

Greater Essex Local Skills Improvement Plan (LSIP)

2026–2029

Annex B

Further information
and action plan



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Introduction

This document provides supporting information for the Essex LSIP Report for 2026–2029.

It sets out the action plan for delivering the report's priorities and recommendations, including the associated timescales.

The table outlines each area of activity, specifying the actions to be taken, key stakeholders involved, and the designated leads responsible for each element. This report will be subsidised by a timeline or Gantt chart to assist in implementation following publication.

County Structure

Essex currently operates under a mixed local government system known as Greater Essex. This comprises:

- One county council (Essex County Council), which governs the majority of the county
- Two unitary authorities (Southend-on-Sea and Thurrock), which function independently of the county council

Terminology

ECoC = Essex Chambers of Commerce

EGA = Essex Growth Agency (Essex County Council)

FEDEC = Federation of Essex Colleges

SCEDT = Southend Council Economic Development Team (Southend-on-Sea, City Council)

GEBB = Greater Essex Business Board

Thurrock Council (Unitary Authority)

EPN = Essex Provider Network

DWP = Department of Work and Pensions

GECH = Greater Essex Careers Hub

ISA = Inclusive Stakeholder Alliance

SEATS = South Essex Advanced Technical Skills (Skills Broker)

(L) = Lead

UoE = University of Essex

ARU = Anglia Ruskin University

GSAP = Green Skills Advisory Panel

ESOL = English for Speakers of Other Language

Time References:

Y1 = Aug 2026–July 2027

Y2 = Aug 2027–July 2028

Y3 = Aug 2028–July 2029

Q1 = Aug–Oct

Q2 = Nov–Jan

Q3 = Feb–Apr

Q4 = May–July

All surveys will be conducted after Quarter 4 of each year.

Greater Essex Identified Priorities – Road Map

Priority 1

Priority 1: Employer Participation in Skills Activities and Workforce Solutions

The strategic aim is to significantly increase employer participation in skills activity, ensuring training provision is aligned to real business needs and supporting stronger workforce pipelines. By simplifying engagement and designing SME-friendly approaches, Essex will enable more businesses to contribute meaningfully to curriculum development, workforce planning and

training pathways. Enhanced employer involvement will boost productivity, reduce recruitment challenges and strengthen innovation. A coordinated system will provide clearer access points, allowing employers to engage consistently and effectively. This approach will unlock the full potential of Essex's SME base and drive long-term economic resilience.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Simplify SME Access to Skills Support	Provide a consistent brokerage offer across partners, reducing duplication and giving SMEs one trusted point of contact. Create a single, visible “front door” for all skills enquiries, with rapid triage and clear routes into placements, apprenticeships, and training.	EGA (L) ECoC, Thurrock, SCEDT	Y2 Q2: Build CRM and front door systems, create brokerage toolkit, and run pilot testing. Y2 Q3: Fully launch shared CRM, unified brokerage offers, and the single skills front door. Y2 Q4: Review performance, refine processes, and embed improvements across all partners.	✓ SMEs can easily access the right skills support, first time, leading to increased employer participation, utilising funding that increase Apprenticeship recruitment, WEX placements and offered work experience. ✓ Identification of 200+ placements annually through local authority funded programmes.	Subject to biannual review and RAG assessment by the Essex Skills Board Local Authority Reporting
Increase SME Awareness and Understanding of the Skills System	Deliver clear, jargon-free communications that explain what support is available, why it matters, and how SMEs benefit. Use SME friendly channels (local business groups, LinkedIn, targeted newsletters) to promote time efficient engagement opportunities. Share regular success stories, updates to policy and funding using practical examples that build confidence and trust. Leverage SME focused channels to raise awareness of available funding by promoting the Levy Sharing Service and the EGA Apprenticeship Hub.	ECoC (L)	Y1 Q4: Publish clear, jargon-free communications explaining available support and SME benefits. Y2 Q2: Roll out targeted outreach through SME friendly channels (local groups, LinkedIn, newsletters). Y2 Q2: Materials are ready that showcase success stories, policy/ funding updates and practical examples to build trust. Y3 Q1: Review engagement data, refine messaging, and expand communication based on SME feedback.	✓ SMEs clearly understand the skills system and how it benefits their business. ✓ A 10% increase in Chamber member participation in offering work experience placements, alongside a 10% overall rise in SME participation.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 1

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Intensify Outreach Across All Essex Districts	Run a coordinated programme of outreach events, short, local, and sector focused, to reach businesses where they are. Build stronger links with district councils, local authorities and business networks to expand reach and reduce cold engagement. Provide simple materials and consistent messaging so all partners deliver one coherent Essex skills offer. Future proof the approach to be ready for local government reorganisation and devolution.	EGA (L) ECoC, Thurrock, SCEDT, GECH, FEDEC, EPN & The Bridge	Y2 Q1: Start delivering a series of outreach sessions. Y2 Q2: Ensure events are planned via local authorities and business groups. Y2 Q3: Easy to use resources are ready for circulation. Y1 Q4: Ensure model for upcoming structural changes in local governance is in place.	✓ High quality outreach delivered in every district and every sector in Essex. ✓ Each District improves its SME employer participation by 10%. ✓ Each District Council runs at least 2 SME employer events each year, through and with partner organisations.	Subject to biannual review and RAG assessment by the Essex Skills Board Local Authority Reporting
Strengthen Provider Connectivity to Improve the Employer Experience	Align provider outreach so SMEs receive a joined up offer rather than multiple unconnected requests. Use regular provider coordination sessions to share intelligence and remove duplication.	ECoC & EGA (L) SCEDT, Thurrock, GECH, FEDEC, EPN & The Bridge	Y1 Q3: Bring together delivery teams and discuss a single, streamlined approach. Y1 Q4: Introduce routine collaboration meetings to exchange insights, highlight overlaps, and improve coordination. Y2 Q1: Refine the shared plan based on feedback, ensuring SMEs hear from one unified group rather than separate parties. Y2 Q3: Embed the improved connectivity model into day to day standardised practice.	✓ Providers deliver a joined up, employer centred offer. ✓ EPN cohost 2 SME employer engagement events each year. ✓ Increase employer participation by 20%.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 1

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Make the Employer Journey Clear, Consistent, and Easy	Develop simple “step-by-step” journeys for core activities such as hosting placements, taking on apprentices, or upskilling staff. Include all new funding guidance and support that is available. Produce clear guidance, templates, and FAQs that remove uncertainty and reduce administrative effort.	ECoC (L) EGA, SCEDT, Thurrock	Y1 Q4: All workflows finalised and approved. Y1 Q4: Complete toolkit published and ready for use.	✓ The employer journey becomes simple, predictable, and easy to navigate. ✓ Increase employer participation by 20%.	Subject to biannual review and RAG assessment by the Essex Skills Board
Clarify the Skills Landscape and Show How Each Partner Adds Value	Produce concise, easy to read summaries of each programme, funding stream, and partner role. Map pathways so SMEs can see how different training offers connect and what options fit their needs. Ensure front-line teams across partners communicate this landscape confidently and consistently.	ECoC (L) FEDEC	Y1 Q4: Complete toolkit published and ready for use. Y1 Q4: CPD/sharing events planned and underway.	✓ The skills landscape is transparent, and partners articulate their roles confidently. ✓ Increase employer participation by 20%.	Subject to biannual review and RAG assessment by the Essex Skills Board
Create and Scale Employer-Led Partnership Approaches	Build collaborative models, such as pooled placements, shared training, or levy transfer pledges, that lower risk and cost for SMEs. Develop further employer led sector based groups to help co-design solutions with training providers that reflect real workforce demand and future skills needs. Increase the proportion of employers financially contributing to, and participating in, co designed skills provision. Procurement contracts include enforceable skills clauses, with high levels of employer compliance. Use anchor employers to champion sector initiatives and support smaller firms.	ECoC (L) FEDEC, EPN	Y1 Q4: Strengthened sector based groups and have created fully established co-design forums. Y1 Q4: Mobilises anchor employers who are actively championing initiatives and providing structured support to SMEs.	✓ Employer led partnerships drive scalable, collaborative sector based solutions. ✓ Increase employer participation by 20%.	Subject to biannual review and RAG assessment by the Essex Skills Board

Greater Essex Identified Priorities – Road Map (cont.)

Priority 1

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Use Strong Labour Market Intelligence to Drive Decisions	Gather real-time LMI from SME engagement, provider data, and wider economic sources. Analyse trends to adjust curriculum, training volumes, and delivery models quickly. Share insights through accessible dashboards so partners operate from a single version of the truth.	ECoC (L) EGA, SCEDT, Thurrock	Y1 Q1: Power BI data report developed, validated, and ready for use across the county. Y1 Q1: County wide CPD underway.	✓ Decisions are driven and made methodically using by high quality, shared labour market intelligence. ✓ Increase employer participation by 20%.	Subject to biannual review and RAG assessment by the Essex Skills Board
Embed “Inclusive by Design” into all programme planning and delivery supporting inclusive organisational development, employer readiness and continuous improvement across the skills system.	Ensure every process, tool, and pathway is designed to be accessible from the outset, with Inclusive by Design applied as a standard system practice across commissioning, employer participation and pathway development, reducing reliance on individual adjustments and retrofitted solutions, supported through inclusive organisational development and system learning.	ISA (L)	Y1 Q4: Universal-design approach embedded across services.	✓ System practices consistently accommodate different starting points and needs from the outset, resulting in increased participation, retention and progression across a wider range of pathways. ✓ 20% Increased uptake of Accessible Apprenticeships and supported internships.	Subject to quarterly review by the Inclusive Stakeholder Alliance Inclusive Stakeholder Alliance employer engagement report

Greater Essex Identified Priorities – Road Map (cont.)

Priority 1

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Increase employer participation by providing employers with better, confidence building support to say "yes"	Create a single, simplified employer support package that explains reasonable adjustments, funding routes (Access to Work, incentives, job coaching), and best practice. Offer hands on support through job coaches/ liaison officers who help employers design roles inclusively, manage adjustments, and plan sustained support. Showcase success stories to demonstrate real outcomes, practical solutions, and the benefits of diverse teams. Secure and enforce Section 106 agreements with ring-fenced funding explicitly allocated to skills and workforce development. Establish a firm employer commitment to provide high quality work placements, apprenticeships, and support for essential skills (e.g. English, maths, employability skills).	EGA, ISA(L) ECoC, SCEDT, Thurrock, Active Essex	Y1 Q2: Employer support package finalised and published. Y1 Q3: Hands-on employer support model fully operational. Y1 Q4: Case-study programme established and shared.	✓ Increased registration of Disability Confident employers by 20%.	Annual Employer Survey
Increase employer participation by changing Section 106	Secure and enforce Section 106 agreements with ring-fenced funding explicitly allocated to skills and workforce development, through Major Infrastructure within the county.		Y1 Q4: Section 106 changes agreed through East of England stakeholder partnership linked to nationally significant infrastructure projects	✓ 50% participation of SME's linked to Major Infrastructure projects are supported with targeted and relevant resource.	Annual Major Infrastructure project data capture

Greater Essex Identified Priorities – Road Map (cont.)

Priority 2

Priority 2: Essential Skills and Behaviours

The strategic aim is to ensure all residents develop the foundational skills needed to succeed in modern workplaces. By strengthening communication, teamwork, problem solving, Maths, English and spoken English, Essex will improve employability, workplace readiness and long-term progression. Earlier exposure to the world of work,

high-quality placements and real-world learning will help young people build confidence and adaptability. Alongside this, strengthening enterprise and entrepreneurial capabilities will support Essex's predominantly small-business economy. By embedding these skills across pathways, the region will accelerate onboarding, increase productivity and create a more resilient, opportunity-rich workforce.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Build a County-Wide Essential Skills Framework	Develop a unified Essex Essential & Enterprise Skills Framework that clearly defines core employability skills (communication, teamwork, problem solving, adaptability, professional behaviours) with levelled progression. Codesign the framework with employers, providers, colleges, and local authorities to ensure real world relevance. Embed the framework across schools, FE, employability provision, and workplace programmes, including assessment tools and learner passports. Promote the Essential and Enterprise Skills Initiative. Promote employer and learner success stories that demonstrate skills impact. Develop a digital Essex Essential Skills Hub hosting resources, videos, frameworks and toolkits.	ECoC (L) FEDEC, EGA, EPN, GECH, Active Essex, DWP (Youth Hubs)	Y1 Q4: Unified Essex Essential & Enterprise Skills Framework developed. Y1 Q4: Framework co-designed and validated with employers, providers, colleges, and local authorities. Y2 Q1: Countywide campaign launched showcasing essential and enterprise skills through relatable case studies. Y2 Q3: Framework fully embedded across schools, FE, employability provision, and workplace programmes. Y2 Q4: Employer and learner success stories promoted demonstrating clear skills impact. Y3 Q4: Digital Essex Essential Skills Hub developed and live, hosting resources, videos, frameworks, and toolkits.	✓ Shared, countywide expectations for essential skills. ✓ Learners demonstrate workplace ready behaviours earlier and more consistently. ✓ 20% Increase in employer engagement. ✓ 20% increase in participation from schools, providers and businesses. ✓ A countywide culture that values skill development.	Subject to biannual review and RAG assessment by the Essex Skills Board

Greater Essex Identified Priorities – Road Map (cont.)

Priority 2

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Strengthen Maths, English and Spoken English Foundations	Expand targeted Maths and English interventions, including contextualised sector specific functional skills programmes. Increase Essex Growth Agency funded places for English and Maths Functional Skills. Increase ESOL provision focused on practical workplace communication, customer service language, teamwork vocabulary and common workplace scenarios.	EGA (L) FEDEC, Adult Community Colleges & Partners	Y1 Q2: Targeted Maths and English interventions expanded, including contextualised sector-specific functional skills. Y1 Q2: Enhanced ESOL provision in place, focused on practical workplace communication and common workplace scenarios.	✓ Improved confidence and accuracy in work relevant communication and numeracy. ✓ Stronger employability for learners with language barriers. ✓ Provision meets the needs and demand, regionally. ✓ 100 funded places for functional skills offered to NEET demographic.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual review of ILR data
Expand High Quality Work Experience, V&T Levels, Apprenticeships and Supported Internships	Coordinate and run workshops and events to increase employer participation in structured work placements that explicitly develop essential skills. Expanding on the 'Building a lasting Legacy' work started by Morgan Sindall. Support SMEs with toolkits, mentor training and admin support to confidently host learners. Enhance existing partnerships to create a central Essex Placement Hub that matches learners to opportunities based on skills needs, sector interest and location.	FEDEC & EPN (L) ECoC, GECH, EGA & The Bridge	Y1 Q1: Increased employer referrals through measured activity. Y1 Q4: SME support offer in place, including toolkits, mentor training, and admin support. Y2 Q1: Central Essex Placement Hub established and matching learners to opportunities.	✓ Earlier development of workplace behaviours and confidence. ✓ Employer pipelines strengthened through skills-based recruitment. ✓ Increase employer Work Experience, V&T Levels, Apprenticeships and Supported Internships placements by 20%. ✓ Young people transition into work with clearer understanding of expectations.	Annual Employer Survey Annual Provider Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 2

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Improve Onboarding and Workplace Readiness	Support employers to integrate essential skills development into induction, onboarding and probation. Provide young people with real-time skill assessments through employer workshops, feedback sessions and mock assessments.	FEDEC & EPN (L) ECoC, EGA	Y1 Q3: Employers supported to embed essential skills development into induction, onboarding, and probation. Y1 Q4: Real-time skill assessments for young people commenced through workshops, feedback sessions, and mock assessments.	✓ Faster and more confident transition into work. ✓ Reduced attrition by 10%. ✓ Improved long-term retention and progression by 10%.	Annual Employer Survey
Embed Enterprise and Innovation Skills Across Essex	Introduce enterprise modules that develop creativity, problem solving, commercial thinking and pitching skills. Deliver practical entrepreneur led workshops in schools, FE and community settings that can be Local Authority funded. Support youth entrepreneurship with challenges, grants and microenterprise projects. Embed enterprise skill development within T Levels, apprenticeships and work placements.	EGA, FEDEC (L) SCEDT, EPN, Active Essex	Y2 Q1: Enterprise modules introduced to build creativity, problem-solving, commercial thinking, and pitching skills. Y2 Q1: Entrepreneur led workshops delivered across schools, FE, and community settings. Y2 Q4: Youth entrepreneurship supported through challenges, grants, and micro-enterprise projects. Y2 Q1: Enterprise skill development embedded within T Levels, apprenticeships, and work placements.	✓ A more innovative, entrepreneurial workforce. ✓ Increased business creation and resilience across small/micro firms. ✓ Programme of funding is allocated and commissioned by EGA. ✓ 100% of Major Infrastructure Projects within Greater Essex allocate dedicated funding to support the introduction and implementation of enterprise module delivery within the lifecycle of the project.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Major Infrastructure project data capture

Greater Essex Identified Priorities – Road Map (cont.)

Priority 2

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Increase Employer Involvement in Curriculum Design	Engage and invite more employers to sector specific employer advisory panels to shape curriculum content and essential skills priorities. Facilitate structured engagement between providers and employers to track emerging skills gaps. Enable codelivery of learning by industry experts with a focus on essential and enterprise skills.	FEDEC (L) EPN, ECoC, Active Essex	Y1 Q4: Strengthened sector-specific employer advisory panels have been set up. Y1 Q4: Structured engagement model in place to track emerging skills gaps between providers and employers. Y3 Q4: Industry-expert co-delivery embedded and shared across colleges.	✓ Curricula that match evolving industry requirements. ✓ More relevant, applied learning experiences. ✓ Stronger shared responsibility between employers and educators. ✓ Increase employer participation by 20%. ✓ 100% of Major Infrastructure Projects that impact Greater Essex will allocate designated staff resource to support curriculum design within the lifecycle of the project.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Major Infrastructure project data capture
Strengthen Support for Young People at Risk of Becoming NEET	Implement early identification systems (Year 9+) to flag young people needing targeted support. Establish a central NEET data hub at district and school level to coordinate early interventions. Use essential skills development as a core feature of all NEET prevention programmes. Increase access to mentoring, coaching and small group skill building sessions. Partner with community organisations for outreach to hard to engage young people.	EGA (L) FEDEC, SCEDT, Thurrock, Association of Secondary Heads, ECC, DWP, Active Essex	Y1 Q3: Early identification systems (Year 9+) in place to flag young people needing targeted support. Y1 Q2: Central NEET data hub established at district and school level for coordinated early interventions. Y1 Q4: Essential skills development embedded as a core feature across all NEET prevention programmes. Y1 Q4: Expanded access to mentoring, coaching, and small group skills building sessions. Y1 Q4: Outreach partnerships in place with community organisations to reach hard to engage young people.	✓ Reduce long term NEET numbers through earlier skills intervention by 10%. ✓ Improved engagement and progression into training and work. ✓ 100 NEET mentors will be recruited, trained, and deployed to support programme delivery. ✓ 100% of Major Infrastructure Projects that impact Greater Essex will allocate designated staff resource to support NEET mentorship programmes. ✓ Clearer, supported pathways toward employability. ✓ Reduce 'at risk of being NEET' numbers by 10%.	Subject to biannual review and RAG assessment by the Essex Skills Board Quarterly NEET Data Monitoring progress tracked quarterly via dashboard Annual Major Infrastructure project data capture

Greater Essex Identified Priorities – Road Map (cont.)

Priority 2

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Upskill Educators to Deliver Essential and Enterprise Skills	Offer CPD programmes that upskill educators in teaching, assessing and embedding essential and enterprise skills. Provide training on employer expectations and live sector insight. Equip educators with practical tools for project based, experiential and employer involved learning.	FEDEC (L)	Y2 Q1: CPD programmes launched to upskill educators in teaching, assessing, and embedding essential and enterprise skills. Y1 Q2: Training delivery taking place on employer expectations and live sector insight. Y1 Q4: Educators equipped with practical tools for project-based, experiential, and employer-involved learning.	✓ Consistent essential skills delivery across all settings. ✓ Higher quality, more engaging teaching. ✓ Stronger alignment between classroom learning and workplace needs. ✓ Increase employer participation in co design by 20%.	Annual Provider Survey Attendees at the FEDEC CPD Conference All FE providers have Ofsted 'Strong' rating for meeting skills needs

Greater Essex Identified Priorities – Road Map (cont.)

Priority 3

Priority 3: Modern Leadership and Management

The strategic aim is to strengthen leadership and management capability across Essex's SME-driven economy, enabling businesses to adapt, innovate and grow. By championing collaborative and agile leadership models and improving digital and data confidence, the region will help employers navigate rapid technological and workforce change.

Expanding accessible, modular and flexible leadership training will support "accidental managers" and build future talent pipelines. Improved people management approaches will boost retention, workplace culture and resilience. Through targeted support, Essex will equip leaders with the skills and confidence needed to drive productivity and secure long-term business success.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Modern, Inclusive Leadership Practices Adopted Across Essex SMEs	Launch a modern leadership framework for Essex. Co-design the content with SMEs, sector bodies and business networks. Apply Inclusive by Design principles as a core leadership discipline by supporting leaders to test and adapt real organisational practices. Champion local case studies & role models. Create and use video, podcasts and local events to promote real, relatable examples. Explore revised routes of funding/ co funding.	ECOC (L) EGA, FEDEC, EPN, SEATS, ISA, Active Essex	Y2 Q2: Co-design is complete. Y2 Q3: Launch the Essex Modern Leadership Framework with supporting tools and communications. Y1 Q3: Peer-led leadership events are established. Y1 Q4: Case studies are published and available. Y1 Q4: multimedia campaign has been launched (videos, podcasts, local events) to amplify real SME leadership stories. Y1 Q4: Funding routes have been established and aligned (where available) this action will be reviewed ongoing, in response to funding changes and availability.	✓ Participating SMEs report improved leadership confidence within lifecycle of the LSIP. ✓ 100 'peer' mentors are recruited. ✓ 20% increase in SMEs are adopting at least one modern leadership practice. ✓ Participating SME's report a 20% increase in workforce satisfaction. ✓ 20% increase in SME leaders shift from traditional hierarchical models to modern, collaborative and adaptive leadership approaches. ✓ 20% Participating SMEs demonstrate changes to real organisational practices (e.g. recruitment, job design, onboarding and progression), indicating a shift from one-off initiatives towards sustained, system-level leadership practice.	Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 3

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Strengthened Management Capability in SMEs and Micro Businesses	Develop short, stackable 60-minute modular management training units, online or hybrid, covering core skills for “accidental managers.”	ECoC & EGA (L) SCEDT, Thurrock	Y1 Q4: Modular, flexible management training packages launched for new and “accidental” managers.	✓ SME leaders have access to modular learning.	Annual Employer Survey
	Create a 4–6 week Management Essentials for Micro Businesses fast-track programme with practical templates and tools for immediate use.		Y1 Q4: “Management Essentials for Micro Businesses” fast-track programme has been developed and available for delivery.	✓ 20% SME’s report improved ability to manage teams, performance and conflict.	
	Introduce practical, on-the-job workplace coaching for SME leaders to embed learning and support sustained behaviour change.		Y2 Q1: Workplace coaching model introduced for SME leaders to embed learning in real business operations has been developed and available for delivery.	✓ 20% SME Leaders report they have improved their core management skills needed to run effective, productive and resilient organisations.	
Increased Digital Confidence and Technology Adoption	Collaborate with partners to develop and embed new programmes delivered through ‘Skills and Growth Levy.’	ECoC/FEDEC/EPN/ Adult Community Colleges	Y2 Q4: SME leaders are actively adopting digital tools, data and automation to improve efficiency and competitiveness.	✓ 20% increase in number of SMEs that are able adopt at least one new digital tool or automation process.	Annual Employer Survey Annual Provider Survey
	Deliver SME sessions to demystify technology and highlight low-cost, practical digital solutions for small businesses.		Y2 Q1: New apprenticeships and AI units launched.	✓ Free fully funded learning modules are available to every business in Greater Essex.	
			Y1 Q4: SME sessions are implemented with strong attendance.	✓ 20% of participating leaders report increased productivity. ✓ 20% of SME leaders can demonstrate an increase in efficiency and competitiveness.	

Greater Essex Identified Priorities – Road Map (cont.)

Priority 3

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Stronger Workforce Planning and Talent Development in SMEs	Create a workforce planning toolkit for SMEs with practical guidance on forecasting skills needs, succession planning and flexible roles. Including inclusive hiring templates and guidance for SEND-friendly recruitment. Build an Essex SME talent pipeline programme to connect SMEs with local talent sources including FE colleges, adult education, SEND employment providers and Youth Guarantee pathways. Support employers to offer supported internships, work trials and entry-level routes.	EGA & ECoC (L) SEATS & Partners	Y1 Q4: Workforce planning toolkit for SMEs completed, including inclusive hiring templates and SEND-friendly recruitment guidance. Y1 Q4: Essex SME talent pipeline programme established, connecting SMEs with FE, adult education, SEND providers and Youth Guarantee pathways. Y2 Q4: Supported internships, work trials and entry-level routes expanded, with clear funding guidance for employers.	✓ 20% increase in number of SMEs offering opportunities to young people and SEND individuals. ✓ 20% Increase in uptake of supported internships, apprenticeships and first step job roles. ✓ 20% of Leaders feel better equipped to recruit, retain and develop talent effectively, including young people and SEND employees.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Priority 4: Building Inclusive, Future Ready Skills Pathways from Entry Level – Level 8

The strategic aim is to design a future-ready skills system that fully aligns with national reforms and ensures every resident can progress from Entry Level to Level 8. By integrating V Levels, new Level 2 pathways, the LLE and employer-aligned short courses, Essex will

build seamless learning journeys that reflect modern workforce needs. NEET young people will be prioritised through early intervention and coherent support. Embedding Bootcamps and SWAPs into longer-term pathways will open rapid entry into high-demand sectors. This inclusive, coordinated approach will meet employer shortages, widen opportunity and secure long-term prosperity.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
All Priority Sectors					
Design end-to-end pathways (Entry Level –L8) aligned to employer demand and national reforms	Form a cross-sector governance group for FE and HE institutions.	ARU, UoE and FEDEC(L)	Y1 Q4: Governance group established.	✓ A governance with agreed terms of reference and achieving a minimum of 2 cross-sector meetings per year with documented decisions.	Subject to biannual review and RAG assessment by the Essex Skills Board
	Establish cross-college and HE-sector pathway development groups to collaboratively design and deliver sector-wide action plans.	ECoC & Adult Community Colleges	Y1 Q4: Sector pathway groups established.	✓ All of the priority sector pathways are mapped from Entry Level–L8 and published, with annual review against labour-market data.	Annual Provider Survey
	Integrate Apprenticeships, Bootcamps, SWAPs and modular provision into wider technical routes, where appropriate.		Y2 Q4: Online courses developed and aligned to local industry needs.	✓ A consolidated technical offer created, with a minimum of 3 programme types integrated per sector and learner uptake increasing year-on-year.	Annual Employer Survey
	Expand employer participation in curriculum design, co-delivery and assessment.		Y2 Q4: Micro-credentials have been created to support flexible adult upskilling (where appropriate).	✓ Employer involvement increased across curriculum design, delivery or assessment.	
	Embed emerging technologies into curriculum, facilities, and work-based learning.		Y2 Q4: End-to-end pathways (Entry Level–L8) designed and aligned.		

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms (continued)	Create a Digital Skills Navigation Service to help learners understand pathways. Develop more modular online courses linked to local industry needs. Increase the co-design of sector-specific content with employers. Create micro-credentials for flexible adult upskilling. HE providers should consider the Strategic Priorities Grant (SPG) for capital funding to deliver LSIP priorities.		Y2 Q4: Employer participation expanded across curriculum design, co-delivery and assessment, with emerging technologies embedded into curriculum and work-based learning. Y2 Q1: Skills Navigation Service launched to help learners understand pathways. Y2 Q1: Funding should have been explored and where appropriate bids submitted.	✓ Updated curriculum and facilities with at least two emerging technologies embedded per priority sector, reviewed annually. ✓ Enhanced responsiveness of training to market needs. ✓ Higher adult participation in flexible and modular learning.	

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Advanced Manufacturing, Engineering & Aviation					
Design end-to-end pathways (Entry Level – L8) aligned to employer demand and national reforms. Work in collaboration to establish an Industry 4.0 Skills Hub, utilising current infrastructure focused on robotics, mechatronics, and digital manufacturing. Emerging Technologies to be considered - Digital twins (Siemens, Dassault) - Generative AI for engineering design - Robotics & cobots 3D metal printing - Predictive maintenance & IoT sensors	Create clear progression pathways via V Levels, T Levels and L4–L8 technical and degree routes in automation, maintenance engineering and avionics, reflecting employer demand for practical, job ready engineering capability. Embed applied employer led projects at each stage of learning to strengthen hands on competence in areas such as CNC machining, mechanical and maintenance engineering, robotics, welding, PLC programming, firmware, electronics and systems engineering. Establish an Industry 4.0 Skills Hub that provides shared access to advanced manufacturing technologies (including CNC, robotics, automation, digital twins, metrology and digital manufacturing tools), responding to SME demand for exposure to modern equipment without prohibitive capital investment. Expand Aviation Maintenance Bootcamps linked to Stansted, Southend and local aerospace employers, ensuring alignment with employer demand and regulatory requirements. Clean-Energy Action Create a Net-Zero Manufacturing & Power Systems pathway mapped to: - V & T Levels (L3): Engineering, Maintenance, Digital Production for clean-energy systems. (L4–5): Electrical power engineering, automation for renewables, hydrogen & EV powertrains. - Degree routes (L6–8): Mechanical/Electrical Engineering, Clean-Energy Systems Engineering, Aerospace Decarbonisation. - Clean energy manufacturing, electrification and aerospace decarbonisation, supporting emerging roles in sustainable production and maintenance engineering.	ARU, UoE and FEDEC (L) EPN, ECoC, EGA, Essex Manufacturing Alliance	Y1 Q4: Employer partnership group established (robotics, aerospace, manufacturing). Y3 Q4: Fully validated curriculum ready for delivery Y3 Q4: Employer project framework implemented across all levels. Y2 Q1: Extended Aviation Maintenance Bootcamp delivery launched with airport and employers.	✓ Learners develop practical, employer validated engineering competence aligned to real manufacturing and aviation environments. ✓ Improved supply of skilled engineers, technicians and operators in response to acute shortages identified by employers. ✓ SMEs gain improved access to skills pathways, equipment and applied training without disproportionate delivery burden. ✓ Clear, published progression routes support long term workforce planning	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Advanced Manufacturing, Engineering & Aviation					
Establish a Shared Manufacturing Apprenticeship Model	Develop a shared or rotational apprenticeship model allowing SMEs to host apprentices flexibly while a central coordinating body manages employment, payroll, pastoral care and training continuity. Target priority roles including machining, maintenance engineering, automation, mechatronics and engineering technicians.	Essex Manufacturing Alliance (L) with attributed Skills Working Group, FEDEC & ECoC	Y1 Q4: Feasibility and delivery model agreed. Y2 Q1: Pilot launched with participating manufacturers and providers. Y2 Q4: Model evaluated and scaled subject to demand.	✓ Increased SME participation in apprenticeships by 20%. ✓ Reduced employer burden while protecting learner continuity. ✓ Improved apprenticeship uptake in priority engineering roles by 20%.	Annual Essex Manufacturing Alliance survey
Design and implement a Manufacturing Operator & Technician Conversion Pathway	Develop a sector specific adult conversion pathway combining short pre training modules, factory taster visits and progression routes into apprenticeships or employment. Target individuals with transferable skills (e.g. ex forces, logistics operatives, career returners, construction and automotive trades).	Essex Manufacturing Alliance (L) with attributed Skills Working Group, FEDEC & ECoC	Y1 Q4: Pathway co designed with manufacturers. Y2 Q2: First conversion cohorts delivered. Y3 Q1: Pathway embedded as a recurring offer.	✓ Accelerated entry into machine operator and technician roles. ✓ Broadened and more resilient talent pipeline. ✓ Faster response to acute skills shortages. ✓ Increase employer participation by 20%.	Annual Essex Manufacturing Alliance survey

This action plan outlines the development of a future-focused portfolio of qualifications that fully leverage emerging technologies to meet industry demand and skills shortages.

At **Levels 4–5**, proposed provision includes Higher National Certificates and Diplomas (HNC/HND) in Digital Engineering and Simulation, AI-Assisted Engineering Design, Robotics and Automation Engineering, and Additive Manufacturing Technologies, alongside Higher Apprenticeships in Smart Robotics Systems and Predictive Maintenance Engineering. Progression. **Levels 6–7** will build on this foundation through advanced degree programmes, including BSc (Hons) in Digital Twin Engineering and Smart Systems, AI and Engineering Design, and BEng (Hons) in Robotics and Autonomous Systems, as well as Additive Manufacturing Engineering. Postgraduate development will include MSc programmes in Digital Engineering and Lifecycle Management and Predictive Maintenance and Reliability Engineering. Collectively, these qualifications establish a clear and cohesive pathway that supports learners from intermediate to advanced levels while aligning with technological innovation and workforce requirements.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Agri-Tech, Agri Food Horticulture, Food Tech & Land-based					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered - Precision farming robotics (e.g., autonomous tractors) via work with CNH - Drone crop surveillance - Hydroponics & vertical farming systems - Agri-biotech, CRISPR-enabled solutions - AI-driven yield optimisation, Crop monitoring	Create and Agri tech conference within Agri week – 19–23 October. Include Viticulture due to changing climate in the East of England. This is an emerging sector. Develop a Green & Agri-Tech Academy. Create pathways from L2 Operational Horticulture → L6 Agri-Tech Management → L7 innovation. Run Bootcamps in precision agriculture, drone operations, vertical farming systems. Integrate employer farm trials into Level 4+ programmes. Clean-Energy Action Introduce a Low-Carbon Agri-Operations route spanning: - V/T Levels (L3): Agriculture, Environmental Land Management with modules on renewable energy integration. - V Levels & (L4–5): Controlled-environment energy systems, electric farm machinery, climate-smart food tech. - Degrees (L6–8): Agri-Tech. - Crop Monitoring. - Engineering, Sustainable Food Systems, Carbon-Smart Agriculture.	Writtle, ARU, UoE (L) FEDEC, ECoC, EPN, ARU, UoE, EGA	Y1 Q4: Sector governance group for FE and HE established. Y2 Q2: Skills Development Action Plan created. Y3 Q4: All relevant pathways have been mapped and developed. Y3 Q4: Emerging technologies/Clean Energy embedded across programmes. Y3 Q3: Successfully designed and delivered the inaugural sector conference within Agri-Tech Week. Y2 Q2: Delivered the regional Agri-Tech Sector Conference.	✓ Writtle and ARU are able to develop and deliver training to support the electrification of farm operations, precision robotics, on-site renewables and energy-efficient cold-chain logistics. ✓ The sector pathways are mapped from Entry Level–L8 and published, with annual review against labour-market data. ✓ Writtle College/ ARU become 'The Centre of Excellence for Agriculture'.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey

This action plan sets out the development of a forward-looking suite of qualifications within the agriculture and land-based sector, designed to harness emerging technologies and support innovation in sustainable food production and land management. At **Levels 4–5**, the proposed offer includes an HND in Autonomous Agricultural Systems Engineering, a Diploma in UAV Crop Analytics and Land Surveying, and an HNC in Applied Agricultural Biotechnology. These are complemented by Higher Apprenticeships such as Agri-Robotics Technician and Drone and Remote Sensing Technician (agriculture-focused), alongside a Foundation Degree in Vertical Farming Systems and Urban Agriculture.

At **Levels 6–7**, progression pathways will include a BSc (Top-up) in Smart Farming Systems and Robotics, as well as advanced technical routes such as a Higher Apprenticeship for Controlled Environment Agriculture (CEA) Systems Technician. Postgraduate provision will be introduced through a PGC in CRISPR and Advanced Crop Science, supporting specialisation in cutting-edge agricultural biotechnology. Together, these qualifications create a coherent and future-ready progression pathway that aligns with advances in agri-tech, automation, and sustainable agricultural practices.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Community & Voluntary					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered - AI tools for community engagement - Digital inclusion platforms - Data dashboards for community intelligence - Immersive training for safeguarding scenarios	Co-design Entry Level – L6 pathways for community development, youth work, social leadership. Wherever appropriate include social action partners and projects. Connect to Essex's Your Essex Community programme and align micro-credentials in fundraising, project delivery, safeguarding, digital inclusion in fundraising, project delivery, safeguarding and digital inclusion, incorporating emerging technologies such as AI engagement tools, digital inclusion platforms, community data dashboards and immersive safeguarding training. Embed and grow work experience/volunteering placements with charities & social enterprises. Clean-Energy Action Explore and develop where appropriate: Launch a Decarbonisation panel	ARU, UoE & FEDEC(L) ECoC, EPN, EGA, Active Essex	Y1 Q4: Sector governance group for FE and HE established. Y2 Q2: Skills Development Action Plan created. Y3 Q4: All relevant pathways have been mapped and developed. Y3 Q4: Emerging technologies/Clean Energy embedded across programmes. Y3 Q4: Launched micro-credentials produced. Y1 Q4: Decarbonisation panel launched with clear aims and objectives.	✓ The sector pathways are mapped from Entry Level – L8 and published, with annual review against labour-market data. ✓ 20% more opportunities created to support entry point routes for this sector. ✓ 20% increase in apprenticeships. ✓ 30% increase in free management qualifications offered to this sector. ✓ 20% increase in work experience placements and supported internships.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey

This action plan outlines the development of a targeted suite of qualifications that utilise emerging technologies to strengthen community engagement, digital inclusion, and data-driven decision-making. At **Levels 4–5**, the proposed offer includes an HNC in AI for Community Engagement, equipping learners with the skills to apply artificial intelligence in community-focused contexts, alongside an HND in Digital Inclusion Strategy and Practice to address digital inequalities. In addition, an HND in Community Data Analytics and Insight will develop capability in interpreting and applying data to support community services and outcomes.

At **Levels 6–7**, progression will be supported through advanced qualifications, including a Diploma in Community Data Analytics and Insight and a Diploma in Immersive Training and Safeguarding Simulation, which leverages innovative technologies to enhance training and protection practices. Postgraduate provision will include a Postgraduate Certificate in AI, Ethics and Social Impact, ensuring learners are equipped to critically evaluate and responsibly implement emerging technologies within societal contexts. Collectively, these qualifications provide a coherent and progressive pathway that aligns technological advancement with community needs and social impact.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Professional Services					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered • AI for legal research & contract automation • Regulatory Technology & financial compliance platforms • Regulatory Compliance & Reporting process automation • Digital accounting systems (cloud-based)	Expand provision in data analytics, accounting tech, AI-enabled business operations. Map progression to chartered routes at L6–8. Establish employer-led “industry exposure weeks” for NEET learners. Clean-Energy Action Explore and develop where appropriate: • Embed a Clean-Energy Business & Compliance pathway. • Business, Legal, Finance with climate-compliance modules. • Green finance, ESG data analytics, sustainable procurement, carbon compliance. • Sustainable Finance, Environmental Law, Clean-Energy Business Strategy.	ARU, UoE & FEDEC (L) ECoC, EPN, EGA	Y1 Q4: Sector governance group for FE and HE established. Y2 Q2: Skills Development Action Plan created. Y3 Q4: All relevant pathways have been mapped and developed. Y3 Q4: Emerging technologies/Clean Energy embedded across programmes. Y1 Q4: industry-exposure weeks for NEET learners established and promoted.	✓ The sector pathways are mapped from Entry Level – L8 and published, with annual review against labour-market data. ✓ 20% more opportunities created to support entry point routes for this sector. ✓ 20% increase in apprenticeship uptake. ✓ 20% increase in work experience placements. ✓ Prepares learners for roles in green finance, project administration, clean-energy regulation, ESG reporting, and supply-chain.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey ILR Data Review

This action plan outlines the development of a comprehensive portfolio of qualifications that harness emerging technologies to modernise legal, regulatory, and compliance professions. At **Levels 4–5**, the proposed provision includes HNDs in Legal Technology and AI Applications, Regulatory Technology (RegTech), and Financial Regulation and Technology, enabling learners to develop core technical and sector-specific knowledge. These are supported by Higher Apprenticeships in Legal Operations and Technology, Compliance and Risk Operations, and Business Process Automation, providing practical, work-based pathways aligned to industry needs. An HTQ in Governance, Risk and Compliance (GRC) Systems further strengthens technical capability in managing organisational risk and regulatory environments.

At **Levels 6–7**, progression routes will extend into advanced and specialised study, including a BSc or Postgraduate Certificate in Legal AI and Digital Law, and BSc degrees in RegTech and Financial Innovation, Financial Compliance and Digital Risk Management, and Intelligent Process Automation. Postgraduate provision will also include a Certificate in Regulatory Reporting and Data Governance, supporting expertise in data-driven compliance and reporting frameworks. Together, these qualifications form a coherent, future-ready pathway that aligns legal and financial services with advancements in automation, artificial intelligence, and digital governance.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Construction					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered - Digital surveying (LiDAR) - BIM, parametric design - Modern Methods of Construction (Modular) - Energy-efficiency technologies	Ensure that Retrofit & Green Construction Skills Centres continue to be aligned to employer need.	ARU, UoE & FEDEC(L)	Y1 Q4: Sector governance group for FE and HE established.	✓ The sector pathways are mapped from Entry Level – L8 and published, with annual review against labour-market data.	Subject to biannual review and RAG assessment by the Essex Skills Board
	Offer Bootcamps in heat pump installation, retrofit coordination, MMC, digital surveying.	ECoC, Eastern Region CETEC, EPN, EGA, the Skills Centre Essex	Y2 Q2: Skills Development Action Plan created.	✓ This aligns with national competence frameworks and supports the urgently needed workforce for housing decarbonisation.	Annual Provider Survey
	Create clear Entry Level – L7 pathways for site technicians, Formworker, Plant Operator, Plant Maintenance, Steelworker, Welders, supervisors, construction managers.		Y3 Q4: All relevant pathways have been mapped and developed.	✓ 30% more opportunities created to support entry point routes for this sector.	Annual Employer Survey
	Embed on-site training pods with large employers/ infrastructure projects.		Y3 Q4: Emerging technologies/ Clean Energy embedded across programmes.	✓ 30% increase in apprenticeship uptake.	
	Clean-Energy Action Deliver a Retrofit & Low-Carbon Construction spine across: - Develop where appropriate V/T Levels: Construction, Design & Surveying with retrofit/heat-pump modules. - Develop PAS-aligned Retrofit Assessor/Coordinator, heat-pump/HVAC electrification, MMC energy-efficiency. - Develop Degrees (L6–7): Sustainable Construction Management, Building Energy Engineering.		Y2 Q1: Digital platform explored and commissioned.	✓ 30% increase in work experience placements.	

This action plan outlines the development of an integrated suite of qualifications designed to embed emerging technologies across the construction, surveying, and civil engineering sectors, ensuring alignment with modern industry practices and digital transformation. At **Levels 4–5**, the proposed offer includes HNC/HND programmes in Geospatial Surveying and Mapping, Construction with BIM and Digital Engineering, Offsite Construction and Modular Building, and Sustainable Construction, alongside an HNC in Construction Project Management with a digital focus. These are complemented by specialist qualifications such as a Level 4 Diploma in Digital Engineering Surveying and a Level 4 Certificate in Building Information Modelling (BIM), providing learners with core technical expertise in digital design, data capture, and modern construction methodologies.

At **Levels 6–7**, progression pathways will expand into advanced and specialised study, including BSc (Hons) degrees in Surveying with Remote Sensing and LiDAR, Digital Construction and BIM Management, and Sustainable Construction or Building Services Engineering. Postgraduate provision will include a Level 7 PGCert/PGDip in Geospatial Data Analytics, a Level 7 Diploma in BIM Strategy and Information Management, and MSc programmes in Advanced Construction Technologies and Construction Technology and Digital Transformation. In addition, traditional and professional engineering pathways will be supported through BEng and MEng Civil Engineering degrees, as well as a Civil Engineering Degree Apprenticeship, ensuring strong industry integration. Collectively, these qualifications establish a coherent, future-ready progression framework that reflects advancements in digital construction, sustainability, and infrastructure development.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Creative Industries					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered • Augmented and virtual reality • AI-assisted design & video tools • Real-time game engines (Unreal, Unity) • Virtual production stages	Develop pathways from L2 Creative Skills, L4 Creative Digital, L6 Production/Design.	ARU, UoE & FEDEC(L) ECoC, EPN, EGA	Y1 Q4: Sector governance group for FE and HE established.	✓ The sector pathways are mapped from Entry Level – L8 and published, with annual review against labour-market data.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey
	Include all appropriate funding models that support the industry.		Y2 Q2: Skills Development Action Plan created.	✓ Supports carbon-lite event production, reduced travel through virtual production, and sustainable digital workflows.	
	Develop provision focussed on sector related entrepreneurial skills.		Y3 Q4: All relevant pathways have been mapped and developed.	✓ Access to jobs/ commissioned opportunities are visible.	
	Create digital platform to support job opportunities access.		Y3 Q4: Emerging technologies/Clean Energy embedded across programmes.	✓ 20% more opportunities created to support entry point routes for this sector.	
	Bootcamps in VFX, AR/VR production, digital content creation.		Y2 Q1: Digital platform explored and commissioned.	✓ 20% increase in work experience placements.	
	Incorporate Essex representation to 'creative corridor' skills taskforce. Clean-Energy Action Explore and develop where appropriate: • Sustainable production & Low-Carbon creative tech content across all relevant provision. • Media, Broadcast, Craft & Design with green production modules. • Digital production sustainability, low-carbon events, virtual production technologies.				

This action plan outlines the development of a dynamic and future-focused suite of creative and digital media qualifications that fully leverage emerging technologies, including artificial intelligence, immersive media, and real-time content production. At **Levels 4–5**, the proposed offer includes HNC/HND programmes in Immersive Media (AR/VR/XR Production) and Foundation Degrees or Higher Technical Qualifications (HTQs) in AI-Assisted Creative Design. These are complemented by HND or Foundation Degree programmes in Real-Time Content Creation using game engines, as well as an HTQ in Virtual Production, equipping learners with the technical and creative skills required to operate in rapidly evolving digital content industries.

At **Levels 6–7**, progression pathways will extend into advanced study through BSc or BA (Top-Up) degrees in Creative Technologies and Digital Innovation, enabling learners to deepen their expertise in applied digital creativity and emerging tools. In addition, a Level 6 Degree Apprenticeship in Virtual Production and Real-Time Media will provide an industry-integrated route, combining academic knowledge with practical experience in high-demand sectors such as film, gaming, and interactive media. Collectively, these qualifications create a coherent progression pathway that supports innovation, creativity, and the adoption of cutting-edge technologies across the digital and creative industries.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Visitor Economy (Travel & Tourism)					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered • AI-powered customer service • Virtual tourism & digital heritage • Smart hotel technologies • Dynamic pricing & travel analytics	Create pathways from L2 customer service → L6 tourism management. Bootcamps in hospitality tech, events production, digital marketing for tourism. Establish employer-led “Tourism Academies” at major attractions. Provide accessible L2 NEET engagement programmes with guaranteed interviews. Clean-Energy Action Explore and develop where appropriate: • Travel, Customer Service, Digital Marketing with sustainability streams. • Low-carbon operations, green hospitality management, EV-ready site management. • Sustainable Tourism, Transport & Mobility Management. • Low-carbon hospitality operations. • Decarbonised visitor travel.	ARU, UoE & FEDEC(L) ECoC, EPN, EGA	Y1 Q4: Sector governance group for FE and HE established. Y2 Q2: Skills Development Action Plan created. Y3 Q4: All relevant pathways have been mapped and developed. Y3 Q4: Emerging technologies/Clean Energy embedded across programmes. Y1 Q4: L2 NEET engagement programmes offering guaranteed interviews.	✓ The sector pathways are mapped from Entry Level – L8 and published, with annual review against labour-market data. ✓ 10% NEETs able to access jobs. ✓ 20% more opportunities created to support entry point routes for this sector. ✓ 20% increase in work experience placements.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey

This action plan outlines the development of a forward-looking portfolio of qualifications designed to harness emerging technologies within the Visitor Economy, (which include travel, tourism, and hospitality sectors), enhancing customer experience, operational efficiency, and data-driven decision-making. At **Levels 4–5**, the proposed offer includes a Certificate or Diploma in AI for Travel Customer Experience, enabling learners to apply artificial intelligence to personalise and improve customer interactions. This is complemented by HND programmes in Virtual Tourism and Heritage Technology and Smart Hospitality Operations, which integrate immersive technologies and digital systems to enhance service delivery. An HND in Travel Data Analytics and Revenue Management further strengthens analytical capability, equipping learners with the skills to optimise performance and strategic decision-making within the sector.

At **Levels 6–7**, progression will be supported through a Degree in Digital Travel and Tourism Innovation, providing advanced knowledge and skills in the application of emerging technologies across the industry. This will enable graduates to lead innovation, drive digital transformation, and respond effectively to evolving consumer expectations. Collectively, these qualifications establish a coherent, future-focused progression pathway that aligns with the increasing digitisation and technological advancement of the global travel and tourism industry.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Health, Care & Med Tech					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered • AI diagnostics • Remote monitoring platforms • Robotics in care & surgery • Immersive VR for clinical simulation • Electronic patient record (EPR) systems	Ensure Health & Med Tech Skills Hub have pathways from Entry Level – L7. Create Bootcamps for health assistants, health data, digital care, remote monitoring. Integrate simulation and immersive learning across all levels. Increase Physical Activity Clinical Champions training. Clean-Energy Action Develop a Greener NHS Workforce pathway structured across: • Health, Science, Care with modules on sustainable practice & digital care. • Sustainable estates operations, low-carbon clinical pathways, MedTech sustainability. • Degrees (L6–8): Digital Health & Sustainability, Clinical Engineering for Net Zero, Advanced MedTech Policy.	ARU, UoE & FEDEC(L) ECoC, EPN, EGA, Active Essex, all Health Care Partners	Y1 Q4: Sector governance group for FE and HE established. Y2 Q2: Skills Development Action Plan created. Y3 Q4: All relevant pathways have been mapped and developed. Y3 Q4: Emerging technologies/Clean Energy embedded across programmes.	✓ The sector pathways are mapped from Entry Level – L8 and published, with annual review against labour-market data. ✓ Supports NHS Net Zero (estates, fleet, supply chain, clinical practice) and rising demand for sustainable MedTech expertise. ✓ 20% NEETS able to access jobs. ✓ 30% more opportunities created to support entry point routes for this sector. ✓ 30% increase in work experience placements.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey
Potential courses and qualifications to be developed making full use of the emerging technologies include Levels 4–5: HNC/HND in AI for Healthcare Diagnostics, Foundation Degree in Applied Clinical AI, HNC/HND in Digital Health Technologies & Remote Monitoring, Foundation Degree in Telehealth & Virtual Care Delivery, HNC/HND in Healthcare Robotics & Assistive Technologies, Foundation Degree in Robotic Systems for Clinical Care, and HNC/HND in Immersive Technologies for Healthcare Training. Levels 6–7: BSc (Hons) in Clinical Artificial Intelligence, Postgraduate Certificate/Diploma in AI for Diagnostics & Precision Medicine, BSc (Hons) in Digital Health Systems, MSc/PGCert in Telemedicine & Virtual Care, BSc (Hons) in Medical Robotics Engineering, Postgraduate Certificate in Surgical Robotics & Automation, and MSc/PGCert in Clinical Informatics & Digital Transformation					

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved	Timescales & Milestones	Measures of Success – Expected Outcome	Monitoring
Digital and Technology					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Strengthen the Digital Talent Pipeline. Emerging Technologies to be considered • AI automation & copilots. • Cybersecurity advancements. • Cloud modernisation & low-code/no-code tools • Data analytics & business intelligence • Edge computing & IoT Responsible AI & governance frameworks	Develop employer-led digital apprenticeships and T Level partnerships.	ARU, UoE & FEDEC (L) ECoC, EPN, EGA	Y1 Q4: Sector governance group for FE and HE established.	✓ Reduces recruitment barriers to ensure employers can access a skilled workforce.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey
	Create more placements in cybersecurity, software development, IT support.		Y2 Q2: Skills Development Action Plan created.	✓ Digital competency and preparedness of both employers and employees have increased.	
	Provide support to SMEs to navigate apprenticeship processes.		Y3 Q4: All relevant pathways have been mapped and developed.	✓ 20% more opportunities created to support entry point routes for this sector.	
	Expand digital bootcamps targeted at local labour-market gaps in Cyber, programming, cloud, data analytics, AI foundations, with guaranteed interviews with participating employers.		Y3 Q4: Emerging technologies/Clean Energy embedded across programmes.	✓ 20% increase in apprenticeship uptake.	
	Create a Digital Talent Hub for Essex that connects jobseekers, career changers, learners and employers.		Y2 Q1: Essex Digital Talent Hub established	✓ 20% increase in work experience placements.	
	Promote retraining and mid-career digital upskilling, especially for workers in declining or heavily disrupted sectors.		Y2 Q2: Employer Knowledge has improved and placements have increased.		
	Clean-Energy Action Explore and develop where appropriate:		Y2 Q2: Digital bootcamps have been commissioned and linked to placements.		
	• Smart energy monitoring and real-time digital dashboards. • AI-driven optimisation for heating, cooling, and lighting. • Migrating on-premise servers to energy-efficient cloud services. • Using digital collaboration tools to reduce travel emissions. • IoT sensors for building and equipment energy management. • Predictive maintenance using digital monitoring systems. • Digital twins to model and optimise energy performance. • Automated carbon and energy-use reporting tools. • Digital platforms for managing EV charging and energy load. • Smart procurement systems that prioritise low-carbon suppliers.				
	GO TO PRIORITY 5 FOR WIDER ACTIONS				

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved	Timescales & Milestones	Measures of Success - Expected Outcome	Monitoring
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Digital and Technology (continued)

This action plan sets out the development of a comprehensive and future-ready suite of digital and technology qualifications designed to make full use of emerging technologies and address critical skills demands across AI, cybersecurity, cloud computing, and data systems. At **Levels 4–5**, the proposed offer includes Higher Technical Qualifications (HTQs) in AI and Intelligent Automation, Cybersecurity Operations and Defence, and IoT Systems and Edge Computing, alongside an HND in Embedded Systems and Edge AI. These are supported by a range of Higher Apprenticeships, including AI Engineering and Automation, Cybersecurity Technologist, Cloud Solutions Engineering, IoT Engineering and Smart Systems, and Data Governance and Compliance, ensuring strong integration between technical knowledge and workplace application.

At **Levels 6–7**, progression pathways expand into advanced and specialist study through BSc (Hons) degrees in Artificial Intelligence and Automation, Applied AI and Data Science, Cybersecurity and Digital Resilience, Cybersecurity with AI Threat Analytics, Edge Computing and Distributed Systems, and Ethical AI and Digital Governance. Postgraduate provision will include MSc programmes in Artificial Intelligence with a Generative AI specialisation, Cybersecurity and Advanced Threat Intelligence, IoT and Edge AI Systems, and Responsible AI and Governance, alongside a PGCert in Platform Engineering and Low-Code Governance and a PGCert in AI Policy, Ethics and Compliance. Additionally, an LLM or MSc in Technology Law and AI Regulation will support the growing need for legal expertise in digital innovation. Collectively, these qualifications form a cohesive, future-focused pathway that equips learners with the technical, ethical, and regulatory capabilities required to lead and innovate in an increasingly digital and data-driven economy.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 4

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Transport & Logistics					
Design end-to-end pathways (Entry Level–L8) aligned to employer demand and national reforms. Emerging Technologies to be considered - Warehouse robotics - Route optimisation AI - Electric & hydrogen vehicle systems - Autonomous delivery technologies - Smart port logistics systems	Create Entry Level – L6 pathways in logistics operations, supply chain management, EV & HGV maintenance. Bootcamps for HGV licensing, warehouse automation, transport planning. New employer hubs around ports, airports & logistics centres. Utilise simulators for HGV, forklift and port crane operations. Maintenance provision expanded to support Heavy Electric/Hybrid Vehicle system repair and Heavy Vehicle technicians. Clean-Energy Action Explore and develop where appropriate: - EV & Hydrogen Freight Transition pathway. - Transport Operations, Engineering & Maintenance with EV/H₂ basics. - High-voltage safety, EV/H₂ vehicle diagnostics, depot energy systems, fleet optimisation programme. - Transport Decarbonisation Engineering, Logistics & Supply-Chain Energy Systems programme.	ARU, UoE & FEDEC (L) ECoC, EPN, EGA	Y1 Q4: Sector governance group for FE and HE established. Y2 Q2: Skills Development Action Plan created. Y3 Q4: All relevant pathways have been mapped and developed. Y3 Q4: Emerging technologies/ Clean Energy embedded across programmes.	✓ The sector pathways are mapped from L2–L8 and published, with annual review against labour-market data. ✓ Supports transition to zero-emission logistics fleets, smart routing, and energy-integrated depots. ✓ Heavy Vehicle provision introduced/expanded in the South of the county introducing 50+ apprenticeships placements. ✓ 50 adult placements in in Heavy Vehicle Brake Testing. ✓ 50 paces in Large Vehicle Wheels and Tyres.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Employer Survey

This action plan outlines the development of a strategically aligned suite of qualifications designed to leverage emerging technologies across the logistics, transport, and supply chain sectors, supporting innovation, efficiency, and sustainability. At **Levels 4–5**, the proposed offer includes HNC/HND programmes in Warehouse Automation Systems, Robotics Operations for Logistics, Data Analytics for Logistics, and Transport Analytics with AI, providing learners with core capabilities in automation, data intelligence, and digital operations. These are complemented by specialist provision in emerging technologies, including HNC in Electric Vehicle Systems for Logistics and HND in Hydrogen and Alternative Fuel Systems, alongside HNDs in Autonomous Systems Operations and Digital Port Logistics, ensuring learners are equipped to respond to the shift towards smart, low-emission, and digitally integrated logistics environments.

At **Levels 6–7**, progression pathways will extend into advanced and specialised study through BSc (Hons) degrees in Logistics Robotics and Intelligent Warehousing, Transport Data Science, Autonomous Transport Systems, and Maritime Logistics and Port Technology. Postgraduate provision will include MSc programmes in Autonomous Warehouse Engineering, AI for Mobility and Logistics, and Zero-Emission Transport Systems, supporting leadership in next-generation logistics and sustainable transport innovation. In addition, a BEng (Hons) in Sustainable Transport Engineering will provide a strong engineering-focused route aligned with decarbonisation goals. Collectively, these qualifications establish a coherent and future-ready progression framework that reflects technological advancements and the evolving demands of global logistics and transport systems.

Greater Essex Identified Priorities – Road Map (cont.)

Priority 5

Priority 5: Digital Skills, Digitech & Artificial Intelligence

The strategic aim is to equip Essex residents and businesses with the digital, DigiTech and AI skills required to thrive in an increasingly technology-driven economy. By expanding access to targeted, flexible and affordable digital training, especially for SMEs, the region will build capacity for innovation and competitiveness.

Strengthening pathways into high-demand roles such as programming, cybersecurity and systems design will support local sectors undergoing rapid digitalisation. Encouraging AI-aware working practices will boost productivity across all industries. Through coordinated action aligned with national Industrial Strategy priorities, Essex will develop a digitally confident workforce prepared for future growth.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Strategic Coordination & Local Leadership	Establish an Essex digital & AI skills steering group by bringing together employers, training providers, FE/HE institutions, local authorities, and sector bodies. Set priorities, monitor progress, and align with the UK Industrial Strategy. Launch a digital adoption & skills awareness campaign to showcase local success stories. Raising awareness among micro-businesses about why digital upskilling matters.	ECoC & EGA (L) FEDEC, EPN	Y1 Q4: Essex Digital & AI Skills Steering Group established, with set priorities implemented. Y1 Q4: Digital adoption and skills awareness campaign launched.	✓ Create a unified approach to digital skills development across Essex, ensuring employers, especially SMEs, can access coordinated support. ✓ Increased awareness of digital upskilling among local micro-businesses by 30%. ✓ Engage 500 businesses through campaign activities. ✓ 150 businesses to enrol in digital skills support programmes.	Subject to biannual review and RAG assessment by the Essex Skills Board

Greater Essex Identified Priorities – Road Map (cont.)

Priority 5

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Improve Access to Digital and AI Training	Develop modular, flexible training pathways that are bite-sized courses on AI fundamentals, cybersecurity, cloud, automation, data literacy, digital productivity tools. Offer hybrid, asynchronous learning and workplace-based options. Expand sector-specific digital and AI training. Provide subsidised or fully funded training for SMEs, using all relevant funding routes to remove cost barriers. Prioritise micro-businesses with fewer than 10 employees.	FEDEC & EPN (L)	Y2 Q1: Modular, flexible digital & AI training pathways are available. Y2 Q1: Essex Digital Skills Marketplace Platform launched. Y1 Q4: Subsidised or fully funded training offer implemented for SMEs, prioritising micro-businesses. This will be regularly reviewed linked to government funding updates. <i>This will be regularly reviewed linked to government funding updates.</i>	✓ Ensure employers, particularly SMEs, can access flexible, relevant and affordable skills solutions. ✓ 150 businesses to enrol in digital skills support programmes.	Annual Employer Survey
Boost Employer Capability in Digital Adoption & AI Integration	Provide procurement guidance for SMEs adopting tech such as; How to choose software/vendors and How to assess ROI.	ECoC & EGA (L) SCEDT, Thurrock	Y1 Q4: Practical procurement guidance developed for SMEs is in use. Y1 Q4: Procurement guidance fully available.	✓ Enable businesses to understand, adopt and benefit from digital technologies. ✓ Increase awareness of digital adoption among local micro-businesses by 30%. ✓ 50% participation of SME's linked to Major Infrastructure projects are supported to improve their understanding of AI integration and digital tools adoption.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Employer Survey Annual Major Infrastructure Projects Reporting

Greater Essex Identified Priorities – Road Map (cont.)

Priority 5

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Build Provider Capacity and Curriculum Innovation	CPD for tutors and assessors including training on AI tools, emerging tech and digital pedagogy.	FEDEC (L)	Y2 Q2: CPD delivered for tutors and assessors on AI tools, emerging technologies and digital pedagogy, with strengthened industry collaboration.	✓ Ensure training providers can meet rising employer demand for digital and AI skills. ✓ Confidence and Competence has improved. ✓ Increase employer participation in co design and implementation of provider CPD by 20%.	Annual Provider Survey
	Modernise and expand, where appropriate, digital training facilities. Provide AI labs, cybersecurity environments, digital engineering equipment.		Y3 Q4: Digital training facilities modernised, including AI labs, cybersecurity environments and digital-engineering equipment, with shared access created for smaller providers are available and in use.	✓ 100% of Major Infrastructure Projects within Greater Essex allocate dedicated funding to support the introduction and implementation of knowledge modules within the lifecycle of the project.	Subject to biannual review and RAG assessment by the Essex Skills Board
	Create shared facilities accessible to smaller providers.		Y3 Q4: Employer-co-designed curriculum has improved.	✓ CPD sessions for tutors and assessors in AI, emerging tech, digital pedagogy is reviewed and increased annually.	Annual Major Infrastructure Projects Reporting
	Co-design curriculum with employers that has regular review cycles to ensure courses remain aligned with local needs. Embed employability skills and real-world scenarios.		Y3 Q4: Number of facilities upgraded or newly created has been increased between Sept 2026 – Sept 2029.	✓ Number of learners using upgraded facilities has increased between Sept 2026 – Sept 2029.	
	Integrate AI literacy into all courses, every learner should understand AI basics, ethics and practical workplace applications.		Y3 Q4: AI literacy has been embedded into every programme of delivery (where appropriate).	✓ Number of new digital tools/software installed has increased between Sept 2026 – Sept 2029.	

Greater Essex Identified Priorities – Road Map (cont.)

Priority 6

Priority 6: Greater Essex Skills Planning System

The strategic aim is to develop a coordinated, integrated and forward-looking skills system that meets the needs of learners, employers and communities. By expanding digital access, flexible learning and labour-market-informed careers guidance, the region will widen participation and support better decision making.

Strengthening tutor recruitment and CPD will ensure providers can deliver emerging skills aligned to employer demand. A more collaborative planning system will reduce duplication, improve efficiency and create long-term stability. Through a data-driven, coherent approach aligned with devolution opportunities, Essex will build a resilient, inclusive and future-ready skills ecosystem.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Strengthen Careers Advice & Labour Market Alignment	Create and deliver CPD programmes on emerging sectors and interpreting Labour Market Intelligence (LMI). Create and establish a careers practitioner peer-learning network. Use sector experts to deliver masterclasses in high-growth industries. Implement consistent use of real-time LMI. Produce and share digital resources for schools, FE providers, Jobcentres and community partners.	DWP, GECH & ECoC (L)	Y2 Q1: CPD programmes created and delivery commenced. Y1 Q4: careers-practitioner peer-learning network established. Y2 Q1: Sector experts delivering masterclasses in high-growth industries, across schools, FE, Jobcentres and community partners. Y1 Q4: Shared digital careers resources produced and available for all schools, FE providers, Jobcentres and community organisations.	✓ 80% of Careers professionals better equipped with real-time sector knowledge. ✓ 85% of participants report increased confidence in using LMI. ✓ 70% demonstrate improved LMI application in practice e.g., lesson plans, guidance sessions. ✓ Increased learner awareness of emerging sectors and routes. ✓ Improved delivery of high-quality, impartial, data-driven careers support for young people and adults.	Subject to biannual review and RAG assessment by the Essex Skills Board Learner surveys

Greater Essex Identified Priorities – Road Map (cont.)

Priority 6

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Improve Access for Rural Residents & Reduce Travel Barriers	Explore the potential to deploy mobile training units in priority rural areas. Establish pop-up learning hubs in libraries, community centres and rural venues. Partner with employers to host onsite training. Ensure fair access to training for residents in rural and isolated areas. Expand localised & satellite learning provision.	EGA (L) Writtle College (FEDEC), ARU EGA, SCEDT, Thurrock Council, the skills Centre	Y2 Q1: Feasibility completed for deploying mobile training units in priority rural areas. Y3 Q4: Pop-up learning hubs established in libraries, community centres and rural venues. Y3 Q4: Employer-hosted onsite training model launched in partnership with rural businesses.	✓ Greater reach of training provision into rural communities. ✓ Increased participation among rural learners. ✓ Coverage extended to 50% of identified priority rural communities. ✓ 30% increase in local learner participation from those hard-to-reach identified areas. ✓ Evidence of increased progression into employment or further learning from these locations.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey Annual Local Authority reports
Increase Flexible & Blended Learning Options	Expand hybrid and online course delivery aligned to ASF funding availability. Provide learners with digital toolkits, devices and connectivity support. Train tutors in digital pedagogy and remote delivery.	FEDEC & EPN (L)	Y2 Q1: Hybrid and online course delivery expanded across programmes. Y3 Q4: Learners equipped with digital toolkits, devices and connectivity support. Y3 Q4: Tutors fully trained in digital pedagogy and high-quality remote delivery.	✓ Reduced dropout due to travel barriers by 10%. ✓ Improved completion rates for rural participants by 10%. ✓ 100% of Major Infrastructure Projects within Greater Essex allocate dedicated funding to support with digital poverty. ✓ CPD sessions for tutors and assessors in digital pedagogy is reviewed and increased annually.	Annual Provider Survey Annual ILR reports Annual Major Infrastructure Projects Reporting

Greater Essex Identified Priorities – Road Map (cont.)

Priority 6

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Improve Travel Support Schemes	Explore funding opportunities to expand subsidised travel passes for FE learners.	EGA (L) FEDEC	Y1 Q4: Funding options explored to expand subsidised travel passes for FE learners.	✓ Lower financial and logistical barriers to attending learning.	Annual Provider Survey Annual Major Infrastructure Projects Reporting
	Explore funding opportunities to pilot community transport and ride share schemes.		Y1 Q4: Funding options explored for piloting community-transport and shared-ride schemes.	✓ Increased enrolment from geographically isolated areas.	
	Explore funding opportunities to introduce bursaries for long-distance FE and skills training.		Y1 Q4: Funding options explored to introduce bursaries for long-distance FE and skills training.	✓ 100% of Major Infrastructure Projects within Greater Essex allocate dedicated funding to support with digital poverty.	
Strengthen the Teaching Workforce & Address Tutor Shortages	Explore “Teach in Essex” recruitment campaigns.	FEDEC & EGA (L) SCEDT, Thurrock, Essex Schools	Y1 Q3: “Teach in Essex” recruitment campaigns launched to attract new educators.	✓ Reduced tutor vacancies in key sectors by 20%.	Annual Provider Survey Annual Major Infrastructure Projects Reporting
	Create industry-to-teaching secondment pathways.		Y1 Q4: Industry-to-teaching secondment pathways increased.	✓ Increase recruitment of industry-experienced professionals by 20%.	
	Provide incentives for hard-to-recruit roles.		Y1 Q4: Incentives introduced for hard-to-recruit teaching roles.	✓ 100% of Major Infrastructure Projects within Greater Essex allocate dedicated resource to support teacher recruitment and secondment opportunities where teacher shortages is an aligned need. ✓ 100% of Major Infrastructure Projects within Greater Essex allocate dedicated funding to support with teacher salary bursaries where there is a shortage and aligned need.	

Greater Essex Identified Priorities – Road Map (cont.)

Priority 6

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Enhance CPD & Upskilling Opportunities	FE and HE to collaborate and deliver training in growth industries and new technologies. FE and HE to collaborate to provide digital pedagogy and online teaching CPD.	FEDEC, CETEC, UoE & ARU (L)	Y1 Q3: FE and HE collaboration established to jointly deliver training in growth industries and emerging technologies. Y2 Q4: FE and HE jointly delivering digital-pedagogy and online-teaching CPD programmes for staff.	✓ Higher teaching quality and improved learner outcomes. ✓ More tutors confident delivering modern and digital courses. ✓ At least X2 CPD sessions per year implemented and attended by all colleges.	Annual Provider Survey
Support Provider Collaboration	FE and HE to collaborate to facilitate sharing of specialist staff between institutions. Establish a multi-provider approach to delivery of specialist sectors where staffing is an issue.	FEDEC, UoE & ARU (L)	Y1 Q4: FE and HE collaboration framework established to support sharing of specialist staff across institutions. Y3 Q4: Multi-provider delivery model in place for specialist sectors facing staffing shortages.	✓ Greater resilience in staffing across the system. ✓ Stronger collaboration and reduced duplication. ✓ Evidence of a sustainable, collaborative staffing model between FE and HE institutions in place before the end of Year 2.	Annual Provider Survey
Improve Collaboration & System Coordination	Set shared priorities and measurable outcomes. Monitor progress using shared LMI dashboards. Enhance the activity and focus through the Essex Skills Board and Greater Essex Business Board.	ECoc (L) EGA, GEBB, SCEDT, Thurrock	Y1 Q3: Shared priorities and measurable outcomes agreed across partners. Y1 Q4: Progress monitored through shared real-time LMI dashboards implemented across the system.	✓ 50% improvement on coordinated system leadership. ✓ 20% increase in employer satisfaction and engagement.	Subject to biannual review and RAG assessment by the Essex Skills Board

Greater Essex Identified Priorities – Road Map (cont.)

Priority 6

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Remove Barriers to Participation & Improve Social Mobility	Identify and strengthen appropriate apprenticeship pathways, including Accessible Apprenticeships and Foundation Apprenticeships.	EGA (L) ISA, DWP, FEDEC, Active Essex	Y2 Q3: Employers progress through key inclusive organisational development stages – awareness, testing and application – Apprenticeships.	✓ 30% Increased participation from underrepresented communities.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Provider Survey
	Deliver pre-employment and sector-based academies that focus on NEET and those with learning needs/support requirements.		Y2 Q4: Pre-employment and sector-based academies delivered, focusing on NEET learners and those requiring additional learning support.	✓ 30% More learners progressing into good work.	
	Develop tailored programmes for vulnerable groups. and support return to or retention in work through targeted physical activity interventions.		Y2 Q4: Tailored programmes developed for vulnerable groups to improve access to apprenticeships and sustained employment.		
Maximise Opportunities from Devolution & Local Government Reform	Co-produce a Skills Strategy with partners.	ECoC (L) EGA, SCEDT, Thurrock	Y1 Q3: Skills Strategy co-produced with partners across the county.	✓ Clear long-term direction for the skills system.	Subject to biannual review and RAG assessment by the Essex Skills Board
	Develop a roadmap for devolved functions.		Y1 Q4: Roadmap for devolved functions developed and agreed.	✓ Stronger alignment between programmes and economic priorities.	
Create a Stable, Data-Driven, Long-Term Skills Ecosystem	Integrate real-time LMI, demand data and learner outcomes.	ECoC (L) EGA, SCEDT, Thurrock	Y1 Q3: Real-time LMI, demand data and learner-outcome measures integrated into shared systemwide dashboards.	✓ More accurate planning and forecasting.	Subject to biannual review and RAG assessment by the Essex Skills Board
	Share dashboards with partners.		Y1 Q4: Dashboards shared across partners to support consistent decision-making.	✓ Stronger evidence base for investment decisions.	
	Use predictive analytics to model future workforce needs.		Y1 Q4: Predictive analytics implemented to model future workforce needs and guide proactive planning.	<i>All considerations regarding LGR and devolution should be fully incorporated.</i>	
	Build a County-Wide Data & Intelligence Platform.				

Greater Essex Identified Priorities – Road Map (cont.)

Priority 7

Priority 7: Clean Energy

The strategic aim is to position Greater Essex as a leader in the clean energy transition by developing a robust, future-focused skills pipeline. By aligning FE and HE provision with emerging technologies such as offshore wind, hydrogen, solar and sustainable aviation fuel, the region will support innovation and attract investment. Developing specialist

capacity in clean energy decommissioning will help Essex build a unique regional strength. Through close employer collaboration, Essex will design pathways that meet the needs of evolving supply chains while ensuring residents can access high-quality green careers, contribute to environmental goals and drive sustainable growth.

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Strengthen Clean Energy Skills Pathways Across FE and HE Employers need a coordinated post-16 skills pipeline that reflects real technologies and emerging clean energy supply chains. Develop an Integrated Clean Energy Curriculum Framework	Map current FE/HE provision against employer-identified skills gaps in hydrogen, offshore wind, solar, environmental tech, and decommissioning. Green Skills Advisory panel to help the support the Co-design curriculum pathways with clean energy employers, sector bodies, universities, and training providers. Create progression routes from entry-level green skills to Level 7 engineering and energy systems qualifications. Integrate digital, AI, and data analytics modules to align with technological advancements.	GSAP, EGA & ECoC, CETEC (L) FEDEC, EPN, UoE, ARU, Major infrastructure projects group, Five estuaries, National Grid, LTC, Sizewell, Freeports	Y1 Q4: Current FE/HE provision mapped against employer-identified skills gaps in hydrogen, offshore wind, solar, environmental tech and decommissioning, and curriculum pathways. Y3 Q4: Progression routes established from entry-level green skills to Level 7 aligned to technological advancements.	✓ Countywide Clean Energy Curriculum Framework in place by end of yr 1. ✓ New and updated qualifications aligned to sector needs with at least 5 aligned to sector demand. ✓ 100% of major infrastructure projects are allocating resource and funding to local clean energy initiatives. ✓ 100% of major infrastructure projects engaged in co-design annually. ✓ Clear learner progression pathways from Entry Level – Level 7. ✓ 20% increase in learner enrolments in clean energy pathways.	Annual Provider Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 7

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success - Expected Outcome	Monitoring
Build Employer-Led Clean Energy Learning Hubs Essex has strengths in offshore wind, hydrogen, solar and sustainable aviation fuels; employers want real-world training aligned to technologies. Establish Sector-Specialist Training Hubs	Create offshore wind and hydrogen training hubs using simulation labs, VR, and demonstration technologies. Partner with clean energy companies for site visits, apprenticeships, and live project briefs. Develop specialist facilities for clean energy decommissioning (marine engineering, waste handling, site remediation).	GSAP, EGA & ECoC (L) FEDEC, EPN, UoE, ARU, Major infrastructure projects group, Five estuaries, National Grid, LTC, Sizewell, Freeports	Y3 Q4: Offshore wind and hydrogen training hubs created using simulation labs, VR environments and demonstration technologies. Y3 Q4: Employer partnerships established for site visits, apprenticeships and live project briefs with clean-energy companies. Y3 Q4: Specialist facilities developed for clean-energy decommissioning, including marine engineering, waste-handling and site-remediation capabilities.	✓ 3–5 Clean Energy Learning Hubs distributed across Essex by yr 3. ✓ At least 100 Work-based learning programmes and apprenticeship places annually identified by hub-based programmes. ✓ At least 15 clean energy employers involved in curriculum codesign and delivery annually. ✓ At least 3 specialist training facilities established.	Annual Provider Survey Annual Employer Survey
Build a Local Specialism in Clean Energy Decommissioning Employers identify a major opportunity in decommissioning offshore and industrial assets. Develop Decommissioning Skills Pathways	Partner with offshore energy companies and marine engineering firms to define specialist skills. Develop technical courses in safe dismantling, environmental compliance, waste handling, project management, and site remediation. Create simulated decommissioning environments within FE colleges and training centres.	GSAP, EGA & ECoC (L) FEDEC, EPN, UoE, ARU, Major infrastructure projects group, Five estuaries, National Grid, LTC, Sizewell, Freeports	Y3 Q4: Specialist skills needs defined in partnership with offshore-energy companies and marine-engineering firms. Y3 Q4: Technical courses developed in safe dismantling, environmental compliance, waste handling, project management and site remediation. Y3 Q4: Simulated decommissioning training environments created within FE colleges and training centres.	✓ Essex-branded “Centre of Excellence in Energy Decommissioning” by yr 3. ✓ New career pathways for residents. ✓ Increased supply of skilled workers for local decommissioning contracts. ✓ At least 3 new or adapted technical courses/modules introduced by yr 3. ✓ 100 learners annually enrolled in relevant pathways. ✓ At least 2 simulated training environments operational by yr 3.	Subject to biannual review and RAG assessment by the Essex Skills Board Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 7

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Accelerate Local Clean Energy Innovation and R&D Essex's existing innovation in hydrogen, offshore wind, solar and sustainable aviation fuels should be leveraged for growth. Strengthen Innovation Ecosystems	Promote partnerships between universities, industry and innovation centres. Provide R&D grants for local clean energy pilots (hydrogen storage, smart grids, sustainable aviation fuel). Support student-led and employer-led innovation challenges.	GSAP, EGA & ECoC (L) FEDEC, EPN, UoE, ARU, Major infrastructure projects group, Five estuaries, National Grid, LTC, Sizewell, Freeports	Y2 Q1: Partnerships established between universities, industry and innovation centres to drive collaborative clean-energy R&D. Y1 Q4: R&D grants launched for local clean-energy pilot projects (hydrogen storage, smart grids, sustainable aviation fuel). Y2 Q4: Student-led and employer-led innovation challenges delivered to stimulate clean-energy solutions.	✓ Increased clean energy R&D activity. ✓ New products, patents, and pilot projects. ✓ Stronger local supply chains and commercialisation pathways. ✓ 5+ formal clean energy R&D partnerships established. ✓ 2 annual student and employer-led innovation challenge programmes delivered. ✓ 3+ new products, prototypes, patents or demonstrator projects developed. ✓ External investment and grant funding secured for local clean energy innovation.	Annual Provider Survey
Promote Inclusive Access to Clean Energy Careers	Deliver clean energy awareness campaigns in schools and communities.	GSAP, EGA & ECoC (L) FEDEC, EPN, UoE, ARU, Major infrastructure projects group, Five estuaries, National Grid, LTC, Sizewell, Freeports	Y3 Q4: Clean-energy awareness campaigns delivered in schools and communities. Y2 Q4: Targeted clean-energy pathways launched for underrepresented groups, including women and NEET young people. Y2 Q4: Community-based short courses delivered in green skills, retrofitting and low-carbon technologies.	✓ Increased local awareness of clean energy careers able to be delivered to/by all schools. ✓ 150+ annual enrolments in community-based green skills and low-carbon short courses. ✓ Targeted pathways for underrepresented groups launched. ✓ 20% increase in participation from underrepresented groups in clean energy pathways. ✓ Higher participation in green skills pathways. ✓ A more diverse clean energy workforce.	Annual Provider Survey Annual Employer Survey

Greater Essex Identified Priorities – Road Map (cont.)

Priority 7

Action	Activity	Partners involved with identified Lead	Timescales and Milestones	Measures of Success – Expected Outcome	Monitoring
Destination Renewables Programme	Embed Destination Renewables into college provision wherever appropriate.	EDF Renewables, Chelmsford College and Colchester Institute.	Y1 Q1: should be a rolling programme.	✓ Awareness raised around domestic clean energy jobs & opportunities across Essex and beyond. ✓ At least 150 learners annually engaged in Destination Renewables. ✓ Plumbers and Electricians are upskilled by at least 50 annually in domestic renewables, solar PV and heat pump installation. ✓ Increase in domestic and retrofit installers, solar installers, and heat pump installers.	Annual Provider Survey



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