

Kent & Medway

Local Skills Improvement Plan

2026 – 2029

Shaping the future workforce for Kent & Medway



Annex B



KENT INVICTA
CHAMBER OF COMMERCE



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Annex B – This Annex outlines the specific activities required to implement each of the recommended actions as identified in Part 2. Agreed Actions

Where specific lead organisations are not yet confirmed, activities are assigned to broad delivery partners. Specific lead organisation(s) will be agreed for each activity as the LSIP moves into delivery, and engagement with relevant providers has already commenced.

Adult Social Care						
Action	Activity	Lead Organisation(s)	Supporting Partners	Timescales	Expected outcomes	Monitoring & Measurement
1. Entry pipeline, careers education & sector perception	Bring together industry representatives, careers advisory bodies and education/training providers to strengthen ways of promoting the sector across Kent & Medway	Skills for Care Careers Hub LSIP	FE HE ITPs Employers KiCA DWP National Careers Service (CXK) SEK KATO LAs	Y1 – align partners and pilot a coordinated careers offer. Y2 – broaden delivery and embed employer input. Y3 – review impact and sustain an area-wide model.	A more consistent, employer-shaped adult social care careers offer is in place across schools, colleges and careers services, improving understanding of the sector, visibility of roles and navigation of local routes into learning and work. This should strengthen the entry pipeline, support better-informed choices and improve transition into care-related provision and employment.	Progress will be measured through: <ul style="list-style-type: none"> the number of employers, schools, colleges and careers partners engaged the reach of sector promotion, careers activity and shared resources learner participation in awareness activity movement into care-related provision, work experience or employment where data is available employer/provider feedback on the clarity, relevance and consistency of the careers offer.
2. Essential core skills for safe practice (communication, record keeping & professional behaviours)	Bring together industry and education/training providers to work collaboratively on embedding contextual English, maths and employability skills to existing and new provision in Social Care programmes	FE HE ITPs Skills for Care LSIP	Employers KiCA KATO	Y1 – agree priorities and pilot contextualised delivery. Y2 – extend embedding across provision.	Contextualised English, maths, communication, record keeping and professional behaviours are embedded more consistently across adult social care provision, giving new entrants stronger foundations for safe practice.	Progress will be measured through: <ul style="list-style-type: none"> the number of programmes reviewed or updated provider adoption of contextualised delivery learner participation and completion of embedded core skills activity

				Y3 – review impact and mainstream the approach.	This should improve job-readiness, support better induction and progression, and respond more directly to the core skills gaps identified by employers.	<ul style="list-style-type: none"> assessment or achievement evidence where available employer feedback on readiness for safe practice, communication and record keeping examples of improved induction or workplace performance.
3. Flexible, bite-sized upskilling aligned to employer priorities & shift patterns	Convene industry and education to co-design and roll out modular, blended and workplace-delivered short training in priority areas (digital care, dementia and delegated healthcare tasks) that fits around existing work patterns.	FE HE ITPs Skills for Care LSIP	Employers KiCA KATO LA's	Y1 – design and pilot modular training in priority areas. Y2 – expand take-up and embed within workforce planning Y3 – review application and refresh the offer.	A more flexible modular upskilling offer is available across adult social care, with blended and workplace-delivered training in priority areas such as digital care, dementia and delegated healthcare tasks shaped around rota patterns and service need. This should increase access to development, improve confidence in priority practice areas and support retention and progression.	Progress will be measured through: <ul style="list-style-type: none"> the number of modular or short courses developed or revised employer and provider participation in co-design and delivery enrolments, starts, completions and repeat take-up evidence of workplace application in priority skill areas feedback from employers and learners on accessibility, relevance and impact.
4. Progression pathways & leadership capability (inc Registered Managers pipeline).	Bring together employers and providers through to co-design and roll out a simplified, Care Workforce Pathway-aligned progression and Registered Manager readiness offer, pairing clear	Skills for Care LSIP	Employers FE HE ITPs KiCA KATO	Y1 – map gaps and pilot progression and leadership routes Y2 – scale participation and embed the pathway	A clearer Care Workforce Pathway-aligned progression offer is in place, linking step-up routes into senior care, management and Registered Manager roles with leadership development, mentoring and peer support.	Progress will be measured through: <ul style="list-style-type: none"> the number of employers and providers engaged in the pathway participation in leadership, mentoring and Registered Manager readiness activity starts, completions and progression into senior or

	<p>routes into senior/management posts with targeted leadership development, mentoring and peer networks to improve retention and stability</p>			<p>Y3 – review progression outcomes and sustain the model.</p>	<p>This should strengthen internal progression, improve manager readiness, reduce succession risk and support retention and service stability.</p>	<p>management roles where data is available</p> <ul style="list-style-type: none"> • employer feedback on leadership confidence and readiness; and retention, vacancy or succession indicators for critical posts where available.
<p>5. Employer-education provider collaboration and SME accessibility to the skills system</p>	<p>Create a single, clear “front door” into modular training, supported by SME-friendly shared delivery networks, and run an ongoing employer-provider co-design & feedback forum so curricula stay rooted in care practice and aligned to the Care Workforce Pathway.</p>	<p>Skills for Care LSIP</p>	<p>Employers FE HE ITPs KiCA KATO ERB</p>	<p>Y1 – establish the front door and co-design forum</p> <p>Y2 – increase employer use and implement shared delivery changes</p> <p>Y3 – review effectiveness and sustain SME engagement.</p>	<p>A simpler, more accessible route into adult social care training is in place for employers, particularly SMEs, through a clearer front door into modular provision, shared delivery networks and an ongoing employer-provider co-design forum.</p> <p>This should improve navigation, strengthen curriculum relevance to care practice and widen SME participation in training.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of employers and providers using the front door or shared delivery arrangements • SME participation and repeat engagement • frequency and participation in co-design and feedback forums • curriculum or delivery changes agreed through employer input • employer/provider feedback on accessibility, responsiveness and relevance to care practice and the Care Workforce Pathway.

Construction and Built Environment						
Action	Activity	Lead Organisation(s)	Supporting Partners	Timescales	Expected outcomes	Monitoring & Measurement
1. Entry pipeline, careers, sector perception and work readiness (digital + green fundamentals)	Convene employers, providers and careers partners to align one area-wide construction careers/pre-employment pathway that standardises safe practice, professional behaviours, baseline digital and early green fundamentals, and operate a low-burden SME brokerage with simplified shared processes to unlock placements and entry-to-site activity.	SECTEC LSIP Careers Hub	FE HE ITP KATO Employers LA's Industry Bodies (CITB) FMB SEC ECA National Careers Service (CXK) DWP	Y1 – align partners and pilot shared entry routes Y2 – expand delivery and increase SME participation. Y3 – review progression and sustain coordinated delivery.	A more coherent construction entry route is in place across Kent and Medway, bringing together careers activity, pre-employment support and a shared expectation around safe practice, professional behaviours, baseline digital capability and early green fundamentals. This should improve sector understanding, strengthen job-readiness and increase progression into placements, entry-to-site activity and priority training routes.	Progress will be measured through: <ul style="list-style-type: none"> the number of employers, providers and careers partners participating use of the shared pathway and brokerage model learner participation in careers and pre-employment activity number of placements, tasters or entry-to-site opportunities brokered, including with SMEs starts or progression into construction pathways where available employer feedback on work-readiness and sector awareness.
2. Delivery-critical core trades and building services (digital baseline + low-carbon mainstreaming + educator capacity)	Align employers and providers on a live "site-requirements" specification for priority trade/building-services provision, embed baseline digital reporting/QA/compliance plus mainstream low-carbon competence in delivery, expand tutor capacity through employer-led	SECTEC LSIP	FE HE ITP KATO Employers LA's Industry Bodies (CITB) DWP	Y1 – agree priority changes and pilot CPD and employer input. Y2 – embed revised delivery across providers. Y3 – review readiness and	Priority trade and building services provision is better aligned to live site requirements, with digital reporting, quality assurance, compliance and low-carbon competence embedded more consistently and educator capacity strengthened through employer-led CPD and	Progress will be measured through: <ul style="list-style-type: none"> the number of employers and providers adopting the live site-requirements specification programmes updated to reflect digital, compliance and low-carbon requirements tutor and assessor participation in employer-

	CPD and Industry Associate-type models, and broker SME involvement through a single simplified route that strips out admin burden			sustain the model.	Industry Associate-style support. This should improve the supply and readiness of operatives in delivery-critical roles and make provision more responsive to current site practice.	led CPD or Industry Associate activity <ul style="list-style-type: none"> • learner starts and completions in priority trade routes • SME engagement in delivery • employer feedback on site-readiness, technical competence and curriculum relevance.
3. Infrastructure enabling capacity: groundworks, plant operations & plant maintenance (ticketing barriers + digital readiness + SME access)	Broker a coordinated, shared delivery model across employers, providers and the supply chain to create low-barrier enabling-role pathways into civils/groundworks/plant (pooling or subsidising tickets, streamlining entry requirements and agreeing workable insurance approaches for SMEs), with baseline digital reporting and green awareness embedded as standard	SECTEC LSIP	FE HE ITP KATO Employers KCFG LA's DWP Industry Bodies (CITB)	Y1 – agree the shared model and pilot enabling routes Y2 – scale delivery and widen participation Y3 – review pipeline impact and sustain access routes.	A more coordinated route into civils, groundworks, plant operations and plant maintenance is established, reducing ticketing and entry barriers, improving access for SMEs and embedding baseline digital reporting and green awareness as standard. This should increase participation in enabling-role pathways and help relieve constraints in roles that underpin wider construction delivery.	Progress will be measured through: <ul style="list-style-type: none"> • the number of employers, providers and supply-chain partners participating • ticketing, insurance or entry solutions agreed • starts and participation in enabling-role pathways • licences, tickets or short-course completions where relevant • SME engagement in placements or recruitment • employer feedback on improved access to entry-ready candidates in civils and plant-related roles.
4. Progression into site leadership and commercial capability (supervision, management, QS/commercial;	Convene employers and providers to co-design and deliver a flexible (SME-friendly) leadership/commercial upskilling pathway for experienced trades covering planning, QA,	SECTEC LSIP	FE HE ITP KATO Employers LA's Industry Bodies (CITB)	Y1 – map gaps and pilot leadership and commercial development. Y2 – expand participation	A clearer progression route is available from skilled trades into supervision, site leadership and commercial roles, with flexible upskilling in planning, quality	Progress will be measured through: <ul style="list-style-type: none"> • the number of employers and providers participating • uptake of leadership and commercial upskilling • starts, completions and progression into supervisory,

<p>digital leadership + green compliance)</p>	<p>H&S management, contract administration, people leadership plus QS/estimating/procurement, embedding digital leadership and green compliance throughout and using brokerage to sustain engagement and programme certainty</p>			<p>and embed progression routes. Y3 – review progression and sustain delivery.</p>	<p>assurance, health and safety, contract administration, people leadership, estimating, procurement and green compliance supported by digital leadership capability.</p> <p>This should strengthen progression, improve on-site management capacity and help employers grow commercial and supervisory talent from within.</p>	<p>management or commercial roles where data is available</p> <ul style="list-style-type: none"> • employer feedback on confidence in planning, compliance, commercial and people-management capability • evidence of sustained SME engagement through flexible delivery and brokerage.
<p>5. Specialist technical capability, planning capacity and low-carbon/retrofit delivery (digital integration + educator upskilling + SME market access)</p>	<p>Co-design with employers and providers a joined-up suite of technical/planning/retrofit pathways that embeds sustainability and digital as core, delivers employer-led CPD via Industry Associate-style models to build educator capacity, and offers SMEs simplified access through shared cohorts into emerging low-carbon and retrofit markets.</p>	<p>SECTEC LSIP</p>	<p>FE HE ITP KATO Employers LA's Industry Bodies (CITB)</p>	<p>Y1 – identify priority specialisms and pilot targeted delivery.</p> <p>Y2 – expand provider capacity and employer uptake.</p> <p>Y3 – review alignment to demand and sustain specialist provision.</p>	<p>A more joined-up specialist offer is in place across technical, planning, retrofit and low-carbon activity, with digital integration and sustainability treated as core requirements, educator capability strengthened through employer-led CPD and Industry Associate-style input, and simplified access for SMEs through shared cohorts.</p> <p>This should improve delivery capacity in emerging markets and support firms to compete</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of specialist pathways, modules or cohorts introduced or revised • employer and provider participation in design and delivery • educator engagement in CPD and Industry Associate activity • learner starts and completions in specialist or retrofit-related provision • SME participation in shared cohorts • employer feedback on technical, planning and retrofit capability and market readiness.

for and deliver higher-value low-carbon work.

Creative Industries						
Action	Activity	Lead Organisation(s)	Supporting Partners	Timescales	Expected outcomes	Monitoring & Measurement
1. Entry pipeline, careers, inclusion and job-readiness (with paid routes into work and digital/green fundamentals)	Deliver a coordinated, employer-led creative careers and entry programme that standardises job-readiness (professional behaviours, baseline digital and green awareness) and expands paid routes (Bootcamps, apprenticeships and brokered placements) through a simplified SME/micro-business engagement offer.	LSIP Careers Hub	FE HE ITP KATO Employers LA's Industry Bodies National Careers Service (CXK) DWP	Y1 – align partners and pilot employer-led entry routes. Y2 – expand participation and paid opportunities. Y3 – review inclusion and sustain the model.	A more coordinated creative entry programme is in place, improving careers visibility, inclusion and job-readiness while setting clearer expectations around professional behaviours, baseline digital capability and green awareness. By expanding paid routes into work, including skills bootcamps, apprenticeships and brokered placements, this should widen access, reduce reliance on informal entry routes and strengthen progression into creative employment.	Progress will be measured through: <ul style="list-style-type: none"> the number of employers, providers and careers partners engaged participation in careers and entry activity; number of paid routes brokered, including bootcamps, apprenticeships and placements engagement by SMEs and micro-businesses; progression into creative provision or employment where data is available employer feedback on readiness, diversity and the effectiveness of the entry route.
2. Technical production and delivery capability (live, screen and digital)	Explore employer-designed technical pathways (apprenticeships/traineeships/placements/Bootcamps) delivered on	LSIP FE/HE iCCi Margate Digital	ITP KATO Employers LA's Industry Bodies	Y1 – agree priority skills and pilot targeted delivery.	Technical pathways in live, screen and digital production are better aligned to local workflows and delivered through more practical,	Progress will be measured through: <ul style="list-style-type: none"> the number of employers, hubs and providers participating

	<p>real equipment via anchor venue/studio hubs with shared facility access, supervised hours and clear competence standards, using live briefs to build portfolio evidence aligned to local workflows.</p>		<p>Screen Skills /Screen South Marlowe Theatre Create South East Create Kent Creative Estuary</p>	<p>Y2 – expand access and embed employer-led provision. Y3 – review take-up and sustain delivery.</p>	<p>employer-shaped routes using anchor venue and studio hubs, shared facility access, supervised hours and live briefs. This should strengthen portfolio quality, technical competence and readiness for production and delivery roles across the creative economy.</p>	<ul style="list-style-type: none"> • pathways, placements or bootcamp-style routes introduced or revised • learner participation, supervised hours and portfolio outputs • access to shared facilities and equipment • employer sign-off or feedback on competence standards and workflow readiness • progression into technical production opportunities where available.
<p>3. Digital and creative technology ('fusion') skills and continuous upskilling (including AI/data-enabled workflows)</p>	<p>Embed fusion skills into core curricula and flexible CPD by agreeing employer-defined toolchain/workflow standards and delivering employer-led labs/sprints plus mentored, real-brief project work using current animation/VFX, immersive/XR and data/AI-enabled production tools.</p>	<p>LSIP FE/HE iCCi Margate Digital</p>	<p>ITP KATO Employers LA's Industry Bodies Creative Estuary Create South East Create Kent</p>	<p>Y1 – identify priority fusion skills and pilot upskilling Y2 – broaden delivery and embed continuous development Y3 – review adoption and refresh the offer.</p>	<p>Fusion skills are embedded more consistently across creative curricula and CPD, with employer-defined toolchains, workflows and current animation, VFX, immersive, XR and data or AI-enabled production tools reflected in teaching and project work. This should improve workforce adaptability, strengthen digital production capability and support continuous upskilling in fast-moving areas of creative technology.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of programmes and CPD offers updated to include agreed fusion skills and toolchains • employer participation in labs, sprints and mentored project work • learner and practitioner participation in flexible upskilling • portfolio or project outputs using current technologies • employer feedback on the relevance of digital, immersive and AI-enabled capability to local workflows.

<p>4. Commercial, business and leadership capability for freelancers and SMEs</p>	<p>Co-design with employers and providers an embedded “business for creatives” strand across priority programmes, backed by regular practical clinics and mentoring plus leadership/project-delivery development for senior freelancers/SME leads, and a strengthened supervision/mentoring offer so small employers can confidently recruit, develop and progress new entrants.</p>	<p>LSIP FE HE Create South East</p>	<p>ITP KATO Employers LA’s Industry Bodies DWP</p>	<p>Y1 – co-design and pilot business and leadership support.</p> <p>Y2 – scale participation and embed provision for freelancers and SMEs.</p> <p>Y3 – review impact and sustain the offer.</p>	<p>A stronger business, commercial and leadership offer is embedded across priority creative programmes and in flexible support for freelancers and SMEs, covering practical business skills, project delivery, supervision, mentoring and progression.</p> <p>This should help more small firms recruit and support new entrants confidently, while improving the resilience, leadership capability and commercial readiness of the existing creative workforce.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of programmes embedding business-for-creatives content • participation in clinics, mentoring and leadership development • SME and freelancer engagement • employer use of strengthened supervision or mentoring support • progression into team-leading, project management or business growth activity where appropriate • feedback on confidence, recruitment and business capability.
<p>5. Place-based coordination: aligning provision to demand across districts and sustaining the workforce</p>	<p>Create an employer-led, district-spanning brokerage that convenes providers and delivery nodes to co-design and refresh responsive curricula and short courses, deliver through pop-up/satellite and blended routes, and embed inclusive recruitment/progression pathways that reduce</p>	<p>LSIP LA’s Create South East</p>	<p>FE HE ITP KATO Employers LA’s Industry Bodies</p>	<p>Y1 – establish the coordination model and shared priorities.</p> <p>Y2 – align delivery across districts and widen employer input.</p> <p>Y3 – review responsiveness</p>	<p>A more responsive, district-spanning brokerage brings employers, providers and delivery nodes together to refresh curricula and short courses against live demand, using pop-up, satellite and blended delivery and embedding more inclusive recruitment and progression routes.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of employers, districts, providers and delivery nodes engaged • brokerage activity and curriculum refresh cycles completed • new or revised short courses and satellite or blended delivery offers introduced

	informal hiring and unpaid work.			and sustain the approach.	This should strengthen local responsiveness, reduce reliance on informal and unpaid routes and support a more sustainable creative workforce across Kent and Medway.	<ul style="list-style-type: none"> • participation by under-represented groups where data is available • employer/provider feedback on alignment to demand, access and workforce sustainability.
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Fresh Food Horticulture, Agriculture and Viticulture						
Action	Activity	Lead Organisation(s)	Supporting Partners	Timescales	Expected outcomes	Monitoring & Measurement
1. Careers advice and guidance through employer engagement and education partnerships (sector visibility and pathway navigation)	Align employers with schools, colleges and careers partners around a single, coordinated programme that consistently showcases roles from production/packhouse and logistics through to engineering/technology, while signposting clear local entry and progression routes through shared, employer-informed guidance	LSIP Careers Hub Fresh Food Production /Horticulture Task Force FE	HE ITP KATO Employers LA's Industry Bodies Fresh Food Production /Horticulture Task Force DWP National Careers Service (CXK) Kent Agricultural Society Produced in Kent	Y1 – align employers and educators and pilot coordinated careers activity. Y2 – broaden reach and improve pathway signposting. Y3 – review progression and sustain the offer.	A more visible and coherent careers offer is in place across fresh food, horticulture, agriculture and viticulture, showing the breadth of roles from production, packhouse and logistics through to engineering and technology and making local entry and progression routes easier to navigate. This should improve sector understanding, support informed choices and strengthen the talent pipeline into operational and technical roles.	Progress will be measured through: <ul style="list-style-type: none"> • the number of employers, schools, colleges and careers partners engaged • reach of shared careers activity and guidance materials • learner participation in sector awareness activity • referrals or movement into relevant learning, placements or jobs where data is available • employer/provider feedback on the visibility of the sector and clarity of local pathways.

<p>2. Leadership and management progression to strengthen succession planning (upskilling the existing workforce)</p>	<p>Co-design modular leadership pathway with employers and providers that steps team leaders/supervisors into management through bite-sized development (first-line supervision, retention practice and consistent standards), supported by mentoring/peer networks and applied workplace projects.</p>	<p>LSIP FE HE Careers Hub Fresh Food Production /Horticulture Task Force</p>	<p>ITP KATO Employers LA's Industry Bodies</p>	<p>Y1 – define priority leadership needs and pilot development routes. Y2 – expand participation and embed progression. Y3 – review succession impact and sustain delivery.</p>	<p>A practical modular leadership pathway is in place to help team leaders and supervisors progress into management, combining bite-sized development in first-line supervision, retention practice and consistent standards with mentoring, peer support and workplace projects. This should strengthen succession planning, build management confidence and improve workforce stability in a sector where progression routes are often informal.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of employers and providers involved in the pathway • participation in bite-sized management development, mentoring and peer activity • completion of workplace projects • progression into supervisory or management responsibility where data is available • employer feedback on leadership capability, retention practice and succession readiness.
<p>3. Technical operations, maintenance engineering and hybrid agri-tech capability (Centre of Excellence model as a hub-and-spoke networked offer.</p>	<p>Co-design and agree employer-led technical standards, then roll out a standardised hub-and-spoke Centre of Excellence offer (shared modules, placements and short courses) across providers so operators build technical literacy and multi-skilled maintenance capability, with continuous feedback and short case studies evidencing workplace application and improved</p>	<p>LSIP FE HE I4C Fresh Food Production /Horticulture Task Force</p>	<p>ITP KATO Employers LA's Industry Bodies Fresh Food Production /Horticulture Task Force</p>	<p>Y1 – shape the hub-and-spoke model and pilot priority technical delivery. Y2 – expand networked provision and employer participation. Y3 – review demand alignment and</p>	<p>A more standardised technical offer is in place through a hub-and-spoke Centre of Excellence model, giving operators and technicians access to shared modules, placements and short courses that build technical literacy, maintenance engineering and hybrid agri-tech capability.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of providers and employers participating in the Centre of Excellence model • shared modules, placements or short courses introduced • learner participation and completion in technical and maintenance-related provision • evidence of workplace application or improved maintenance practice

	maintenance practice as automation expands.			sustain the model.	This should improve multi-skilled capacity, strengthen maintenance practice as automation expands and make specialist provision more accessible across the system.	<ul style="list-style-type: none"> employer feedback on technical literacy, multi-skilling and responsiveness to automation needs.
4. Embedded food safety and quality assurance as a standard module within the developing Centre of Excellence model	Co-design an employer-led food safety/QA module within the Centre of Excellence offer, embed it across existing provision, and deliver flexible, applied audit-readiness training (with short add-on options for new entrants/returners) so consistent recording and specification compliance becomes standard practice across sites.	FE LSIP Fresh Food Production /Horticulture Task Force	FE HE ITP KATO Employers LA's Industry Bodies	Y1 – develop and pilot the standard module. Y2 – embed it across the emerging network. Y3 – review uptake and sustain consistent delivery.	Food safety and quality assurance are embedded more consistently as a core element of the Centre of Excellence offer and wider provision, supported by applied audit-readiness training and flexible add-on options for new entrants and returners. This should improve recording, specification compliance and audit confidence and help make quality practice a consistent operational standard across sites.	Progress will be measured through: <ul style="list-style-type: none"> the number of programmes or modules updated to include food safety and quality assurance provider adoption across the Centre of Excellence network participation in audit-readiness or add-on training achievement or completion where available employer feedback on compliance, recording and audit preparedness examples of improved quality practice in the workplace.
5. Progression into higher-level specialist skills (including viticulture) with sustainability/resource efficiency embedded into leadership routes	Co-design an employer-led careers and occupational map and modular “stepping-stone” learning route from technician to supervisor to leadership into agronomy/crop science/viticulture/technic	LSIP FE Careers Hub Fresh Food Production /Horticulture Task Force	FE HE ITP KATO Employers LA's Industry Bodies	Y1 – define priority higher-level routes and pilot specialist provision. Y2 – expand participation and embed	A clearer stepping-stone route is in place from technician to supervisor, leadership and specialist areas such as agronomy, crop science, viticulture and technical management, with sustainability and	Progress will be measured through: <ul style="list-style-type: none"> the number of specialist modules or progression stages introduced or revised employer and provider participation in the occupational map and route design

	al management, embedding sustainability/resource efficiency as standard in each module and leadership development, then evidence take-up and behaviour change through employer/provider narratives and short case studies of applied projects shared via forums and provider networks.			sustainability content. Y3 – review progression and sustain pathways.	resource efficiency embedded throughout. This should strengthen progression into higher-level specialist skills, support succession into technical leadership roles and increase the sector’s capacity to respond to changing environmental and production pressures.	<ul style="list-style-type: none"> • learner participation, completion and progression into higher-level or specialist learning where data is available • uptake of sustainability and resource-efficiency content • employer/provider feedback and case evidence on applied learning and behaviour change.
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Manufacturing and Engineering						
Action	Activity	Lead Organisation(s)	Supporting partners	Timescales	Expected outcomes	Monitoring & Measurement
1. Entry pipeline, work readiness and placements (CIAG, sector image and SME engagement)	Co-design an SME-friendly, employer-led “single front door” careers and placements offer with providers/careers partners, aligning IAG to real workplace standards (safe working, reliable behaviours, applied foundations) and delivering low-burden T Level/other placements via brokerage, shared tools, mentoring and authentic tasks.	LSIP Careers Hub I4C	FE HE ITP KATO Employers LA’s Industry Bodies KMFG DWP National Careers Service (CXX) MAKE UK	Y1 – pilot the front door and shared placement processes. Y2 – expand participation and embed brokerage. Y3 – review progression and sustain the model.	A clearer, employer-led front door is in place for careers, guidance and placements in manufacturing and engineering, aligning information, advice and guidance to real workplace expectations around safe working, reliable behaviours and applied foundations and making T Level and other placements easier for SMEs to host.	Progress will be measured through: <ul style="list-style-type: none"> • the number of employers, providers and careers partners using the front door • placement and brokerage activity, including SME participation and T Level placements • learner participation in sector-entry activity • progression into placements, apprenticeships or employment where data is available

					This should improve sector image, strengthen work-readiness and increase progression into placements, apprenticeships and jobs.	<ul style="list-style-type: none"> employer feedback on work-readiness, fit with workplace standards and the accessibility of the model.
2. Apprenticeships and SME participation through shared capacity (GTA-enabled)	Develop and operationalise a GTA-enabled brokerage that aggregates SME apprenticeship demand into shared cohorts, runs recruitment/admin and wraparound support centrally, and provides shared mentoring/coaching so delivery is aligned to real job tasks and SMEs aren't carrying the supervisory burden alone	I4C GTA LSIP	FE HE ITP KATO Employers LA's Industry Bodies KMFG	Y1 – establish shared capacity and pilot cohorts. Y2 – scale starts and deepen SME participation. Y3 – review completions and sustain the brokerage.	A GTA-enabled brokerage is in place to aggregate SME apprenticeship demand into shared cohorts, centralise recruitment and administration and provide wraparound mentoring and coaching. This should make apprenticeship participation more viable for smaller firms, increase starts and completions and improve alignment between apprenticeship delivery and real job tasks in priority occupations.	Progress will be measured through: <ul style="list-style-type: none"> the number of SMEs engaged vacancies or cohorts brokered through the GTA-enabled model apprenticeship starts, retention and completions use of shared recruitment, administration and support functions repeat SME participation employer/provider feedback on reduced burden, cohort viability and alignment to workplace need.
3. Educator capacity, CPD and industry-associate delivery	Develop the Industry Associate model by recruiting practising professionals to co-deliver and mentor, and embed regular Teacher Encounters (planned, routine exposure of teaching staff to current workplaces, processes and equipment)	LSIP FE I4C	HE ITP KATO Employers LA's Industry Bodies KMFG	Y1 – pilot CPD, exchanges and industry-associate delivery. Y2 – expand educator capacity across priority areas.	Educator capacity is strengthened through a more active Industry Associate model, regular Teacher Encounters and structured CPD that keep teaching and assessment grounded in current production environments, automation and low-carbon practice.	Progress will be measured through: <ul style="list-style-type: none"> the number of Industry Associates recruited or engaged staff participation in Teacher Encounters and structured CPD programmes refreshed through live employer input

	alongside structured CPD so curricula are refreshed through live briefs/authentic assessment and remain aligned to modern production, automation and low-carbon practice.			Y3 – review impact and sustain the model.	This should help address technical tutor shortages, improve curriculum currency and increase learner exposure to live briefs, authentic assessment and current workplace standards.	<ul style="list-style-type: none"> provider feedback on tutor capacity and curriculum currency employer feedback on relevance to modern production environments examples of authentic assessment, live briefs or updated teaching practice.
4. Industry 4.0 and green competence embedded as standard practice	Develop and embed a shared core curriculum baseline that hardwires automation, controls, data and low-carbon content into mainstream delivery, gives learners access to enabling technologies and employer-set briefs, and uses employer networks to agree credible assessment while evidencing impact through partner feedback, forum insight and short applied case studies.	LSIP FE HE I4C GTA	ITP KATO Employers LA's Industry Bodies KMFG	Y1 – agree priority content and pilot delivery changes. Y2 – embed Industry 4.0 and green competence across provision. Y3 – review take-up and refresh the model.	A stronger shared core curriculum baseline is in place across manufacturing and engineering, embedding automation, controls, data and low-carbon content within mainstream delivery and linking learning to employer-set briefs and credible assessment. This should improve learner capability in Industry 4.0 and green practice and make these competencies a normal expectation rather than a specialist add-on.	Progress will be measured through: <ul style="list-style-type: none"> the number of programmes updated to reflect the agreed baseline employer participation in shaping content and assessment learner access to enabling technologies and employer-set briefs participation and completion in revised provision employer/provider feedback on the relevance of automation, data and low-carbon competence to modern manufacturing roles.
5. Higher technical development routes and employer-aligned pathways	Co-design higher technical routes with employers and providers by mapping learning outcomes and assessment to real occupational tasks/equipment, then	LSIP FE HE I4C GTA	ITP KATO Employers LA's Industry Bodies KMFG	Y1 – map demand and pilot priority higher technical routes. Y2 – expand employer-	Higher technical pathways are better aligned to real occupational tasks, equipment and SME demand, with coordinated engagement through the GTA and I4C	Progress will be measured through: <ul style="list-style-type: none"> the number of higher technical routes or cohorts introduced or revised employer, GTA and I4C participation in pathway

	use coordinated engagement via the GTA and I4C to aggregate SME demand into responsive cohorts (including mechatronics, robotics and digital manufacturing), keeping delivery partner-led and progress under LSIP review.			aligned pathways. Y3 – review progression and sustain the offer.	helping to build responsive cohorts in areas such as mechatronics, robotics and digital manufacturing. This should strengthen progression into higher-level skills, make provision more responsive to employer need and improve access for SMEs to higher technical development.	design and demand aggregation <ul style="list-style-type: none"> • learner applications, starts, completions and progression into higher-level learning where data is available • SME participation in responsive cohorts • employer feedback on alignment to occupational tasks, equipment and sector demand.
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Tourism and Visitor Economy						
Action	Activity	Lead Organisation(s)	Supporting Partners	Timescales	Expected outcomes	Monitoring & Measurement
1. Hospitality Skills Passport (HSP), careers advice and guidance, and a coordinated entry pipeline	Convene employers, providers and careers partners to scale the Hospitality Skills Passport as a shared entry standard, embed practical work-readiness within delivery, and align consistent school/college careers engagement and learner cohorts to live recruitment demand.	LSIP DWP FE Careers Hub	HE ITP KATO Employers LA's Industry Bodies KHFG DWP National Careers Service (CXK) Visit Kent Grow in Kent Hospitality UK	Y1 – align partners and pilot the Hospitality Skills Passport entry route. Y2 – expand uptake and embed coordinated delivery. Y3 – review progression and	The Hospitality Skills Passport is used more consistently as a shared entry standard, with careers activity and provider delivery better aligned to live recruitment demand and practical work-readiness embedded from the outset. This should strengthen the entry pipeline, improve learner understanding of the	Progress will be measured through: <ul style="list-style-type: none"> • the number of employers, providers and careers partners using the Hospitality Skills Passport • participation in coordinated careers and entry activity • learner completion of HSP-related preparation • movement into jobs, apprenticeships or further training where data is available • employer feedback on readiness, consistency and

				sustain the model.	sector and support smoother transition into hospitality and visitor economy roles.	the value of a shared entry standard.
2. SME-accessible training, placements and work-based programmes (including T Levels and sector work-based routes)	Enable SME participation by expanding flexible modular training and brokerage-supported workplace placements (including T Levels) that minimise disruption, improve matching and standards, and provide clear routes into jobs or apprenticeships.	LSIP FE/HE/ITP KHFG	DWP KATO Employers LA's Industry Bodies	Y1 – pilot flexible training and work-based routes for SMEs Y2 – expand placements and provider participation Y3 – review take-up and sustain the offer.	Training, placements and work-based routes are easier for SMEs to access through more flexible modular delivery and brokerage-supported placements, including T Levels, with clearer matching and lower disruption for businesses. This should widen SME engagement, improve the quality and volume of workplace opportunities and create clearer progression into jobs and apprenticeships.	Progress will be measured through: <ul style="list-style-type: none"> the number of SMEs engaged in modular training, placements and work-based delivery placements or work-based opportunities brokered, including T Levels learner participation and progression into employment or apprenticeships where data is available repeat SME engagement employer/provider feedback on matching, quality, disruption and accessibility.
3. Priority technical competence in operations and visitor experience (kitchens, accommodation, events and guest services)	Co-design and roll out short, employer-aligned technical modules and train-to-vacancy routes across core operational roles, delivered in live or simulated commercial settings with employer sign-off on in-role competence and partner-led coordination to embed and scale the offer.	LSIP FE DWP KHFG	HE ITP KATO Employers LA's Industry Bodies	Y1 – agree priority skills and pilot targeted training. Y2 – embed delivery across key operational areas. Y3 – review employer feedback and	A stronger technical offer is in place across kitchens, accommodation, events and guest services, using short employer-aligned modules and train-to-vacancy routes delivered in live or simulated commercial environments. This should improve in-role competence, strengthen customer-facing and operational performance and help	Progress will be measured through: <ul style="list-style-type: none"> the number of technical modules or train-to-vacancy routes introduced or revised employer participation in design, sign-off and delivery learner starts, completions and progression into priority operational roles where data is available use of live or simulated commercial settings

				sustain provision.	employers recruit into core technical functions more quickly and confidently.	<ul style="list-style-type: none"> • employer feedback on in-role competence, readiness and service quality.
4. Progression, supervision and retention: build team leader/manager capability and strengthen in-work development	Co-design with employers and providers a practical supervisor/first-line manager pathway (with in-work coaching, stronger onboarding and clear progression visibility)	LSIP KHFG	FE HE ITP KATO Employers LA's Industry Bodies	<p>Y1 – define progression routes and pilot team leader development.</p> <p>Y2 – expand in-work development and embed progression</p> <p>Y3 – review retention and sustain the model.</p>	<p>A more practical in-work progression route is in place for supervisors and first-line managers, supported by stronger onboarding, coaching and clearer progression visibility.</p> <p>This should improve team leader and manager capability, strengthen retention and help tourism and hospitality employers build fuller career pathways for staff already in work.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of employers and providers participating • staff take-up of supervisor and first-line manager development • completion of coaching or in-work progression activity • internal progression into supervisory responsibility where data is available • employer feedback on onboarding, manager capability, retention and progression visibility.
5. Kent Hospitality Focus Group and system alignment (including Brand Kent/Visit Kent) to coordinate delivery and embed digital + green capability as business as usual	Deliver an employer-led Kent Hospitality Focus Group that sets shared priorities and demand signals, aligns partner provision to live vacancies and seasonality, and embeds digital and green practices as standard	LSIP KHFG Hospitality UK DWP	FE HE ITP KATO Employers LA's Industry Bodies	<p>Y1 – establish the focus group and agree shared priorities.</p> <p>Y2 – align delivery and embed digital and green capability.</p> <p>Y3 – review coordination and sustain the approach.</p>	<p>A stronger employer-led coordination mechanism is in place through the Kent Hospitality Focus Group, aligning partner delivery to live vacancies, seasonality and shared priorities while embedding digital and green capability as normal business practice.</p> <p>This should improve system responsiveness, reduce fragmentation and help ensure provision</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of employers and partners participating in the Focus Group • frequency of meetings and shared priority-setting activity • delivery or curriculum changes agreed in response to live vacancies or seasonal demand • evidence of digital and green content being embedded in partner provision

					remains closely matched to tourism and hospitality demand.	<ul style="list-style-type: none"> stakeholder feedback on coordination, responsiveness and labour market alignment.
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Cross Cutting Themes						
Action	Activity	Lead Organisation(s)	Supporting Partners	Timescales	Expected outcomes	Monitoring & Measurement
1. English, maths and employability skills	Co-design with employers and providers through established forums to embed sector contextualised English, maths, communication and professional behaviours into each priority pathway (taught/assessed through real job tasks in workplace or simulated settings)	FE/ITP Careers Hub LSIP	HE Employers LA's	<p>Y1 – agree the framework and pilot contextualised delivery.</p> <p>Y2 – extend embedding across priority pathways.</p> <p>Y3 – review impact and mainstream the model.</p>	English, maths, communication and professional behaviours are embedded more consistently across priority pathways, taught and assessed through real job tasks in workplace or simulated settings rather than as separate standalone inputs. This should improve learner confidence, work-readiness and progression while addressing core employability gaps raised by employers across sectors.	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> the number of pathways embedding contextualised English, maths and employability content provider adoption of the agreed approach learner participation, completion and assessment evidence where available employer involvement in contextual design employer/provider feedback on communication, professional behaviours and readiness for work.
2. Digital (Including AI)	Bring employers, providers and digital initiatives together to define a workforce-wide baseline for digital (including AI) capability, then embed it consistently across FE and apprenticeship	LSIP FE/HE	Employers LA's KCFG KMFG KHFG DWP	<p>Y1 – define core digital and AI priorities and pilot delivery</p> <p>Y2 – embed them across sectors and provision types</p>	A clearer baseline for digital capability, including AI awareness and responsible use, is defined and embedded across FE, apprenticeships and accessible upskilling for the existing workforce.	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> the number of programmes, pathways or CPD offers updated to reflect the agreed baseline employer and provider participation in defining and embedding the standard

	pathways and accessible upskilling/CPD for existing staff as a standard employability expectation			Y3 – review uptake and refresh the approach.	This should make digital and AI capability a more consistent employability expectation across LSIP sectors and support employers and learners to adopt relevant tools safely and effectively in day-to-day practice.	<ul style="list-style-type: none"> • learner and staff participation in digital or AI-related learning • examples of digital or AI tools being used in teaching, learning or workplace practice • employer feedback on practical relevance and workforce readiness.
3. Net Zero/ Decarbonisation	Education and training providers embed existing “green fundamentals” and low-carbon operating behaviours into mainstream curriculum, assessment and work-based learning across priority occupational routes so Net Zero competence is consistently applied in real job roles as standard day-to-day practice, not a separate specialism.	FE/HE LSIP	Employers KCFG KMFG KHFG DWP	<p>Y1 – agree priority net zero content and pilot integration.</p> <p>Y2 – extend embedding across sectors and programmes.</p> <p>Y3 – review relevance and sustain delivery.</p>	<p>Green fundamentals and low-carbon operating behaviours are embedded more consistently across mainstream curriculum, assessment and work-based learning so that net zero capability is developed as part of everyday practice across priority occupational routes.</p> <p>This should improve workforce readiness for changing technologies, standards and employer expectations rather than treating decarbonisation as a separate specialist topic.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of programmes and occupational routes embedding green fundamentals • provider adoption across curriculum, assessment and work-based learning; learner and staff participation in low-carbon learning or CPD • employer involvement in defining priority low-carbon behaviours • employer/provider feedback on how consistently net zero capability is being applied in real job roles.
4. FE Workforce	Convene education providers and employers (through existing networks) to co-design and scale targeted CPD and regular Teacher	FE Gatsby LSIP	Employers HE ITP’s	Y1 – pilot CPD, exchanges and industry engagement models.	Targeted CPD, regular Teacher Encounters and stronger Industry Associate and dual-professional models are scaled to help address	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of staff participating in CPD and Teacher Encounters

	<p>Encounters, and to grow Industry Associate/dual-professional models that depend on sustained employer input to tackle technical tutor shortages (especially Construction and Engineering) while keeping priority provision current, credible and scalable</p>			<p>Y2 – expand participation and embed workforce approaches.</p> <p>Y3 – review impact and sustain capacity.</p>	<p>technical tutor shortages and keep priority provision current, credible and scalable, particularly in construction and engineering.</p> <p>This should strengthen FE workforce capability, increase employer input into delivery and improve the currency of teaching and assessment in LSIP priority areas.</p>	<ul style="list-style-type: none"> • Industry Associates or dual professionals engaged • priority programmes refreshed through employer input • provider feedback on staff capacity and confidence, particularly in technical shortage areas • employer feedback on curriculum currency and credibility.
<p>5. SME Engagement</p>	<p>Build a coordinated SME support and brokerage offer that helps small firms navigate the skills and education landscape, then matches and supports them to engage with the right education partners for training and placements through simple, shared processes that minimise admin and make repeat participation realistic.</p>	<p>LSIP KICC/ERB SECTEC</p>	<p>FE/HE/ITP Employers KCFG KMFG KHFG I4C</p>	<p>Y1 – establish shared engagement routes and pilot support.</p> <p>Y2 – widen SME participation in design and delivery.</p> <p>Y3 – review effectiveness and sustain the approach.</p>	<p>A more coordinated SME support and brokerage offer is in place, helping small firms navigate the skills system and engage with the right education partners for training and placements through simpler shared processes.</p> <p>This should reduce administrative burden, widen SME participation and make repeat engagement in the local skills system more realistic across LSIP sectors.</p>	<p>Progress will be measured through:</p> <ul style="list-style-type: none"> • the number of SMEs supported through the brokerage offer • the number engaging in training, placements or co-design activity • repeat participation by SMEs • use of shared processes or support tools • employer/provider feedback on ease of navigation, reduced burden and the value of coordinated support.

This table will be treated as a **live document and updated as needed throughout the three-year LSIP cycle.*

***Where baselines are not already available, they will be established in Year 1. Monitoring will include counts of employers meaningfully engaged through co-design, placements, mentoring, curriculum input or take-up of provision; changes to curriculum or delivery models; learner starts, participation and completion where available; and progression into priority provision, work experience, apprenticeships or employment. Timescales are intentionally concise and show the main delivery focus in Year 1, Year 2 and Year 3, with Year 1 centred on design and piloting, Year 2 on embedding and scaling, and Year 3 on review, refresh and sustained implementation.*

Existing and emerging national and local initiatives will support delivery of the actions identified within the LSIP, providing additional routes into work, progression and upskilling aligned to employer demand. These include Connect to Work, Skills Bootcamps, Sector-based Work Academy Programmes (SWAPs), pre-employment and supported employment programmes, apprenticeships (including Foundation Apprenticeships), T Levels and Higher Technical Qualifications (HTQs), delivered through local partners including DWP, Local Authorities, Further and Higher Education providers, Independent Training Providers and employer-led networks across Kent and Medway. Collectively, these initiatives will strengthen access to opportunities for a diverse range of learners and jobseekers, including those who are economically inactive or unemployed, young people who are not in education, employment or training (NEET), individuals with experience of the criminal justice system, and Armed Forces service leavers, ensuring the local skills system supports inclusive progression across all priority sectors.

Guide to Abbreviations

LSIP	Local Skills Improvement Plan	DWP	Department for Work and Pensions
KICC	Kent Invicta Chamber of Commerce	LA's	Local Authorities (Kent County Council and Medway Council)
ERB	Employer Representative Body	KCFG	Kent Construction Focus Group (Employer Forum)
FE	Further Education	KMFG	Kent Manufacturing Focus Group (Employer Forum)
SECTEC	South East Construction Technical Excellence College	KHFG	Kent Hospitality Focus Group (Employer Forum)
HE	Higher Education	I4C	Industry 4 Council
ITP's	Independent Training Providers	GTA	Group Training Association
KATO	Kent Association of Training Providers	iCCi	Institute of Cultural and Creative Industries

