

Local Digital Skills Partnership: Terms of Reference:

Background:

Aims of the Local Digital Skills Partnership

For the UK to be a world-leading digital economy that works for everyone, it is crucial that everyone has the digital skills they need to participate in society. Digital skills gaps must be addressed across the spectrum, from the basic digital skills which support inclusion, to the general digital skills needed for the workforce, to the advanced digital skills required for specialist roles. To address this, DCMS has convened the Digital Skills Partnership (DSP), bringing businesses, charities and policy makers together to tackle digital skills challenges in a more collaborative and coordinated fashion.

For the DSP to be a success, it needs to have an impact at a local level. That is why the DSP is supporting the formation of Local Digital Skills Partnerships (LDSPs) in Local Enterprise Partnerships (LEPs) regions across England. The aim of LDSPs is to coordinate and develop digital skills initiatives to meet the needs of local economies and communities.

The Local Enterprise Partnership (LEP) will:

- Convene the Local Digital Skills Partnership (LDSP) and support the LDSPs through its initial start-up phase.
- Take responsibility for attracting and engaging regional stakeholders to help form the Local Digital Skills Partnership. Membership is likely to include Local Authorities, regional charities and locally based businesses along with universities, colleges and local digital skills training providers.
- Ensure a representative of the LEP's People Leadership Group or the LEP Board is also a member of the LDSP Steering Group.
- Create a governance structure that enable the group to have oversight of the three regional partnership networks, reflecting the following themes - Future Workforce, Inclusive Workforce, and Skilled and Productive Workforce
- Support and promote the LDSP through local networks and connections.
- Manage and distribute any central Government funding to support the regional LDSP

The Local Digital Skills Partnership will:

- Commit to coordinating and influencing the future of regional digital skills provision for all capability levels, where need has been demonstrated by data analysis, including basic digital skills, general digital skills, specialist and advanced digital skills. Work closely with the relevant Government department and industry partners to help co design innovative digital skills programmes.
- Build relationships between businesses and the key training providers, colleges and universities who have a specific interest and expertise in delivering training and qualifications for the Digital sector.
- Influence and attract opportunities for resources and/or funding in the region to support the Digital sector priorities and actions, such as European Social Funding (ESF), and the Apprenticeship Levy.
- Provide regular updates and blogs sharing relevant activity and human case studies that can be published on the GOV.UK website and other relevant publishing platforms.

- Commit to supporting and developing the Local Digital Skills Partnership National Delivery Group “Playbook” product. (“the Local DSP 'playbook' - a collection of guidance, data, tools and best practice that will facilitate the establishment of successful Local DSPs in other regions”)
- Adoption of the Local Digital Skills Partnership 5-step model. (Set out in Annex A)

Data gathering and evaluation

- DCMS is committed to evaluating the LDSP programme to identify whether each LDSP delivers its objectives and to assess the scheme’s impact. The Local DSP will be expected to contribute by providing data, information, and other assistance to DCMS or the appointed representative acting on behalf of DCMS to carry out the evaluation. This engagement will be required for the duration of the evaluation.
- DCMS has commissioned a supplier to provide an outline evaluation framework and baseline data for the DSP programme as a whole. The supplier will consult with Local DSPs and ensure that monitoring and evaluation activities and resources, for example time from staff in Local DSPs and participating organisations, are proportionate and commensurate with the quality and usefulness of the evaluation.
- The outline evaluation framework and baseline data are scheduled to be established by the end of December 2018, at which time more detailed lines relating to evaluation and monitoring requirements from LDSPs will be agreed between DCMS and the Local DSP to be inserted into these Terms of Reference. In the interim, the Local DSP will be expected to:
 - Gather data, (or use data from relevant and recent (i.e. within the last year) products such as Employer Skills Surveys, Sector Skills Studies or Labour Market Intelligence Reports) to assess digital skills needs in the Local DSP region.
 - Ensure that delivery partners have evaluation processes in place for programmes delivered as part of the Local DSP.
 - Appoint one point of contact for DCMS for evaluation and monitoring purposes.
 - Be ready to contribute to the evaluation outline plan design (e.g. meet and give interview to the contractor developing the outline plan, comment on a draft version of the plan.)
 - Provide data needed to conduct a baseline monitoring exercise with the supplier (to identify a starting point against which to establish additionality), this could be in form of an interview, administering a survey to LDSP partners or providing administrative data.)
 - Going forward, monitoring and evaluation activities led by DCMS will most likely involve LDSPs identifying interviewees in their area and facilitating contact (mainly with digital skills providers), completing a survey and providing metrics on key performance indicator in regular intervals, potentially administering a survey with service providers of the LDSP.
- Local DSPs will produce monthly reports for DCMS on activities and progress within the Local DSP programme and engagement with partners.
- DCMS is working with other government departments and partners to develop tools that use machine learning to process data on labour markets, skills, occupations and provision of training. Local DSPs will be consulted on their user needs for these tools and given access to them and their outputs, which are designed to assist in identifying where best to target digital skills provision and track the impact it has.

Ways of Working:

DCMS:

The LDSP will be responsible for liaising with DCMS and providing regular updates and progress reports on the LDSP, and identifying areas where the partnership requires support. It is expected that this contact will meet with DCMS officials every fortnight, either in London or in the LEP region. It is assumed where DCMS has funded a LDSP project manager/coordinator, that person will fill this role.

Digital Skills Partnership Board:

The LDSP will be expected to provide an update on its progress, priorities and workplan at the quarterly DSP Board meetings. This will take the form of either an in-person presentation by an LDSP representative or a written report. DCMS officials will work closely with LDSP representatives to prepare for DSP Board meetings. The DSP Board is co-chaired by the Minister of State for Digital and the Creative Industries, Margot James, and the Chair of the Tech Partnership, Phil Smith. The Terms of Reference and membership of the Board are [published on GOV.UK](#).

Roles and responsibilities:

Heart of the SW Local LDSP reporting:

The LDSP will report to the Heart of the SW LEP's People Leadership Group the Heart of the SW LEP Board

The LDSP will be responsible for setting priorities and objectives for the partnership and providing oversight of the partnership's activities as defined under "The **Local Digital Skills Partnership** will:" above. The LDSP will elect a chair

Responsibility of the Secretariat:

The LEP will be responsible for overseeing the LDSP Secretariat. It is assumed the incoming LDSP project coordinator will manage the agenda, arrange quarterly meetings with members of the Local Digital Skills Partnership, and take and distribute minutes to members after each meeting

Role of LDSP Members:

The LDSP will meet bi monthly. LDSP members will be expected to contribute people, resources and time to progressing the LDSP's aims and objectives. More regular sub group meetings may be arranged as necessary for members of the LDSP to focus on specific tasks. Members will be expected to take forward actions between meetings.

LDSP members will be drawn from a range of local stakeholder organisations, including - local employers, training providers, the charity sector, small and large regional businesses colleges and universities. The membership of the LDSP will include representatives working at different skills levels and will reflect DCMS's commitment to diversity and inclusion. At a minimum the LDSP will comprise of a of 5 members with no maximum. DCMS reserves the right to nominate organisations to join the LDSP.

Role of DCMS:

DCMS will support LDSPs to develop a pipeline of targeted digital skills initiatives and to adopt the 5-step LDSP Model (see Annex B for more detail). This includes supporting the LDSP to develop a rigorous evidence base on the digital skills needs, challenges and opportunities of the region and to implement appropriate evaluation processes. DCMS will work with the National Coherence Delivery Group to develop tools and products that will support LDSP data analysis and programme evaluation.

DCMS will use its convening power to encourage national partners and other Government departments to direct activities, resources, expertise and training to the LDSP. DCMS will also ensure that the LDSP is joined-up with all other DSP programmes and that LDSP priorities are reflected throughout the wider DSP.

Where need is demonstrated, DCMS will provide funding for a LDSP project coordinator. The project coordinator will be accountable to DCMS and responsible for convening partners and coordinating activity in the region. The project coordinator will provide regular updates to DCMS and work closely with DCMS officials to ensure that the LDSP adopts the 5-step model and fulfills the outlined aims.

Annex A: Digital Skills Partnership Delivery Groups:

LDSP Delivery Group:

The LDSP Delivery Group has been convened by DCMS to support the LDSP programme. The LDSP Delivery Group will create a 'playbook' for LDSPs, which provides guidance and recommendations for each stage of the 5-step model, and highlights best practice and lessons learned from digital skills initiatives across the country. The 'playbook' will provide LDSPs with shortcuts, tips and tools that will enable them to build their programmes more quickly and effectively, and will be used to promote the LDSP programme to other LEP regions.

As members of the LDSP Delivery Group, representatives of the LDSP will play a critical role in shaping the 'playbook' and ensuring that it is fit for purpose. The LDSP will be expected to contribute case studies, recommendations and learnings from the partnership to the 'playbook', as well as any tools, data sources and evaluation mechanisms that support the adoption of the LDSP five-step model. Where possible, the LDSP will draw from the 'playbook' when shaping their own programmes.

National Coherence Delivery Group:

The objective of the National Coherence Delivery Group is to develop a framework that will enable people and organisations to identify and access good digital skills training opportunities, and enable providers to avoid duplication of efforts and to more easily upscale and innovate. Activities include the development of digital/data analytics tools and products to improve the digital skills evidence base (including the supply and demand for digital skills, and the supply of digital skills training opportunities) and to enable Government and local and national partners to match digital skills training to need.

This work will support LDSPs to identify local digital skills shortages and build business cases for regional and national support. As such, it is expected that the LDSP will, where possible, participate in and contribute to this group, to ensure that the tools and products are developed to suit local, as well as national needs.

Digital Enterprise Delivery Group:

The Digital Enterprise Group will take on programmes (e.g Made Smarter programme) to increase digital capability among SMEs and charities. LDSPs will be expected to help coordinate testing and delivery of such programmes in their region

Computing in Schools Delivery Group:

The Computing in Schools Delivery Group is working to ensure that teachers have the knowledge and skills to teach the new world-leading computing curriculum effectively. Where relevant the LDSP will be expected to contribute to this group, and to ensure that local initiatives are joined-up with the work of the Delivery Group.

Annex B: Five step model:

Step 1: Data gathering:

In order to understand where the gaps are in regional digital skills provision, LDSPs will work with the Department for Education “Skills Advisory Panels” and, where necessary, business and academic data experts. This will facilitate the gathering of detailed regional data to capture the demand for digital skills from individuals, employers and other organisations and to identify existing digital skills provisions. This data will inform LDSPs when they are designing relevant digital skills programmes for basic, general and advanced digital skills. Where LEPs and other bodies within the Local DSP have established infrastructure for shared evidence bases and data sets, DSP partners should not add any unnecessary burden for gathering data, but be encouraged to use these existing resources.

Step 2: Matching digital skills provision:

Matching digital skills provision will be the responsibility of the LDSP and other regional stakeholders. Government will offer support and help local partnerships to adopt best practice and will enforce its influencing role and make introductions to other Government departments and national stakeholders if there is a requirement to do so.

Step 3: Delivering digital skills provision:

Targeted digital skills training will be delivered to the people, businesses, and charities identified in each region that require the most support. As face-to-face and online interventions are delivered, it will be necessary to record take-up and collect anonymised data from learners for longitudinal evaluation of the impact of the LDSP. This responsibility lies with the partners delivering the training, but the LDSP should work with providers to ensure that data collected is compatible with the evaluation processes it has in place.

Step 4: Evaluating process and outcomes:

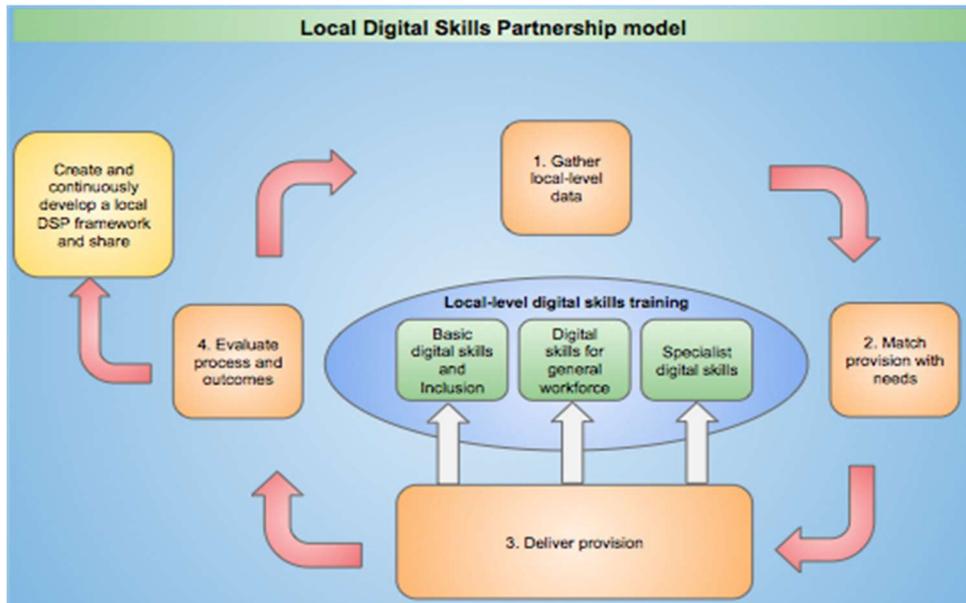
LDSPs will work with local and national partners, academics and experts (including the DCMS Digital Skills and Inclusion Research Working Group (RWG)) to design evaluation processes that gather the data necessary to track social and economic outcomes and return on investment (ROI). These evaluation processes will be designed for practical, user-centric deployment at operational-level. Members of the national-level National Coherence Delivery Group will seek to develop digital tools/platforms to facilitate the evaluation process in partnership and consultation with the regional LEPs. A continuous cycle of evaluation will allow LDSPs to make quick improvements to their programmes while simultaneously providing real time outcomes data and benchmarks for longitudinal tracking.

Step 5: Open sharing of best practice, data, tools and innovations with other LEP regions:

LDSPs will work with partners to develop a framework which will allow other LEP regions to fast-track their own development of a Local Digital Skills Partnership. DCMS will encourage the sharing of best practice, highlighting which digital skills programmes worked well and importantly, which programmes failed and why. Given that no two LEP areas are the same, a ‘one-size-fits-all’ approach is not

appropriate; but there will be many practices, processes and tools that are either universally applicable or serve the needs of more than one LDSP area. It may therefore be advantageous to create a central, national-level framework which houses the learnings from individual LDSPs. It is clear that the 5 step process described above will need to be carefully coordinated to ensure that LDSPs can take full advantage of the support and contributions from both regional and national partners.

The Local Digital Skills proposed Partnership model:



Annex B: Membership of the Heart of the South West Digital Skills Partnership

Approved by the Partnership on the 23rd of September 2019

Role

The LDSP will meet bi monthly. LDSP members will be expected to contribute people, resources and time to progressing the LDSP's aims and objectives. More regular sub group meetings may be arranged as necessary for members of the LDSP to focus on specific tasks. Members will be expected to take forward actions between meetings.

LDSP members will be drawn from a range of local stakeholder organisations, including - local employers, training providers, the charity sector, small and large regional businesses colleges and universities. The membership of the LDSP will include representatives working at different skills levels and will reflect DCMS's commitment to diversity and inclusion. At a minimum, the LDSP will comprise of 5 members with no maximum. DCMS reserves the right to nominate organisations to join the LDSP.

Partnership Representation

Partners by Sector	Representation
Business	10
Upper tier authorities and District Council	5
LEP Board/ People Group Leadership	1
Public Sector	4
Third Sector	3
Private Sector Training Provider	5
Education (2 Universities & 3 Colleges)	5
Total	33

Geographical Representation

When partners are recruited consideration will be given to fairly balancing the geographical representation of each of the four LEP areas. (Noting that some Partners work across the LEP region)

Membership

It is beneficial for the Partnership cohesion and progress to work as a collaborative team over a sustained period. However, the Partnership recognises priorities for Partners will fluctuate and therefore at the last meeting of the year, partners will be asked to consider their ongoing participation

which would allow for a rotation of membership that could commence with effect from the 1st meeting of the following year. To allow for continuity, ideally 1/3 of the membership will renew each year.

A Partner not attending 3 consecutive meetings (dial in or in person) will be asked to step down.

A list of the Partnership membership (names and organisations) will be published on the Digital Skills Partnership website.

Expressions of Interest to Join the Partnership

The Secretariat will hold a chronological list of organisations who express an interest to join and these will be invited as a vacancy in the relevant sector arises.

Digital Skills Partnership Chair and Vice Chair

The Chair is held for a 24-month period and elected in the 1st meeting of the year.

Candidates can self-nominate or be nominated and require a second vote to succeed. In the event of multiple nominations, the person with the most votes will be taken forward as chair. Votes can only be cast by those present in person at the meeting.

A Vice- Chair will hold a position for a period of upto 24 months.

Candidates can self-nominate or be nominated and require a second vote to succeed. In the event of multiple nominations, the person with the most votes will be taken forward as vice-chair. Votes can only be cast by those present in person at the meeting.