved alignment with British Steel workforce sustainability needs. | Completion of feasibility assessment (demand, delivery, sustainability)<br><br>Number of employers and providers engaged in viability discussions<br><br>Identification of delivery models and provision pathways<br><br>Evidence of employer demand and workforce need validated<br><br>Pilot or reintroduced provision planned or initiated<br><br>ERB Annual Reports |
| <b>6</b><br><br><b>Advanced Manufacturing</b> | 6a | Conduct a review of relevant advanced manufacturing course content to ensure provision meets the needs listed in Action 6 to aid course finishers to arrive into the workforce with the range of basic manufacturing skills employers need. | ERB to appoint a lead partner           | FE Providers<br>HE Providers<br>Employers               | September 2026-August 2027: Define scope; baseline current position                                                                                                                                                         | Structured review approach established to align course content with                                                                                                                                                                                       | Number of courses reviewed against Action 6 skills requirements<br>Number of curriculum updates implemented                                                                                                                                                                                                                                                             |

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|                                           |    |                                                                                                                                                                                                        |     |                       | September 2027-August 2028: Implement agreed actions September 2028-June 2029: Embed and monitor outcomes                                                                                             | Action 6 priorities.<br><br>Learners completing programmes with core, job-ready manufacturing skills.<br><br>Improved confidence in the readiness and capability of course completers.                   | Employer validation of core skills coverage<br><br>Learner outcomes reflecting job-ready skills development<br><br>Provider adoption of updated course content<br><br>ERB Annual Reports                                                                    |
| <b>7</b><br><b>Advanced Manufacturing</b> | 7a | Hold a series of consultation events at key locations to bring a significant volume of employers and relevant providers together to build dialogue and a renewed relationship between the two parties. | FSB | CATCH Lincoln College | September 2026-August 2027: Complete review/mapping; identify gaps/priorities September 2027-August 2028: Align offer; implement agreed changes September 2028-June 2029: Embed improvements; monitor | Structured engagement approach in place to strengthen employer-provider relationships.<br><br>Improved alignment between provision and local employer skills needs.<br><br>Increased employer engagement | Number of consultation events held and locations covered<br><br>Number of employers and providers participating<br><br>Evidence of new or strengthened relationships/engagement activity<br>Employer and provider feedback on quality and value of dialogue |

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|                                               |    |                                                                                          |                                                           |                                                                                       | uptake/outcomes                                                                                                                                                                     | and ongoing collaboration with providers.                                                                                                                                                                                                 | Evidence of follow-on actions or collaborations initiated<br><br>ERB Annual Reports                                                                                                                                                                                                                                                                                                                           |
| <b>7</b><br><br><b>Advanced Manufacturing</b> | 7b | Explore the viability of an FE and HE resource sharing scheme for tutors and facilities. | Lincolnshire Federation of Colleges and Gatsby Foundation | Gatsby Foundation Industry Associations Programme<br><br>FE Providers<br>HE Providers | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | Feasibility of a coordinated FE-HE resource sharing model established.<br><br>Improved access to specialist teaching capacity and facilities.<br><br>More responsive provision through better use of shared expertise and infrastructure. | Monitored through RAG rating on LSIP Governance Board<br><br>Completion of feasibility assessment (scope, demand, delivery model)<br><br>Number of FE and HE providers engaged in exploration activity<br><br>Identification of shared tutor/facility opportunities<br><br>Evidence of agreed delivery models or pilot proposals<br><br>Provider feedback on viability and benefits<br><br>ERB Annual Reports |

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| <b>8</b><br><br><b>Agri-tech, Faming and Food Manufactu ring</b> | 8a | <p>Review local careers advice and guidance to ensure agri-tech, farming and food manufacturing pathways are routinely featured and that they carry clear progression narratives (technical education/employment/apprenticeships /progression), highlighting maintenance, engineering and technician roles.</p> <p>See 40d</p> | GLCCA                 | Riseholme College                       | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | <p>Agri-tech, farming and food manufacturing pathways consistently embedded in local CAG with clear progression routes.</p> <p>Increased awareness and progression into technical, engineering and technician roles.</p> <p>Improved visibility of sector careers, supporting recruitment into priority occupations.</p> | <p>Number of CAG materials updated to include agri-tech and food pathways with progression narratives</p> <p>Number of schools, colleges and partners embedding updated pathways</p> <p>Learner awareness of sector careers and progression routes (feedback)</p> <p>Employer participation in promotion and CAG activities</p> <p>Increase in applications/enrolments to relevant courses or pathways</p> <p>ERB Annual Reports</p> |
| <b>8</b><br><br><b>Agri-tech, Faming and Food</b>                | 8b | Convene employer-provider workshops to confirm Annex A priority occupations for food manufacturing and define entry-level competence expectations. Use employer                                                                                                                                                                | University of Lincoln | Riseholme College<br>CATCH<br>Employers | September 2026-August 2027: Complete review/mappin                                                                                                                                  | Refreshed higher-level and applied provision                                                                                                                                                                                                                                                                             | Number of workshops convened and employer/provider participation                                                                                                                                                                                                                                                                                                                                                                     |



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| <b>Manufacturing</b>                               |    | feedback to strengthen curriculum relevance and work-readiness.                                                                                                                                                           |     |                                  | g; identify gaps/priorities; Careers materials updated September 2027-August 2028: Align offer; implement agreed changes September 2028-June 2029: Embed improvements; monitor uptake/outcomes | <p>Agreed set of Annex A priority occupations and entry-level competence expectations established.</p> <p>Improved learner work-readiness aligned to food manufacturing employer needs.</p> <p>Increased employer confidence in curriculum relevance and graduate capability.</p> | <p>Confirmation of priority occupations and entry-level competencies</p> <p>Number of courses updated to reflect agreed expectations</p> <p>Employer feedback on learner readiness and skills alignment</p> <p>Evidence of improved alignment to Annex A requirements</p> <p>ERB Annual Reports</p> |
| <b>8 Agri-tech, Farming and Food Manufacturing</b> | 8c | Via a call out for contributions from employers and relevant trade bodies, identify food manufacturing employers with recurring maintenance needs who could support accelerated Apprenticeship and/or T Level placements. | FSB | Riseholme College ERBs Employers | September 2026-August 2027: Establish group; agree remit/KPIs; first meeting September 2027-August 2028: Deliver                                                                               | <p>Intelligence shared with providers to help them align T-Level content and apprenticeship standards, minimising duplication</p>                                                                                                                                                 | <p>Number of employers responding to call-out activity</p> <p>Number of employers identified with recurring maintenance needs</p>                                                                                                                                                                   |

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|                                                                        |    |                                                                                                                                           |                                             |                                                   | work programme; issue outputs/updates<br>September 2028-June 2029: Embed cadence; report impact and next steps                                                       | and accelerating progression.                                                                                                                                                    | <p>Number of employers offering or exploring placement opportunities (Apprenticeships/T Levels)</p> <p>Number of placements created or planned in target roles</p> <p>Provider feedback on usefulness for placement planning</p> <p>ERB Annual Reports</p> |  |
| <p><b>9</b></p> <p><b>Agri-tech, Faming and Food Manufacturing</b></p> | 9a | Establish an initiative/collaboration to improve quality and consistency of agri-tech, farming and horticulture provision across the area | Riseholme College and University of Lincoln | FE Providers<br>HE Providers<br>ITPs<br>Employers | <p>September 2026-August 2027: Map barriers/capacity; define compliant model</p> <p>September 2027-August 2028: Pilot support model; increase employer uptake; T</p> | <p>Refreshed higher-level and applied provision</p> <p>Coordinated approach established to improve consistency and quality of agri-tech, farming and horticulture provision.</p> | <p>Establishment of collaboration/initiative and participating providers</p> <p>Number of providers engaged in quality improvement activity</p> <p>Identification and adoption of shared</p>                                                               |  |

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|                                                                   |     |                                                                                                               |                       |                   | Level placement approach agreed September 2028-June 2029: Scale and embed; track placement outcomes                                                                                              | More consistent learner outcomes and skills development across providers.<br><br>Increased employer confidence in the quality and relevance of local provision.                                                 | standards or approaches<br><br>Evidence of improved consistency across provision<br><br>Employer and provider feedback on quality and relevance<br><br>ERB Annual Reports                                                                                      |  |
| <b>10</b><br><br><b>Agri-tech, Faming and Food Manufactu ring</b> | 10a | Review existing current agri-tech course content to compare expected outcomes against LSIP employer feedback. | University of Lincoln | Riseholme College | September 2026-August 2027: Establish group; agree remit/KPIs; first meeting September 2027-August 2028: Deliver work programme; issue outputs/updat es September 2028-June 2029: Embed cadence; | Refreshed higher-level and applied provision<br><br>Structured review aligns course content and outcomes with LSIP employer feedback.<br><br>Improved learner skills and readiness reflecting current agri-tech | Number of courses reviewed against LSIP employer feedback<br><br>Number of gaps identified and curriculum updates implemented<br><br>Employer validation of course outcomes and skills coverage<br><br>Evidence of improved alignment to priority skills needs |  |

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|                                                                  |     |                                                                                                                                                               |                       |                         | report impact and next steps                                                                                                                                                                                                | industry needs.<br><br>Increased employer confidence in the relevance of provision and outcomes.                                                                                                                                                                                    | ERB Annual Reports                                                                                                                                                                                                                                                                                                                     |
| <b>10</b><br><br><b>Agri-tech, Faming and Food Manufacturing</b> | 10b | Upon completion of the review, develop new short course programmes to address gaps. Courses should be advertised to farms, factories and production settings. | University of Lincoln | Riseholme College CATCH | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Refreshed higher-level and applied provision with high awareness among noted employers.<br><br>Targeted short course provision developed to address identified skills gaps.<br><br>Increased uptake of flexible training addressing priority agri-tech and production skills needs. | Number of new short courses developed to address identified gaps<br><br>Number of providers delivering new provision<br><br>Number of employers engaged through promotion and outreach<br><br>Enrolments and completions on new courses<br><br>Employer feedback on relevance and accessibility of provision<br><br>ERB Annual Reports |

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|                                                                  |     |                                                                                                                                       |       |                                |                                                                                                                                                                                                                                                         | Improved employer awareness and engagement with relevant training opportunities                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |
| <b>11</b><br><br><b>Agri-tech, Faming and Food Manufacturing</b> | 11a | Review and update careers information documents and procedures to ensure Annex A priority occupations are highlighted.<br><br>See 40d | GLCCA | Riseholme College<br><br>CATCH | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes; Short-course offer defined<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Careers information and processes consistently reflect Annex A priority occupations.<br><br>Improved learner awareness of priority roles and progression opportunities.<br><br>Increased visibility of high-demand occupations, supporting recruitment into priority roles. | Number of CAG documents and processes reviewed and updated<br>Evidence of Annex A priority occupations embedded in materials<br><br>Number of providers/schools adopting updated CAG approaches<br><br>Learner awareness of priority occupations (feedback)<br><br>Evidence of increased engagement or interest in priority roles<br><br>ERB Annual Reports |

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| <b>12</b><br><br><b>Agri-tech, Faming and Food Manufacturing</b> | 12a | Identify target participant groups (e.g. economically inactive adults, career-changers, those returning to work) most likely to benefit from a brokerage approach and how such a service could have maximum impact. Review current recruitment practices used by employers to understand where brokerage could add real value. | ERB to appoint a lead partner | Councils<br>Employers<br>Job Centre Plus | September 2026-August 2027: Complete review/mapping; identify gaps/priorities; Careers materials updated<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Clear identification of target groups and effective brokerage model design.<br><br>Improved engagement of priority groups (e.g. economically inactive, returners) into training and employment<br><br>Recruitment practices better aligned with brokerage support, improving access to wider talent pools. | Identification of target participant groups and prioritisation criteria<br><br>Number of employers engaged in reviewing recruitment practices<br><br>Identification of brokerage model and delivery approach<br><br>ERB Annual Reports |
| <b>12</b><br><br><b>Agri-tech, Faming and Food Manufacturing</b> | 12b | Explore potential funding and delivery programmes and if provided viable, pilot the programme before expansion.                                                                                                                                                                                                                | ERB to appoint a lead partner | Councils<br>Employers<br>Job Centre Plus | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September                                                                                                                                                             | If they exist., clear funding routes and delivery model identified for programme implementation.                                                                                                                                                                                                           | Identification of potential funding sources and delivery options<br><br>Completion of viability assessment                                                                                                                             |

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|                                                                   |     |                                                                                                                                                       |     |                                                 | 2027-August<br>2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes                                                                                      | Targeted pilot programme developed to test impact on priority skills needs.<br><br>Improved employer engagement in tested and scalable workforce solutions.                                                               | Number of pilot programmes initiated<br><br>Number of employers and participants engaged in pilot<br><br>Evidence of pilot impact and scalability potential<br><br>ERB Annual Reports |
| <b>13</b><br><br><b>Agri-tech, Farming and Food Manufacturing</b> | 13a | Conduct an employer consultation among food manufacturing employers to identify career progression/upskilling barriers and design possible solutions. | FSB | Employers Sector representative bodies Councils | September 2026-August 2027: Design approach; secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate and refine model<br>September 2028-June 2029: Scale rollout; embed monitoring and review | Clear evidence base on progression and upskilling barriers established.<br><br>Targeted solutions identified to improve progression and retention within food manufacturing roles.<br><br>Increased employer influence on | Employer survey<br><br>Number of employers participated<br><br>Published/shared results with key partners<br><br>ERB Annual Reports                                                   |

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|                                                    |     |                                                                                                                                                                                                                                                                                                                     |       |                                                               |                                                                                                                                                                                                                            | shaping practical, relevant workforce development solutions.                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>14</b><br><b>Health &amp; Adult Social Care</b> | 14a | <p>Raise the profile of local Health &amp; Adult Social Care pathways to ensure they are consistently represented in local Careers Advice and Guidance. Focus on promoting visibility of local employers, range of career opportunities and outcomes, particularly Annex A priority occupations.</p> <p>See 40d</p> | GLCCA | Franklin Sixth Form College<br>Lincoln College<br>Careers Hub | <p>September 2026-August 2027: Co-design approach; confirm scope/partners</p> <p>September 2027-August 2028: Implement and refine through delivery</p> <p>September 2028-June 2029: Embed as standard; review annually</p> | <p>Active work with local (North East Lincolnshire) school careers leads to educate and inform and extend the invite of Franklin's HSC conference so teachers can upskill and students find out what careers are available to them.</p> <p>Health &amp; Adult Social Care pathways consistently embedded in local CAG, aligned to Annex A priority occupations.</p> | <p>Number of CAG materials/resources updated to include health and care pathways and priority occupations</p> <p>Number of schools, colleges and partners embedding updated CAG content</p> <p>Learner awareness of health and care careers and progression routes (feedback)</p> <p>Employer participation in promotion and engagement activity</p> <p>Increase in applications/enrolments to health and social care provision</p> |



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|                                                               |     |                                                                                                                                                                                                                                                                                                           |     |                               |                                                                                                                                                                                     | <p>Increased awareness and progression into priority care roles and career pathways.</p> <p>Improved visibility of local employers and career opportunities, supporting recruitment and retention.</p> |                                                                                                                                                                                                                                      |
| <p><b>14</b></p> <p><b>Health &amp; Adult Social Care</b></p> | 14b | Seek funding for and conduct a targeted communications campaign profiling the breadth of roles in Adult Social Care (not just NHS clinical roles), aimed at under-25s. Share clear progression stories demonstrating routes from technical education into care, nursing, allied health and support roles. | FSB | Lincoln College NHS Employers | September 2026-August 2027: Develop plan; launch first wave/activity; Careers materials updated September 2027-August 2028: Deliver programme/events; evaluate and refine September | <p>Funded, targeted communications campaign in place promoting the breadth of Adult Social Care careers.</p> <p>Increased awareness and uptake of care, nursing, allied health and support</p>         | <p>Identification of funding and delivery approach for campaign</p> <p>Number of campaign activities delivered (e.g. digital content, case studies)</p> <p>Engagement levels from under-25s (reach, participation, interactions)</p> |

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|                                                        |     |                                                                                                                                                            |                             |                                                                        | 2028-June<br>2029: Embed ongoing comms; report reach/impact                                                                                                                                                             | pathways among under-25s.<br><br>Improved visibility of local roles and progression routes, supporting recruitment into priority occupations.                                                         | Number of progression stories developed and shared<br><br>Employer participation in campaign activity<br><br>Increase in applications/enrolments to health and care pathways<br><br>ERB Annual Reports                                                       |
| <b>14</b><br><br><b>Health &amp; Adult Social Care</b> | 14c | Work with NHS trusts and social care employers to map barriers to placements for under-18s, including supervision, safeguarding, transport and insurances. | Franklin Sixth Form College | NHS Trusts<br>Lincoln College<br>Employers<br>Linca<br>Skills for Care | September 2026-August 2027: Develop plan; launch first wave/activity<br>September 2027-August 2028: Deliver programme/events; evaluate and refine<br>September 2028-June 2029: Embed ongoing comms; report reach/impact | Map of barriers to placements, with possible solutions published/shared among key partners<br><br>Clear, shared understanding of barriers to under-18 placements across NHS and social care settings. | Number of NHS and social care employers engaged<br><br>Identification of key barriers (supervision, safeguarding, transport, insurance)<br><br>Completion and sharing of barriers analysis<br><br>Number of potential solutions or support models identified |

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|                                                               |     |                                                                                                                                                |     |                                               |                                                                                                                                                                                              | <p>Improved pathway design to enable younger entrants into health and care careers.</p> <p>Greater employer readiness to offer placements through identification of practical constraints and solutions.</p> | <p>Employer and provider feedback on feasibility of placements for under-18s</p> <p>ERB Annual Reports</p>                                                                                                  |
| <p><b>14</b></p> <p><b>Health &amp; Adult Social Care</b></p> | 14d | Develop a partnership between providers and the NHS to align T-Levels with recruitment pipelines, including feeder roles into apprenticeships. | ERB | FE Providers<br>HE Providers<br>NHS Employers | <p>September 2026-August 2027: Map barriers/capacity; define compliant model</p> <p>September 2027-August 2028: Pilot support model; increase employer uptake</p> <p>September 2028-June</p> | <p>Coordinated partnership established aligning T Levels with NHS recruitment pipelines.</p> <p>Clear progression routes from T Levels into apprenticeships and entry-level NHS roles.</p>                   | <p>Establishment of NHS-provider partnership arrangements</p> <p>Number of T Level pathways aligned to NHS roles and pipelines</p> <p>Number of employers participating in pipeline design and delivery</p> |

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|                                                    |     |                                                                                                                                                                                                                                                                                      |     |                                                                                                | 2029: Scale and embed; track placement outcomes                                                                                                                                                             | Increased NHS engagement in shaping pathways and recruiting from local provision.                                                                                                                                                               | Evidence of defined feeder routes into apprenticeships and employment<br><br>Increase in learner progression from T Levels into relevant NHS pathways<br><br>ERB Annual Reports                                                                                                                                         |
| <b>14</b><br><b>Health &amp; Adult Social Care</b> | 14e | Work with employers and providers to identify bottlenecks affecting Apprenticeship starts, progression and completions. Once understood, Providers to use the feedback to align apprenticeship growth activity to Annex A shortages and NHS workforce priorities/NHS workforce plan. | FSB | Lincoln Bishop University (via future Institute of Health)<br>FE Providers<br>Employers<br>NHS | September 2026-August 2027: Co-design approach; confirm scope/partners<br>September 2027-August 2028: Implement and refine through delivery<br>September 2028-June 2029: Embed as standard; review annually | Clear identification of bottlenecks affecting apprenticeship starts, progression and completions.<br><br>Improved apprenticeship pipeline aligned to Annex A priority occupations and NHS workforce needs.<br><br>Increased employer confidence | Number of employers and providers engaged in bottleneck analysis<br><br>Identification of key barriers across starts, progression and completions<br>Evidence of findings shared with providers and partners<br><br>Evidence of improved alignment in apprenticeship starts and provision mix<br><br>ERB Annual Reports |

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|                                                    |     |                                                                                                                                                                                                                                                                                      |                     |                                                                                      |                                                                                                                                                                                     | through more responsive and better-aligned apprenticeship delivery.                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>14</b><br><b>Health &amp; Adult Social Care</b> | 14f | Engage employers to define the skills and responsibilities expected of senior care roles at Levels 2 to 5. This captured learning to be offered to Providers for them to assess feasibility and design options, including alignment with existing qualifications and funding routes. | FSB Skills for Care | Lincoln Bishop University (via future Institute of Health) Employers Lincoln College | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | Clear, employer-defined skills and responsibilities framework for Levels 2–5 established.<br><br>Stronger progression pathways with defined competencies for senior care roles.<br><br>Increased employer confidence that training aligns with real job requirements and workforce needs. | Number of employers engaged in skills definition activity<br><br>Agreement on skills, responsibilities and competency expectations (Levels 2–5)<br><br>Evidence of findings shared with providers<br><br>Number of providers assessing feasibility and alignment with qualifications/funding<br><br>Identification of delivery options or curriculum changes<br><br>ERB Annual Reports |

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| 15<br><br>Health & Adult Social Care | 15a | <p>Convene an Adult Social Care Careers IAG Taskforce to review how Adult Social Care is currently represented within local Careers Advice and Guidance compared to NHS role. Agree a clear remit focused on under-18 pathways, placements, progression visibility and perceptions of the care sector (distinct from NHS clinical routes).</p> <p>See 40d</p> | GLCCA | Employers (public, private and VCSE), FE providers (notably Franklin Sixth Form College and Lincoln College), Careers Hub, Skills for Care, Linca, NHS partners and local authorities. | <p>September 2026-August 2027: Design approach; secure support; start pilot</p> <p>September 2027-August 2028: Deliver pilot; evaluate and refine model</p> <p>September 2028-June 2029: Scale rollout; embed monitoring and review</p> | <p>Coordinated ASC IAG taskforce established with a clear remit addressing under-18 pathways, placements and progression visibility.</p> <p>Improved awareness and perception of Adult Social Care careers distinct from NHS clinical routes.</p> <p>Stronger employer input into how ASC careers are represented, improving attractiveness and recruitment.</p> | <p>Establishment of Adult Social Care IAG taskforce and agreed remit</p> <p>Number of employers, providers and partners engaged</p> <p>Evidence of agreed actions to improve IAG content and perceptions</p> <p>ERB Annual Reports</p> |
|                                      | 15b | Review existing 16–18 care-related pathways, including technical routes, pre-employment programmes and                                                                                                                                                                                                                                                        |       |                                                                                                                                                                                        | September 2026-August 2027: Map                                                                                                                                                                                                         | Clear understanding of progression                                                                                                                                                                                                                                                                                                                               | Number of pathways reviewed (technical routes, T                                                                                                                                                                                       |

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| <b>Health &amp; Adult Social Care</b>    |     | T-Levels, identifying where progression breaks down. As part of this activity, map placement and work-experience barriers specific to under-18s, Identify which roles and settings are most suitable for early exposure, even where full placements are not feasible. |                                                            |                                           | barriers/capacity; define compliant model; Careers materials updated September 2027-August 2028: Pilot support model; increase employer uptake September 2028-June 2029: Scale and embed; track placement outcomes | pathways, break points and placement constraints for under-18 care routes.<br><br>Improved design of early-stage pathways supporting smoother progression into health and care roles.<br><br>Clear identification of suitable roles and settings for early exposure, increasing employer engagement in entry pathways. | Levels, pre-employment programmes)<br><br>Identification of key progression break points and barriers<br><br>Mapping of placement/work experience barriers for under-18s<br><br>Identification of suitable roles and settings for early exposure<br><br>Evidence of findings shared with providers and used to inform planning<br><br>ERB Annual Reports |
| <b>16 Health &amp; Adult Social Care</b> | 16a | Review existing current Health & Adult Social Care course content to compare against the competencies noted in Action16. Upon completion of the review, Employers must be a part of any redesign.                                                                     | Lincoln Bishop University (via future Institute of Health) | FE Providers<br>HE Providers<br>Employers | September 2026-August 2027: Map barriers/capacity; define compliant model                                                                                                                                          | New short course programmes launched to address gaps.                                                                                                                                                                                                                                                                  | Number of courses reviewed against Action 16 competencies                                                                                                                                                                                                                                                                                                |

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|                                                    |     |                                                                                                                                                                                                                                                                                                                    |     |                                                                                                     | September 2027-August 2028: Pilot support model; increase employer uptake<br>September 2028-June 2029: Scale and embed; track placement outcomes | Course content aligned to agreed competencies (Action 16) with embedded employer co-design.<br><br>Improved learner readiness and capability aligned to real-world care role expectations.<br><br>Increased employer confidence in provision and ongoing involvement in curriculum development. | Identification of gaps and required curriculum updates<br><br>Number of employers engaged in co-design/redesign activity<br>Number of curriculum updates implemented with employer input<br><br>Employer feedback on relevance and learner readiness<br><br>ERB Annual Reports |
| <b>17</b><br><b>Health &amp; Adult Social Care</b> | 17a | Convene a time-limited, multi-agency placement mapping exercise to identify age-related barriers to under-18 work experience and placements, and to co-design clear, compliant placement and pre-placement models that can support 16–18-year-olds to access early exposure to Health and Adult Social Care roles. | FSB | Skills for Care, Linca, Lincolnshire Community Health Services NHS Trust, Northern Lincolnshire and | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September                                                       | Clear, multi-agency understanding of under-18 placement barriers and compliant placement                                                                                                                                                                                                        | Number of partners engaged in placement mapping exercise<br><br>Identification of key age-related barriers                                                                                                                                                                     |



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|                                     |     |                                                                                                                                                                                                                                                                                                                                                 |                     | Goole NHS Foundation Trust and employers | 2027-August<br>2028: Align offer; implement agreed changes; Short-course offer defined September 2028-June 2029: Embed improvements; monitor uptake/outcomes | models established.<br><br>Increased access to early exposure opportunities across Health & Adult Social Care pathways.<br><br>Greater employer confidence and ability to offer placements through practical, compliant models. | (safeguarding, supervision, etc.) Completion and sharing of placement mapping analysis<br><br>Number of placement/pre-placement models co-designed<br><br>Evidence of models supporting increased early exposure opportunities<br><br>ERB Annual Reports |
| <b>18</b><br><b>Visitor Economy</b> | 18a | Undertake a review of 16–19 technical and any revisions should align with Annex A Visitor Economy skills shortages, identify skills gaps and shortages (noted in Action18) in progression into employment, and use findings to inform curriculum adjustments to be shared with providers. Subject to verifying the provision detail in Annex A. | ERB to appoint lead | FE Colleges – notably Lincoln College    | September 2026-August 2027: Map barriers/capacity; define compliant model<br>September 2027-August 2028: Pilot support model; increase employer              | 16–19 provision aligned to Annex A Visitor Economy priority occupations and skills shortages.<br><br>Improved learner progression                                                                                               | Number of 16–19 programmes reviewed against Annex A priorities and Action 18 skills gaps<br><br>Identification of skills gaps and progression breakdown points<br><br>Number of curriculum                                                               |

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|                                             |     |                                                                                                                                                                                                                      |       |                                               | uptake<br>September<br>2028-June<br>2029: Scale<br>and embed;<br>track<br>placement<br>outcomes                                                                                                               | into relevant<br>Visitor<br>Economy<br>roles.<br><br>Increased<br>employer<br>confidence in<br>the relevance<br>and job-<br>readiness of<br>course<br>completers.                             | adjustments<br>identified and<br>shared with<br>providers<br><br>Provider adoption<br>of updated course<br>content and<br>progression<br>pathways<br><br>Evidence of<br>improved<br>alignment to<br>priority occupations<br>and progression<br>into employment<br><br>ERB Annual<br>Reports |
| <b>19</b><br><br><b>Visitor<br/>Economy</b> | 19a | Undertake analysis of existing provision for chef/cook/catering roles from L2 upwards and work with employers to identify any gaps and potential solutions to address them, using LSIP evidence as a starting point. | GLCCA | Employers,<br>sector groups<br>and providers. | September<br>2026-August<br>2027:<br>Complete<br>review/mapping; identify<br>gaps/priorities<br>September<br>2027-August<br>2028: Align<br>offer;<br>implement<br>agreed<br>changes<br>September<br>2028-June | A report<br>showing<br>analysis of<br>existing<br>provision;<br>employer-<br>identified<br>gaps, and<br>actions GLCCA<br>could take<br>with devolved<br>skills funding<br>to address<br>them. | GLCCA has its own<br>governance and<br>monitoring<br>processes and will<br>provide 6-monthly<br>update to ERB<br><br>ERB Annual<br>Reports                                                                                                                                                  |

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|                                     |     |                                                                                                                                                                                                                                                                            |                                                                   |                                                                  | 2029: Embed improvements; monitor uptake/outcomes                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                        |
| <b>20</b><br><b>Visitor Economy</b> | 20a | Develop a programme of work to review and understand bed capacity including facilities within colleges, universities and defence bases. The intelligence should be shared with local authorities and DMOs from there, a plan to scale the county's offer should be formed. | Local Visitor Economy Partnership c/o Lincolnshire County Council | Hospitality employers<br>ERBs<br>Royal Air Force<br>HE Providers | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Shared understanding of bed capacity and accommodation assets across education and defence infrastructure<br><br>Improved ability to scale local visitor economy capacity to support growth and workforce demand.<br><br>Stronger coordination between providers, local authorities and DMOs to plan and expand the local offer. | Number of organisations contributing to capacity review (FE/HE/defence)<br><br>Completion of bed capacity mapping and analysis<br><br>Evidence of findings shared with local authorities and DMOs<br><br>Development of a strategic plan to scale capacity<br><br>Evidence of coordinated action to expand the visitor offer<br><br>ERB Annual Reports |

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| <b>21</b><br><br><b>Constructi<br/>on</b> | 21a | FE providers to review and adjust 16–19 construction provision volumes, timetabling and delivery models to better meet demand in Annex A priority occupations. This activity should prioritise key construction pathways, including electrical and plumbing, multi-trade and retrofit provision. | ERB to appoint lead | FE Colleges – notably Lincoln College ERBs | September 2026-August 2027: Complete review/mapping; identify gaps/priorities September 2027-August 2028: Align offer; implement agreed changes September 2028-June 2029: Embed improvements; monitor uptake/outcomes | 16–19 construction provision volumes and delivery aligned to Annex A priority occupations.<br><br>Increased learner supply into high-demand pathways (electrical, plumbing, multi-trade, retrofit).<br><br>Improved employer confidence that provision reflects local workforce demand and skills needs. | Number of programmes reviewed against Annex A construction priorities<br><br>Adjustments to provision volumes, timetabling and delivery models<br><br>Increase in learner enrolments in priority pathways (e.g. electrical, plumbing, retrofit)<br><br>Provider adoption of updated delivery approaches<br><br>Evidence of improved alignment to priority occupations and employer demand<br><br>ERB Annual Reports |
| <b>21</b><br><br><b>Constructi<br/>on</b> | 21b | Conduct a mapping exercise to review how Level 2/3 trade programmes and T-Levels map to Annex A construction occupations. Where there are gaps, providers should collaborate to address lack of delivery.                                                                                        | ERB to appoint lead | FE Colleges Apprenticeship Providers ERBs  | September 2026-August 2027: Complete review/mapping                                                                                                                                                                   | Clear mapping between provision and Annex A construction                                                                                                                                                                                                                                                 | Completion of mapping of L2/3 programmes and T Levels to Annex A occupations                                                                                                                                                                                                                                                                                                                                        |

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|                                  |     |                                                                                                                                                                                                                                                    |                     |                                                          | g; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | occupations, highlighting gaps.<br><br>Improved availability of provision aligned to priority construction roles.<br><br>Increased employer confidence in coverage of key occupations and reduced gaps in delivery. | Identification of gaps in provision and coverage<br><br>Number of providers engaged in collaborative planning activity<br><br>Evidence of new or expanded delivery to address gaps<br><br>Improved alignment between provision and priority construction occupations<br><br>ERB Annual Reports |
| <b>21</b><br><b>Construction</b> | 21c | Raise awareness of ASF-funded Level 2 construction routes for unemployed adults, career-changers and returners. Align messaging with known employer demand (as set out in the LSIP) to improve progression into sustained construction employment. | ERB to appoint lead | Jobcentre Plus, Careers Hub, providers and sector bodies | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed                                | Clear, targeted messaging aligned to employer demand promotes ASF-funded Level 2 routes.<br><br>Increased participation from unemployed                                                                             | Number of awareness and promotion activities delivered<br><br>Number of individuals from target groups engaged<br><br>Uptake/enrolments into ASF-funded Level 2 provision                                                                                                                      |

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|                                       |     |                                                                                                                                                                                           |                     |       | changes<br>September<br>2028-June<br>2029: Embed<br>improvements;<br>monitor<br>uptake/outcom<br>es                                                                                                                                                                   | adults,<br>career-change<br>rs and<br>returners into<br>construction<br>pathways.<br><br>Improved<br>progression<br>into sustained<br>employment in<br>priority<br>construction<br>roles.                                                                                                           | Alignment of<br>messaging with<br>Annex A priority<br>occupations<br><br>Progression rates<br>into employment or<br>further training<br><br>ERB Annual<br>Reports                                                                                                                                                              |
| <b>21</b><br><b>Constructi<br/>on</b> | 21d | Explore the potential for flexible delivery models, such as phased starts, mentoring or shared supervision, to improve Apprenticeship completion rates alongside acceleration of take-up. | ERB to appoint lead | CATCH | September<br>2026-August<br>2027: Develop<br>plan; launch<br>first<br>wave/activity<br>September<br>2027-August<br>2028: Deliver<br>programme/ev<br>ents; evaluate<br>and refine<br>September<br>2028-June<br>2029: Embed<br>ongoing<br>comms; report<br>reach/impact | Engagement<br>with<br>employers on<br>apprenticeship<br>access<br><br>Viable flexible<br>delivery<br>models (e.g.<br>phased starts,<br>mentoring,<br>shared<br>supervision)<br>identified and<br>tested.<br><br>Improved<br>apprenticeship<br>completion<br>rates and<br>uptake,<br>particularly in | Completion of<br>assessment of<br>flexible delivery<br>models and<br>employer appetite<br><br>Number of<br>employers and<br>providers engaged<br>in model<br>design/testing<br><br>Number of pilot<br>approaches<br>introduced (e.g.<br>phased starts,<br>shared supervision)<br><br>Evidence of<br>improved<br>apprenticeship |

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|                                           |     |                                                                                                                                                                                                                    |                     |                          |                                                                                                                                                                                     | priority sectors.<br><br>Increased employer participation through more flexible and manageable delivery approaches.                                                                                                                                                  | starts and completion rates<br><br>Employer and learner feedback on flexibility and accessibility<br><br>ERB Annual Reports                                                                                                                                                                                                                        |
| <b>22</b><br><br><b>Constructi<br/>on</b> | 22a | Carry out a structured review of short-course and upskilling provision to address priority construction skills gaps as set out in Action 22. Course content should be updated from Autum 2027 to address the gaps. | FSB to appoint lead | CATCH<br>Lincoln College | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed and monitor outcomes | Short-course and upskilling provision aligned to Action 22 priority construction skills gaps.<br><br>Improved access to targeted training addressing identified skills shortages.<br><br>Increased employer confidence in the relevance and responsiveness of short- | Completion of structured review of short-course and upskilling provision<br><br>Identification of skills gaps aligned to Action 22 priorities<br><br>Number of courses updated or newly developed (from Autumn 2027)<br><br>Provider implementation of updated course content<br><br>Employer feedback on relevance and effectiveness of provision |

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|                                  |     |                                                                                                                                                                                                                                                                                           |                               |                                                                                 |                                                                                                                                                                                                                             | course provision.                                                                                                                                                                                                                                                                                                                 | ERB Annual Reports                                                                                                                                                                                                                                                                                                                                                 |
| <b>23</b><br><b>Construction</b> | 23a | Undertake a structured engagement exercise with construction employers to identify the practical, commercial and capacity barriers limiting take-up of T Level industry placements, and test targeted support models to increase employer participation for Annex A priority occupations. | FSB<br>CITB<br>FMB<br>CIOB    | FE Colleges – notably Lincoln College<br>ERBs<br>Grimsby Institute<br>Employers | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Evidence-based understanding of barriers limiting T Level placement take-up and tested support models in place.<br><br>Increased availability and uptake of T Level placements in Annex A priority construction roles.<br><br>Improved employer capacity and willingness to offer placements through targeted support approaches. | Number of employers engaged in placement barrier analysis<br>Identification of key practical, commercial and capacity constraints<br><br>Development and testing of targeted support models<br><br>Number of employers participating in pilot placement solutions<br><br>Evidence of increased placement take-up in priority occupations<br><br>ERB Annual Reports |
| <b>24</b>                        | 24a | Support providers to review curriculum content to ensure technical programmes                                                                                                                                                                                                             | ERB to appoint a lead partner | FE Providers<br>HE Providers                                                    | September 2026-August                                                                                                                                                                                                       | Technical programmes                                                                                                                                                                                                                                                                                                              | Number of courses reviewed against                                                                                                                                                                                                                                                                                                                                 |



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|    |     | reflect current occupational requirements set out in Annex A (e.g. data understanding, cyber security, automation, business software basics)                                            |  | ITPs                                                 | 2027: Map barriers/capacity; define compliant model<br>September 2027-August 2028: Pilot support model; increase employer uptake; T Level placement approach agreed<br>September 2028-June 2029: Scale and embed; track placement outcomes | aligned to Annex A digital, data and AI occupational requirements.<br><br>Learners equipped with core digital competencies (e.g. data understanding, cyber security, automation).<br><br>Increased employer confidence in the relevance and applicability of digital training provision. | Annex A digital and AI skills requirements<br><br>Identification of gaps in priority competencies (e.g. data, cyber, automation)<br>Number of curriculum updates implemented<br><br>Employer validation of skills relevance and coverage<br><br>Evidence of improved alignment to priority digital occupations<br><br>ERB Annual Reports |
| 24 | 24b | Work with employers to check and validate the relevance of T-Level pathways to Annex A occupations, particularly in data analytics, digital support, cyber security and software roles. |  | CATCH<br>Lincoln College<br>FE Colleges<br>Employers | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align                                                                                                                         | Mapping of T Level placement gaps and engaging employers in the opportunities can be undertaken.                                                                                                                                                                                         | Number of employers engaged in validation activity<br><br>Number of T-Level pathways reviewed against Annex A occupations                                                                                                                                                                                                                |

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|    |     |                                                                                                                                                                         |                       |                                                                 | offer; implement agreed changes September 2028-June 2029: Embed improvements; monitor uptake/outcomes | T-Level pathways validated against Annex A digital and AI priority occupations.<br><br>Improved alignment between T-Level delivery and skills needs in data, cyber, software and digital support roles.<br><br>Increased employer confidence in T-Level relevance and readiness of learners. | Identification of gaps or misalignment in pathways and content<br><br>Number of adjustments to pathways or delivery identified/implemented<br><br>Employer feedback on relevance of T-Level provision<br><br>ERB Annual Reports |
| 24 | 24c | Further define priority digital, data and AI competencies suitable for short, “top-up” provision and use this insight to identify gaps in Level 3 to 5 local provision. | University of Lincoln | Lincoln Bishop University FE Colleges – notably Lincoln College | September 2026-August 2027: Define scope; baseline current position September 2027-August             | Clearly defined priority digital, data and AI competencies for short, flexible top-up provision.                                                                                                                                                                                             | Definition and agreement of priority digital/AI competencies for top-up provision<br><br>Identification of gaps in Level 3–5 provision aligned to                                                                               |

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|    |     |                                                                                                                                                                                                                                      |                       |                                                              | 2028: Implement agreed actions; T Level placement approach agreed September 2028-June 2029: Embed and monitor outcomes                                         | Improved access to targeted upskilling aligned to emerging digital skills needs.<br><br>Increased confidence that local provision addresses priority skills gaps at Levels 3–5. | Annex A skills needs<br><br>Number of providers engaged in gap analysis and planning activity<br><br>Evidence of new or adapted short-course/top-up provision identified<br><br>Employer validation of relevance and priority skills coverage<br><br>ERB Annual Reports |
| 24 | 24d | HE providers to review course content to strengthen alignment with employer-defined need for key Annex A occupations and skills gaps such as applied data analysis, AI literacy, cyber security fundamentals and digital automation. | University of Lincoln | Lincoln Bishop University<br>Lincoln College<br>HE Providers | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed | Structured employer engagement activities to co-design Level 6+ provision aligned to priority high-skilled occupations.<br><br>HE course content aligned to                     | Number of Level 6+ courses reviewed against Annex A digital/AI skills and occupations<br><br>Identification of gaps in applied competencies (e.g. data analysis, AI literacy, cyber, automation)<br><br>Number of curriculum updates implemented                        |

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|    |     |                                                                                                                                                                                                                                  |                                                   |                       | and monitor outcomes                                                                                                                               | <p>Annex A digital, data and AI occupational needs.</p> <p>Graduates equipped with applied skills in data, AI, cyber security and automation.</p> <p>Increased employer confidence in the relevance and job-readiness of HE provision.</p> | <p>Employer engagement in validation and co-design activity</p> <p>Evidence of improved alignment to priority digital roles and skills needs</p> <p>ERB Annual Reports</p>                      |
| 25 | 25a | Map and review short-course and employer-led digital, data and AI upskilling provision to ensure sufficient coverage of priority skills gaps and inform future alignment, development and promotion of flexible training offers. | University of Lincoln & Lincoln Bishop University | CATCH Lincoln College | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes | <p>Clear mapping of short-course and employer-led provision against Annex A digital, data and AI skills gaps.</p> <p>Improved access to flexible upskilling</p>                                                                            | <p>Completion of mapping of short-course and employer-led provision</p> <p>Identification of coverage gaps against Annex A priority skills</p> <p>Number of providers and employers engaged</p> |

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|    |     |                                                                                                                                                                                                                                                                                                     |                       |                                                                                      | September 2028-June 2029: Embed improvements; monitor uptake/outcomes                                                                                                                                       | opportunities aligned to priority skills needs.<br><br>Increased employer confidence that local provision reflects current and emerging digital demand.                                                     | in mapping and alignment activity<br><br>Evidence of new or adapted flexible training offers developed or promoted<br><br>Employer feedback on coverage, relevance and accessibility of provision<br><br>ERB Annual Reports                                                              |
| 26 | 26a | Undertake a review of the availability, accessibility and suitability of short-course and employer-led upskilling provision in AI awareness, literacy, and business use to identify priority opportunities for flexible, short course (1-2 days) provision aligned to employer demand/skills needs. | University of Lincoln | Lincoln Bishop University<br>Franklin Sixth Form College<br>Lincoln College<br>CATCH | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor | Published review via UoL's research capability<br><br>Clear understanding of availability, accessibility and suitability of AI short-course provision aligned to employer demand.<br><br>Improved access to | Completion of review of AI short-course provision (availability, accessibility, suitability)<br><br>Identification of gaps and priority opportunities for short, flexible provision<br>Number of employers engaged in defining demand and skills needs<br><br>Evidence of development or |

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|    |     |                                                                                                                 |       |                                        | uptake/outcomes                                                                                                                                                                                                             | flexible, short-duration (1–2 day) upskilling in AI awareness and business application.<br><br>Increased employer confidence that provision reflects practical, business-relevant AI skills needs. | promotion of 1–2 day AI courses<br><br>Employer feedback on relevance and accessibility of provision<br><br>ERB Annual Reports |
| 27 | 27a | Undertake an analysis of current digital provision and review ways to meet employer demand set out in the LSIP. | GLCCA | Employers, sector groups and providers | September 2026-August 2027: Develop plan; launch first wave/activity<br>September 2027-August 2028: Deliver programme/events; evaluate and refine;<br>Short-course offer defined<br>September 2028-June 2029: Embed ongoing | A business case for funding to fill gaps and label/package existing digital provision across Greater Lincolnshire to make it easier for employers to access (e.g. a Digital Academy)               | GLCCA has its own governance and monitoring processes and will provide 6-monthly update to ERB<br><br>ERB Annual Reports       |

|    |     |                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |                                                 | comms; report reach/impact                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 28 | 28a | Undertake an FE and HE-wide employability and essential skills content embedded within post-16 provision, working with providers and employers to strengthen consistency, quality and relevance of modules covering professional behaviours, communication, teamwork, resilience, problem-solving and workplace expectations, ensuring these skills are coherently integrated alongside technical learning across all courses. | Franklin Sixth Form College | FE Providers<br>HE Providers<br>TEC Partnership | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Using Franklin's L2 trialled Skills and Employability Passport, wider development across partners and launch in 2027/2028 academic year across the county<br><br>Consistent, high-quality employability and essential skills content embedded across FE and HE provision.<br><br>Learners demonstrate improved work-ready behaviours (communication, teamwork, problem- | Completion of FE and HE-wide review of employability and essential skills content<br><br>Number of providers engaged in alignment and standardisation activity<br><br>Identification and adoption of shared approaches or standards<br><br>Evidence of integration of employability skills within technical programmes<br>Employer feedback on learner work-readiness and behaviours<br><br>ERB Annual Reports |

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|    |     |                                                                                                                                                                                                                                                                                        |                               |                                                 |                                                                                                                                                                                                    | <p>solving, resilience).</p> <p>Increased employer confidence in the readiness and capability of learners entering the workforce.</p>                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                |
| 28 | 28b | Conduct a review of employability and essential skills across FE, HE and Job Centre Plus delivery to identify why current approaches underperform locally and inform the design of a more effective, place-based model that better equips learners for the realities of the workplace. | ERB to appoint a lead partner | FE Providers<br>HE Providers<br>Job Centre Plus | <p>September 2026-August 2027: Define scope; baseline current position</p> <p>September 2027-August 2028: Implement agreed actions</p> <p>September 2028-June 2029: Embed and monitor outcomes</p> | <p>Clear, evidence-led understanding of why current employability approaches underperform and a place-based model defined.</p> <p>W : Learners better equipped with work-ready skills aligned to employer expectations.</p> <p>Increased employer confidence in the relevance and effectiveness</p> | <p>Completion of cross-system review of FE, HE and Jobcentre Plus provision</p> <p>Identification of key underperformance factors and barriers</p> <p>Number of employers and providers engaged in diagnostic activity</p> <p>Development of a revised place-based employability model</p> <p>Evidence of improved alignment with employer</p> |



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|    |     |                                                                                                                                                                                   |     |                                                                                             |                                                                                                                                                                                                                             | of employability support provision.                                                                                                                                                                                                                                                                                                     | expectations and workplace realities<br><br>ERB Annual Reports                                                                                                                                                                                                                                                                                                                          |
| 28 | 28c | Conduct a campaign and events to engage more awareness of the opportunities and support local enterprises (especially SMEs) have to better supply work experience and placements. | FSB | Greater Lincolnshire Careers Hub<br>CATCH<br>Tech Institute<br>Lincoln College<br>Employers | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Coordinated campaign and events programme in place to raise awareness of placement and work experience opportunities.<br><br>Increased availability of work experience and placement opportunities across local employers.<br><br>Improved SME awareness, confidence and engagement in offering placements and supporting entry routes. | Number of campaign activities and events delivered<br><br>Number of SMEs engaged through campaign and outreach activity<br><br>Employer awareness of placement opportunities and support available (feedback)<br><br>Number of employers offering or expanding work experience and placements<br><br>Evidence of increased placement opportunities and uptake<br><br>ERB Annual Reports |

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| 29 | 29a | Co-design a Greater Lincolnshire Skills Passport to define a simple, consistent framework for evidencing work-readiness and employability skills, pilot its use across selected post-16 provision and work-experience settings, and refine the model based on employer and learner feedback prior to wider rollout. | FSB | FE Providers<br>HE Providers<br>ITPs<br>Employers<br>Jobcentre Plus and sector bodies<br>CATCH<br>Grimsby Institute<br>Lincoln College<br>Job Centre Plus | September 2026-August 2027: Map barriers/capacity; define relevant and valuable model<br>September 2027-August 2028: Pilot model; increase employer uptake<br>September 2028-June 2029: Scale and embed; track placement outcomes | Standardised, employer-endorsed Skills Passport framework established and piloted across post-16 provision and work experience.<br><br>Learners able to evidence work-readiness and employability skills consistently across settings.<br><br>Increased employer confidence in assessing learner capability through a clear, recognisable skills framework. | Development of Skills Passport framework and design specifications<br><br>Number of providers, employers and settings engaged in co-design and pilot activity<br>Number of learners participating in pilot implementation<br><br>Employer and learner feedback on usability and value of the passport<br><br>Refinement of model based on feedback and evidence of readiness for wider rollout<br><br>ERB Annual Reports |
| 30 | 30a | Design and test a place-based (by District) pilot programme that brings together                                                                                                                                                                                                                                    |     |                                                                                                                                                           | September 2026-August                                                                                                                                                                                                             | lace-based pilot model                                                                                                                                                                                                                                                                                                                                      | Number of districts and partners                                                                                                                                                                                                                                                                                                                                                                                         |

|    |     |                                                                                                                                                                                                                                                    |       |                   |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                          |
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|    |     | younger and more experienced workers to explore differences in work-based expectations, behaviours and experiences, using employer input to identify practical actions that improve inter-generational understanding, collaboration and retention. |       |                   | 2027: Design approach; secure support; start pilot September 2027-August 2028: Deliver pilot; evaluate and refine model; Skills Passport agreed September 2028-June 2029: Scale rollout; embed monitoring and review | established to improve understanding of intergenerational workplace behaviours and expectations.<br><br>Improved collaboration, communication and retention across younger and more experienced workers.<br><br>Increased employer awareness of generational differences and adoption of practical actions to improve workplace dynamics. | engaged in pilot delivery<br><br>Number of employers and participants involved (younger and experienced workers)<br>Identification of key differences in expectations, behaviours and experiences<br><br>Number of practical actions/interventions identified with employers<br><br>Employer and participant feedback on impact on collaboration and retention<br><br>ERB Annual Reports |
| 31 | 31a | Seek funding for a Greater Lincolnshire Workforce Development programme that provides SMES with support to recruit, induct and retain staff - incorporating                                                                                        | GLCCA | N/A at this stage | September 2026-August 2027: Design approach;                                                                                                                                                                         | Increased number of employers offering work                                                                                                                                                                                                                                                                                               | GLCCA has its own governance and monitoring processes and will                                                                                                                                                                                                                                                                                                                           |

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|    |     | support to offer increased work and T Level placements; apprenticeships; and succession planning.                                                                                                                                                          |                               |                 | secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate and refine model<br>September 2028-June 2029: Scale rollout; embed monitoring and review                                  | experience placements and first-time apprentices                                                                                                                                                                 | provide 6-monthly update to ERB<br><br>ERB Annual Reports                                                                                                                                                                                                                         |
| 32 | 32a | Review local People Management provision against emerging needs including generational change, employment law reform, SME pressures and retention challenges to identify gaps and priorities. Use this insight to fill gaps or replace outdated provision. | ERB to appoint a lead partner | Lincoln College | September 2026-August 2027: Co-design approach; confirm scope/partners<br>September 2027-August 2028: Implement and refine through delivery; Template agreed<br>September 2028-June 2029: Embed as standard; | Local people management provision aligned to emerging needs (e.g. generational change, employment law, SME pressures, retention).<br><br>Improved managerial capability supporting better retention, progression | Completion of review of people management provision against emerging needs<br><br>Identification of key gaps and priority areas for development<br><br>Number of employers and providers engaged in review activity<br><br>Number of courses updated, replaced or newly developed |

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|    |     |                                                                                                                                                                                                                                                                                                       |     |                                                      | review annually                                                                                                                                                                                                                              | and workplace outcomes.<br><br>Increased employer confidence in the relevance and practicality of people management training provision.                                                                                           | Employer feedback on relevance and impact of provision<br><br>ERB Annual Reports                                                                                                                                                                                          |
| 33 | 33a | Co-design and pilot a short, accessible Employment Rights Act business support course for SME managers and family-run businesses, working with employers and relevant specialists to ensure content focuses on practical compliance, risk management and implementation implications for small firms. | FSB | Lincoln Bishop University Business Lincolnshire ITPs | September 2026-August 2027: Develop plan; launch first wave/activity; Careers materials updated September 2027-August 2028: Deliver programme/events; evaluate and refine September 2028-June 2029: Embed ongoing comms; report reach/impact | Targeted, accessible course developed and piloted to support SMEs with Employment Rights Act compliance and implementation.<br><br>Improved SME management capability in employment law, risk management and workforce practices. | Number of employers and specialists engaged in co-design activity<br><br>Development and delivery of pilot course<br><br>Number of SME participants (managers/family businesses) engaged<br><br>Employer feedback on relevance, accessibility and practical applicability |

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|    |     |                                                                                                                                                                                                                                                                                                                                                        |                           |                                                                          |                                                                                                                                                                                                                             | Increased employer confidence in navigating legislative change and applying requirements in small business settings.                                                                                                                                   | Evidence of improved understanding of compliance and risk management<br><br>ERB Annual Reports                                                                                                                                                                                                                                                      |
| 33 | 33c | Engage with ILM, CIPD, training providers and employers in priority sectors to assess the feasibility, relevance and employer demand (locally) for targeted people-management qualifications, identifying where accredited routes would add value for scale-up businesses in key sectors and support progression, retention and management capability. | Lincoln Bishop University | ILM<br>CIPD<br>FE Providers<br>HE Providers<br>ITPs<br>Employers<br>ERBs | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Clear understanding of the feasibility and local demand for targeted people-management qualifications aligned to employer needs.<br><br>Improved access to accredited development routes supporting progression into supervisory and management roles. | Number of stakeholders engaged (ILM, CIPD, providers, employers)<br>Completion of assessment of feasibility, relevance and employer demand<br><br>Identification of priority sectors, roles and qualification needs<br><br>Evidence of recommendations for new or adapted accredited routes<br><br>Employer feedback on value of qualifications for |

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|    |     |                                                                                                                                                                                                                                                                                                                                                                                     |                               |                      |                                                                                                                                                                                                                          | Increased employer confidence in the value and relevance of qualifications to support retention, progression and capability building.                                                                                                                         | progression and retention<br><br>ERB Annual Reports                                                                                                                                                                                                                                                                               |
| 34 | 34a | Undertake a targeted review of short-course people-management provision in priority sectors where progression into supervisory and management roles is currently constrained, working with employers and providers - particularly in Food Manufacturing and Adult Social Care - to identify gaps in practical training that support progression, confidence and improved retention. | ERB to appoint a lead partner | Lincoln College ERBs | September 2026-August 2027: Design approach; secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate and refine model<br>September 2028-June 2029: Scale rollout; embed monitoring and review | Targeted short-course provision aligned to priority sector needs where progression into supervisory roles is constrained.<br><br>Improved confidence, capability and progression of learners into supervisory and management roles.<br><br>Increased employer | Completion of targeted review of people-management short-course provision in priority sectors<br><br>Identification of key gaps in practical training supporting progression and confidence<br><br>Number of employers and providers engaged in review activity<br><br>Number of courses updated, strengthened or newly developed |

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|    |     |                                                                                                                                                                                                                                                                                                                                                                                                 |     |                |                                                                                                                                                                                                                          | confidence in the relevance of training to support retention and progression within SMEs.                                                                                                                                                                                                                               | Employer feedback on impact on progression and retention<br><br>ERB Annual Reports                                                                                                                                                                                                                                                                                                |
| 35 | 35a | Supported by the ERB, employers in priority sectors should identify the financial, operational and company cultural barriers that deter progression into supervisory roles, and share evidence-based practice on incentive structures, job design and progression pathways that can make supervisory roles more attractive and sustainable, particularly within SME and growth sector settings. | FSB | Employers ERBs | September 2026-August 2027: Design approach; secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate and refine model<br>September 2028-June 2029: Scale rollout; embed monitoring and review | Clear, evidence-based understanding of barriers to progression into supervisory roles and identified solutions.<br><br>Improved progression, retention and attractiveness of supervisory roles within priority sectors.<br><br>Increased employer adoption of effective job design, incentives and progression pathways | Number of employers engaged in barrier identification activity<br><br>Identification of key financial, operational and cultural barriers<br><br>Number of examples of evidence-based practice and solutions captured<br><br>Evidence of insights shared with employers and providers<br>Employer feedback on feasibility and impact of proposed changes<br><br>ERB Annual Reports |



|    |     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |                                                           |                                                                                                                                                                                                                             | suited to SME contexts.                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |
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| 36 | 36a | Undertake a feasibility and impact assessment for a Greater Lincolnshire training platform (website or app), examining current platforms, development options, long-term sustainability, governance and ownership models, and user engagement, drawing on learning from other LSIP areas and testing how provider-owned content and targeted promotion could maximise take-up among time-poor SMEs and non-desk-based learners. | FSB | CATCH<br>FE Providers<br>HE Providers<br>ITPs<br>Councils | September 2026-August 2027: Complete review/mapping; identify gaps/priorities<br>September 2027-August 2028: Align offer; implement agreed changes<br>September 2028-June 2029: Embed improvements; monitor uptake/outcomes | Clear, evidence-based assessment of the feasibility, impact and delivery model for a Greater Lincolnshire training platform.<br><br>Improved access to relevant training and information for time-poor SMEs and non-desk-based learners.<br><br>Increased employer engagement with training through user-focused design, targeted content and improved accessibility. | Completion of feasibility and impact assessment<br><br>Identification of viable development, governance and ownership options<br><br>Number of stakeholders engaged (providers, SMEs, partners)<br><br>Evidence of testing user engagement and content approaches<br><br>Clear recommendations for platform design, sustainability and delivery model<br><br>ERB Annual Reports |

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| 37 | 37a | Design and deliver a targeted, 18-month communications and engagement campaign for Greater Lincolnshire SMEs that raises understanding of the full value of Apprenticeships, challenges common misconceptions, and promotes flexible, sector-relevant Apprenticeship routes, using trusted employer voices and practical case studies rather than promotional activity alone. | FSB | ERBs<br>FE Providers<br>HE Providers<br>Apprenticeship Providers<br>East Midlands and Yorkshire and Humber Apprenticeship Ambassador Programme<br>Riseholme College<br>CATCH | September 2026-August 2027: Co-design approach; confirm scope/partners<br>September 2027-August 2028: Implement and refine through delivery<br>September 2028-June 2029: Embed as standard; review annually | Coordinated, employer-led communications campaign in place to improve understanding and perception of apprenticeships.<br><br>Increased uptake of flexible, sector-relevant apprenticeship routes aligned to priority occupations.<br><br>Improved SME confidence and engagement in apprenticeships, supported by peer-led case studies and practical insights. | Number of campaign activities and engagement events delivered<br><br>Number of SMEs engaged through campaign activity<br><br>Employer awareness of apprenticeship value, routes and flexibility (feedback)<br><br>Number of employers exploring or offering apprenticeships<br><br>Evidence of increased apprenticeship starts or engagement in priority sectors<br><br>ERB Annual Reports |
| 37 | 37b | Deliver an SME focused conference with key speakers and exhibitors explaining the Apprenticeship process, benefits, how the levy works, recent changes to incentives,                                                                                                                                                                                                         | FSB | FE Providers<br>HE Providers<br>Apprenticeship Providers                                                                                                                     | September 2026-August 2027: Complete                                                                                                                                                                        | At least 150 SME attendees from key                                                                                                                                                                                                                                                                                                                             | Attendee survey<br><br>Number of SMEs engaged through                                                                                                                                                                                                                                                                                                                                      |

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|  |  | case studies and support. Follow up comms to attendees to connect them with providers and further support routes. |  | East Midland Apprenticeship Ambassador Programme<br>Yorkshire and Humber Apprenticeship Ambassador Programme<br>Riseholme College<br>CATCH | feasibility; governance/options agreed<br>September 2027-August 2028: Build and launch MVP; onboard providers<br>September 2028-June 2029: Scale content/users; report usage and impact | sectors equipped with new understanding of the Levy.<br><br>Local Providers exhibiting in the event<br><br>Structured SME-focused conference and follow-up engagement approach established to improve understanding and access to apprenticeship support.<br><br>Increased uptake of apprenticeships and related training opportunities aligned to priority sectors.<br><br>Improved SME confidence and capability | event participation and follow-up activity<br><br>Employer feedback on understanding of apprenticeships, levy and incentives<br><br>Number of follow-up connections to providers and support services<br><br>Evidence of increased employer engagement with apprenticeships or training offers<br><br>ERB Annual Reports |
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|           |     |                                                                                                                                                           |                 |          |                                                                                                                                                                                                                         | in navigating the apprenticeship system, levy and support routes.                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |
| <b>38</b> | 38a | Pilot driver training (including the Theory Test) as an enrichment activity within selected FE and T Level programmes where transport limits progression. | Lincoln College | Colleges | September 2026-August 2027: Develop plan; launch first wave/activity<br>September 2027-August 2028: Deliver programme/events; evaluate and refine<br>September 2028-June 2029: Embed ongoing comms; report reach/impact | Targeted enrichment model established to address transport barriers limiting progression.<br><br>Improved learner ability to access training, placements and employment opportunities.<br><br>Increased employer access to a wider, more mobile talent pool in priority sectors. | Targeted enrichment model established to address transport barriers limiting progression.<br><br>Workforce: Improved learner ability to access training, placements and employment opportunities.<br><br>Employer: Increased employer access to a wider, more mobile talent pool in priority sectors.<br><br>ERB Annual Reports |
| <b>38</b> | 38b | Subject to the success of the pilot, expand provision across all Greater Lincolnshire Colleges.                                                           | Lincoln College | Colleges | September 2026-August 2027: Develop plan; launch                                                                                                                                                                        | Driver training enrichment model embedded                                                                                                                                                                                                                                        | Number of colleges implementing expanded driver training provision                                                                                                                                                                                                                                                              |

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|    |     |                                                                                                                                                                                                                                        |                                     |                                     | first wave/activity<br>September 2027-August 2028: Deliver programme/ev ents; evaluate and refine<br>September 2028-June 2029: Embed ongoing comms; report reach/impact | across Greater Lincolnshire FE and T-Level provision.<br><br>Increased learner ability to access training, placements and employment opportunities through improved mobility.<br>Employer: Expanded access to a broader, more geographically mobile workforce across priority sectors. | Number of learners accessing scaled delivery<br><br>Learner achievement rates (e.g. theory test passes)<br><br>Evidence of improved access to placements, apprenticeships or employment<br><br>Learner and employer feedback on impact on progression and mobility<br><br>ERB Annual Reports |
| 39 | 39a | Reconvene the Lincolnshire Skills Partnership and invite FE, HE, ITPs, Local Authorities, Stakeholders, trade and sector bodies and the ERB to explore opportunities for joint bidding and sharing of resources (staff and facilities) | Federation of Lincolnshire Colleges | Federation of Lincolnshire Colleges | September 2026-August 2027: Design approach; secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate                                         | Successful pilot scaled across Greater Lincolnshire colleges and strengthened multi-agency collaboration through a reconvened                                                                                                                                                          | Decision to scale pilot provision and number of colleges implementing delivery<br><br>Number of learners accessing expanded driver training provision                                                                                                                                        |

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|    |     |                                                                                                                                                                                                                                                                                |                             |                              | and refine model<br>September 2028-June 2029: Scale rollout; embed monitoring and review                                        | Skills Partnership.<br><br>Improved access to training and employment through reduced transport barriers and increased coordinated provision.<br><br>Enhanced cross-system working to maximise shared resources, joint funding opportunities and workforce solutions. | Establishment and reconvening of the Lincolnshire Skills Partnership<br><br>Number of partners engaged (FE, HE, ITPs, LAs, sector bodies, ERB)<br>Identification of joint bids, shared resources or collaborative initiatives<br><br>Evidence of increased access to provision and system efficiency through collaboration<br><br>ERB Annual Reports |
| 40 | 40a | Assess gaps in current tracking destinations from Themes 1 and 2 16 to 19 provision into related employment, to improve understanding of progression pathway and understanding of where/why learners are not entering the workforce at points relevant to their qualification. | ERB to appoint lead partner | FE Providers Employers CATCH | September 2026-August 2027: Design approach; secure support; start pilot<br>September 2027-August 2028: Deliver pilot; evaluate | Improved understanding of destination tracking gaps and data limitations across 16–19 provision in Themes 1 and 2.                                                                                                                                                    | Completion of review of destination tracking across 16–19 provision<br><br>Identification of gaps in data and tracking systems<br>Identification of key drop-off points in                                                                                                                                                                           |

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|    |     |                                                                                                   |     |                           | and refine model<br>September 2028-June 2029: Scale rollout; embed monitoring and review                                                                  | Clearer identification of where learners drop out of progression pathways into relevant employment.<br><br>Better alignment of provision to workforce demand through improved insight into progression outcomes and barriers. | progression pathways<br><br>Evidence of analysis of why learners are not entering relevant employment<br><br>Sharing of findings with providers to inform curriculum and pathway improvements<br><br>ERB Annual Reports |
| 40 | 40b | Explore solutions and barriers to expanding T-Level provision across key sectors (Themes 1 and 2) | FSB | FE Providers<br>Employers | September 2026-August 2027: Establish group; agree remit/KPIs; first meeting<br>September 2027-August 2028: Deliver work programme; issue outputs/updates | Clear understanding of barriers to T-Level expansion and tested solutions to support delivery across Themes 1 and 2 sectors.<br><br>Increased availability of T-Level                                                         | Completion of review of barriers to T-Level expansion across priority sectors<br><br>Identification of key constraints (e.g. placement capacity, supervision requirements, operational pressures)                       |

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|    |     |                                                                                                                           |     |              | September 2028-June 2029: Embed cadence; report impact and next steps                                                                                                   | pathways and placements aligned to priority occupations.<br><br>Improved employer engagement and capacity to support industry placements and T-Level delivery. | Number of employers and providers engaged in barrier and solution identification activity<br>Number of targeted solutions or support models identified/tested<br><br>Evidence of increased T-Level delivery or placement availability in priority occupations<br><br>ERB Annual Reports |
| 40 | 40c | Explore the barriers to recruiting and retaining FE training professionals – wider than the Industry Associates programme | FSB | FE Providers | September 2026-August 2027: Agree method; data-sharing in place; pilot cohort<br>September 2027-August 2028: Run pilot; produce first destinations insight<br>September | Clear, evidence-based understanding of barriers to recruiting and retaining FE training professionals beyond existing programmes.<br><br>Improved capacity and | Completion of review of recruitment and retention barriers in FE workforce<br><br>Identification of key constraints (e.g. uncompetitive pay, industry competition, ageing workforce, workload pressures)                                                                                |



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|    |     |                                                                                                                                      |       |                      | 2028-June<br>2029: Embed routine tracking; use insights to refine                                                                                              | capability within FE providers to deliver industry-relevant training across priority sectors.<br><br>Increased employer confidence that provision is supported by skilled, current and industry-informed teaching staff. | Number of providers and stakeholders engaged in diagnostic activity<br><br>Identification of priority solutions or interventions (e.g. staff development, flexible roles, industry links)<br>Evidence of improved staff recruitment, retention or workforce stability<br><br>ERB Annual Reports |
| 40 | 40d | GLCCA to convene local careers stakeholders to review the availability of Careers Information across sectors in Greater Lincolnshire | GLCCA | Careers Stakeholders | September 2026-August 2027: Define scope; baseline current position<br>September 2027-August 2028: Implement agreed actions<br>September 2028-June 2029: Embed | Shared understanding of the availability, quality and consistency of Careers Information across sectors in Greater Lincolnshire.<br><br>Improved learner awareness of local                                              | GLCCA has its own governance and monitoring processes and will provide 6-monthly update to ERB<br><br>ERB Annual Reports                                                                                                                                                                        |

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|    |     |                                                                                                                                                                                                                                                                            |     |                                                                                                                                                                                                  | and monitor outcomes                                                                                                                                                                                                              | opportunities, priority sectors and progression pathways.<br><br>Increased employer confidence that careers messaging reflects local labour market demand and sector opportunities.                                         |                                                                                                                                                                                                                                                          |
| 40 | 40e | Convene a two-way consultation series on localised skills needs and delivery with representatives of Greater Lincolnshire's workforce via Trade Unions operating in the area. Focus should be on those unions with a membership that align with LSIP's sectors and themes. | FSB | Trade Unions including Unite, Unison, GMB, USDAW, TUC, AEP, BFAWU, BOSTU, Community, CSP, CWU, EIS, Equity, NAHT, National House Building Council Staff Association, Prospect, RMT, TSSA and UCU | September 2026-August 2027: Identify and commence engagement with union representative s; establish engagement approach; initial sessions and baseline insight.<br><br>September 2027-August 2028: Deliver continued consultation | Established Trade Union engagement network aligned to LSIP sectors.<br><br>Regular consultation forums delivering workforce-led insight on skills gaps and delivery challenges.<br><br>Documented intelligence feeding into | Number of Trade Unions actively participating in the series.<br><br>Number of consultation sessions delivered (by sector/theme).<br><br>Breadth of sector/workforce coverage.<br><br>Evidence of Trade Union input informing or delivering LSIP actions. |

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|  |  |  |  |  | <p>series; deepen sector focus; feed insight into LSIP activity.</p> <p>September 2028-June 2029: Embed engagement cycle; align to LSIP reporting; demonstrate impact.</p> | <p>Annex A evidence and LSIP updates.</p> <p>Increased alignment between training provision and workforce needs (including retention, progression, working conditions insights where relevant).</p> <p>Stronger collaboration between providers,</p> | <p>Examples of provider or employer changes linked to consultation findings.</p> <p>ERB Annual Reports</p> |
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