



**Funded by
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**York and North Yorkshire
Local Skills Improvement Plan (LSIP)**

**PROGRESS REPORT
JUNE 2025**

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Purpose of the Report

This report is to give an update on the second year of implementing the York and North Yorkshire Local Skills Improvement Plan (LSIP) which was published in June 2023. The purpose of the LSIP is to help ensure that post-16 education and training aligns with the specific needs of the local job market, ultimately boosting local economic growth and making the workforce more employable.

This report is aimed at businesses who are investing time and energy in supporting skills development for their current staff and for the future workforce. This could include a range of contributions such as offering work placements for T level students, employing Apprentices, working towards better leadership and management practices or investing in skills that promote sustainability, use new digital technology or ensure greater well-being for their staff – to name but a few.

This update will enable business advocacy and representative bodies who were key to developing the LSIP and have been important supporters of the journey over the last two years (such as the Federation of Small Businesses (FSB) , the Construction Industry Training Board (CITB), the Yorkshire Care Alliance, NYBEP, the Confederation of British Industry (CBI) and of course, the West and North Yorkshire Chamber of Commerce) to understand the progress we have made and what still remains to be worked on.

We also know that our Further Education (FE) colleges, Independent Training Providers, Apprenticeship Providers, Adult Learning Services (North Yorkshire Adult Learning and Skills Service, York Learning and the WEA) and commercial skills providers are fundamental to the skills world and have been driving change through tireless commitment to making the LSIP Roadmap a reality. The Yorkshire and Humber Institute of Technology, which has been operating for over 5 years offers a comprehensive range of Level 4+ technical subjects and is very much aligned with the LSIP. It has recently re-licensed for 10 years and is building further relationships with industry partners.

We also hope that this report will be of interest to the many stakeholders in the area who have been instrumental the LSIP journey from the outset. These include the local authorities (City of York Council and North Yorkshire Council), the York and North Yorkshire Mayoral Combined Authority (YNYCA), governmental delivery partners such as Department of Work and Pensions (DWP) and Job Centre Plus and other key contributors such as the University of York, York St John University, and CU Scarborough.

Key networks such as Yorkshire Universities, and the Yorkshire Food, Farming and Rural Network have also taken a proactive stance with regard to contributing to the LSIP as have active engagement organisations such as the Reserve Forces and Cadets Association (RFCA) Yorkshire which works to build relationships between veterans and employers and community organisations.

The Voluntary, Community and Social Enterprise (VCSE) sector is pivotal to engagement with people furthest from the labour market and key local organisations such Better Connect, York CVS and Community First Yorkshire offer insight about the sector and communication pathways with grass roots organisations.

Summary of the LSIP

The LSIP set out the specific skills challenges we faced in York and North and how to combat them.

The main aims and objectives of the LSIP are as follows:

- **Business** – To access a range of provision which is flexible, responsive, reflects employer needs and enables businesses to upskill their staff effectively, be resilient to change and enable succession planning.
- **People** – To enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work.
- **Sectors** – To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors, which are:
 - Digital and technology
 - Agri-skills
 - Engineering and Advanced Manufacturing (including Rail)
 - Construction
 - Health and Social Care
 - Visitor Economy

We have also adopted a set of cross-cutting themes which underpin the changes and actions we seek including;

Low Carbon – Innovation - Green Skills - Emerging Technology – Rurality- Collaboration - Transferable skills.

In terms of how we set out to tackle skills issues we highlighted the following eight priority actions which are further developed in the LSIP Road Map;

1. More meaningful, collaborative and long-term relationships to be built between employers of all sizes and providers, extending the numbers active in developing provision and investing resources to maximise impact.
2. Help businesses and providers to embed sustainable practices at a practical level.
3. Increase career advice, information and guidance for all ages to build and retain talent in the workforce.
4. Support people to use their transferable skills to secure jobs in priority sectors.
5. Develop new provision accessible to small and micro-businesses.
6. Ensure the modes of provision of training meet business need.
7. Prioritise accessible technical and digital skills development at all ages.
8. Increase apprenticeships especially higher and degree apprenticeships where there is demand.

A key feature of our geography is the size and rurality of much of North Yorkshire and the impact this inevitably has on access to skills provision. The northern swathe of the county does not have a major FE campus so people must travel for face-to-face provision.

Strategic and economic context update

There have been significant national and local changes in the last year which have impacted on the LSIP.

These include a new Labour Government, election of a Labour Mayor, David Skaith who heads the newly devolved York and North Yorkshire Mayoral Combined Authority (YNYCA) and the resultant publication of a set of new strategies and policies which impact on skills provision.

These include the formation of Skills England which was launched in July 2024. It will take on the functions of the Institute for Apprenticeships and Technical Education (IfATE), while also having an expanded remit to look at skills gaps and demand.

The English Devolution White Paper was published in December 2024 and set out how the LSIPs would be co-owned with strategic organisations i.e. YNYCA in the future among other policies.

A new set of priority sectors was outlined by the Government's Invest 2035: The UK's Modern Industrial Strategy which aims to achieve sustainable economic growth, secure the UK's economic future, and support net zero through a 10-year plan, focusing on targeted support for eight "growth-driving" sectors and high-growth locations. These are listed below.

advanced manufacturing	clean energy industries
creative industries	defence
digital and technologies	financial services
life sciences	professional and business services

Skills England has cited these eight sectors plus health and construction as its priorities.

The YNY LSIP reflects the local labour force issues and opportunities i.e. the specific strengths and challenges that are relevant to York and North Yorkshire. The table below shows which of the national Skills England Sectors align with the YNY LSIP.

Skills England Priority Sectors	YNYCA Priorities	How the LSIP Priorities align
Advanced manufacturing	Engineering, Rail, Manufacturing	√ Engineering and Advanced Manufacturing (including Rail)
Clean energy industries	Clean energy	√ Themes - Low carbon – Innovation - Green skills - Emerging Technology
Digital and technologies	Digital	√ Digital and technology
Life sciences	Health and Life Science Biology	√ Local priority supported by LSIP
Professional and business services	Thriving businesses	√ Business - To access a range of provision which is flexible, responsive, reflects employer needs and enables businesses to upskill their staff effectively, be resilient to change and enable succession planning.

Construction	Construction (core sector)	√ Construction
Health	Health and Life Science (core sector)	√ Health and Social Care
Local priority	Agri-tech	√ Agri-skills
Local priority	Visitor economy (core sector)	√ Visitor Economy
Local priority	Maritime	√ Local priority supported by LSIP
Local priority	Creative	√ Local priority supported by LSIP

Financial services and defence are not YNYCA or YNY LSIP priorities.

In October the YNYCA published a revised Skills Strategy focussing on the following four aims;

- Provide strong career pathways for all residents.
- Ensure business-led, adaptable skills and training systems.
- Target hard-to-reach communities and those far from the job market.
- Create a flexible and responsive local skills system in York and North Yorkshire.

The Adult Skills Fund (ASF) will be devolved from August 2025 and its ASF Strategic Skills Plan set out its ambitions for managing the fund. This will have a profound impact on the provider base as the priorities for delivery are shifted to a local focus with a new vision of success.

The six priorities include;

- Widen Access and Participation
- Embed Basic and Transferable Skills
- Unlock progression pathways and underutilised talent
- Develop Flexible Provision
- Build Capacity and Capability
- Enable Effective Collaboration

York & North Yorkshire is one of 8 areas across England and Wales awarded the Get Britain Working Trailblazer which includes up to £10m to mobilise local work, health and skills support and to join up local support services for economically inactive people. This project will run from April 2025-March 2026. Priorities for YNY include the 16-24 and 50-64 age groups, 'Good Work' i.e. supporting businesses to employ people with barriers to work (particularly poor health) and the Work, Health and Skills Interchange.

The Campus@Northallerton building has now been repurposed to house a Customer Service hub for North Yorkshire Council. This change, however, is not just about providing a new service location; it also presents an opportunity for greater community engagement as the facility is situated in the heart of Northallerton (which does not have an FE campus).

With adult learning being co-located in the same building, it offers a unique chance to link a broad base of customers to opportunities for upskilling and reskilling. This will not only enhance individual capabilities but also showcases the positive impacts on well-being and improved economic prosperity that come from continued learning.

Progress against our actions

There are 31 actions in the LSIP Roadmap and we have completed or made progress against them all. It is worth noting that some actions such as ‘increasing bite-size and modular training to meet employer needs’ are open-ended and therefore will never be fully complete. However, as you will see below, we have made strides forward in this and all the other actions in the Roadmap.

The ERB plays a pivotal role in monitoring and driving progress against the Roadmap, this is particularly evident in liaising with a wide range of stakeholders to develop scaffolding training in the local area and is clearly demonstrated by the strong overall progress against the roadmap delivered through ensuring strong communication and partnership working.

We have also been delighted by the added value which has come about because of the LSIP activity. The Local Skills Improvement Fund (LSIF) investment has not only achieved almost all the outputs it set out to do (and more) but there have been additional surprising benefits. A good example is the Skipton BID which has been working with Craven College to promote businesses in its side streets using 360° video technology invested in by the college. The finished product is a flythrough of the town’s quaint side streets showcasing small businesses that visitors previously may not have discovered.

In last year’s Annual Progress Report there were two main actions which had not moved forward. One was the development of a Skills Hub and the other was the introduction of scaffolding provision which was not available in the area.

We are pleased to say that significant progress has been made against both actions. The YNYCA has taken responsibility for progressing the Skills Hub under the title of Work, Health and Skills Interchange. This model has been scoped out over the last few months (with the ERB round the table) and includes three functions - engagement and referral mechanisms, a web-based platform and adviser support. The adviser support element will include a navigator network and dedicated people to help individuals and businesses in local communities.

YNY is to be one of the 8 Get Britain Working Trailblazers (April 2025-Mar 2026) which will see an investment of £10million to the area to work with people who are economically inactive. The aim is to move people towards employment, work with employers to support ‘Good Work’ principles and launch the Work, Health and Skills Interchange. This much needed funding is critical to get this infrastructure up and running and we are delighted to see the LSIP ‘Skills Hub’ come to fruition at last.

There have been several steps forward regarding scaffolding training. An Apprenticeship in Scaffolding is now available at Scarborough Skills Village and two Introduction to Scaffolding Courses have been launched to fulfill the need for this provision in the area. COG Training in Sherburn in Elmet has started a 4-week training course and there is a similar one offered by MJM Training in Leeds. This is just outside the YNY area but is easily accessible for businesses in the area.

Collaboration and partnership go from strength to strength.

Outputs delivered through LSIF funded activity has contributed significantly to attainments in the past year. Partners involved in delivery of funded activities include:

- Askham Bryan College
- Craven College
- Darlington College
- Harrogate College (Luminate Group)
- Scarborough TEC (TEC Partnership)

- Selby College (Heart of Yorkshire Education Group)
- York College and University Centre
- City of York Council - York Learning
- North Yorkshire Council - Adult Learning and Skills Service

LSIF funded activities were delivered from March 2023-2025. £2.5million has been invested (a combination of capital and revenue) to:

- Transform classrooms with innovative equipment and technology into immersive spaces and Virtual Reality teaching hubs as well as health settings.
- Increase skills provision in LSIP priorities particularly short and bite size courses to meet employer need.
- Support employer engagement.
- Deliver collaborative staff development and CPD.

LSIF activities concentrated on two projects – Digital Technology (covering a range of sectors) and Health & Social Care.

The LSIF to date has achieved;

- 3610 Learners undertaking learning using new facilities
- 775 Teaching staff undertaking CPD
- £581,000 Savings through optimization of facilities and collaborative working
- 36 Classrooms transformed
- 62 Employers reporting that training gave staff the skills they need.

Shared Virtual Reality (VR) resources

The partnership sought an innovative way to tackle the challenge of promoting careers in priority sectors using digital technology. We wanted to find a way to share the employer relationships that individual colleges have built up using VR headsets that depicted real settings and could give students an immersive and informative taste of a range of jobs across the area. This also helps to combat the lack of tutors in technical subjects as it immerses learners in real environments that cannot be replicated in the classroom.

Five colleges, Darlington College, Craven College, Selby College, Scarborough TEC and Harrogate College, collaborated to create new Virtual Reality resources that are shared between them. Virtual Reality resources are used as a tool to enable people to understand more about careers opportunities in the local area and are based on a 'day in the life of' several key sectors (construction, digital, health & social care, green skills, agri-skills, engineering and manufacturing). Filming was conducted at employers' premises to showcase real live job roles. This resource is now live and being used for learners of all ages.

Askham Bryan College is a land-based college but is leading the way with its progressive approach to digitisation of the curriculum. The LSIF investment included state-of-the-art 'Farm-Bots' which are fully automated, sophisticated systems which can perform all the tasks required for growing crops such as soil testing, watering, planting and weeding without the need for human interaction. This means that resources can be directed elsewhere while the Farm-Bot handles the cultivation. This is an exemplar of how technology can be used to solve the climate crisis. The Farm-Bots can be managed remotely and offer students the opportunity to learn digital, sustainability and agri-skills all in one.

The college also invested in a tractor simulator which gives learners real life experience of driving a tractor (and other vehicles) without the dangers and expense of real farm machinery. It is extremely lifelike and has been incredibly popular.

Selby College has contributed to the creation of new courses which reflect the needs of local businesses including 'Digital Skills in Construction', a new Skills Bootcamp in Heat Recovery and Transfer, short courses in Programmable Logic Controllers (PLCs) and Automation, Basic Welding and Rail Track Maintenance. Specific to construction, courses in Pipelaying, Groundworks and Glass Fenestration were created to address gaps in provision.

Among a range of projects, Craven College has utilised AI software to clone the voices of teachers and create innovative training courses using avatars. This software means the time taken to create resources is reduced (therefore producing cost savings) and the new micro-courses are innovative, fun and personalised.

York College and University Centre has created an immersive room which is a game changer in terms of the ways that learners experience the classroom. In an immersive room, all four walls, ceiling and floor are used as canvases for projecting images which creates a truly immersive experience. No headsets are required and learning can still be a group activity. Real scenarios which are difficult, dangerous or expensive in real life can be created in the immersive room thereby helping learners to understand the true world of work and preparing them for actual experiences.

Harrogate College along with Selby College, Scarborough TEC, and York College created new ward settings which replicate exactly what health employees experience in a hospital or care home. These include AI enabled, life-like mannikins which provide students with incredibly real learning experiences. The manikins breathe, blink, talk and come in different ages, skin tones and with interchangeable parts which enable them to simulate bodily functions effectively.

York Learning has created and delivered courses which focus on developing confidence and skills with digital technology specifically using AR/VR headsets. The training has been positioned as an introduction to AR/VR for people with little or no experience. As an adult learning service, York Learning is focused on engagement with new learners and helping them towards employment or volunteering. In addition to this, York Learning has created and rolled out a course package aimed at Health & Social Care employers for dementia training as well as engaged care home employers to train their staff using VR headsets.

North Yorkshire Council Adult Learning and Skills Service, again, focusing on engagement and first steps learning, has utilised technology to address rurality. The use of comparatively low tech equipment such as OWLs and OWLETs enables people who live far from college facilities or campuses to access education in their home environment. The OWLETs enable the teachers to project themselves in teaching 'mode' but can also use the device for close work such as electronics, dressmaking or cooking. This means that more learners in remote locations can access training and therefore gain the skills they need to access local job opportunities and further learning. In addition to this, the service has invested in technology such as Bolt Balls which are spherical programmable robots that enable learners to learn basic programming and coding skills in a fun way.

Darlington College has focused on upskilling staff across the organisation with both basic and specific Digital Skills. In 2024, every curriculum teacher received training via several workshops on site led. These workshops focused on AI and helped expand knowledge for each curriculum teacher as to how AI will impact their future lives. This is both specifically relating to industry and within academic support.

In addition, the college has addressed the green skills agenda by investing in a Renewable Zone within its construction and engineering departments to ensure they are able to deliver in demand skills (particularly in Ground / Air source heat pumps, solar, smart automation and EV charging point installation). Green skills are now embedded across all Engineering and Construction curriculum at the college.

Scarborough TEC has used the LSIF investment to create an immersive room and digital resources to maximise the unique learning experience for students on the full range of curriculum offered. Students have the opportunity to access learning through AR in the immersive room itself with 360 degree projection and immersion and access VR assessment and delivery through a suite of VR headsets.

Students on Health and Social Care courses have experienced immersive medical ward experiences which they can then relate to the hospital ward based at the College. For the ESOL students at Scarborough TEC, the use of visual and audio images within the immersive room have increasingly supported their development of English language and taken away some of their barriers to learning as speakers of other languages.

Digital Educators Forum

As colleges have developed facilities and staff know-how in digital education (especially VR and immersive rooms) they have also invested in new roles of 'Digital Educators'. The need has arisen for new roles (Digital Educators) to support existing staff to fully utilise the new equipment, create digital content, and train staff to create their own content. Digital Educators embed VR in their existing schemes of work and troubleshoot to ensure that the technology runs smoothly in the classroom.

As these roles are new and without precedent, the individuals in the roles are quite isolated. A new forum for digital educators has been formed to enable best practice to be shared among the colleges, sharing of content, networking and collaborative problem solving.

Uk Shared Prosperity Fund (UKSPF) projects are aligned with LSIP in both North Yorkshire Council and City of York Council. Alignment has been possible due to ongoing productive relationships between the ERB and the local authorities and we are currently working on developing projects for Year 4 UKSPF. The funding for Year 4 is going to the YNYCA (rather than North Yorkshire Council and City of York Council as it did prior to devolution) but projects across the area will be aligned with the LSIP.

The UKSPF projects in York and North Yorkshire are delivering several projects which map against the LSIP Roadmap. These include;

- ✓ Digital Champions which is a grass roots project to enable people in the community to access IT equipment and training.
- ✓ Information, advice and guidance (IAG) in the Community – this supports people working in community outreach roles to be trained in IAG.
- ✓ Sector Skills project – this is a responsive fund which delivers bespoke employer-demanded vocational provision in priority sectors.
- ✓ Green Skills Careers Leaders – 40 careers professionals upskilled in green careers choices and pathways.
- ✓ Green Skills Retrofit – Delivered by York College this is delivering Level 3 Green Courses such as Air Source Heat Pump Installation and Maintenance and EV, and Solar Courses.
- ✓ Rise and Thrive – A project working with economically inactive people to bring them closer to employment
- ✓ Volunteer it Yourself – Delivering construction skills to people in the community who work in the Voluntary and Community Sector (VCSA).

- ✓ Construction York – a project to enable local people and businesses to benefit from the big development projects in York such as York Central.
- ✓ Ambitions About Employment – project to support businesses to recruit from wider talent pool including people with SEND, and neurodiversity.

Skills Bootcamps

Another example of how local provision is taking forward LSIP priorities is the suite of Skills Bootcamp Courses which are available in York and North Yorkshire. £2.27million has been invested in the last year on a menu of employer related courses. More than 661 people have started training on the courses which are predominantly at Level 4, fully funded and are delivered over a 16 week period. They help adults to build up technical skills which are in demand from local businesses. Courses include;

Leadership & Management, Digital Marketing, Entrepreneurship in the Creative Sector, Advance Digital Technologies, Construction and the Built Environment, Emerging Net Zero, Green Technologies and Science, Arboriculture and Forestry, HGV Driving, Digital Media and Progression into Care.

Stronger links with Higher Education

We have developed stronger links with Higher Education to ensure that pathways from FE provision and careers programmes are aligned.

Yorkshire Universities (YU) - the four main areas of work undertaken by Yorkshire Universities in relation to the LSIP;

- Promoting the value of higher education to society, culture, and the economy.
- Championing Yorkshire knowledge and skills.
- Championing civic leadership in Yorkshire.
- Brokering and leading partnerships.

YU has also published key documents such as the Inclusive Recruitment Guide for Employers and Supporting Graduate Employment and Employability in Yorkshire Good Practice Guides which can be found here <https://yorkshireuniversities.ac.uk/graduate-talent/>

YU spearheads a group called the Graduate Implementation Group (GIG) which aims to build on existing careers activity, amplify common messages and advocate for shared learning among the YU member institutions.

The University of York works in the following 5 ways to address LSIP priorities;

- Collaborative and Contract Research including Knowledge Transfer Partnership (KTPs)
- Student/Graduate Skills including work placements, internships and recruitment
- Consultancy (bringing together researchers, students and experts from different fields to find new answers for business)
- Professional Development training courses supporting businesses to innovate and grow through unique expertise
- Facilities – state-of-the-art laboratory, engineering and studio spaces on campus.

The University of York also offers a strong portfolio of professional development programmes (University of York CPD and professional development) to support businesses to innovate and grow. These include a range of Leadership and Management programmes including The Chartered Management Institute (CMI) accredited programmes and courses that build on specific expertise in areas such as Emerging Technologies including Systems Safety Engineering, Health & Health Economics, Green Skills and Creative Technologies.

York St John University Enterprise Centre: offer start-up business support and space for staff, students and residents from across York.

These include courses designed to meet employer driven skills needs such as: Cyber Security, Computer Science, Accounting & Finance, Marketing & Data Analytics, and Business Management. York St John University delivers a suite of Degree Apprenticeships which align with LSIP priorities including;

- *Senior Leaders Apprenticeship (Level 7)*
- *Chartered Manager Degree Apprenticeship (Level 6)*
- *Data Scientist Degree Apprenticeship (Level 6)*
- *Project Management Degree Apprenticeship (Level 6)*

York St John University has invested heavily in its Health Simulation Suite which has transformed a part of the campus into state-of-the-art medical facilities including a working Magnetic Resonance Imaging (MRI) machine (which is used by NHS patients as part of a partnership with York & Scarborough Hospital Trust) and treatment rooms which are digitally enabled to allow tutors to view students in consultation with patients without being in the room therefore creating a real life environment. Facilities include two eight-bed wards, four clinic consulting rooms, physiotherapy and paramedic labs (with simulator ambulance), community flat, operating theatre, midwifery suits and radiography suite.

Coventry University at Scarborough offers a different learning model to traditional Universities which enables adults with work or life commitments to gain a degree alongside. There are six starting points across the year and all courses are on four modules which can be studied in isolation or over a period to suit the learner.

CU Scarborough offers a range of courses (CU Scarborough employer courses) that align with the LSIP priorities including Cyber Security and Computer Science, HTQ Computing for England, MAP Networking and Security as well as a degree in Health & Social Care and a degree in Nursing.

More effective Career Education, Information, Advice and Guidance (CEIAG)

We have seen an intensifying of work-related CEIAG over the last year and a lot of work to scope out the All Age Careers Strategy by the MCA (with input from the ERB). This strategy aims to ensure that 'residents are equipped to make decisions about education, training and careers providing pathways to higher skills and better paid jobs' and seeks to address the gap identified in the LSIP for more adult CEIAG.

The strategy has three objectives;

- A coordinated and accessible all age careers offer
- Offer is integral to the local labour market and informed by research and data on skills
- Promotes career adaptability and transferable skills to ensure a versatile and flexible workforce.

People at different career stages will all have differentiated support, as will target groups such as NEET (Not in Education, Employment, or Training) young people, care-experienced people and those who are neurodiverse or with health issues.

The YNY Careers Hub has achieved a range of actions related to LSIP priorities including;

- 32 teachers accessed relevant NHS Teacher Encounters opportunities across the year which were focussed on Health, Science and IT
- 8 teachers and 100 students accessing experience of the workplace
- 60 employers in the Careers Hub Employer Volunteer Network reflective of five LSIP skills sectors and strategically supporting careers across York and North Yorkshire (YNY).
- Development of YNY Collaboration Portal <https://careershubs.yorknorthyorks-ca.gov.uk/>
- Your Sustainable Future – a pilot Work Experience Programme aimed at Year 9 students
- Development of the Navigating Net Zero Labour Market Information (LMI) toolkit (also aimed at parents and carers)
- Shape your Future LMI resource created, focussed on sectors and entrepreneurship along with supporting curriculum materials created.

Skills for Businesses

The West and North Yorkshire Chamber publishes a monthly skills-focused newsletter which features different priority sectors each time and promotes offers of training to companies across the local area.

The Chamber conducts regular business events with skills on the agenda for example the Property & Economic Forum held in York and North Yorkshire to bring together key players in the Construction Industry (businesses and skills providers) to discuss skills needs in the city and beyond. This was predicated on the significant increase in house building in the area with 4000 new homes being built in York Central and a further 10,000 homes in North Yorkshire in the coming years.

The FSB has recently run a UKSPF funded series of 16 masterclasses in partnership with North Yorkshire Council, with 282 individual businesses helped over 6 months, in skills such as video for smartphone, increasing your productivity with Google tools, AI for sales and marketing, and 7Ps of sustainability for marketing. They also have a wide range of free, open-source high quality up to date resources online for businesses to upskill, such as business guides, and detailed hubs for different skill areas, as well as on-demand webinars, including a recent introduction to TikTok shop direct from TikTok.

FSB members have extended resources, including a suite of accredited training courses across a broad spectrum of skills and courses. Through regular member surveys they feed into to the co-design of skills support in order to ensure this remains relevant and useful to small business needs.

Links have been created with the Reserve Forces and Cadet Association (RFCA) which is very active in the area. The RFCA provides support for individuals and employers to help people leaving the forces to secure jobs and has undertaken the activities set out below;

- Armed Forces Covenant (800 active employers in Yorkshire)
- Support for employers to recruit from ex-military services
- Support for individuals to connect to civilian job opportunities
- Award Scheme for employer recognition (North Yorkshire Council has Gold, West and North Yorkshire Chamber has Silver)
- Career Transition Partnership (platform to connect veterans to jobs)
- Forces Families Jobs
- Working with York College
- Spouse Force

What still needs to be achieved?

We have achieved a great deal in two years and much of this is a result of partnership and collaboration within York and North Yorkshire. We intend to build on this further by enhancing our wider relationships with regions beyond the boundaries of the area. With new Growth Plans in the offing which dovetail with the aspirations of the LSIP, we think there is more to be gained by sharing insights, best practices and ambitions with our neighbours and creating solutions together.

There are a few initiatives that are designed to keep older workers in employment for longer, but more are needed. With the ageing demographic causing a higher and higher proportion of people in the 65+ age bracket, it is not enough to focus on young and working aged people. In discussion with businesses who have an ageing workforce and already struggle to recruit (this is particularly acute in construction, engineering and rail) they do little inhouse to encourage workers to stay in employment at retirement age. This is exacerbated as pension schemes in sectors such as engineering often enable early retirement and this means that people with 30+ years of experience are lost to the workforce early.

More can be done to find and promote initiatives that enable innovative approaches to retirement which cascade skills to the younger generation. Initiatives that encourage employees to train as FE tutors and to mentor young recruits could be promoted and made more widespread, thereby helping to keep talent in the workforce and tackle the ageing demographic.

In a similar vein, a redoubled effort to attract women into sectors which are male dominated and are experiencing skills shortages (e.g. construction, engineering, digital and manufacturing) needs to be further focused upon in Year 3. There is evidence of good practice, such as the female only cohort of brickwork apprentices at York College as part of their contract with Barratt Homes. However, more can be done to attract women and girls to these priority sectors and with this the desire to attract female tutors in construction so that the workforce is reflecting the changes we wish to see.

The recently published report [New Era for Female Entrepreneurship](#) which was conducted by Enterprise Works at the University of York highlights a range of systemic and structural barriers that limit the potential contribution of women-led businesses. The report highlights a range of policy considerations and actions to tap the underutilised talent in the female workforce which the LSIP aligns with and can support more fully going forward.

There is still a challenge to support recruitment on FE tutors particularly in technical subjects. This was not a specific LSIP action but it underpins many of them and without teachers in post, courses will not run optimally or at all this stifling growth in vital skills provision.

This has been highlighted as a critical skills challenge and prevents colleges and providers from offering the range of technical and priority subjects they would like to in order to fulfill their commitment to growing the workforce in high demand roles. Whilst this is not an explicit action on the Roadmap, it is a critical issue that must be addressed.

Whilst previous initiatives have generated engagement with businesses across York and North Yorkshire, with national and international issues bringing new challenges to industry, there is a greater need to hear the voice of business so that skills provision can be adapted in response. A more systematic approach is needed for this latter stage of the LSIP in which a focus on specific issues to understand how skills can support businesses in these areas.

Areas to focus on include;

- ‘Good Work’ – a range of practices and approaches that contribute to a happy and healthy workplace across a range of variables such as pay and benefits, work-life balance, design and nature of the job, health and wellbeing and employee voice.
- Leadership & Management (particularly inclusive recruitment practices)
- Decarbonisation and clean energy
- Construction (including Modern Methods of Construction) and Retrofit
- AI and digital innovation
- The Visitor Economy sector which continues to face significant challenges with recruitment and skills provision. The creation of the North Yorkshire Destination Management Plan includes a priority area (People) within it that includes supporting businesses and education providers on the challenges within the sector, and how it is promoted as a rewarding career path. There is also a need to gather intelligence to better understand the complex skills issues and emerging workforce challenges in the area. This should include an audit of the various pathways into the sector - education establishments, apprenticeships etc. This will then inform interventions and initiatives to address the challenges the sector is facing.

The establishment of the York and North Yorkshire Local Visitor Economy Partnership (LVEP), which includes North Yorkshire Council, City of York Council, Make it York, Visit England, York and North Yorkshire Mayoral Combined Authority (With the Mayor chairing the LVEP), adds further ambition for skills development within the visitor economy sector.

The Chamber is planning a series of Skills Round Table events over the coming year which will focus on the six sector priorities and focus on the current state of play and then a follow up after six months to address progress. We will also review the LSIP Advisory Board membership with a view to increasing business representation.

The York and North Yorkshire is one of eight areas in England and Wales awarded £10million as a Get Britain Working Trailblazer. This focusses on mobilising work, health and skills support for people who are economic inactive, particularly from long term health issues. The strategic framework is formed around three principles; 1. Joining up systems and processes 2. Engaging and supporting economically inactive people and 3. Good Work – supporting employers.

The emphasis is on test and learn principles and as such, the programme will pilot new approaches such as enhanced business support for YNY’s employers, financial incentives to address barriers and create opportunities, amplifying and extending Good Business Charter approach and work with anchor organisations as exemplars of good work and health practices. It is imperative that the LSIP aligns with the Trailblazer, particularly on the Good Work element of the project to maximise the impact of this investment and provide lasting benefits.

Item	Priority	Action	Progress	Progress Status
1	Governance, to ensure accountability	Agree reviewed Terms of Reference for York and North Yorkshire (YNY) LSIP Board. Road Map implementation phase.	LSIP Advisory Board new membership and agreed revised Terms and Conditions Feb 2024.	Completed
2	More meaningful, collaborative and long-term relationships to be built between employers and providers to develop provision.	Work with existing or set up/expand sector-based groups with local representation to drive collaboration, reduce duplication, support provision mapping and progression routes	Building on work started in year 1 most notable developments include the formation of the York Construction Partnership. This is an employer-led group with the largest construction companies in regular attendance. It has created a catalyst for other construction activity which is much needed in the area. LSIF funded health & social care and digital groups continue to be led by Yorkshire Learning Providers (YLP). These were started in the first phase of the LSIF and have continued without funding showing the commitment from YLP and the appetite among employers and providers.	Started, making good progress
3	Digital and Technology Sector; Prioritise accessible technical and digital skills development at all ages.	Support the development of YNY Digital Skills Partnership to promote, manage and increase digital skills provision, including business representation.	The research conducted by YLP as part of the LSIF project was published in August 2024 and was a thorough report into digital skills gaps and demand, what the best structure for a digital skills partnership for YNY is and LSIP priority sector deep dives. The report informed the UK Skills and Prosperity Fund (UKSPF) projects commissioned by North Yorkshire (NY) Council. UKSPF NY Digital Inclusion Coordinators have been trained across North Yorkshire. The coordinators work in community hubs to build capacity in local places such as libraries and community centres. Supported with infrastructure and services.	Started, making good progress

4	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p> <p>Increase career advice, information and guidance for all ages to build and retain talent in the workforce.</p> <p>Support people to use their transferable skills to secure jobs in priority sectors.</p> <p>Increase Apprenticeships (especially higher and degree Apprenticeships where there is demand).</p>	<p>Skills brokerage: ensure that signposting to the correct information source for skills, advice and training is clear for employers and employees.</p>	<p>In recent months there has been significant development on this action which had previously not started.</p> <p>The York and North Yorkshire Combined Authority (YNYCA) has created a model for a Work, Health & Skills Interchange. This sets out how employers, individuals and providers will be able to access information on skills and employment support. There will be a web-based portal, clear referral mechanisms and dedicated advisers 'navigators' to support people through the process.</p> <p>This model has been widely consulted on and has gained broad support from stakeholders and partners. The YNYCA has prioritised this for implementation and there is an expectation that funding will be made available in the next few months.</p>	<p>Started, making progress</p>
5	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p>	<p>Deep dive provision mapping against our sector priorities to establish good practice, avoid duplication and identify gaps (include Higher and Degree Apprenticeships)</p>	<p>Health and Social Care (HSC) research report published in 2024 which set out the chief concerns and issues highlighted by (predominantly) the care sector. Issues relating to ageing workforce, lack of skills within the workforce (e.g. 47% lack relevant qualifications), recruitment and economic challenges were highlighted. The report also made recommendations to shape the curriculum offer e.g. to create courses catering courses aimed at workers in domiciliary care to support them making meals for people in the community.</p> <p>; to utilise digital technology such as AI mannikins to support training in HSC and to invest in simulation settings to recreate realistic health care environments such as hospital wards and care homes. YLP Health & Social Care Report</p>	<p>Started, making good progress</p>

			<p>Deep dive into digital provision undertaken by Yorkshire Learning Providers as part of LSIF Report published 2024. YLP Digital Report</p> <p>The digital skills report provides a thorough breakdown of the following:</p> <ul style="list-style-type: none"> • Analysis of existing digital skills partnerships and best practice. • Provision mapping of digital skills provision and facilities. • Feedback from a series of round tables. • Identification of key gaps, issues and opportunities. • Data on the current job market for digital skills. • Recommendations for a future digital skills partnership in York and North Yorkshire. <p>Recommendations include;</p> <ul style="list-style-type: none"> • Develop a Business and Skills support platform – to support businesses and individuals to access digital provision more effectively. • Increase range and take up of digital focused bootcamps • Create platforms for greater employer and education collaboration • Improve information, advice and guidance (IAG) for all ages on the range of digital roles and opportunities across York and North Yorkshire (YNY) <p>Identify digital skills assessment tools to support business and education upskilling</p>	
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6a	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p> <p>Support people to use their transferable skills to secure jobs in priority sectors.</p>	<p>Deliver Level 1 and Level 2 digital user qualifications, supporting entry level confidence building. Secure funding where required for these.</p>	<p>The Digital Inclusion project funded by UKSPF has successfully trained 67 people in the community to be digital champions and supported 949 people with basic digital skills.</p> <p>The York and North Yorkshire LSIF project which completed on 31 March 2025 was successful in investing the full £2.5million into the Further Education (FE) sector in the area to boost technical education numbers, invest in classrooms to ensure they are fitted out with innovative digital technology, conduct continued professional development (CDP) for tutors and create a range of bite size courses suitable for businesses and adult learners.</p> <p>The LSIF funding has already exceeded Key Performance Indicators (KPIs) in all but one category. More than 3610 learners have benefitting from learning using the new facilities and over 775 teaching staff benefitting from training. 36 new classrooms have been fitted out and the optimisation of facilities has made savings across the partnership of more than £500,000. 62 employers have reported that training is giving their workers the skills they need.</p> <p>York Learning offers (fully funded) Absolute Beginners in Digital Skills, Your Laptop and You, Introduction to Windows 11, Essential Digital Skills.</p> <p>NY Adult Learning Service offers 35 courses (fully funded) in a range of digital user topics offered across the geography including Cyber Security, How to Bank Online, Excel, How to Keep Yourself Safe Online, Powerpoint Skills etc.</p> <p>Darlington College delivers Entry L3 and L1 (and L2) EDSQ and IT users quals, focusing on Job Centre clients</p> <p>Need to develop more digital pathways with business involved and a focus on digital literacy (at micro level)</p>	<p>On track to deliver</p>
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6b	<p>Prioritise accessible technical and digital skills development at all ages.</p> <p>Develop new provision accessible to small and micro-businesses.</p>	<p>Ensure there are L1 and L2 introductory courses available in emerging technologies and priority sectors (both part-time and flexible provision)</p>	<p>The colleges offer a range of Level 1 and Level 2 introductory courses which have been added to over the last year with the investment from the LSIF project. New courses include;</p> <ul style="list-style-type: none"> • York College has developed and delivered an introduction to Health and Social Care (HSC) which has proved so popular that it is already scheduled for delivery next academic year. This course was developed specifically for people who want to go into HSC for the first time and has been well received by learners. • Selby College has delivered new courses in Paediatric First Aid and Emergency First Aid at Work. • Craven College delivered a train-the-trainer course with a focus on the care sector. The students were all from local care homes and the premise of the course was to support local employers to upskills their existing staff to train new staff in the workplace. There were 3 courses delivered, all were well attended with good feedback. • City of York Council is developing new Level 3 courses in collaboration with the NHS in Dementia Care and is planning to expand this into Stoma Care and Wound Care in Year 2. • York College has developed Manual Handling in a Clinical Environment courses and has plans in Year 2 to deliver and Introduction to Percutaneous Endoscopic Gastrostomy (PEG) Feeding in Infants (Enteral Feeding). 	<p>Started, making good progress</p>
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7	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p> <p>Help businesses and providers to embed sustainable practices at a practical level.</p>	<p>Work with businesses on improving recruitment practices, job flexibilities and conditions to support securing employment for under-represented or seldom heard groups in priority sectors</p>	<p>UKSPF Sector Skills project has worked with businesses to offer bespoke short training packages. These include training courses in effective recruitment and induction practices for specific industries such as Construction and Health and Social Care</p> <p>There is also a new course in the use of AI and Understanding Neurodiversity to respond to the demand by businesses for this training.</p> <p>Bespoke Leadership & Management training is available, York and North Yorkshire Growth Hub has range of programmes.</p>	<p>Started, making good progress</p>
8	<p>Increase career advice, information and guidance (CEIAG) for all ages to build and retain talent in the workforce.</p>	<p>Offer mid-career and late-career career guidance to signpost, coach and support people to find skills solutions to meet their career goals</p>	<p>YNYCA has been working on an All-Age Careers Strategy in recent months. This is to provide a coordinated approach to careers guidance bringing in adults as a more specific focus. CEIAG for young people has been effectively improving in the last few years, delivered by the York and North Yorkshire Carers Hub (Career Enterprise Company) but the offer for older people is patchier. There is a focus on embedding high quality CEIAG throughout the skills system and ensuring that people are supported through different career stages in their lives.</p> <p>UPSPF funded project to train Community Based Information, Advice and Guidance (IAG) Champions. 36 have been trained in the last year with 12 completing an IAG qualification</p> <p>UKSPF Project Young and Older People is delivering projects to support people in these age brackets to work towards employment and other positives outcomes.</p> <p>National Mid-Life MOT website launched in 2023 https://jobhelp.campaign.gov.uk/midlifemot/home-page/</p> <p>National Careers Service offers 1:2:1 phone advice and other online services.</p>	<p>Started, making reasonable progress</p>

			University of Sunderland offers Lifelong Learning Course (micro-credentials) and digital badging. UKSPF Better Connect's RISE project helps unemployed people with barriers to work to access 1:2:1 support.	
9	Support people to use their transferable skills to secure jobs in priority sectors. Increase career advice, information and guidance for all ages to build and retain talent in the workforce.	Target support to those in low wage, low skilled jobs or in occupations or roles which are at risk of automation to enable them to build confidence in their own portfolio of transferable skills, and to be able to promote them to employers.	A range of provision is offered targeting people ready to work including Sector Based Work Academies (SWAPS), RISE and targeted provision for people with specific barriers. UKSPF NY - replacement for RISE in process of procurement. Will run from Apr 2024 - Mar 25. Targeted on unemployed and those in work who need support. Part of 'Engaging and Progressing People' pot of UKSPF NY. £2m. Askham Bryan offers Princes Trust to unemployed people. Military Spouses project in Catterick.	On track to deliver
10	Ensure the modes of provision of training meet business need. More meaningful, collaborative and long-term relationships to be built between employers and providers, extending the numbers active in developing provision and investing resources to maximise impact.	Review of FE Accountability Agreements as part of provision mapping to check what plans are in place for new provision	Review conducted and discussions with colleges as they update their Accountability Agreements. The Chamber has been interviewed as part of Enhanced Ofsted Inspections for several colleges in the last year. All colleges have been open and collaborative with their plans.	Started, making reasonable progress

11	<p>Ensure the modes of provision of training meet business need.</p> <p>More meaningful, collaborative and long-term relationships to be built between employers and providers, extending the numbers active in developing provision and investing resources to maximise impact.</p>	<p>Develop resources offered by providers to support greater collaboration with employers, including for curriculum development and placements</p>	<p>UKSPF Sector Skills Project works with employers on skills plans and offers a range of bespoke short courses in priority sectors (construction, digital, leadership & management, LSIF developing a range of resources based on employer need. Also, collaborative resources that reflect a range of sectors and can be utilised by numerous partners. This has a focus on transferable skills and highlighting priority sectors to encourage adults to try new sectors.</p>	On track to deliver
12	<p>Develop new provision accessible to small and micro-businesses.</p> <p>Ensure the modes of provision of training meet business need.</p> <p>Prioritise accessible technical and digital skills development at all ages.</p> <p>Increase Apprenticeships (especially Higher and Degree Apprenticeships where there is demand).</p>	<p>Increase provision available at Level 4 and Level 5 in modular format in priority sectors. Collaborative working across provider base to offer different pathways and specialisms</p>	<p>Comprehensive List of Level 4 – Level 7 qualifications available on Yorkshire and Humber Institute of Technology website under the learning tab. Yorkshire and Humber Institute of Technology list of qualifications</p>	On track to deliver

13a	<p>Develop new provision accessible to small and micro-businesses.</p> <p>Ensure the modes of provision of training meet business need.</p> <p>Prioritise accessible technical and digital skills development at all ages.</p> <p>Increase Apprenticeships (especially Higher and Degree Apprenticeships where there is demand).</p>	<p>Increase provision in small, bite-size and introductory format in priority, technical sectors</p>	<p>Refer to 6b for list of new courses.</p>	<p>Started, making good progress</p>
13b	<p>Develop new provision accessible to small and micro-businesses.</p> <p>Ensure the modes of provision of training meet business need.</p> <p>Prioritise accessible technical and digital skills development at all ages.</p> <p>Increase apprenticeships (especially Higher and Degree Apprenticeships where there is demand).</p>	<p>Develop new provision aimed at small and micro-businesses (eg, bite-size, introductions at all levels, smart-phone friendly and accessible)</p>	<p>Craven College has developed some bite size courses in arboriculture using LSIF funding.</p> <p>Construction - there are more higher-level modular courses coming on stream.</p> <p>Introduction to Robotics and Automation Skills at Darlington College</p> <p>New courses being developed via LSIF. Boot camps next wave announced.</p> <p>Craven College has developed some bite size courses in agriculture using LSIF funding</p> <p>Heart of Yorkshire Education Group is developing a range of bite-size source in priority sectors (1/2 day and 1 day).</p> <p>Craven College, York College, York Learning and North Yorkshire Adult Learning and Skills Service have all developed new short courses via LSIF funding</p>	<p>Started, making good progress</p>

14	<p>Develop new provision accessible to small and micro-businesses.</p> <p>Ensure the modes of provision of training meet business need.</p> <p>Prioritise accessible technical and digital skills development at all ages.</p> <p>Increase apprenticeships (especially higher and degree apprenticeships where there is demand).</p>	Develop specialist provision for Manufacturing and Engineering sector	<p>Yorkshire and Humber Institute of Technology (YHIoT) has full list of Level 4 + provision on offer (see section 12).</p> <p>Apprenticeship – Introduction to Robotics and Automation Skills at Darlington College.</p>	Started, making good progress
15a	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p> <p>Prioritise accessible technical and digital skills development at all ages.</p>	Develop Scaffolding provision in York or North Yorkshire	<p>Scaffolding provision is now offered via Skills Bootcamp funding at Level 4 and Level 2.</p> <p>There is also a new Introduction to Scaffolding provision offered by COG Training that aims to get new entrants into the industry. This is at Level 2. CITB is supporting the funding.</p>	Making reasonable progress
15b	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p>	Develop and promote provision related to the Rail Industry (including non-technical skills such as project and programme management)	<p>One of the priority actions was to encourage workers into the Rail Industry. This has resulted in the National Skills Academy for Rail announcing a second cohort of Project Management Apprentices in as part of the PlanBEE initiative. This is for Network Rail and its supply chain and addresses the shortfall of people with these skills in the industry. Whilst the training provider is Gateshead College, York is one of the main sites for placements.</p> <p>A Rail Track Maintenance skills short course is being offered by Heart of Yorkshire Group (Selby College) which is a direct response to rail industry needs.</p>	Started, making reasonable progress

			<p>The Job Centre has also run Sector Based Work Academy Programme (SWAPs). These are programmes to meet an employer's immediate and future recruitment needs. They include a) Pre-employment training b) Work experience and c) Job interviews for all completers.</p> <p>They can be 1 day – 6 weeks and work well delivered on employers' premises. It also works well with new employers in the area.</p> <p>Rail Engineering – a popular track maintenance course has been running recently. This is a 6-week course and was very successful with a 93% pass rate and 95% of learners got jobs with Network Rail. These are good jobs in the local area with good salaries.</p>	
15c	To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.	Deliver Level 3 Childcare and Education (Early Years Educator) Technical Diploma Level 3 for adults in flexible format	<p>Full suite of childcare and early years qualifications offered by York Learning including Apprenticeships. The range of courses offers good progression routes between Level 2 and Level 5.</p> <p>Courses include;</p> <p>Level 2 Early Years Practitioner Apprenticeship</p> <p>Level 3 Early Years Educator (EYE)</p> <p>Level 3 Teaching and Learning in School</p> <p>Level 5 Early Years Lead Apprenticeship.</p>	Started, making good progress

16	<p>To enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work.</p> <p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p>	Continued Professional Development (CPD) for employees based in the education sector, to enable them to keep up with technology, techniques and developments.	<p>LSIF project has achieved 775 tutors achieving CDP sessions across all partners (York College, Askham Bryan College, Craven College, Harrogate College, Selby College, Darlington College, York Learning, NYC Adult Learning Service and Scarborough TEC).</p> <p>CPD sessions have concentrated in technology, particularly digital learning technology such as use of Virtual Reality (VR) headsets, immersive rooms, remote sensing, robotics and Artificial Intelligence (AI). Several colleges have also upskilled staff in the use of Health & Social Care AI mannikins which offer a real life learning scenario where staff can train learners on medical procedures such as giving injections, taking blood pressure and safe handling of vulnerable patients.</p>	On track to deliver
17a	<p>Increase Apprenticeships (especially Higher and Degree Apprenticeships where there is demand).</p> <p>Increase career advice, information and guidance for all ages to build and retain talent in the workforce.</p>	Increase connections for businesses and people seeking to grow skills development opportunities including Apprenticeships and placements (at all levels)	<p>The offer across Higher Education in York and North Yorkshire is growing and becoming more employer focussed.</p> <p>Yorkshire Universities (YU) has been supportive of the LSIP and its work has contributed to the Roadmap. The four main areas of work undertaken by Yorkshire Universities in relation to the LSIP;</p> <ul style="list-style-type: none"> • Promoting the value of Higher Education to society, culture, and the economy. • Championing Yorkshire knowledge and skills. • Championing civic leadership in Yorkshire. • Brokering and leading partnerships. <p>Key documents include the <u>Yorkshire Universities Inclusive Recruitment Guide for Employers</u> and <u>Supporting Graduate Employment and Employability in Yorkshire Good Practice Guides</u> which can be found here <u>https://yorkshireuniversities.ac.uk/graduate-talent/</u></p>	Started, making reasonable progress

			<p>The YU spearheads a group called the Graduate Implementation Group (GIG) which aims to build on existing careers activity, amplify common messages and advocate for shared learning among the YU member institutions.</p> <p>The University also offers a strong portfolio of professional development programmes to support businesses to innovate and grow. These include a range of leadership and management programmes including CMI accredited programmes and courses that build on specific expertise in areas such as emerging technologies including systems safety engineering, health & health economics, green skills and creative technologies.</p> <p><u>York St John University Enterprise Centre:</u> offering start-up business support and space for staff, students and residents from across York.</p> <p>These include courses designed to meet employer driven skills needs such as: Cyber Security, Computer Science, Accounting & Finance, Marketing & Data Analytics, and Business management. York St John University delivers a suite of Degree Apprenticeships which align with LSIP priorities including;</p> <ul style="list-style-type: none"> • <u>Senior Leaders Apprenticeship (Level 7)</u> • <u>Chartered Manager Degree Apprenticeship (Level 6)</u> • <u>Data Scientist Degree Apprenticeship (Level 6)</u> • <u>Project Management Degree Apprenticeship (Level 6)</u> <p>York St John University has invested heavily in its Health Simulation Suite which has transformed a part of the campus into state-of-the-art medical facilities including a working MRI machine (which is used by</p>	
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			<p>NHS patients as part of a partnership with York & Scarborough Hospital Trust), treatment rooms which are digitally enabled to allow tutors to view students in consultation with patients without being in the room therefore creating a real life environment. Facilities include two 8 bed wards, four clinic consulting rooms, physiotherapy and paramedic labs (with SIM ambulance), community flat, operating theatre, midwifery suits and radiography suite.</p> <p>Coventry University at Scarborough offers a different learning model to traditional Universities which enables adults with work or life commitments to gain a degree alongside. There are six starting points across the year and all courses are on four modules which can be studied in isolation or over a period to suit the learner.</p> <p>CU Scarborough offers a range of courses that align with the LSIP priorities including Cyber Security and Computer Science, HTQ Computing for England, MAP Networking and Security as well as a degree in Health & Social Care and a degree in Nursing.</p>	
17b	<p>Increase Apprenticeships (especially Higher and Degree Apprenticeships where there is demand).</p> <p>Increase career advice, information and guidance for all ages to build and retain talent in the workforce.</p> <p>To enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities,</p>	Initiatives to address gender imbalances in key Apprenticeships	<p>This is an area which requires further work in Year 3. There are industry driven initiatives such as the coding club launched by Drax in December 2024 which works with primary schools to promote careers in STEM to girls. https://members.wnychamber.co.uk/article/new-coding-club-to-encourage-the-next-generation-of-women-in-stem/</p>	Started, making reasonable progress

	gain employability and technical skills required by employers and fulfil their potential at work.			
18	<p>To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.</p> <p>Develop new provision accessible to small and micro-businesses.</p> <p>Ensure the modes of provision of training meet business need.</p>	Increase Bootcamp style provision	<p>The Wave 5 Skills Bootcamp delivery has resulted in 661 learners starting training. The courses included;</p> <ul style="list-style-type: none"> • Leadership & Management • Digital Marketing • Advanced Digital Technologies • Entrepreneurship in the Creative Sector • Construction and the Built Environment • Emerging Net-Zero, wider Green Technologies and Science • Arboriculture and Forestry • HGV Driving Digital Media Production and Gaming Sector Technologies • Progression into Care. <p>The Wave 6 Skills Bootcamp offer will be announced in due course.</p>	Started, making good progress
19	To enable employers and individuals to access the technical skills they need to increase productivity, respond	Refresh local provision to reflect green agenda within curricula for broad courses such as Higher National	College provision well on with this. Part of a longer-term process but most existing provision has green skills embedded.	Started, making good progress

	to change and adapt to emerging technology in our key sectors.	Diploma (HND) and Higher National Certificate (HNC) in Engineering	College provision aligned to Sustainability Goals and making strong progress with this.	
20	To enable employers and individuals to access the technical skills they need to increase productivity, respond to change and adapt to emerging technology in our key sectors.	Ensure 'green' modules are added to existing qualifications in priority sectors	College provision well on with this. Part of a longer-term process but most existing provision has green skills embedded. UKSPF North Yorkshire - Green Skills for Career Leaders. Small project to upskills career leaders in green jobs and careers. Green Skills - Retrofit training for public sector (social housing) and Housing Associations. Sustainable Development Goals (SDGs) mapped into a range of appropriate standards.	Started, making good progress
21	Help businesses and providers to embed sustainable practices at a practical level.	Programmes to support businesses and organisations to embed sustainable work practices and development goals for skills related to the work towards net zero in businesses, colleges and key organisations	The York and North Yorkshire Growth Hub has a specialist business advisor for Environment and Sustainability, working closely with businesses in North Yorkshire to reduce costs and stay ahead of new rules on net zero. There are also a range of resources to help business navigate jargon, legislation and ways they can adopt sustainability practices in their business. These might include reducing waste, performing a sustainability audit, developing a sustainability plan and information on decarbonisation.	On track to deliver
22	Help businesses and providers to embed sustainable practices at a practical level.	Regularly review existing provision to ensuring that courses reflect progress in technology that reduces carbon emissions (e.g. solar/heat pump technology and fitting etc) and update accordingly	Accountability agreements demonstrate that FE Colleges regularly review curriculum to incorporate developments in sustainability and reducing carbon. Colleges have adopted the Climate Action Roadmap in line with the DFE's recommendations for all colleges to have a climate action plan in place by 2025.	On track to deliver

23	Ongoing research	Maintain overview of skills related to occupations in the highest demand with notable shortages to ensure appropriate focus is ongoing	Contributing to the scoping of the YNYCA Work, Health and Skills Interchange which will pull together information on skills programmes, vacancies, skills funding offers etc and host labour market intelligence (LMI) which will be regularly updated. Use of Skills England data to inform future skills planning and ensure that provision is aligned with skills shortages locally. UKSPF North Yorkshire - Sector Skills programme, focus on priority sectors, Combined Authority (CA) to support with vocational licences, develop training or flexible support depending on the need of the individual or business. Growth Hub Business Manager for Skills has a focus on helping small and medium sized enterprises (SMEs) (particularly small and micro) to access skills solutions appropriate to their needs and location.	Started, making good progress
24	Support people to use their transferable skills to secure jobs in priority sectors. Develop new provision accessible to small and micro-businesses.	Increased awareness of, promotion and signposting to effective Leadership and Management Programmes (especially for small and micro businesses).	York and North Yorkshire Growth Hub has resources and dedicated staff members to support businesses to access skills provision. Skills England Skills for Life Campaign. Apprenticeship Level 3 in Leadership & Management. Levy transfer to address issues. Upskilling staff (Askham Bryan College) in digital skills and drone use.	Started, making good progress
25	To enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work.	Initiatives to help attract or retain women in Science, Technology, Engineering and Manufacture (STEM) industries eg flexible working patterns or part time work.	Women into Rail – annual course called ‘Never Mind The Gap’. This course shows the range of jobs available in the sector and encourages women to consider working in the rail industry. Askham Grange Prison – the Job Centre works with women to connect them to job opportunities.	On track to deliver

	Support people to use their transferable skills to secure jobs in priority sectors. Develop new provision accessible to small and micro-businesses.			
26	To enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work. Support people to use their transferable skills to secure jobs in priority sectors. Develop new provision accessible to small and micro-businesses.	Initiatives for aged 50+ in priority sectors to keep talent in the workforce	<p>Digital – there are courses run regularly on entry level digital skills. Courses aimed at over 50s are popular and transformational for many people. These are run by the Job Centre.</p> <p>UKSPF North Yorkshire - Grant programme to support Younger and Older people. Grants of £20K-£40K on targeted projects including 50+.</p> <p>Digitising specific courses e.g. Royal Horticultural Society RHS that attract older populations.</p> <p>Darlington College has a Information, Advice and Guidance (IAG) tool aimed at aged 50+ to support reskilling.</p> <p>Department of Work and Pensions (DWP) provide Job Coaches, a mid-life careers check and a mid-life MOT.</p>	On track to deliver