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Local Skills Improvement Plan

Leicester and Leicestershire

Annex B – Process for developing the LSIP



This Local Skills Improvement Plan has been approved by the Secretary of State in line with the approval criteria set out in the [Skills and Post-16 Education Act 2022](#), and in accordance with the [LSIP statutory guidance](#)



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1. Overview

This annex details the processes followed in producing the Local Skills Improvement Plan (LSIP). These processes have been divided into three stages:

- > Articulating employers' skills needs
- > Translating employers' skills needs
- > Addressing Learner demand and employer engagement

The final section provides a full list of engagements that have taken place in the production of the LSIP alongside the questions asked to employers as part of the primary data collection.

All of the primary and secondary data considered as evidence, along with further details on the process, is available for viewing on the Collective Intelligence Skills Observatory: <https://www.insight-unlocked.co.uk/leicester-and-leicestershire/home.html>.

2. Articulating employers' skills needs

2.1 Development of Strategic Priorities

The Strategic Priorities for the LSIP were identified as part of the Trailblazer activity which ran from Autumn 2021 to Spring 2022. The associated report can be viewed here: <https://www.insight-unlocked.co.uk/leicester-and-leicestershire/pdfs/leicester-and-leicestershire-lsip-report.pdf>.

In addition to the core Trailblazer sectors – Manufacturing, Logistics, Sport & Health – the LSIP expanded its remit to include the Construction sector and the cross-cutting themes of Digital and Green Growth. This was based on feedback from the LSIP steering group and the LEP Skills Advisory Panel. The primary data collection also engaged a range of businesses not involved in these sectors to better understand common themes that were sectorally agnostic.

2.2 Creating a Representative Steering Group

Both the Trailblazer and this LSIP were developed under the guidance of a representative Steering Group, which signed off the final reports. Steering Group membership consisted of:

FE Colleges: Leicester College; NWSLC; SMB Group; Loughborough College
Association of Employment & Learning Providers (AELP)
Leicester & Leicestershire Enterprise Partnership (LLEP)
National Federation of Self Employed & Small Businesses (FSB)
Institute of Directors
Careers & Enterprise Company
Association of Colleges
Department for Work & Pensions
Leicestershire County Council
NCFE – awarding body
Futures Group – National Careers Service
Wigston Academies Trust

In addition to engagement via the Steering Group, wider stakeholders have been regularly engaged to help inform the LSIP. A full list of engagements held can be viewed in Section 5.

2.3 Engaging Employers – primary data collection

In line with the approach taken through the Trailblazer, individual employers were engaged via an innovative mobile phone survey application, asking participants to respond to a short daily survey (Monday-Friday) over a 6-week period running from 6 February to 17 March 2023. In total this approach returned over 11,000 data points. Employers were specifically questioned around the Knowledge, Skills and Behaviours (KSBs) that they required in their people in order to achieve their growth ambitions.

2.3.1 Why KSBs?

A well-functioning economic geography needs to ensure the requirements of the demand-side (employers) are met by the provision of the supply-side (training and education providers). A difficulty in getting this right is the lack of a common taxonomy across both sides, with the word 'skills' often being used as a catch-all term to cover different facets of people-needs.

KSBs provide a well understood framework among educators for the design and development of courses, whereas for businesses, KSBs are less used in understanding requirements. When needs are broken down into Knowledge, Skill and Behaviour areas, this enables a more granular understanding of what is specifically required along with a comparison of the relative importance between these areas. By developing a common taxonomy across both the demand and supply side, this allows existing provision to be better mapped against current and future need and any gaps to be more easily identified.

Unlike specific occupation requirements, KSBs are also less likely to change over the short- to medium-term, with KSB-preferences having greater resilience to economic shocks such as those experienced over recent years. Finally, KSBs are more sector-agnostic – the current workforce is much more likely to change employment sectors over their career, with KSBs having greater relevance across a wider range of employers.

2.3.2 The use of an app-based survey tool

The use of an app-based survey tool is an innovative approach to business engagement. Short, daily questions (the principle being that no survey should take longer than 60 seconds to complete), supports the participation of a wider range of businesses – particularly smaller businesses that are time poor and traditionally 'harder to reach' for this activity.

The approach also enables a different type of insight to be developed. Due to the nature of people needs in an organisation and how these can change, views are often more likely to be subjective and as such the app-based approach is better suited for more sentiment-type questions, for example, 'on a scale of 1-10...'. It also supports the asking of 'smarter' questions – reflecting the answers from the previous week in the current week's questioning.

Finally, the use of technology allows for greater automation in processing and analysis of the results. Through using an API, responses can be readily collated and presented for analysis. The use of 'Panels' of businesses enables the creation of an engaged community of respondents that can be returned to later in the year for progress checks.

2.3.3 Targeting businesses

Businesses were identified through participation in the trailblazer and wider promotion through Employer Representative Bodies, Colleges and other stakeholders.

In line with guidance from the Steering Group, businesses were categorised into the following groupings: 'Manufacturing'; 'Logistics'; 'Sport & Health'; 'Construction'; and 'Other'. Further categorisation was made on whether they were investing in either Green or Digital developments. 32% of businesses employed fewer than 10 people, 34% employed 10-49 people, 21% employed 50-249 people and 14% employed over 250 people. A breakdown by sector and local authority is detailed below:

Group	%
Group A: Construction	21%
Group B: Logistics	12%
Group C: Manufacturing	15%
Group D: Sport & Health	20%
Group E: Other Sectors	32%

Local Authority Area	%
Blaby District Council	11%
Charnwood Borough Council	21%
Harborough District Council	10%
Hinckley and Bosworth Borough Council	5%
Leicester City Council	32%
Melton Borough Council	4%
North West Leicestershire District Council	16%
Oadby and Wigston District Council	1%

Questions focused on the Knowledge, Skills and Behaviour requirements that businesses believed were important to have in their people in order to deliver their plans and meet their growth ambitions, along with the sources they tend to use to find these and the reasons why. Questions also explored businesses' current perception of provision in Leicester and Leicestershire and their willingness to engage further with educators. A full list of questions can be found in Section 5.

Following the production of the emerging priorities document, businesses were invited to attend one of two in-person roundtable events, hosted by an FE College, to discuss initial findings and provide further feedback and context on the emerging priorities. These were:

26 April (Loughborough College) – 21 attendees

27 April (North Warwickshire and South Leicester College, Wigston Campus) – 26 attendees

Other employer engagement meetings were held with the Institute of Directors, Chamber's Leicestershire Members Forum and individual members of local Chambers of Trade.

2.4 Other information sources used – secondary data collection

A wealth of other data and reports have been used in creating this plan, most of which can be viewed and analysed on the Collective Intelligence Skills Observatory ([Insight Unlocked | Collective Intelligence Skills Observatory \(insight-unlocked.co.uk\)](https://insight-unlocked.co.uk)). Primary datasets used came from Government sources and a commercial API arrangement with Lightcast, as detailed below:

Dataset Name	Dataset Category
Entries and Results - A level and AS by region and subject (single academic year)	A-Levels
KS4 local authority district and region of pupil residence data	Key Stage 4
16-18 local authority level destinations	16-18 destination measures
Graduate activities by provider	Higher Education
Standard industrial classification of graduates entering work in the UK by provider	Higher Education
Standard occupational classification of graduates entering work in the UK by provider	Higher Education
UK domiciled graduates who obtained first degree qualifications and entered full-time paid employment in the UK by provider and salary band	Higher Education
Graduate reflections by provider	Higher Education
HE Enrolments by HE Provider	Higher Education
HE Enrolments by HE Provider and Subject of Study	Higher Education
Student counts and Results - A level by region and subject (end of 16-18 study)	A-Levels
Education and training geography – LA district	Further Education
Basic skills - regional breakdown	Further Education
Institute for Apprenticeships - Job Postings	Knowledge, Skills and Behaviours
Industry Projections	Lightcast – API
Occupation Projections	Lightcast – API
Top Titles and Skills in Job Postings	Lightcast – API
Average Salary	Lightcast – API
Top Companies Hiring	Lightcast – API

Further sources of data and information came from existing reports produced by the Local Enterprise Partnership, analysis from the Skills Advisory Panel and third-party skills reports produced by those leading other local developments, including the East Midlands Freepport. Consideration was also given to other Chamber outputs, including its annual Green Skills report, produced in partnership with the University of Derby.

3. Translating employers' skills needs

3.1 Engagement with Providers

Providers have been engaged throughout the process of the LSIP production. Formal engagement has taken place through providers' participation in the Steering Group, which met five times between November 2022 and May 2023, at which drafts of the emerging priorities and the final Local Skills Improvement Plan were shared for comments and sign-off.

In addition to this, individual one-to-one meetings have been held with representatives from Leicester and Leicestershire's four main Further Education Colleges, sixth form colleges, the Association of Employment and Learning Providers East Midlands Network, The Association of Colleges (AoC) Chairs Forum, AoC Directors of Quality and Curriculum network, Leicester and Leicestershire's Young Person's Forum, the LLEP Apprenticeship Provider Network and the Careers and Enterprise Company. A full list of engagements can be found in Section 5.

4. Addressing Learner demand and employer engagement

4.1 Engagement with wider delivery partners in roadmap development

As with providers, wider delivery partners have been engaged in this activity and in the development of the solutions and the roadmap. JobCentre Plus, Futures, the Leicester and Leicestershire Local Enterprise Partnership and Leicestershire County Council have all participated through the Steering Group.

Throughout the project, the LSIP has reported its progress into the local Skills Advisory Panel, up until the date of its last meeting in April 2023, with conversations held at these meetings about the Roadmap and the different roles partners can play in its development. This includes a proposal for the LSIP Steering Group to evolve into a body that can fulfil the role of the Skills Advisory Panel to take forward its recommendations.

4.2 Focus on Green Skills

Specific attention has been paid towards Green Skills as part of the LSIP delivery, including engagement with Leicestershire County Council's Work Skills Forum. This activity has been supported by a series of questions on Green Skill requirements by employers as a part of the primary data collection. These question asked businesses to detail:

- > Confidence levels around understanding of environmental and green developments that will impact their business over different timescales
- > Confidence levels around existing knowledge and skills in their businesses to meet their needs over different timescales
- > The importance they placed on different aspects of green knowledge and skills to their business, including environmental awareness procedural knowledge, practical skills and wider knowledge of environmental management
- > The functions of their business that they felt environmental or green skills were most important

Supplementing this was analysis of additional survey work conducted by the Chamber in partnership with the University of Derby and presented in the Green Growth Trends report for 2022. This included 18 areas businesses need strengthening to capitalise on Green Growth opportunities. From this, resource efficiency, energy efficiency and use of renewables were considered the most important to be strengthened, followed by leadership for sustainability; environmental strategy; and sustainable purchasing and procurement.

5. List of engagements and employer questions

5.1 List of engagements

The following table details formal or full meetings/engagement. In addition to this there has been an ongoing dialogue with individual College and business representatives throughout the process by phone, email and in person.

Leicester and Leicestershire LSIP Stakeholder Log			
Date	Organisation	Stakeholder Group	Purpose
05/10/2022	Careers & Enterprise Company	Advisers	Feedback on LSIP approach and ways of working
06/10/2022	Loughborough College	FE College	Introduction to LSIP
18/10/2022	CITB	Employers	Introduction to LSIP
26/10/2022	Leicester College	LLEP	Introduction to the proposed LSIP arrangements and development of a roadmap.
26/10/2022	Market Harborough Businesses	ERB	Introduction to LSIP and opportunity to get involved following App launch.
27/10/2022	CIMSPA	Employers	Introduction to LSIP
07/11/2022	SMB Group	FE College	Introduction to the proposed LSIP arrangements and development of a roadmap.
07/11/2022	CITB	Business Association	Construction Employer Engagement
09/11/2022	Bulb Studios	Visualisation Partner	Discussion on App development and roadmap
09/11/2022	Local College Community of Practice	FE and Sixth Form	Introduction to LSIP
16/11/2022	Careers & Enterprise Company	Advisers	Overview of LSIP approach
16/11/2022	Careers and Enterprise Company	Careers Hub Network	To explore and update on the link between CEC work and LSIPs
16/11/2022	LLEP	LLEP	To explore the use of LLEP and DWP data in producing the LSIP
18/11/2022	LSIP Steering Group	All Stakeholders	1st LSIP Steering Group Meeting
22/11/2022	LLEP	LLEP	Meeting to discuss transition from SAP to new LSAB
23/11/2022	Loughborough College	FE College	Meeting to discuss LSIP approach and College representation
24/11/2022	North Warwickshire and South Leicestershire College	FE College	Meeting to discuss LSIP approach and College representation
28/11/2022	Installation Assurance Authority	Business Association	Meeting to discuss provision needs for the retro fit industry
30/11/2022	Home Builders Federation	Business Association	Construction Employer Engagement
30/11/2022	LLEP Business Board	Employers	Overview of LSIP approach
30/11/2022	Institute of Directors	ERB	Meeting to discuss IoD involvement in the LSIP process locally, and how to communicate with their members
01/12/2022	Anicca Digital	Provider	Meeting to discuss digital bootcamps and local digital needs
02/12/2022	MIRA Technology Institute	Provider	Knowledge sharing and planning around Hydrogen and other green energy research
08/12/2022	Leicester College	FE College	Employer Engagement
08/12/2022	Scale Up Services	Employers	Employer Engagement
08/12/2022	North Warwickshire and South Leicestershire College	FE College	Employer Engagement
09/12/2022	SMB Group	FE College	Employer Engagement
16/12/2022	Federation for Industry Sector Skills and Standards	Business Association	Looking at the fit between the CISO and certain HE developed tools
16/12/2022	LSIP Careers Hub	LLEP Careers Hub	Looking at synergy between the LSIP and the Careers Hub
04/01/2023	Institute of Directors	ERB	Briefing of committee members
06/01/2023	Harborough District Council	LA	Promotion of LSIP and Employer Engagement
10/01/2023	University of Leicester	University	Data Visualisation Exploration
13/01/2023	LSIP Steering Group	All Stakeholders	2nd LSIP Steering Group Meeting
16/01/2023	Loughborough College	FE College	Sports Employer Engagement
17/01/2023	LLEP Education Business Links Group	Employers	Employer Engagement
19/01/2023	Excellence in Electrotechnical and Engineering Services	Business Association	LSIP Support/Employer Engagement
19/01/2023	LLEP Skills Advisory Panel	Employers	Update on LSIP engagement
23/01/2023	The Careers & Enterprise Company	LLEP	LSIP Usergroup engagement and feedback on visualisation
23/01/2023	LLEP Careers Hub	LLEP Careers Hub	Exploring how the Careers Hub can use the LSIP information
24/01/2023	Loughborough College	FE College	Engineering Employer Engagement
24/01/2023	Lightcast Conference	FE Colleges	Overview of LSIP approach
24/01/2023	CIMSPA	Business Association	Employer Engagement and future Roadmap
24/01/2023	LLEP You Advisory Board	Young People	Introduction to LSIP
25/01/2023	Wigston Multi-Academy Trust	Schools and MATs	Update on LSIP methodology and fit with school curriculum development
26/01/2023	Data2Speak Team - EurAsian DataViz Conference	Visualisation Team	Layout of dashboards
26/01/2023	Northamptonshire Chamber	LSIP Leads	Exploring local approaches and overlap
31/01/2023	North Warwickshire and South Leicestershire College	FE College	Employer Engagement
31/01/2023	Institute of Directors	Employers	Coffee and Connect with members focused on LSIP and skills needs
01/02/2023	Market Harborough Chamber of Trade and Commerce	Business Association	Planning further engagement with members
06/02/2023	Institute of Directors	Business Association	Planning further engagement with members
10/02/2023	DMU	Higher Education	Links between LSIP and DMU Digital activity
16/02/2023	CIMSPA	Business Association	LSIP Support/Employer Engagement

17/02/2023	LSIP Steering Group	All Stakeholders	3rd LSIP Steering Group Meeting
20/02/2023	LLEP Skills Advisory Panel	Employers	Update on LSIP Emgagement
03/03/2023	Loughborough College	Further Education (FE) College	LSIP Usergroup engagement and feedback on visualisation
10/03/2023	Sara Penrose	Employer	Meeting on business needs and local behaviours provision
13/03/2023	Chartered Institute for Logistics and Transport	Business Association	LSIP Support/Employer Engagement
13/03/2023	Leicester College	Further Education (FE) College	LSIP Usergroup engagement and feedback on visualisation
13/03/2023	University of Leicester	University	Meeting on parental engagement and use of LSIP data
14/03/2023	Loughborough College	Further Education (FE) College	LSIP Usergroup engagement and feedback on visualisation
14/03/2023	AoC	FE Colleges	Meeting with Leicester and Leicestershire Chairs
21/03/2023	DfE	Government	Overview of LSIP approach
21/03/2023	AoC	FE Colleges	Meeting with Directors of Quality ad Curriculum from the Midlands Colleges
22/03/2023	LLEP	LLEP	Green Skills meeting
22/03/2023	De Montfort University	University	Sharing LSIP intial findings and identifying areas of potential support to employers
23/03/2023	EM Freeport	Employers	LSIP links with Freeport
24/03/2023	Ofsted	Ofsted	Briefing the East Midlands Senior HMI LSIP
27/03/2023	Leicester College	Further Education (FE) College	LSIP Usergroup engagement and feedback on visualisation
28/03/2023	LLEP Careers Hub	Employers	Briefing Eas on the role of the Oftsed and how they can use it with schools and Colleges
29/03/2023	Market Harborough Chamber of Trade and Commerce	Employers	Validation of Business Survey findings and emerging priorities
29/03/2023	Wigston Academies Trust	Schools and MATs	Update on LSIP methodology and fit with school curriculum development
30/03/2023	North Warwickshire and South Leicestershire College (NWSLC)	Further Education (FE) College	LSIP Usergroup engagement and feedback on visualisation
30/03/2023	LLEP	LLEP	SAP and LSIP Roadmap planning
30/03/2023	Melton Vale 6th Form	6th Form (16-19 Academy)	LSIP and 6th Form Colleges
31/03/2023	LSIP Steering Group	All Stakeholders	4th LSIP Steering Group Meeting
03/04/2023	Think!	Consultancy	LSIP Approach
04/04/2023	AELP	Business Association	Involvement of ITPs and Local Provider Networks with LSIP
04/04/2023	LLEP	LLEP	Future local skills landscape governance arrangements
05/04/2023	De Montfort University	HE / Employers	To ensure alignment of Digital Skills Partnership with LSIP Roadmap
11/04/2023	Institute of Directors	Business Association	Ongoing IoD involvement with LSIP post report production
12/04/2023	Market Harborough Chamber of Trade and Commerce	Business Association	Agreeing next engagement with membership
17/04/2023	Careers and Enterprise Company	CEC	Discussion on W. Ex and piloting ways to help close the gap between businesses and schools/Colleges
18/04/2023	SMB College Group	Further Education (FE) College	LSIP Usergroup engagement and feedback on visualisation
18/04/2023	De Montfort University	Universities	Discussion on Management Development in County areas (outside the City)
20/04/2023	LLEP	All Stakeholders	Update and validation of intial findings
21/04/2023	AELP East Midlands Network	Independent Providers	Feedback on emerging priorities
21/04/2023	LLEP Careers Hub	LLEP Careers Hub	Update and validation of intial findings
24/04/2023	Institute of Directors	Business Association	Planning next Employer engagement event and future arrangements
25/04/2023	Youth Advisory Board (YAB)	Youth Advisory Board (YAB)	Young people engagement and feedback on visualisation
26/04/2023	Business Roundtable	Employers	Roundtable Discussion on recommendations
27/04/2023	Business Roundtable	Employers	Roundtable Discussion on recommendations
02/05/2023	Essex County Council	LA	Sharing of best practice
09/05/2023	Careers & Enterprise Company	Advisers	LSIP links with Careers Hub
09/05/2023	Leicester College	FE Colleges	Validation of Business Survey findings, emerging priorities and Governor away day planning
10/05/2023	DfE	HM Government	Sharing of lessons learned and challenges
11/05/2023	LLEP	Providers	Update and findings validation at LLEP Apprenticeship Provider Meeting
12/05/2023	Essex Chambers of Commerce	Business Association	Sharing of best practice
16/05/2023	Leicestershire County Council	Local Authority	Green Skills overlaps
17/05/2023	Wyggeston and Queen Elizabeth I College	Sixth Form College	Update and validation of findings
18/05/2023	Charnwood Campus	Business Association	Life Sciences Sector
18/05/2023	Institute of Directors	Business Association	Update and future plans discussion
23/05/2023	HS2 Skills & Supply Chain Group	All Stakeholders	Role of LSIPs in supporting regional HS2 ad Development Corporation Strategy
23/05/2023	Wyggeston & Queen Eliabeth 1 College	Sixth Form College	LSIP Usergroup engagement and feedback on visualisation
23/05/2023	House of Lords	Business Association	Survey validation and Employer consultation
24/05/2023	De Montfort University	University	Business Survey validation and next steps
25/05/2023	LLEP Careers Hub	Business Association	Employer Engagement and future Roadmap
25/05/2023	SMB Group	FE Colleges	Findings and next steps
26/05/2023	LSIP Steering Group	All Stakeholders	Sign of draft report
26/05/2023	Loughborough College	FE Colleges	Findings and next steps

5.2 Employer questions

Week 1

Week 1 Day 1 (W1D1) - Confidence

- 1) How confident on a scale of 1 (low) to 10 (high) are you that you will be able to recruit the people you need to meet your business's ambitions over the next:
- > 0-6 months? (Slider, 1 to 10)
 - > 6-12 months? (Slider, 1 to 10)
 - > 12-24 months? (Slider, 1 to 10)

Week 1 Day 2 (W1D2) - Knowledge

We use the term Knowledge to describe the underpinning understanding of theories and principles required for the workplace – what someone knows as opposed to what they can do (Skills) or how they do it (Behaviours).

- 1) Which of the following knowledge areas are most important when thinking about the future people's needs in your business? Multiple choice (Select your Top 3):
- > Occupationally Specific Skills (Vocational and Technical)
 - > Knowledge of Health and Safety
 - > Business Growth
 - > Financial Knowledge
 - > Basic Literacy
 - > Advanced Literacy
 - > Basic Numeracy
 - > Advanced Literacy
 - > Marketing Theory
 - > Social Media Understanding
 - > Leadership and Management Theory
 - > Sustainability and Environmental Practice
 - > Basic IT
 - > Advanced IT
 - > Employment rights, law and practice (e.g. Equality, Diversity and Inclusion)
- 2) How important on a scale of 1 to 10 is having people with the right knowledge to the success of your business? (Slider 1 to 10)
- 3) How important on a scale of 1 to 10 is being able to recruit people with the right knowledge (as opposed to having to develop this once with your business)? (Slider 1 to 10)

Week 1 Day 3 (W1D3) - Skills

We use the term Skills to describe those areas in which employees are required to have a certain level of ability – what someone can do as opposed to how they do it (Behaviours) or what they know (Knowledge):

- 1) Which of the following skills are most important when thinking about future people needs in your business? Multiple choice (Please select your Top 3):
- > Communication – Verbal
 - > Communication - Written
 - > Team Working
 - > Management and Leadership
 - > Sales
 - > General Employability
 - > Standard Industry Software
 - > Coding and Programming
 - > Time Management

- > Project Planning and Project Management
- > Critical thinking – to seek solutions and improvements
- > Occupationally Specific Skills (Vocational and Technical)

- 2) How important on a scale of 1 to 10 is having people with the right skills to the success of your business (Slider 1 to 10)
- 3) How important on a scale of 1 to 10 is it to recruit people with the right skills for your business (as opposed to having to develop them once with your business)? (Slider 1 to 10)

Week 1 Day 4 (W1D4) - Behaviours

We use the term Behaviours to describe the personal attributes of an employee – how someone acts as opposed to what they know (Knowledge) or what they can do (Skill).

- 1) Which of the following behaviours are most important when thinking about future people needs in your business? Multiple choice (Please select your Top 3):
- > Polite and Courteous
 - > Hard Working
 - > A team player and collaborative
 - > Self-motivated
 - > Resilient and adaptable
 - > Innovative
 - > Eager to learn
 - > Ethical and Honest
 - > Reliable
 - > Assertive and Confident
 - > Quality focussed and results-driven
 - > Adaptable to change
 - > Curiosity – to understand more about
 - > Flexibility - to react to changes in business priorities
- 2) How important on a scale of 1 to 10 is having people with the right behaviours to the success of your business? (Slider 1 to 10)
- 3) How important on a scale of 1 to 10 is it to recruit people with the right behaviours for your business (as opposed to having to develop them once with your business)? (Slider 1 to 10)

Week 1 Day 5 (W1D5) - Wildcard

- 1) What proportion of total cost do you think the employer should cover when investing in the training and development of new recruits (% Slider, 0-100)
- 2) What proportion of total cost do you think the employer should cover when investing in the training and development of their existing workforce (% Slider, 0-100)
- 3) If you don't think the employer should pay for the full amount, how should the remainder of the cost be paid?
- > By employees themselves
 - > By national Government
 - > By local Government
 - > Via a dedicated business levy or tax

Week 2

Week 2 Day 1 (W2D1) - Confidence

- 1) How confident on a scale of 1 to 10 are you that the education and training available in Leicester and Leicestershire will provide you with the people you need to meet your business's ambitions over the next:
- > 0-6 months? (Slider, 1 to 10)
 - > 6-12 months? (Slider, 1 to 10)
 - > 12-24 months? (Slider, 1 to 10)

Week 2 Day 2 (W2D2) - Knowledge

We use the term Knowledge to describe the underpinning understanding of theories and principles required for the workplace – what someone knows as opposed to what they can do (Skills) or how they do it (Behaviours):

- 1) On a scale of 1 to 10, how easy is it to recruit people with the required knowledge for your business? (Slider, 1 to 10)
- 2) Where would you usually look for people with the knowledge required for your business? (Please select the Top 3)
- > Schools
 - > Further Education Colleges
 - > Universities
 - > Online Recruitment Platforms (such as Indeed, Monster.com)
 - > Careers Fairs
 - > Independent Training Providers
 - > Jobcentre Plus
 - > Face to Face Recruitment Companies
 - > Word of Mouth / Networks
 - > Membership or Trade Association

Week 2 Day 3 (W2D3) - Skills

We use the term Skills to describe those areas in which employees are required to have a certain level of ability – what someone can do as opposed to how they do it (Behaviours) or what they know (Knowledge):

- 1) On a scale of 1 to 10, how easy is it to recruit people with the required skills for your business? (Slider, 1 to 10)
- 2) Where would you usually look for people with the skills required for your business? (Multiple choice, please select the Top 3)
- > Schools
 - > Further Education Colleges
 - > Universities
 - > Online Recruitment Platforms (such as Indeed, Monster.com)
 - > Careers Fairs
 - > Independent Training Providers
 - > Jobcentre Plus
 - > Face to Face Recruitment Companies
 - > Word of Mouth / Networks
 - > Membership or Trade Association

Week 2 Day 4 (W2D4) - Behaviours

We use the term Behaviours to describe the personal attributes of an employee – how someone acts as opposed to what they know (Knowledge) or what they can do (Skill).

- 1) On a scale of 1 to 10, how easy is it to recruit people with the right behaviours for your business? (Slider, 1 to 10)
- 2) Where would you usually look for people with the behaviours required for your business? (Multiple choice, please select

- the Top 3)
- > Schools
- > Further Education Colleges
- > Universities
- > Online Recruitment Platforms (such as Indeed, Monster.com)
- > Careers Fairs
- > Independent Training Providers
- > Jobcentre Plus
- > Face to Face Recruitment Companies
- > Word of Mouth / Networks
- > Membership or Trade Association

Week 2 Day 5 (W2D5) - Wildcard

- 1) How well do publicly funded courses currently meet your business's need for Knowledge, Skills and Behaviours?
- > Very well
 - > Fairly well
 - > Not very well
 - > Not at all

Week 3

Week 3 Day 1 (W3D1) - Confidence

- 1) How confident on a scale of 1 (low) to 10 (high) are you that education and training providers in Leicester and Leicestershire understand the people needs of your organisation? (Slider, 1 to 10)
- 2) How do you think this has changed over the past 12 months?
- > It's got better
 - > It's got worse
 - > No change

Week 3 Day 2 (W3D2) 2 - Knowledge

We use the term Knowledge to describe the underpinning understanding of theories and principles required for the workplace – what someone knows as opposed to what they can do (Skills) or how they do it (Behaviours):

- 1) Which type of qualifications do you think are best for equipping candidates with the right knowledge for your organisation? (Multiple Choice, please select Top 3)
- > GCSEs
 - > A-Levels
 - > Degrees
 - > Postgraduate degrees
 - > Employability Awards
 - > BTECS
 - > T-Levels
 - > Apprenticeships
 - > Professional Body qualifications (e.g. CIPD)
 - > Non-accredited courses (e.g. In-house training)

Week 3 Day 3 (W3D3) - Skills

We use the term Skills to describe those areas in which employees are required to have a certain level of ability – what someone can do as opposed to how they do it (Behaviours) or what they know (Knowledge):

- 1) Which type of qualifications do you think are best for equipping candidates with the right skills for your organisation? (Multiple Choice, please select Top 3)
- > GCSEs
 - > A-Levels
 - > Degrees
 - > Postgraduate degrees
 - > Employability Awards
 - > BTECS
 - > T-Levels
 - > Apprenticeships
 - > Professional Body qualifications (e.g. CIPD)
 - > Non-accredited courses (e.g. In-house training)

Week 3 Day 4 (W3D4) - Behaviours

We use the term Behaviours to describe the personal attributes of an employee – how someone acts as opposed to what they know (Knowledge) or what they can do (Skill).

- 1) Which type of qualifications do you think are best for equipping candidates with the right behaviours for your organisation? (Multiple Choice, please select Top 3)
- > GCSEs
 - > A-Levels
 - > Degrees
 - > Postgraduate degrees
 - > Employability Awards
 - > BTECS
 - > T-Levels
 - > Apprenticeships
 - > Professional Body qualifications (e.g. CIPD)
 - > Non-accredited courses (e.g. In-house training)

Week 3 Day 5 (W3D5) - Wildcard

- 1) Over what time period do you typically plan when recruiting new employees?
- > 0-6 Months
 - > 6-24 Months
 - > 24+ Months
 - > A combination of a. and b.
 - > A combination of b. and c.
 - > An even balance of a, b and c.

- 1) Over what time period do you typically plan when considering investment in workforce training and development?
- > When or just before it is needed?
 - > 3 months to a year before it is needed?
 - > 12 months or more before it is needed?

Week 4

Week 4 Day 1 (W4D1) - Confidence

- 1) How confident would you feel on a scale of 1-10 in approaching the following organisations to ask for staff training and development support?
- > Further Education Colleges (Slider, 1 to 10)
 - > Universities (Slider, 1 to 10)
 - > Independent Training Providers (Slider, 1 to 10)
 - > Jobcentre Plus (Slider, 1 to 10)

- > Membership or Trade Associations (Slider, 1 to 10)

Week 4 Day 2 (W4D2) - Knowledge

- 1) When we asked where you would usually look for people with the knowledge required for your business, employers in your sector listed the top three options as:
- > Option 1 / Option 2 / Option 3
- What is the main driver of these preferences? Please select a maximum of 2.
- > Good volume and breadth of candidates
 - > Cost
 - > High capability to provide quality candidates
 - > High levels of training candidates will have received
 - > Convenience
 - > Existing relationships
- 2) When asking the same question, the bottom three answers were:
- > Option 1 / Option 2 / Option 3
- What might be the main reasons these were less popular? Please select a maximum of 2.
- > Poor volume and breadth of candidates
 - > Cost
 - > Low capability to provide high-quality candidates
 - > Low levels of training candidates will have received
 - > Convenience
 - > Awareness

Week 4 Day 3 (W4D3) - Skills

- 1) When we asked where you would usually look for people with the skills required for your business, employers in your sector listed the top three options as:
- > Option 1 / Option 2 / Option 3
- What is the main driver of these preferences? Please select a maximum of 2.
- > Good volume and breadth of candidates
 - > Cost
 - > High capability to provide quality candidates
 - > High levels of training candidates will have received
 - > Convenience
 - > Existing relationships
- 2) When asking the same question, the bottom three answers were:
- > Option 1 / Option 2 / Option 3
- What might be the main reasons these were less popular? Please select a maximum of 2.
- > Poor volume and breadth of candidates
 - > Cost
 - > Low capability to provide high-quality candidates
 - > Low levels of training candidates will have received
 - > Convenience
 - > Awareness

Week 4 Day 4 (W4D4) - Behaviours

- 1) When we asked where you would usually look for people with the behaviours required for your business, employers in your sector listed the top three options as:
- > Option 1 / Option 2 / Option 3
- What is the main driver of these preferences? Please select a maximum of 2.
- > Good volume and breadth of candidates
 - > Cost
 - > High capability to provide quality candidates
 - > High levels of training candidates will have received
 - > Convenience
 - > Existing relationships
- 2) When asking the same question, the bottom three answers were:
- > Option 1 / Option 2 / Option 3
- What might be the main reasons these were less popular? Please select a maximum of 2.
- > Poor volume and breadth of candidates
 - > Cost
 - > Low capability to provide high-quality candidates
 - > Low levels of training candidates will have received
 - > Convenience
 - > Awareness

Week 4 Day 5 (W4D5) - Awareness

- 1) On a scale of 1-10, how well do you understand what is available as part of the following courses and training solutions?
- > T-levels
 - > Other classroom-based qualifications such as BTECs
 - > Traineeships
 - > Apprenticeships
 - > Higher Education Work Placements
 - > University Student Short Research Projects
 - > Sandwich Year placement opportunities
 - > PhD sponsorship opportunities
 - > Knowledge Transfer Partnerships

Week 5 (Digital Developments)

Week 5 Day 1 (W5D1) - Digital Developments

- 1) How confident on a scale of 1-10 are you that you understand the digital developments that will impact your business over the following periods?
- > 0 to 2 years (Slider, 1-10)
 - > 2 years and beyond (Slider, 1-10)
- 2) How confident are you that you have the digital knowledge and skills in your business to meet your needs over the following periods?
- > 0 to 2 years (Slider, 1-10)
 - > 2 years and beyond (Slider, 1-10)

Week 5 Day 2 (W5D2) - Digital Developments

- 1) For the following list of digital skills and knowledge, what level do you think is important for your business to have? (all multiple choice – not important, basic, advanced)?

- > Social Media
- > Artificial Intelligence and Machine Learning
- > Cloud Computing
- > Digital Marketing
- > Programming, Web and App Development
- > Software Engineering
- > Digital Product Management
- > Data Science/Analytics
- > Digital Design/Visualisation

Week 5 Day 3 (W5D3) - Digital Developments

- 1) Approximately what proportion of your staff regularly work with each of the following? (all multiple choice – half or more, less than half, none)
- > Computers (e.g. Desktops, Laptops)
 - > Handheld Devices (e.g. Tablets, Smartphones)
 - > Robotic/Automated Equipment
 - > Software/Equipment that uses Artificial Intelligence (AI) / Machine Learning
 - > Virtual/Mixed Reality Device

Week 5 Day 4 (W5D4) - Work Placements

- 1) We are interested in understanding attitudes and approaches to work placements. In principle, would you be willing to offer work placements for 16-18-year-old students in subjects related to your business?
- > Not willing to offer a placement
 - > Yes, for 1-2 weeks
 - > Yes, for 3-4 weeks
 - > Yes, for 5-6 weeks
 - > Yes, for 7 weeks +
- 2) What, if anything, would encourage you to offer a longer work placement of 6 weeks plus to 16-18 year-olds? Please select up to a maximum of 2 options:
- > A one-off payment of £1000 per placement
 - > A one-off payment of more than £1000 per placement
 - > Detailed support to set up the placement from the College
 - > A toolkit to allow you to set up the placement(s) yourself
 - > A toolkit to help you deliver a successful experience
 - > The chance to set tasks for a remote placement student, e.g. someone not based in your premises but working on tasks for you/your business
 - > The ability to select the student candidate yourself

Week 5 Day 5 (W5D5) - Work Placements

- 1) Yesterday we asked about attitudes and approaches to offering work placements. What would be the main barriers to providing a work placement? Please select up to 3:
- > Don't know how placements work
 - > Lack of premises or suitable space/facilities
 - > Cost implications
 - > Insurance implications
 - > H&S requirements/legislation
 - > Staff Time/Supervision Requirements
 - > Hours of work
 - > Lack of suitable tasks
 - > Age restrictions
 - > Compliance with regulations for certain types of work
 - > Suitability of workplace environment

- > Behaviour of young people not ready for the workplace
- > Young people don't have the knowledge required for a placement
- > Young people don't have the skills needed for a placement
- > No one has asked/I don't know who to talk to about it

Week 6 (Green Skills)

Week 6 Day 1 (W6D1) – Confidence

- 1) How confident on a scale of 1-10 are you that you understand the environmental or green developments that will impact your business over the following periods?
 - > 0 to 2 years (Slider, 1-10)
 - > 2 years and beyond (Slider, 1-10)

- 2) How confident are you that you have the environmental or green knowledge and skills in your business to meet your needs over the following periods?
 - > 0 to 2 years (Slider, 1-10)
 - > 2 years and beyond (Slider, 1-10)
 - > Environmental or green knowledge and skills are not relevant to my business

Week 6 Day 2 (W6D2) - Environment

- 1) On a scale of 1-10, how important do you consider the following aspects of environmental or green knowledge and skills to be for your workplace?
 - > environmental awareness (slider, 1-10)
 - > procedural knowledge on energy, waste, resource efficiency, sustainable development etc. (slider, 1-10)
 - > practical skills to save energy, protect ecosystems etc. (slider, 1-10)
 - > wider knowledge of environmental management across an organisation (slider, 1-10)

- 2) In which part of your organisation's operations do you think environmental or green skills are most important - Please select up to 3:
 - > Leadership
 - > Managerial
 - > Estate management
 - > Supply-chain management
 - > Logistics management
 - > Shop floor activity
 - > Health and Safety
 - > Auditing
 - > HR activity
 - > Finance
 - > Sales
 - > These are not important to my business

Week 6 Day 3 (W6D3) – Training Providers

- 1) When thinking about existing employees, how aware are you of the relevant training offer of the following Further Education Colleges and Universities to your business? (1 - not aware; 10 - fully aware):
 - > Leicester College
 - > Loughborough College
 - > North Warwickshire and South Leicestershire College
 - > SMB Group
 - > De Montfort University
 - > Loughborough University
 - > University of Leicester

- 2) Which factors would you consider the most important in deciding whether you would engage with a local Further Education College or University for Knowledge, Skills or Behaviours training? - Please select your top 3:
 - > The level of any financial commitment required
 - > The time commitment for me as a business leader
 - > The time commitment for the staff directly involved
 - > Your level of understanding of what is involved
 - > Previous experience working with a Further Education College
 - > Previous experience working with a University
 - > The impact the training could have on your business
 - > Location of the College or University (Closeness to your business)
 - > Personal recommendations from known contacts
 - > Social Media recommendations (such as LinkedIn)

Week 6 Day 4 (W6D4) - Access to Training

- 1) When considering training courses, what is your preference for existing employees? (multiple choice - 1 option)
 - > In the local Further Education College or training provider premises, on a full-time basis (attend all day, every day, for as long as the course lasts)
 - > Access the training online, with live virtual classrooms and recordings (video link)
 - > Workbooks that I can do in my own time
 - > Online e-learning courses that I complete at my own speed
 - > Face-to-face training delivered in the workplace
 - > A mixture of online and in person

- 2) When thinking about existing employees, how comfortable are you on a scale of 1 (very uncomfortable) - 10 (completely fine) with training courses that last for the following durations?
 - > Less than 1 hour
 - > Half a day
 - > A day
 - > 2 days
 - > Up to a week
 - > Over a month
 - > Over 6 months

Week 6 Day 5 (W6D5) – Next Steps

Today is the final day of questions – we're really grateful for all of your support. To support the next steps, we'd love to understand your willingness for future engagement:

- 1) Would you be happy to undergo similar surveying at a later date to support further development of the Local Skills Improvement Plan for Leicester and Leicestershire?
 - > Yes
 - > No
 - > Unsure

- 2) Would you ever consider participating in employer advisory or consultation panels to help ensure educational course design aligns with your business needs?
 - > Yes
 - > No
 - > Unsure

- 3) Would you ever consider hosting teachers and lecturers in your organisation in order to help ensure their skills are up to date and relevant to your business needs?
 - > Yes
 - > No
 - > Unsure