LOCAL SKILLS IMPROVEMENT PLAN

Developing future skills for the local economy

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YORK & NORTH YORKSHIRE COMBINED AUTHORITY

West & North Yorkshire Chamber of Commerce

Funded by Department for Education

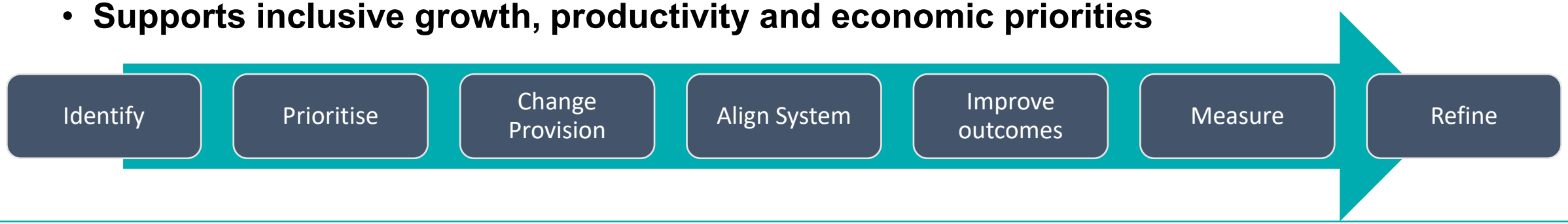
Agenda

- LSIP Overview, sectors and priority areas (20 mins)
- Baseline data (30 mins)
- The ask of business (5 mins)
- KPI & Reporting (5 mins)
- Action Planning and challenges – group discussion
- Final thoughts

York & North Yorkshire LSIP (2026–2029)

Overview:

- Statutory employer-led framework shaping technical education and training (Skills & Post-16 Education Act 2022)
- Identifies **priority sectors** and **cross-cutting skills needs**
- **Drives changes** across FE, HE and training providers
- Aligns with Local Growth Plan, Adult Skills Plan and national policy
- Aligns post-16 skills provision with labour market demand
- **Supports inclusive growth, productivity and economic priorities**



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York & North Yorkshire LSIP (2026–2029)

Priority Sectors:

- **Clean Energy, Green Economy and Carbon Negative Technical Skills**
- **Construction**
- **Creative Industries**
- **Health and Social Care (including Engineering Biology and Life Sciences)**
- **Land Based Skills, including Food and Farming Innovation**
- **Manufacturing and Engineering (including Rail Innovation and Securities)**

No.	Overarching LSIP Priority and Description
1	**Stabilise workforce supply and workforce readiness:** Improve work readiness, employability and transferable skills to address immediate recruitment, onboarding and retention pressures across priority sectors.
2	**Embed digital capability across all sectors:** Strengthen baseline digital literacy and progress towards applied digital, data, AI and automation skills aligned to occupational roles.
3	**Build progression pathways and higher-level skills (Levels 1–8):** Create clear progression routes, including at Level 2-3 in sectors such as construction, engineering, care, manufacturing and the land-based economy, and expand Level 4–7 technical education and apprenticeships to support productivity and career change or progression.
4	**Develop leadership, management and commercial capability:** Address frontline leadership shortages and build leadership-for-growth and commercial skills, particularly within SME-dominated sectors.
5	**Accelerate green, carbon negative and sustainability skills:** Scale retrofit, clean energy and low-carbon skills and embed sustainability across roles and sectors. Not treating green skills in isolation. Reflect the skills needs of the wider land-based sector.
6	**Ensure a coherent, employer-informed and responsive skills system:** Strengthen employer leadership, flexible and modular delivery, and alignment of funding and provision to LSIP priorities. Increase employer engagement with the skills system, especially for SMEs.

Part 2: Health & Social Care *(including Engineering Biology & Life Sciences)* agreed changes

Relevant SIC codes

- 86 Human health activities
- 87 Residential care activities
- 88 Social work without accommodation
- 72.11 Biotechnology R&D; 72.19 Natural sciences/engineering R&D; 21 Pharmaceuticals (where applicable)

Key SOC occupations

- Care workforce: 6135/6136 Care workers & senior care workers; 6131 Nursing auxiliaries; 1232 Care managers; 1171 Health/public health managers
- Life sciences: 2113 Biochemists/biomedical scientists; 3111 Laboratory technicians; 2424 Project professionals

Skills Needs (Current → Medium-term)

Current (immediate priorities):

- Frontline care competence, safeguarding, communication/EDI
- Level 2–3 qualifications and core digital capability for care systems
- Operational laboratory/technical capability and regulatory/quality awareness in life sciences

Medium-term (system priorities):

- Clear progression ladders (entry → senior → supervisor/manager) and leadership pathways in care
- Expansion of higher-level (Level 6–7) life sciences capability
- Skills in bioinformatics, data, automation/digital lab systems and project delivery/comr

Provision and System Position

- Established Level 2–3 care provision and apprenticeships
- Some progression routes, though uneven across geographies
- Life sciences provision concentrated in higher education with limited employer-aligned
- Overall limited and inconsistent Level 6–7 technical provision

Agreed Changes (LSIP Delivery Alignment)

Short-term (Years 1–2):

- Stabilise Level 2–3 care workforce supply
- Improve work readiness, retention and digital confidence
- Reduce reliance on international recruitment

Medium-term (Years 2–3):

Refer to detailed sector plans in the report and SIC and SOC codes (Annex A)

Health and Social Care (including Engineering Biology and Life Sciences)

SIC Codes	SOC Codes	Occupational Group	Example Roles	Current Skills Needs	Future Skills Needs
86, 88	2211–2216; 2221–2229; 2112–2119	Professional & Technical	Medical practitioners, therapists, scientists	Specialist clinical and scientific shortages	Growth driven by complexity and replacement demand
86, 88	3211–3214; 3111–3113	Associate Professional & Technical	Nurses, paramedics, lab technicians	High vacancy rates	Expansion to support services
86, 88	6141–6144	Skilled Health & Care Roles	Care workers, nursing auxiliaries	Acute recruitment pressure	High replacement demand

Clean Energy, Green Economy & Carbon Negative Skills

Transition capacity for retrofit, renewables and low-carbon infrastructure

STRATEGIC IMPORTANCE

- Priority growth area supporting decarbonisation, energy security and private investment.
- Demand spans construction, engineering, utilities, retrofit and renewables.
- A stronger skills pipeline is needed across urban, rural and coastal communities.

KEY SKILLS GAPS

- Retrofit and low-carbon installation.
- Electrical and mechanical competence.
- Energy efficiency, diagnostics and quality assurance.
- Smart energy, EV infrastructure, monitoring and controls.

FUTURE SKILLS DEMAND

- Retrofit, renewables and heat networks.
- Smart systems and digital energy management.
- Higher-level technical and project roles.
- Large-scale reskilling and carbon negative competence across occupations.

Construction

Workforce supply for housing, infrastructure, regeneration and retrofit

STRATEGIC IMPORTANCE

- A major employer and essential enabler of growth, place-making and community resilience.
- Capacity is needed for planned housing, infrastructure and regeneration.
- The sector is central to retrofit, carbon negative ambitions and building safety.

KEY SKILLS GAPS

- Bricklaying, carpentry and joinery, electrical and plumbing.
- Site supervisors and construction managers.
- Retrofit, low-carbon and building safety.
- BIM and digital site systems.

FUTURE SKILLS DEMAND

- Scale entry-level routes to meet replacement demand.
- Embed retrofit, low-carbon and building safety as core competence.
- Strengthen BIM and digital construction.
- Progression from trade to supervisor to manager, with flexible modular delivery.

Creative Industries

Employment, cultural vitality, placemaking and cross-sector innovation

Creative-tech • commercial capability • sustainable freelance careers

STRATEGIC IMPORTANCE

- Supports place-based growth in York and key towns, the visitor economy and economic diversification.
- An established ecosystem of universities, cultural institutions, SMEs and freelancers.
- Growth opportunity where creativity intersects with digital technology and emerging production methods.

KEY SKILLS GAPS

- Advanced digital and technical creative skills.
- Pricing, bidding, intellectual property, marketing and financial management.
- Leadership, project management and digital capability.
- Weak routes into higher-value and more stable employment.

FUTURE SKILLS DEMAND

- Immersive and technology-enabled production.
- Commercial, entrepreneurial and freelance sustainability skills.
- Clearer entry and progression pathways.
- Employer live briefs, project-based learning and sustainable creative practice.

Health & Social Care, Engineering Biology & Life Sciences

Essential-service stability alongside high-value innovation-led growth

STRATEGIC IMPORTANCE

- Health and social care is a large employer facing rising demand and replacement pressure.
- Engineering biology and life sciences build on a strong research and academic base.
- The combined priority links service sustainability, inclusive employment and economic transformation.

KEY SKILLS GAPS

- Frontline Level 2–3 care roles, especially in rural and coastal areas.
- Safeguarding, communication, EDI and digital care capability.
- Care supervision, management and leadership.
- Laboratory automation, bioinformatics, data, quality, regulatory and commercialisation skills.

FUTURE SKILLS DEMAND

- Progression from entry-level care to specialist and leadership roles.
- Level 6–7 life sciences routes, including higher and degree apprenticeships.
- Digital, data and automation across both sectors.
- Stronger employer alignment, graduate retention and flexible modular delivery.

Land-based Skills, Food & Farming Innovation

Rural workforce resilience, agrifood productivity and environmental sustainability

STRATEGIC IMPORTANCE

- A core part of the rural economy, spanning farming, food processing, supply chains and land management.
- Natural assets underpin food production, tourism, climate resilience and rural employment.
- Food and farming innovation is a regional competitive advantage.

KEY SKILLS GAPS

- Ageing workforce and replacement demand.
- Food safety, quality, traceability and operational competence.
- Low uptake of digital and precision agriculture.
- Weak progression into higher technical and agribusiness leadership roles.

FUTURE SKILLS DEMAND

- Precision agriculture, sensors, automation and data use.
- Sustainable and regenerative land-use skills.
- Agribusiness leadership, commercial capability and innovation.
- Flexible rural and mobile delivery suited to SMEs and seasonal work.

Manufacturing, Engineering, Rail Innovation & Secure Technologies

High-value employment, productivity and supply-chain resilience

STRATEGIC IMPORTANCE

- Established strengths in advanced manufacturing, engineering services and rail-related activity.
- A key driver of productivity, high-value employment and supply-chain resilience.
- Rail innovation and secure technologies create a strategic route to long-term industrial transformation.

KEY SKILLS GAPS

- Machining, fabrication, welding, maintenance, quality and inspection.
- Ageing workforce and high replacement demand.
- Technical and digital capability.
- Systems integration, applied digital skills and project delivery in rail and secure technologies.

FUTURE SKILLS DEMAND

- Automation, Industry 4.0 and digital manufacturing.
- Rail systems integration, AI and data, cyber resilience and project delivery.
- Progression into technical, supervisory, professional and management roles.
- Higher and degree apprenticeships, low-carbon practice and modular provision for SMEs.

Overarching Priorities (1–6)

1. **Stabilise workforce supply and workforce readiness**
2. **Embed digital capability across all sectors**
3. **Build progression pathways and higher-level skills (Levels 1–8)**
4. **Develop leadership, management and commercial capability**
5. **Accelerate green, carbon negative and sustainability skills**
6. **Ensure a coherent, employer-informed and responsive skills system**

Priority 1: Workforce Supply & Readiness

More job-ready learners moving into sustained employment in priority sectors

Objective	Key actions	KPI	Impact
• Strengthen workforce supply • Improve work readiness • Support sustained employment	• Align provision to priority occupations • Expand employer co-design • Increase placements and employment routes	• More learners on LSIP-aligned programmes • Higher proportion of provision mapped to LSIP priorities	• Faster recruitment • Better early retention • Reduced onboarding pressure

REPORTING EVIDENCE Curriculum mapping and provider accountability statements

6-MONTHLY

Priority 2: Digital Capability Across All Sectors

Digital, data and AI skills embedded within occupational pathways

Objective	Key actions	KPI	Impact
• Build baseline digital literacy • Develop applied occupational skills • Support technology adoption	• Embed digital, data and AI • Update sector programmes • Track applied skills and completions	• More programmes embedding digital skills • Year-on-year growth in applied digital completions	• Improved productivity • Greater workforce adaptability • Better alignment to digital roles

REPORTING EVIDENCE Curriculum reviews, provision mapping and learner completion records

6-MONTHLY

Priority 3: Progression & Higher-Level Skills

Clear pathways from entry level through to higher technical and professional roles

Objective	Key actions	KPI	Impact
• Strengthen Levels 1–8 pathways • Improve inclusion and access • Retain more regional talent	• Improve FE–HE collaboration • Strengthen careers guidance • Expand higher-level provision and outreach	• Validated FE–HE collaboration • More LSIP-aligned higher-level provision • Increased enrolments across pathways	• Stronger skills pipeline • Improved earnings and progression • Better graduate retention

REPORTING EVIDENCE Validated examples, provision data and FE, HE and apprenticeship enrolments

6/12-MONTHLY

Priority 4: Leadership, Management & Commercial Capability

Leadership and employability embedded alongside technical provision

Objective	Key actions	KPI	Impact
• Improve frontline leadership • Strengthen people management • Build SME growth capability	• Embed leadership outcomes • Expand supervisory and commercial skills • Create technical-to-leadership routes	• Higher proportion of provision with leadership, supervisory or employability outcomes • Evidence-based case studies	• Better retention • Higher productivity • Stronger succession planning

REPORTING EVIDENCE Curriculum or pastoral delivery evidence and concise case studies

6-MONTHLY

Priority 5: Green, Carbon Negative & Sustainability Skills

Specialist green capability plus sustainability embedded across occupations

Objective	Key actions	KPI	Impact
• Grow specialist green skills • Prepare for regulation and transition • Embed sustainability across sectors	• Expand aligned provision • Integrate competencies into qualifications • Audit pathways against green frameworks	• More learners completing aligned provision • More sector pathways embedding sustainability competencies	• Greater workforce capacity • Stronger decarbonisation delivery • Improved business resilience

REPORTING EVIDENCE Provider course data, qualification mapping and curriculum audits

6-MONTHLY

Priority 6: Employer-Informed & Responsive Skills System

Employer leadership, co-design and better alignment of provision and investment

Objective	Key actions	KPI	Impact
• Increase employer influence • Improve system coordination • Respond faster to demand	• Expand employer participation • Use evidence to reshape provision • Align accountability statements to LSIP	• More and more diverse employers engaged • More curriculum changes and statements referencing LSIP priorities	• Faster system response • Better funding alignment • Greater value for money

REPORTING EVIDENCE Governance records, engagement logs, provider self-assessment and review cycles

QUARTERLY/ANNUAL

West Yorkshire Combined Authority | Tracy Brabin Mayor of West Yorkshire

Local Skills Improvement Plan: York and North Yorkshire baseline data

September 2026

Background and purpose

- This pack provides a review of the baseline position for York and North Yorkshire's Local Skills Improvement Plan. The purpose is to provide a basis for future monitoring of the take-up of learning provision that is relevant to the priorities set out in the plan.
- The academic year that has been selected for the baseline analysis is 2024/25, the latest year for which a full dataset is currently available.
- The focus is on vocational provision: and each strand of provision is considered in turn: apprenticeships, under-19 FE, Adult FE and HE.
- The key indicators employed are apprenticeship starts, (FE and HE) enrolments and achievements.
- Data relates to residents of York and North Yorkshire, with the exception of HE, which is based on location of provider.
- Attention is also given to learner diversity (sex, ethnicity) within the broad subject areas within which priorities sit. Published diversity data is not available at detailed subject or aim level.

Apprenticeships

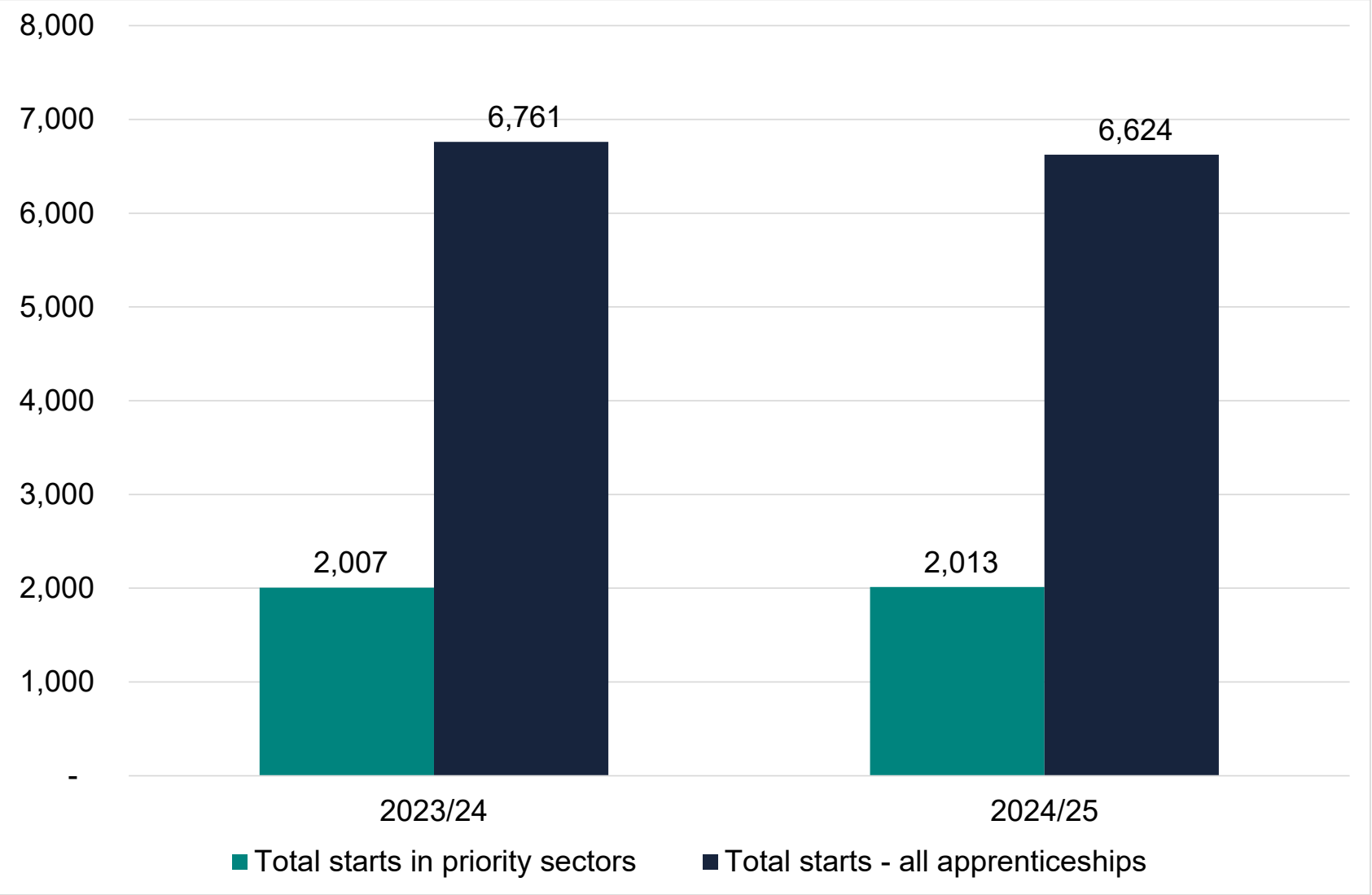
Apprenticeship provision is assigned to each Priority Sector based on relevance of subject areas or individual apprenticeship frameworks

Figure: Definition of priority sectors by Tier 2 Sector Subject Area

Priority sector	SSA tier 2 subject
Land-based skills	Agriculture
	Animal Care and Veterinary Science
	Environmental Conservation
	Horticulture and Forestry
Construction	Architecture
	Building and Construction
	Urban, Rural and Regional Planning
Creative & cultural industries	Crafts, Creative Arts and Design
	Media and Communication
	Publishing and Information Services
	Sport, Leisure and Recreation
Engineering and Advanced Manufacturing incl Rail	Engineering
	Manufacturing Technologies
	Selected aims/frameworks from Transportation Operations and Maintenance for Rail
Health and social care incl Life Sciences	Health and Social Care
	Selected aims/frameworks taken from Skills England mapping for life sciences
Green Economy	Selected aims/frameworks taken from Skills England mapping (overlaps with other clusters, including Construction and Engineering and Advanced Manufacturing)

There were just over 2,000 apprenticeship starts in priority sectors in the region in 2024/25

Figure: Apprenticeship starts by priority sector, York and North Yorkshire

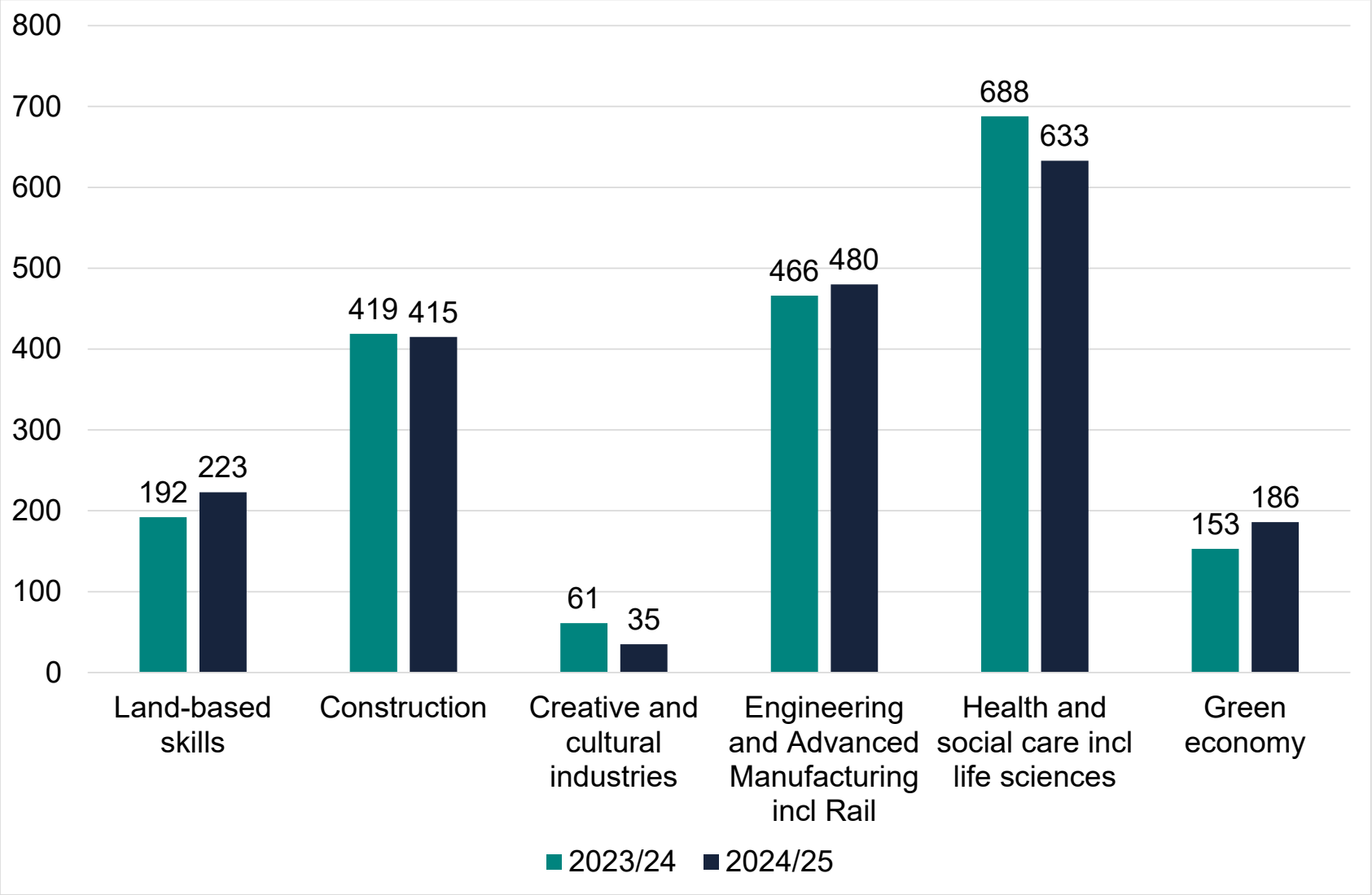


Source: Department for Education

- Starts in priority sectors accounted for 30% of total apprenticeship starts in York and North Yorkshire.

Health and social care is the largest priority sector in terms of starts in 2024/25

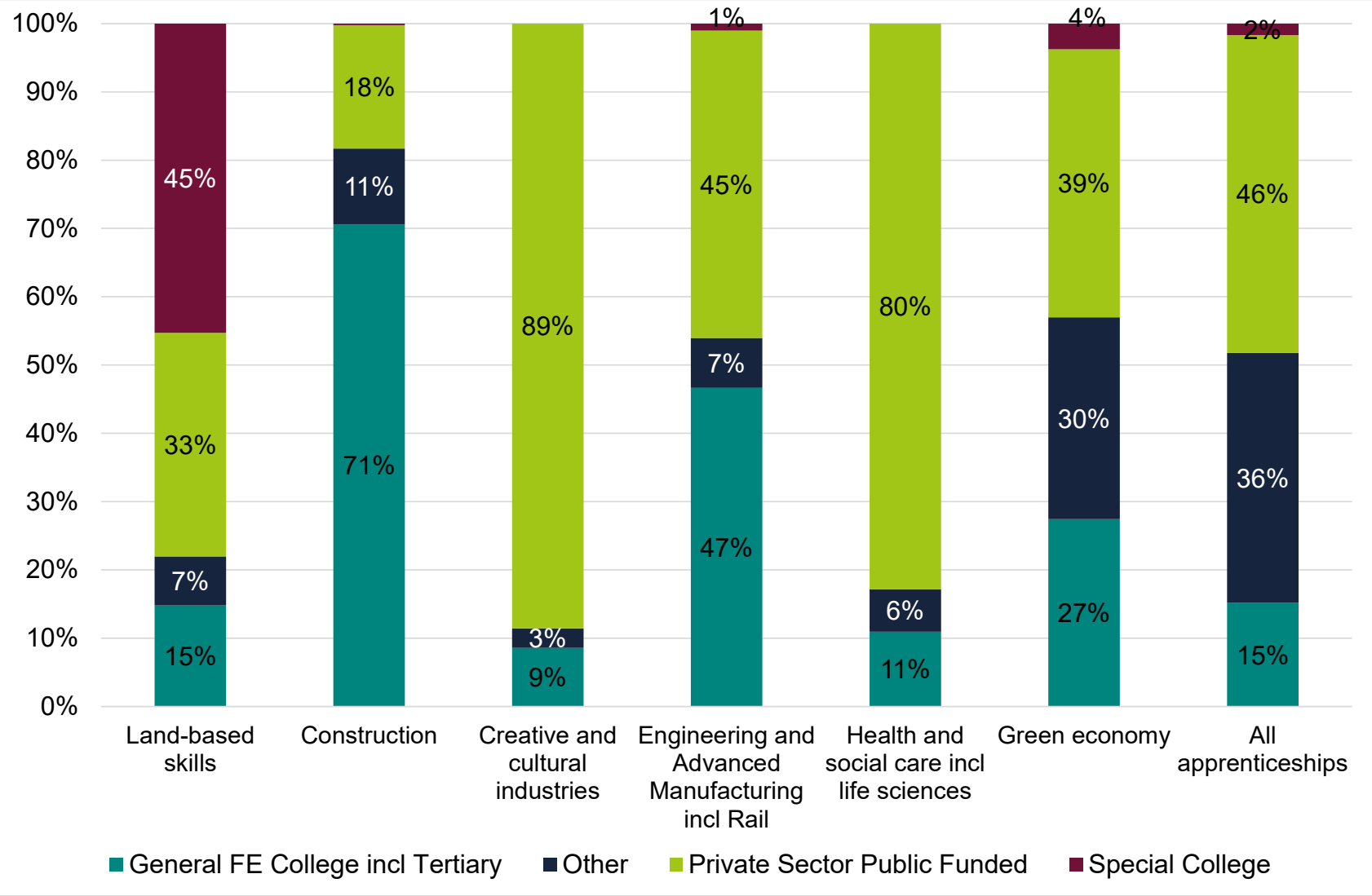
Figure: Apprenticeship starts by priority sector, York and North Yorkshire



Source: Department for Education

Each priority sector has a distinctive provider profile

Figure: Profile of apprenticeship starts by priority sector and provider type, 2024/25, York and North Yorkshire

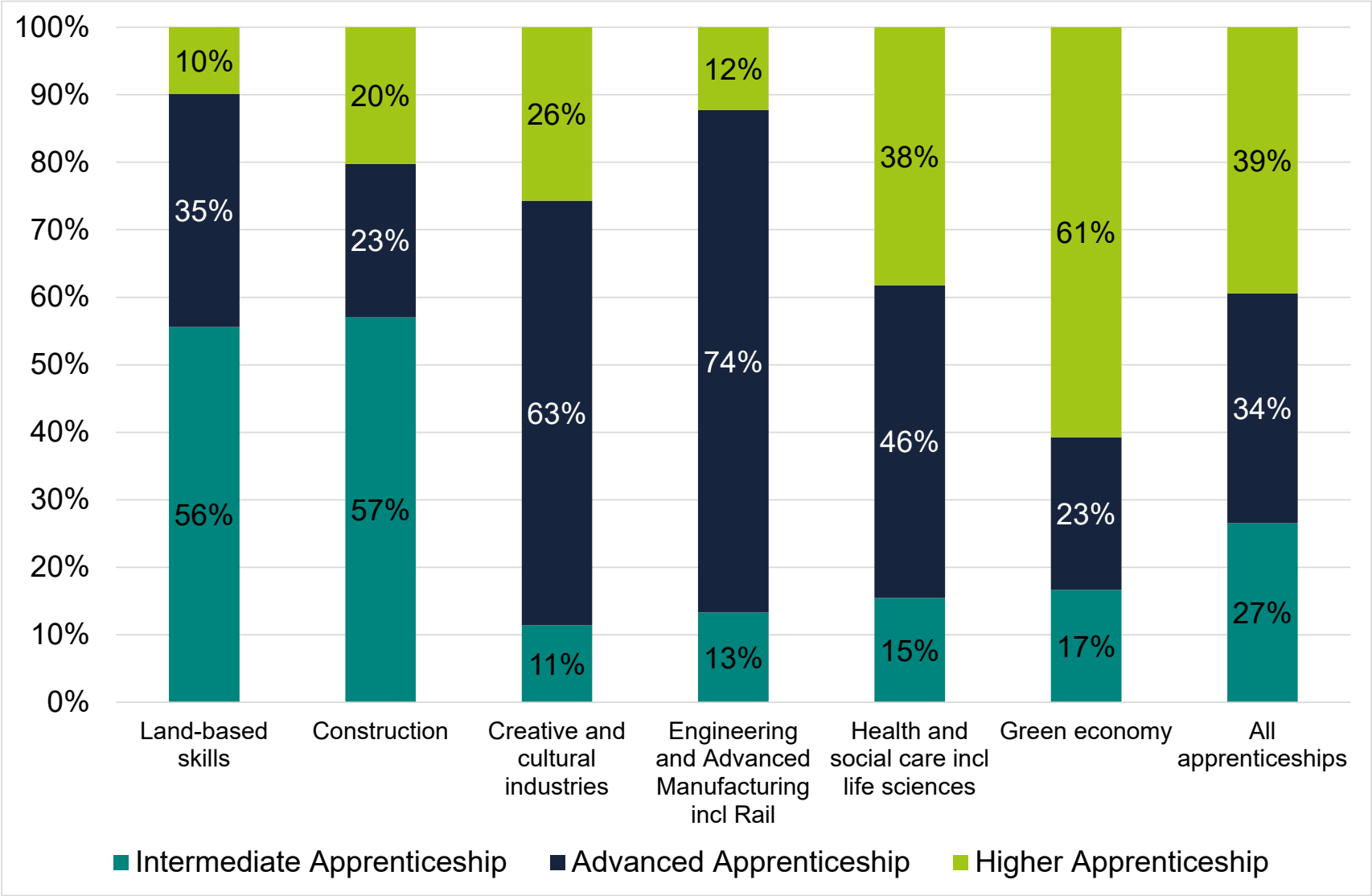


- FE colleges are key to delivery of apprenticeships in Construction and Engineering / Manufacturing
- Private providers are dominant in Creative and Health and social care sectors.
- Special colleges play a key role in the Land-based sector.

Source: Department for Education

Profile by apprenticeship level also varies by priority sector

Figure: Profile of apprenticeship starts by priority sector and level, 2024/25, York and North Yorkshire

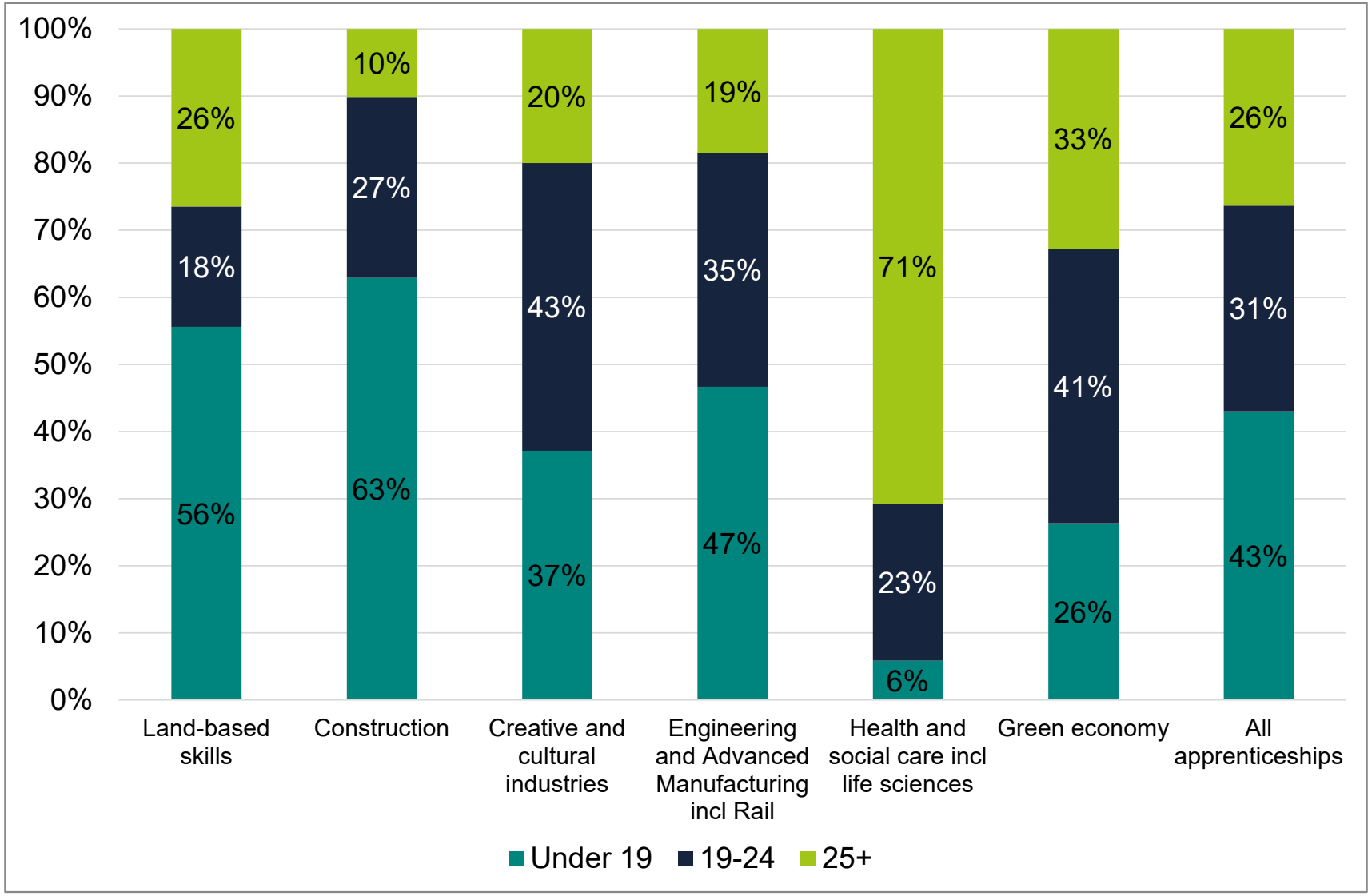


Source: Department for Education

- Intermediate apprenticeships are a core component of Land-based and Construction apprenticeship provision.
- In the Green Economy Higher apprenticeships dominate.
- Advanced apprenticeships are the most significant element within Engineering / Manufacturing and Creative apprenticeships.

Apprentices aged under 19 are strongly represented in Land-based, Construction and Engineering/Manufacturing provision

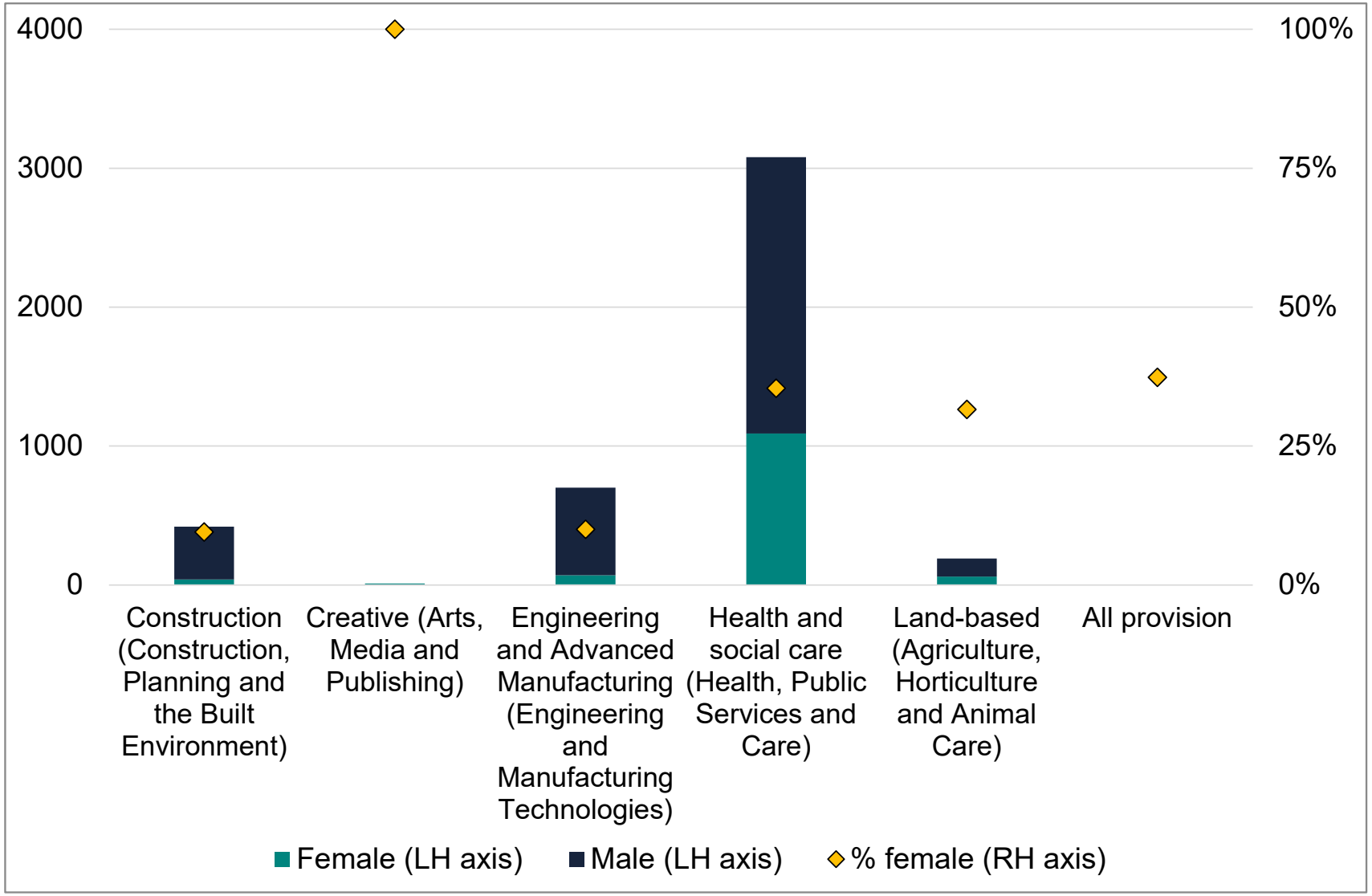
Figure: Profile of apprenticeship starts by priority sector and age band, 2024/25, York and North Yorkshire



Source: Department for Education

Engineering / Advanced Manufacturing and Construction each have a very low prevalence of enrolments by female learners

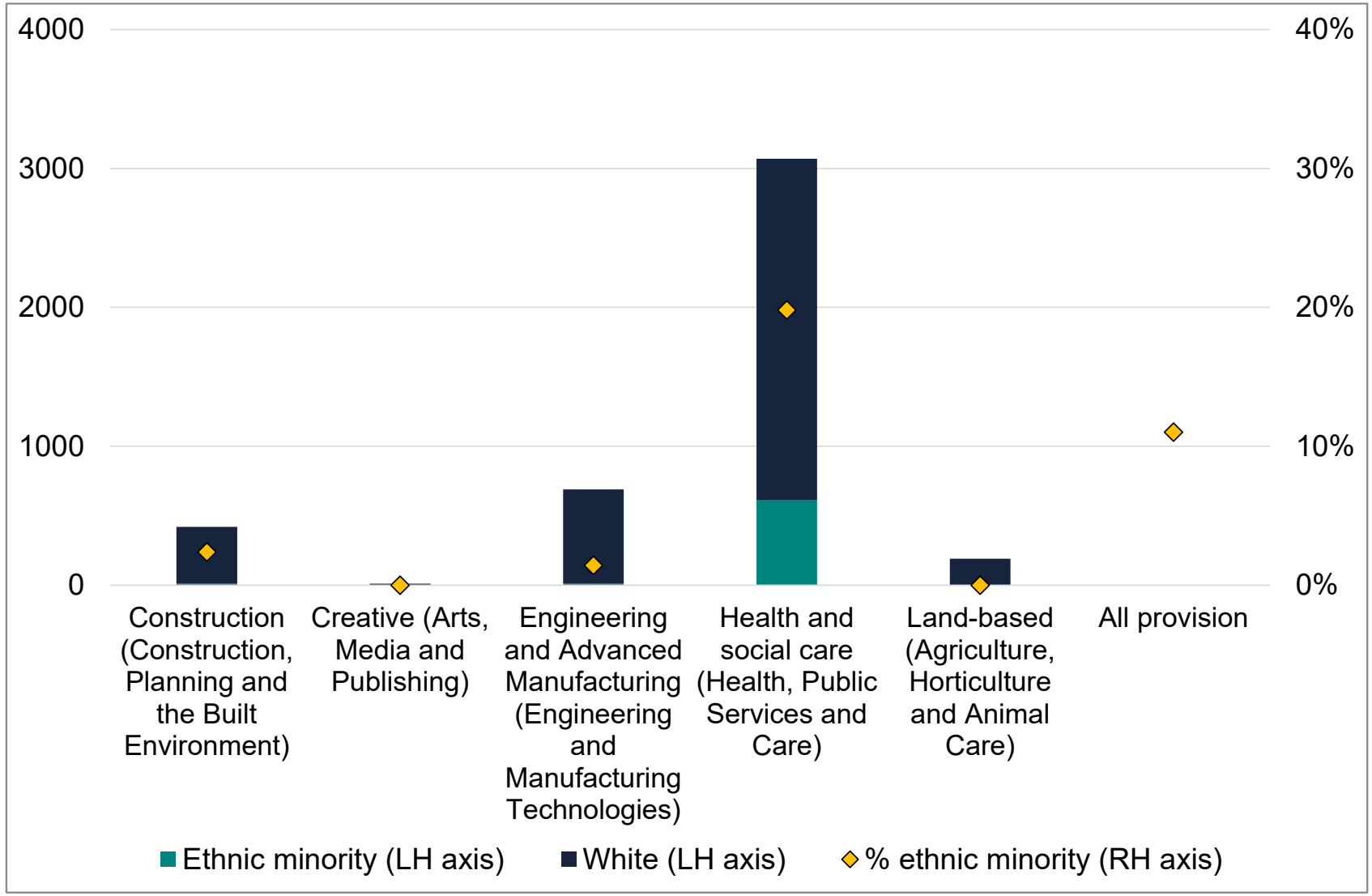
Figure: Profile of apprenticeship starts by learner sex, 2024/25, York and North Yorkshire



Source: Department for Education

All sectors except Health, public services and care have a low prevalence of enrolments by ethnic minority learners

Figure: Profile of apprenticeship starts by learner ethnicity, 2024/25, York and North Yorkshire

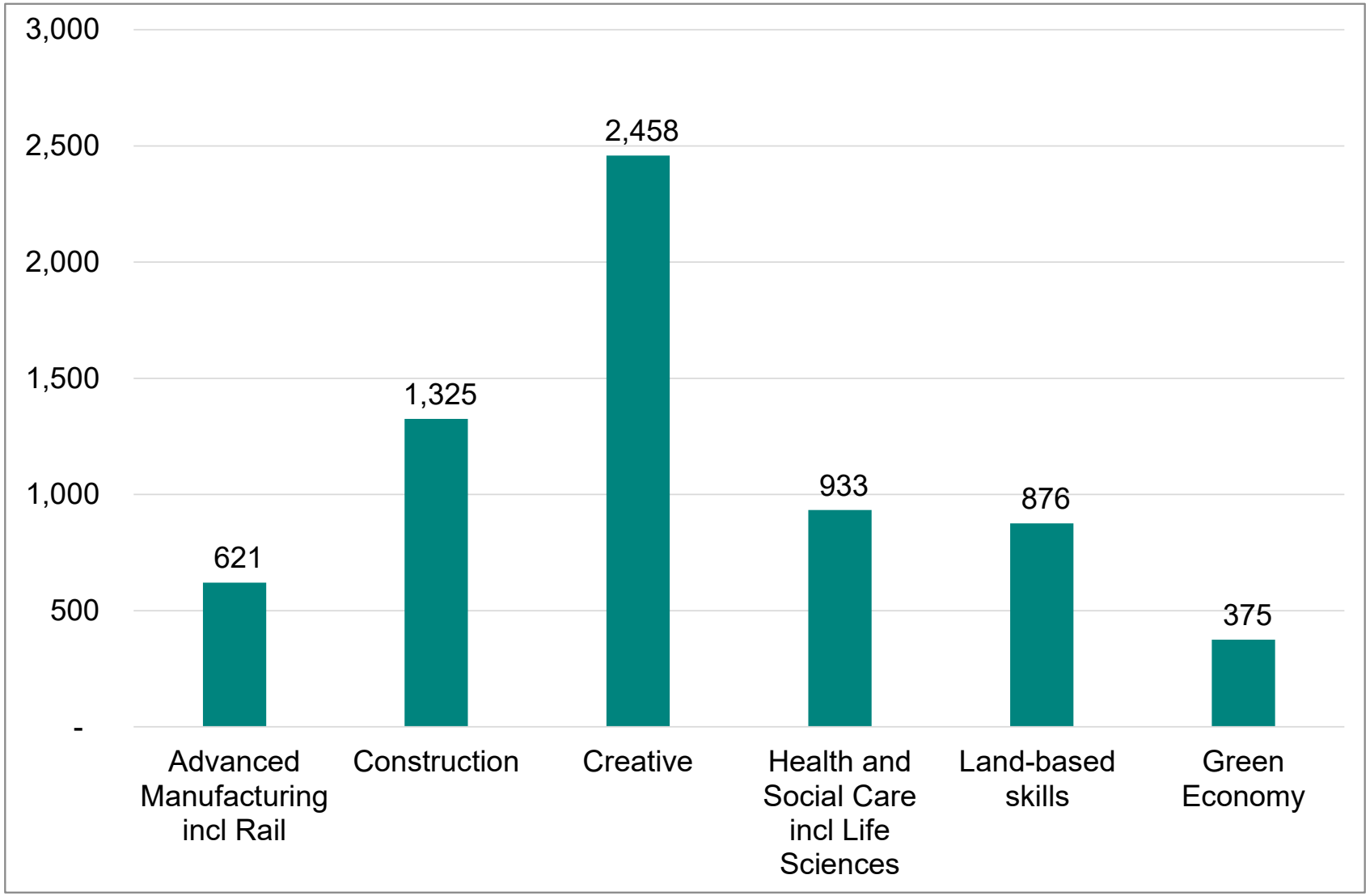


Source: Department for Education

Under-19 Further Education

Creative courses account for the greatest number of under-19 FE enrolments

Figure: Enrolments on under-19 further education courses by Priority Sector, 2024/25, York and North Yorkshire

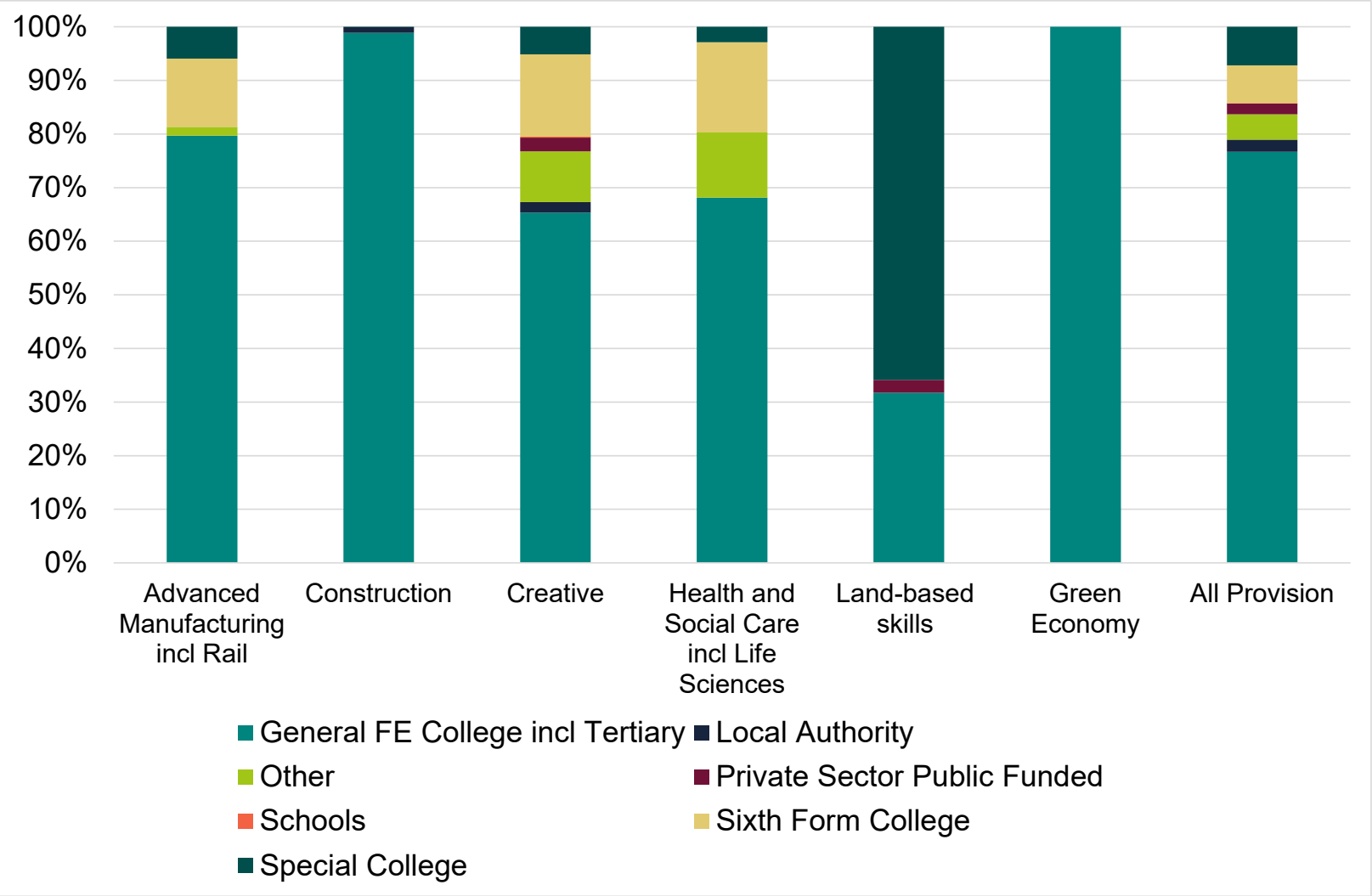


- Enrolments on courses associated with priority clusters account for 37% of total enrolments for this age group.
- Note: Figures represent count of aim enrolments, not unique learners. Enrolment counts exclude GCSEs and A-Levels.

Source: Department for Education

General FE colleges deliver the bulk of under-19 FE enrolments for priority sectors, except for Land-based skills

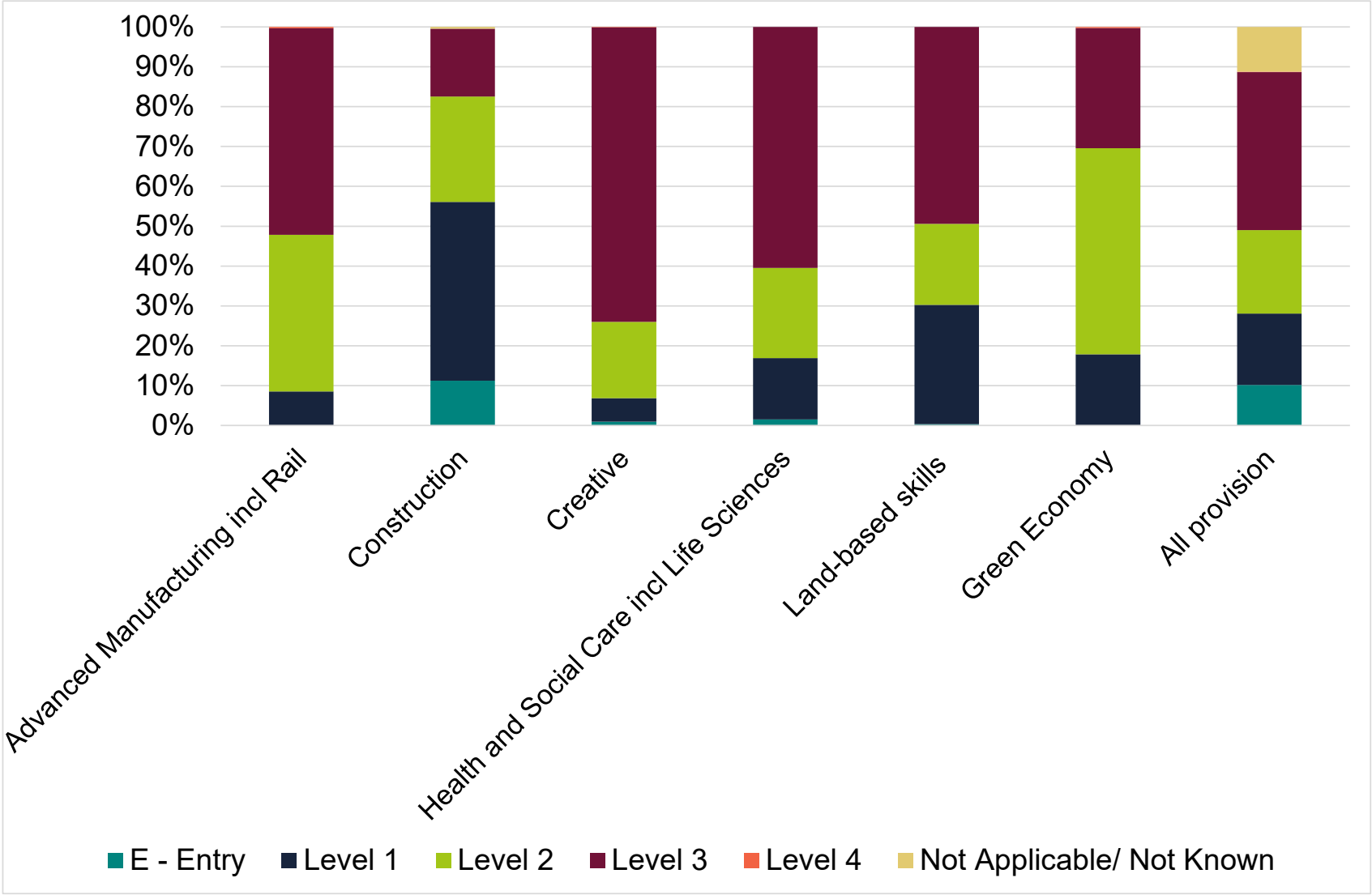
Figure: Profile of under-19 further education enrolments by priority sector and provider type, 2024/25, York and North Yorkshire



Source: Department for Education

Level 3 provision is the largest element in most sectors, except for Construction and Green Economy

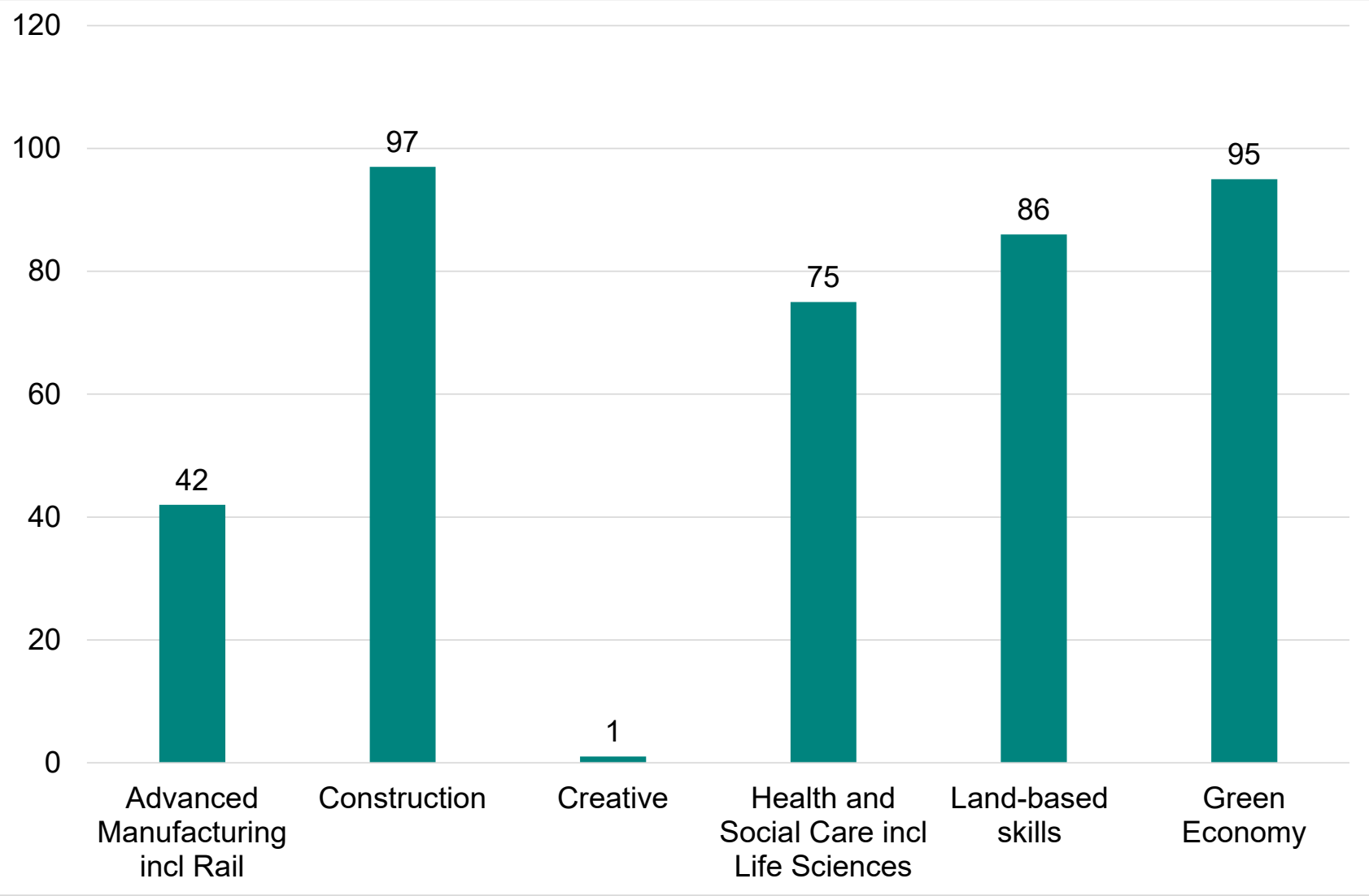
Figure: Profile of under-19 further education enrolments by priority sector and level, 2024/25, York and North Yorkshire



Source: Department for Education

Several of the priority sectors account for a significant number of T-Level enrolments

Figure: Enrolments on T-Level technical courses by Priority Cluster, 2024/25, York and North Yorkshire



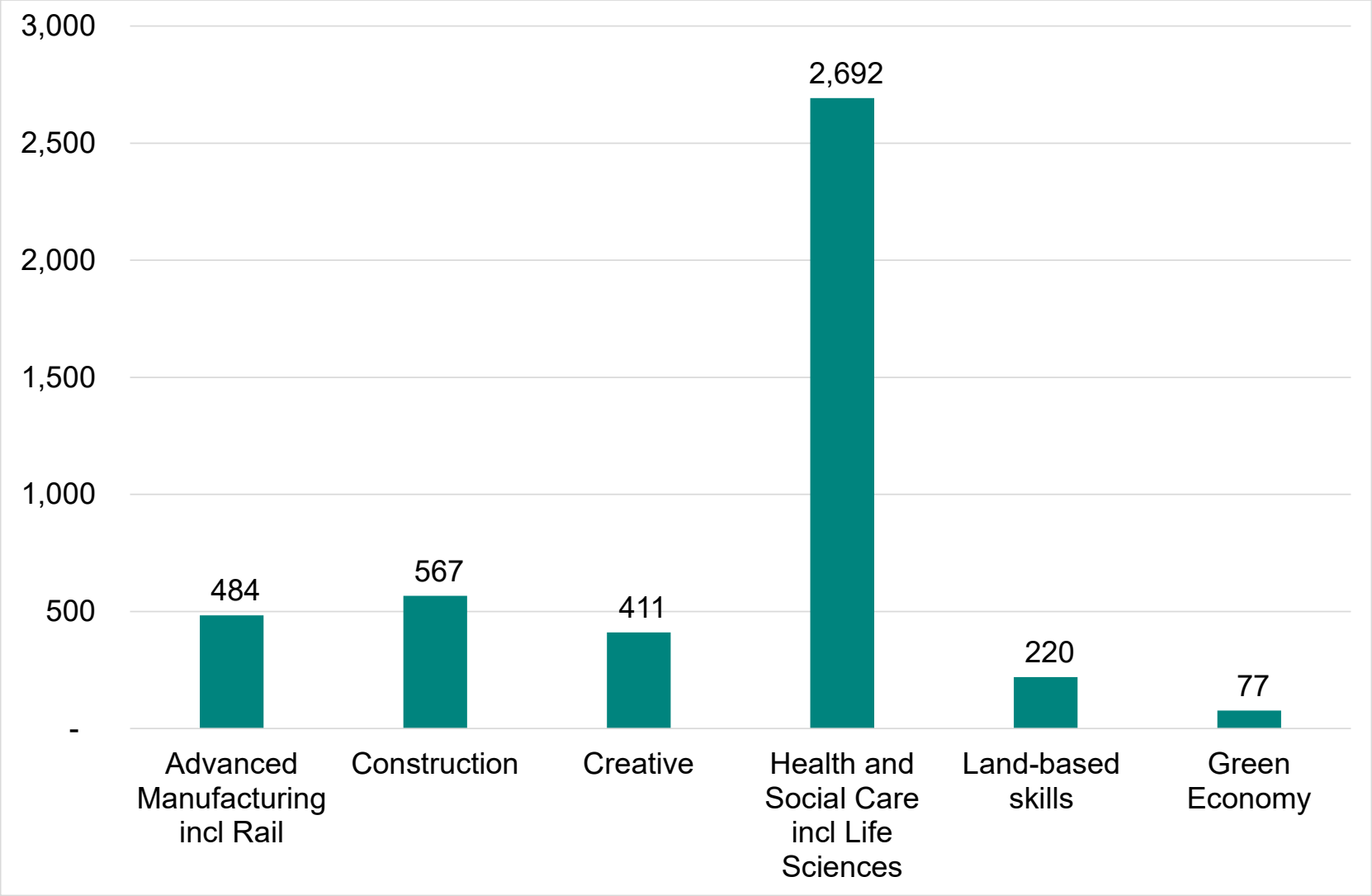
Source: Department for Education

- Enrolments on courses associated with priority clusters account for 55% of total T-Level enrolments.

Adult (19+ Further Education)

Health and Social Care is the dominant Priority Sector in terms of adult FE enrolments

Figure: Enrolments on 19+ further education courses by Priority Sector, 2024/25, York and North Yorkshire

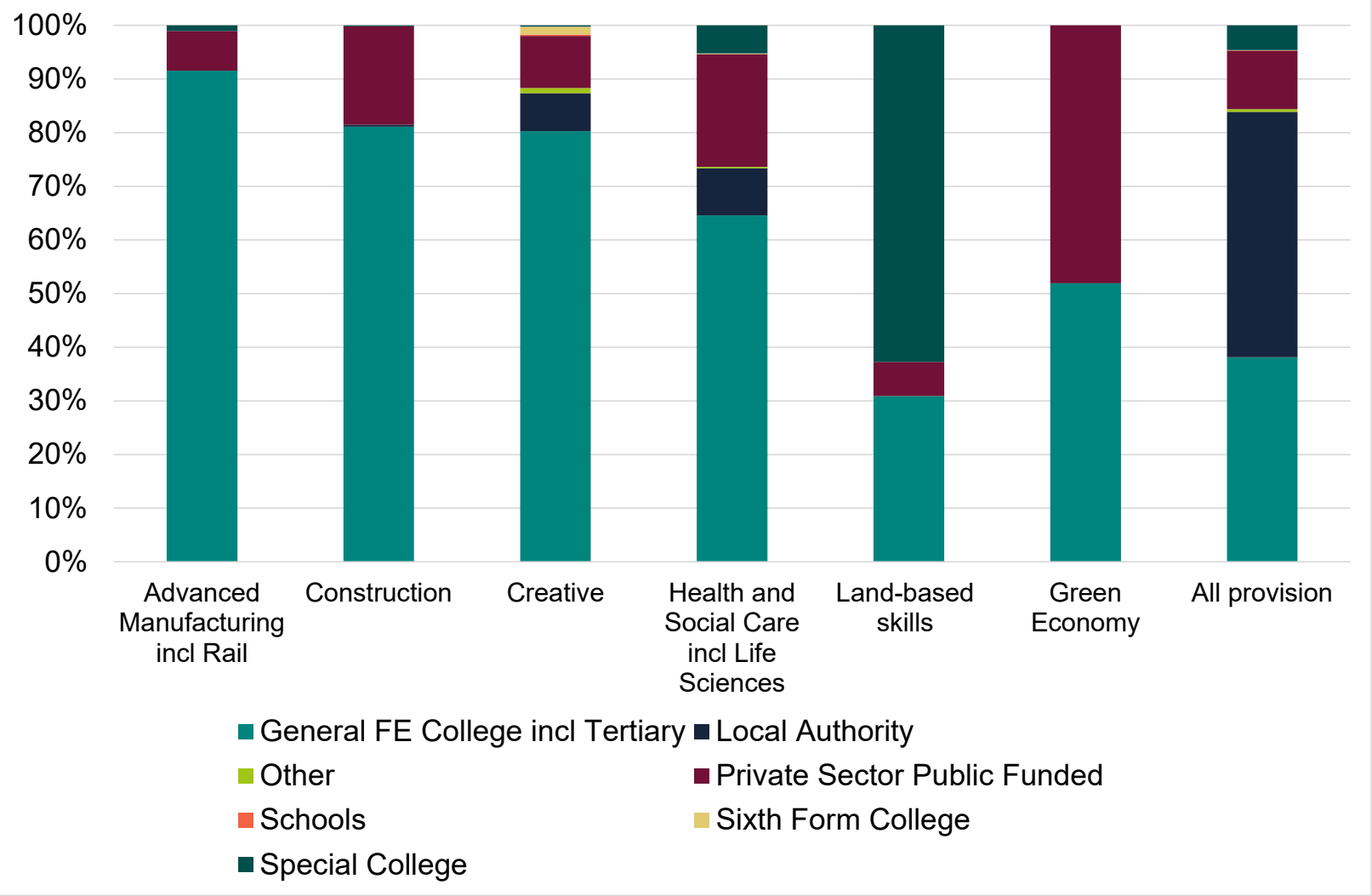


- Enrolments on courses associated with priority sectors accounted for 20% of total enrolments for this age group in 2024/25.

Source: Department for Education

FE Colleges are the largest source of provision across Priority sectors with the key exception of Land-Based skills

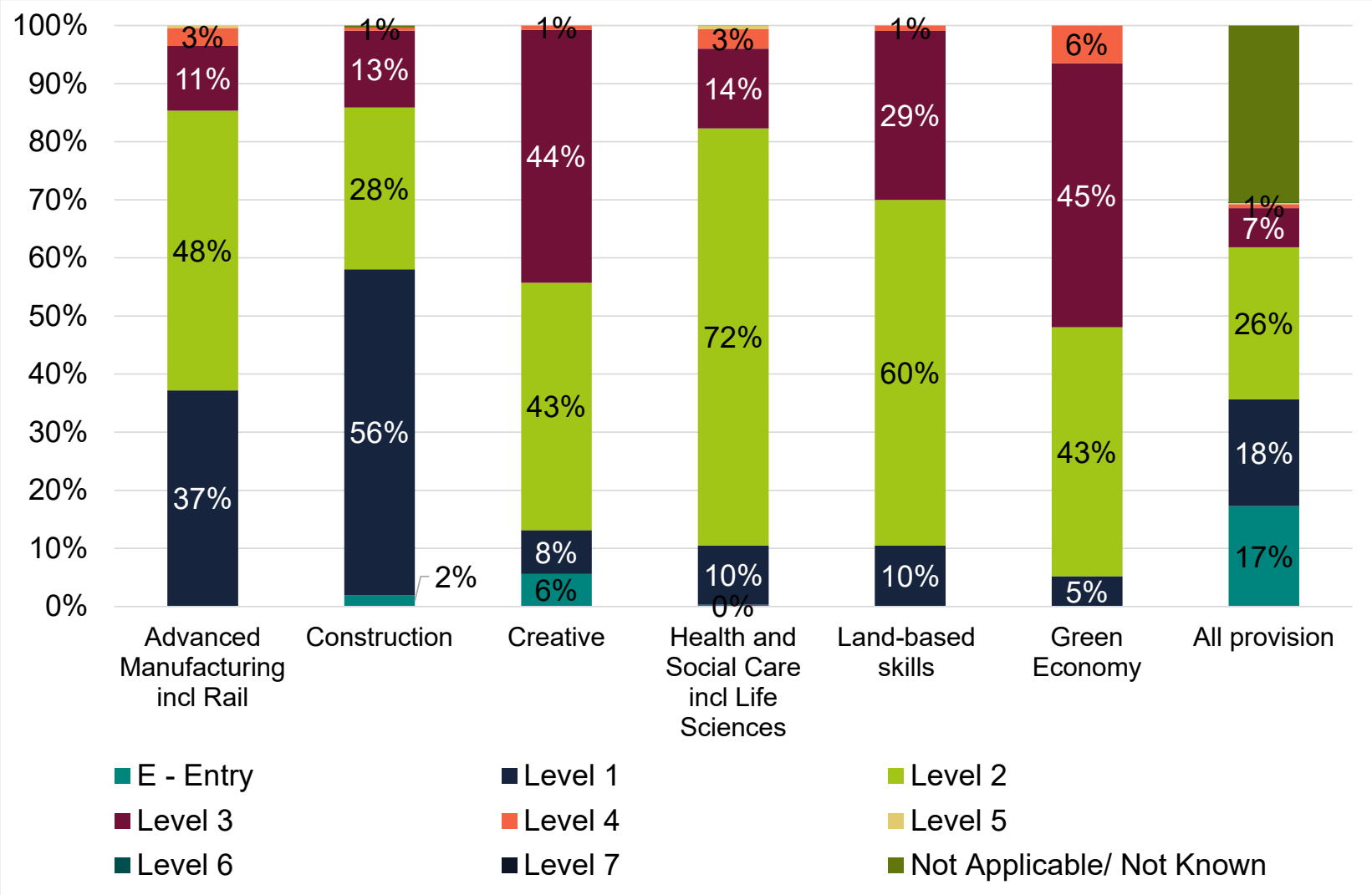
Figure: Profile of enrolments on 19+ further education courses by priority sector and provider type, 2024/25, York and North Yorkshire



Source: Department for Education

Level 2 provision is important across all sectors with Level 1 courses significant for Construction and Advanced Manufacturing

Figure: Profile of enrolments on 19+ further education courses by priority sector and level, 2024/25, York and North Yorkshire

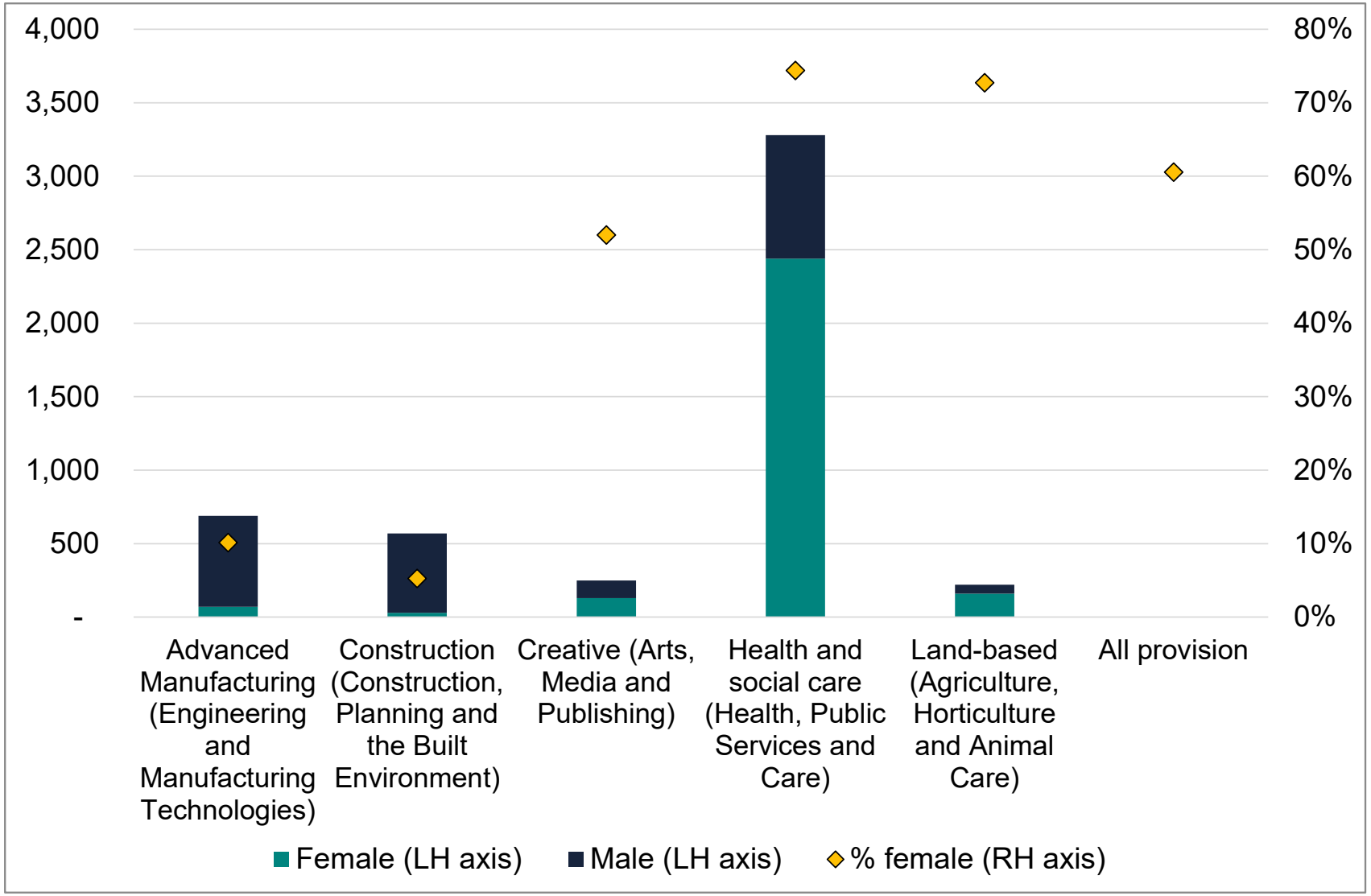


- Level 4+ enrolments account for 3% of total enrolments across the priority areas – 131 in absolute terms.
- Around half of Level 4 enrolments in priority areas are in Health and social care.

Source: Department for Education

Female learners have low representation in Advanced Manufacturing and Construction

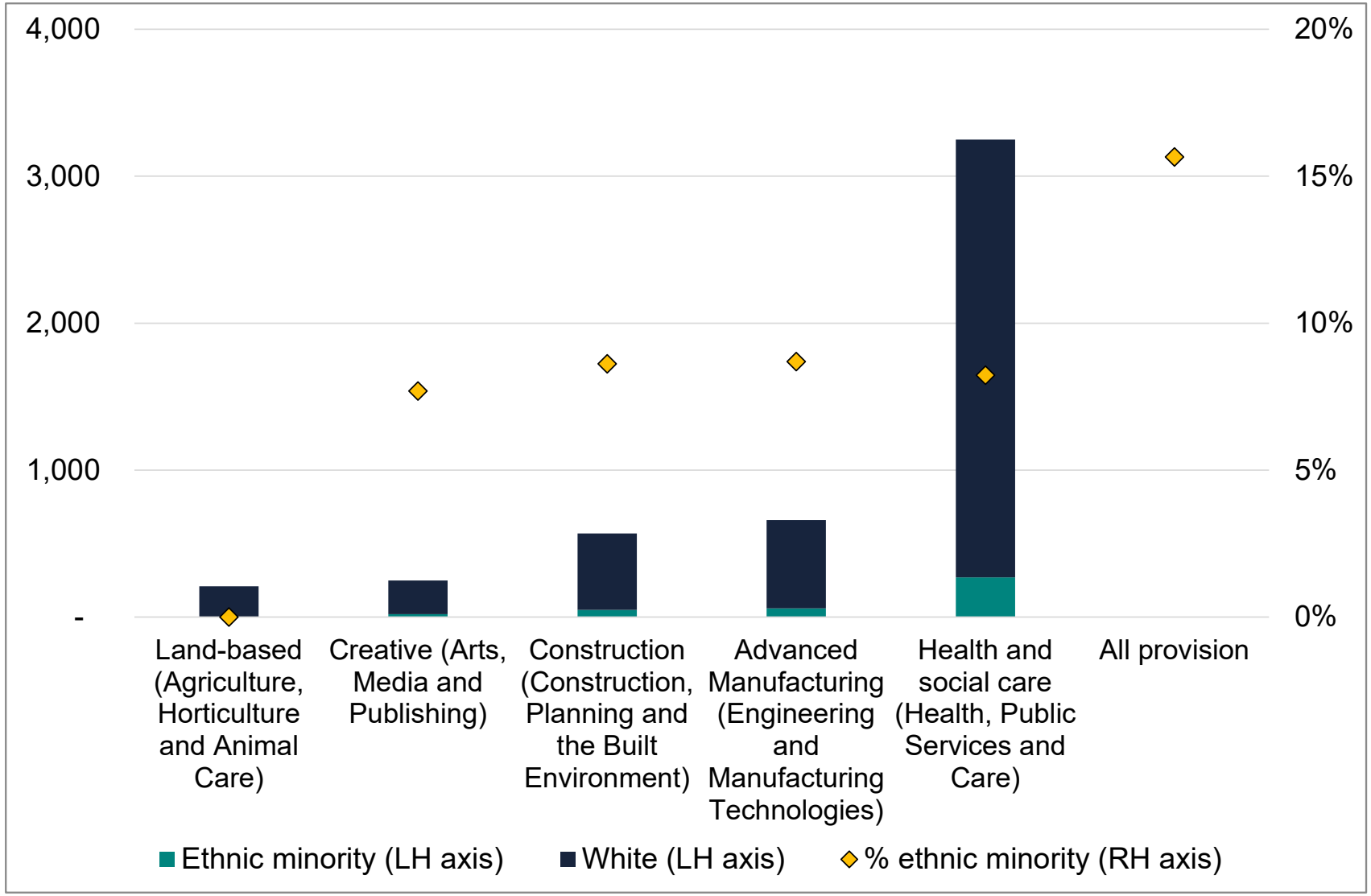
Figure: Profile of 19+ Further Education enrolments by learner sex, 2024/25, York and North Yorkshire



Source: Department for Education

Representation of ethnic minority learners is below average in all priority sectors

Figure: Profile of 19+ Further Education enrolments by learner ethnicity, York and North Yorkshire



Source: Department for Education

Higher Education

Provision is assigned to each Priority Cluster based on relevance of HE subject categories

Figure: Definition of priority clusters by HE subject area

Sector	Subject
Engineering and Advanced Manufacturing	10 Engineering and technology
Construction	10-01-07 Civil engineering
	13 Architecture, building and planning
Creative	24 Media, journalism and communications
	25 Design, and creative and performing arts
Health and Social Care incl Life Sciences	01 Medicine and dentistry
	02 Subjects allied to medicine
	03-01-01 Biosciences (non-specific)
	03-01-04 Microbiology and cell science
	03-01-07 Genetics
	03-01-08 Molecular biology, biophysics and biochemistry
	03-01-10 Others in biosciences
	10-01-06 Bioengineering, medical and biomedical engineering
	10-03-05 Biotechnology
Land-based	05 Veterinary sciences
	06 Agriculture, food and related studies

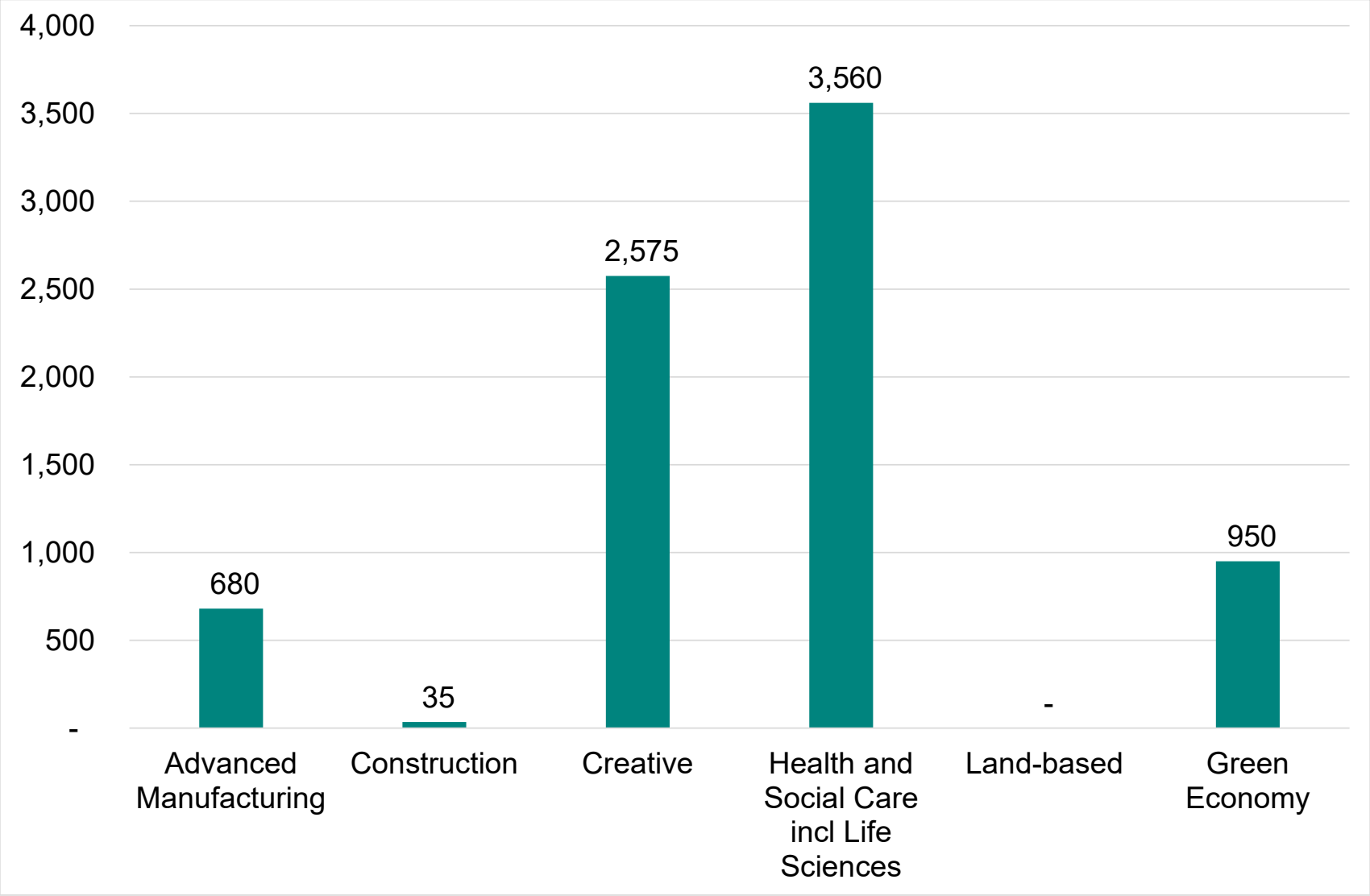
Provision is assigned to each Priority Cluster based on relevance of HE subject categories

Figure: Definition of priority clusters by HE subject area

Cluster	Subject
Green Economy	02-06-04 Environmental and public health 03-01-03 Ecology and environmental biology 10-01-02 Mechanical engineering 10-01-07 Civil engineering 10-01-08 Electrical and electronic engineering 10-01-09 Chemical, process and energy engineering 13-01-01 Architecture 13-01-04 Planning (urban, rural and regional) 26-01-02 Physical geographical sciences 26-01-04 Environmental sciences 26-01-06 Earth sciences

Health and Social Care is the dominant Priority Sector in terms of HE enrolments recorded by HESA, followed by Creative

Figure: Enrolments on higher education courses by Priority Sector, 2024/25, York and North Yorkshire



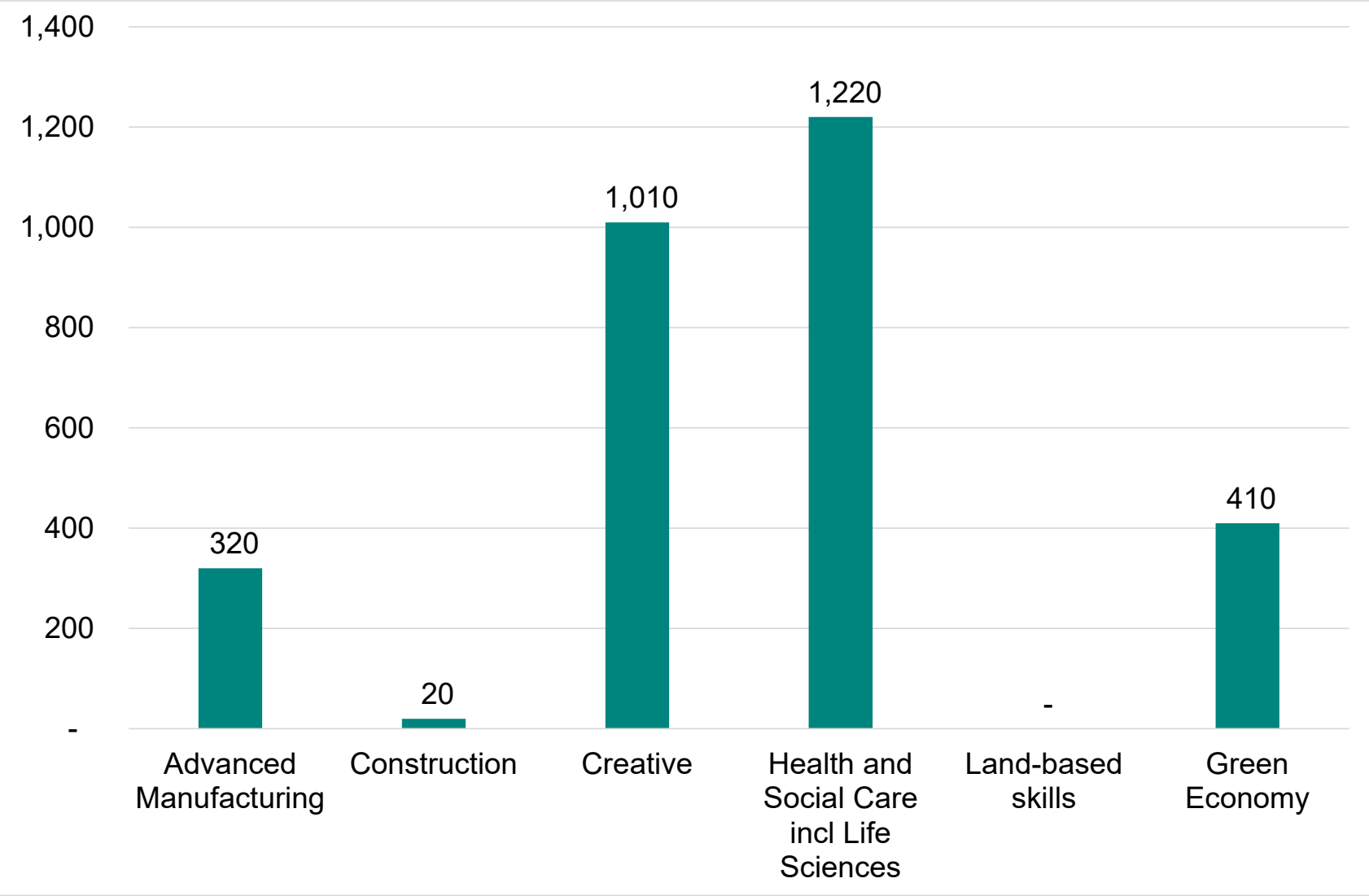
Source: HESA/JISC

Enrolments in priority sectors account for 23% of total HE enrolments.

Figures relate to enrolments at institutions classed as HE providers by HESA, in this case The University of York and York St John University.

Profile of HESA-recorded qualifiers by Priority Cluster is similar to profile of enrolments

Figure: Higher education qualifiers by Priority Sector, 2024/25, York and North Yorkshire



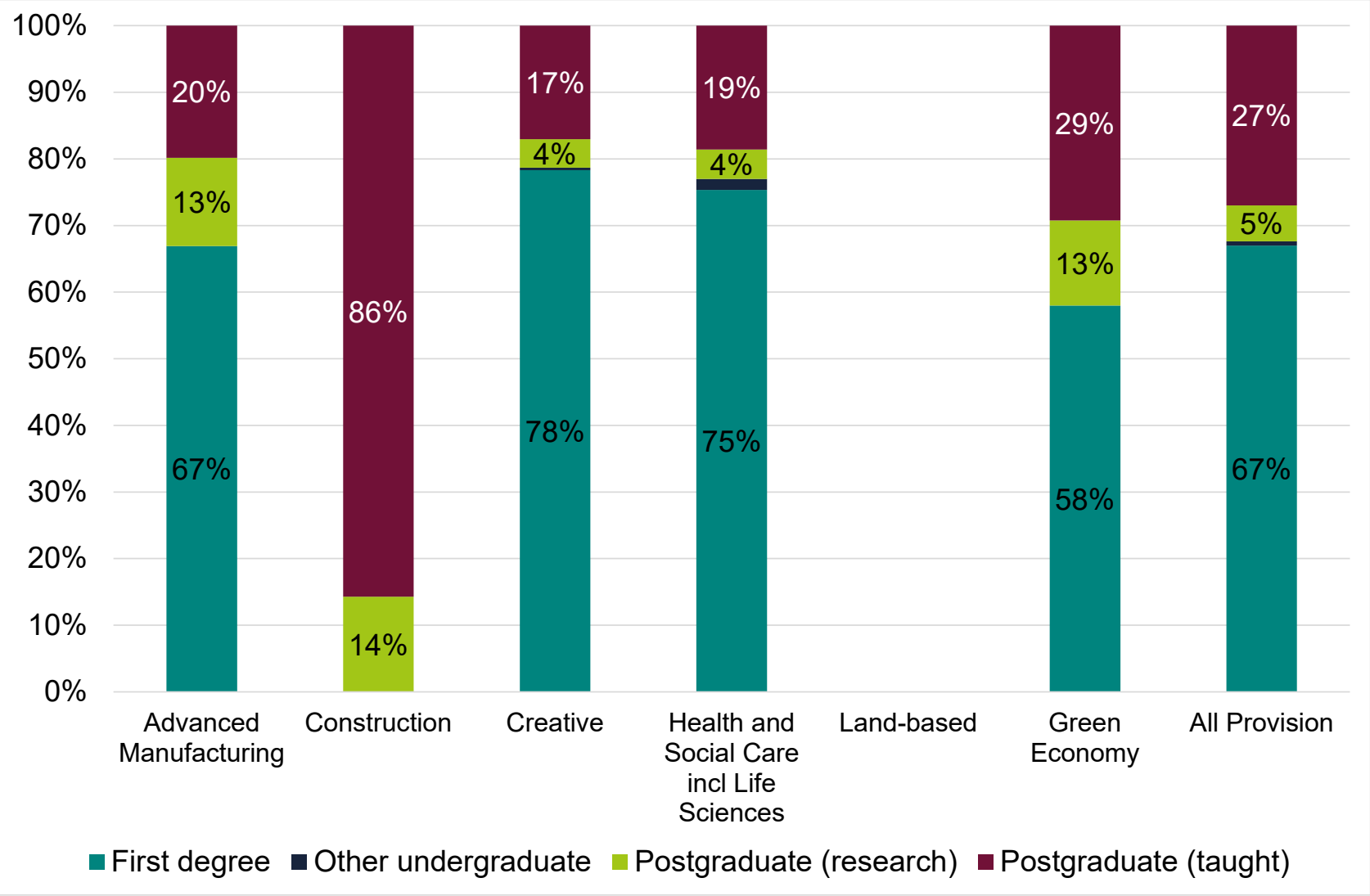
Qualifiers from priority sectors account for 21% of total HE qualifiers.

Figures relate to qualifiers at York and North Yorkshire institutions classed as HE providers by HESA.

Source: HESA/JISC

Provision is predominantly at First Degree level, except for in Construction

Figure: Enrolments on higher education courses by Priority Sector and level, 2024/25, York and North Yorkshire

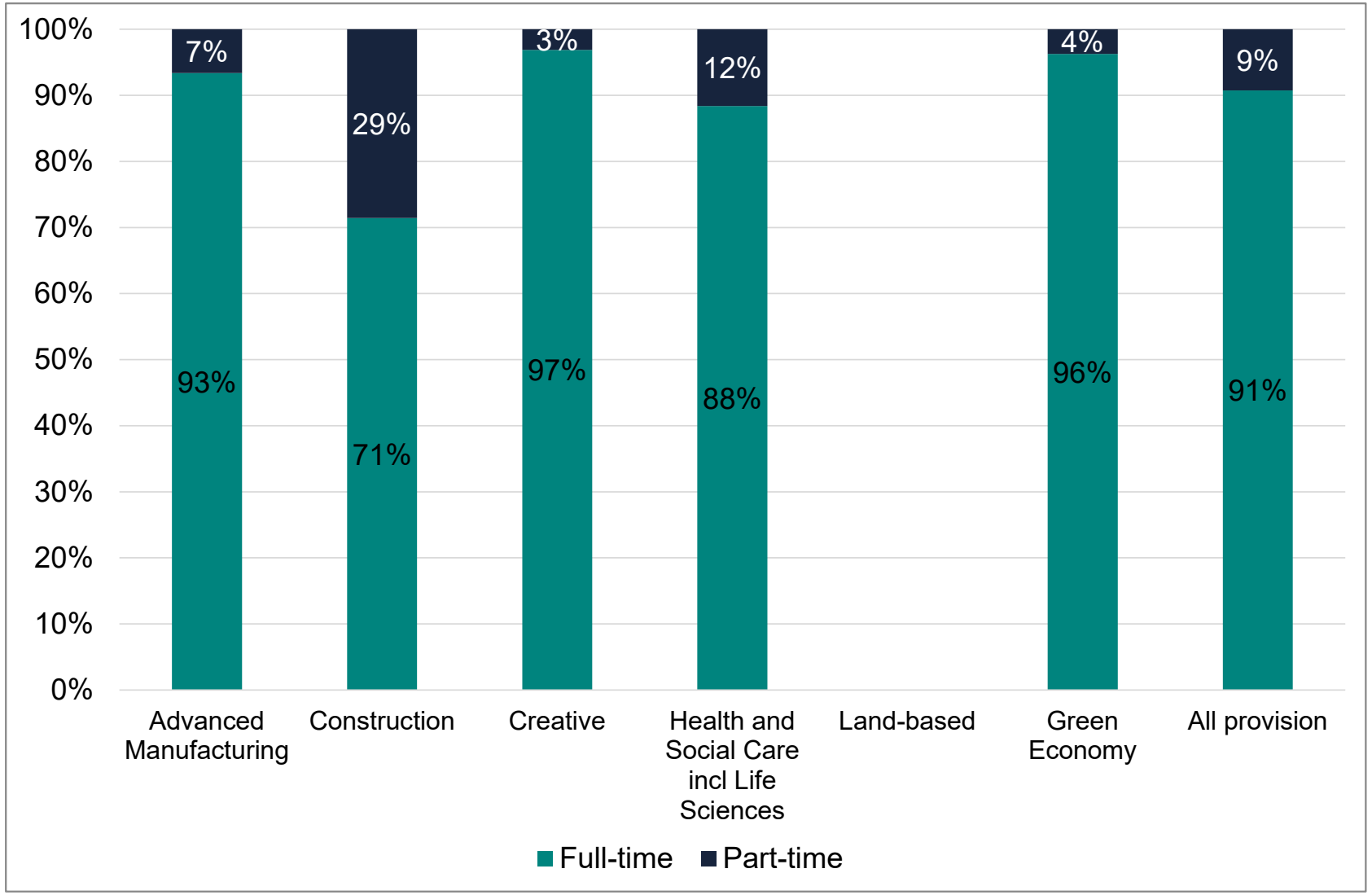


Figures relate to enrolments at institutions classed as HE providers by HESA, in this case The University of York and York St John University.

Source: HESA/JISC

Provision is predominantly full-time

Figure: Enrolments on higher education courses by Priority Sector and mode, 2024/25, York and North Yorkshire

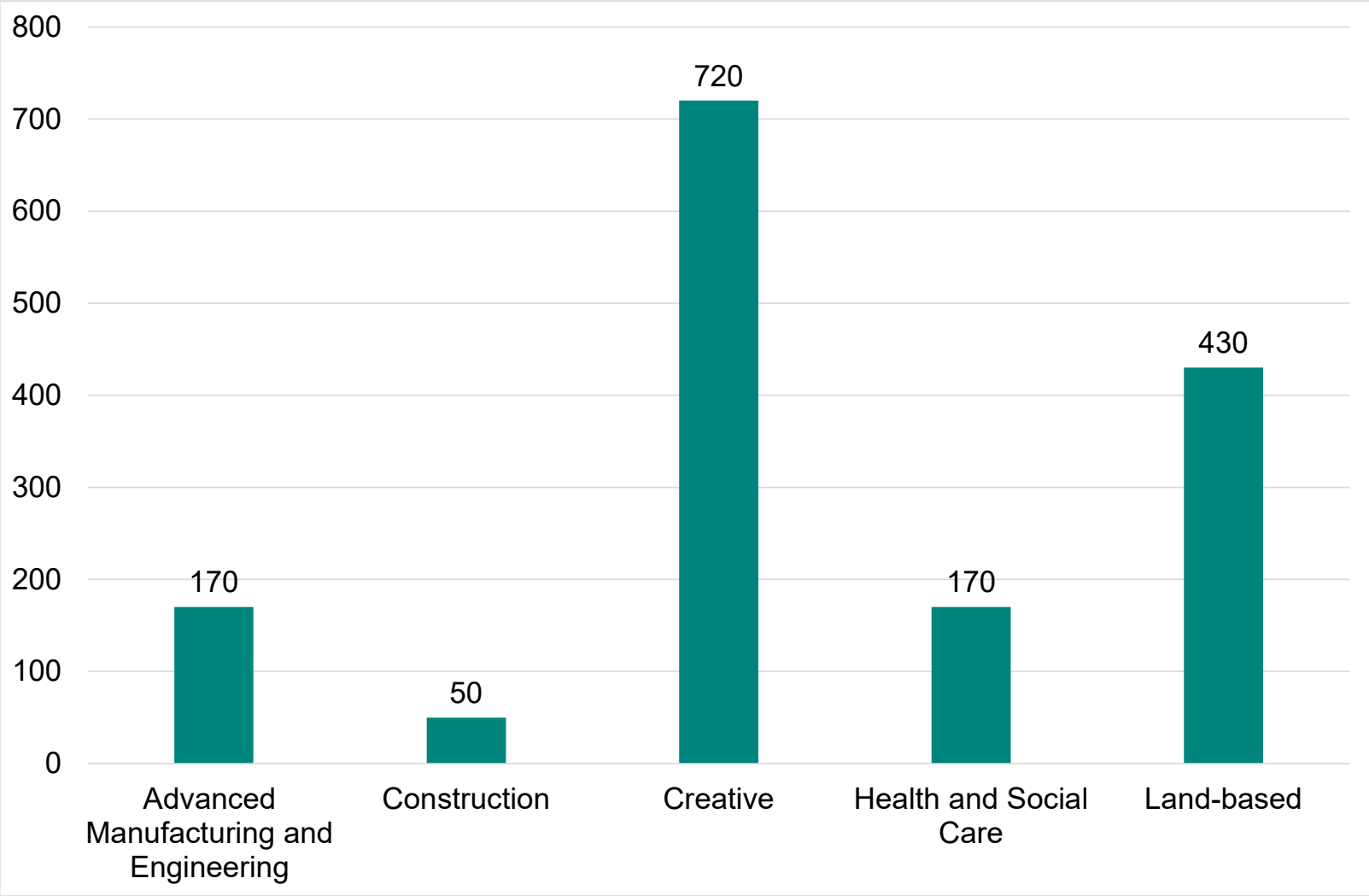


Figures relate to enrolments at institutions classed as HE providers by HESA, in this case The University of York and York St John University.

Source: HESA/JISC

There are significant numbers of HE students at FE colleges in subjects linked to Priority Clusters

Figure: Higher education students at Further Education Institutions by Priority Sector, 2024/25, York and North Yorkshire

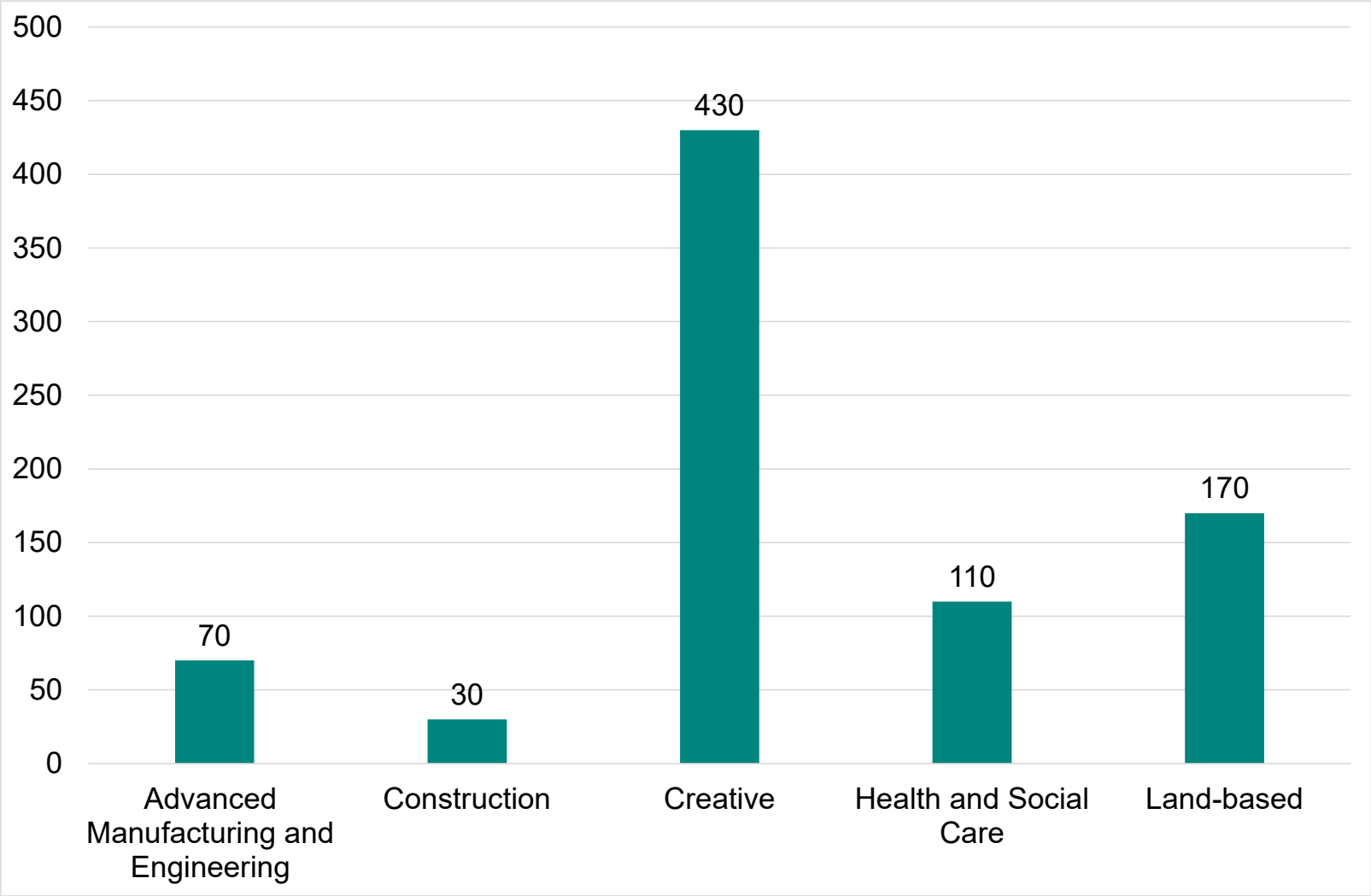


Source: Office for Students

- Data is available for HE students at FE institutions registered with the Office for Students.
- Data is provided at institution level but some of the institutions have branches outside North Yorkshire – students at these branches are included in the count.
- Figures presented are approximate as values in source data are rounded to nearest 10.
- Subject classification is not granular enough to produce figures for Green Economy.

There are significant numbers of HE qualifiers at FE colleges in subjects linked to Priority Clusters

Figure: Higher education qualifiers at Further Education Institutions by Priority Sector, 2024/25, York and North Yorkshire



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1. Offer work-based learning opportunities

Businesses are asked to:

- Create jobs and apprenticeships
- Offer industry placements and work experience
- Provide meaningful work-based learning
- Support employer talks, workplace visits and careers encounters

JOBS • APPRENTICESHIPS • PLACEMENTS

Learners gain work readiness and move more quickly into sustained employment.

2. Help shape curriculum and training

Businesses are asked to:

- Co-design curriculum with providers
- Define the skills needed in live job roles
- Contribute to sector skills groups
- Help shape delivery models and progression routes

CO-DESIGN • LIVE DEMAND • RELEVANCE

Provision stays relevant to employer demand and future workforce needs.

3. Invest in workforce development

Businesses are asked to:

- Upskill and reskill existing employees
- Release staff to take part in training
- Invest in digital, technical and green capability
- Develop leadership, management and commercial skills

UPSKILL • RESKILL • LEADERSHIP

Businesses build productivity, resilience and capacity to adopt new technology.

4. Share intelligence and support governance

Businesses are asked to:

- Participate in employer and sector skills groups
- Contribute evidence on vacancies and skills gaps
- Validate priorities and emerging demand
- Support LSIP review, monitoring and improvement

EVIDENCE • GOVERNANCE • REVIEW

The skills system responds faster and more consistently to labour-market change.

5. Support inclusion and progression

Businesses are asked to:

- Open opportunities to under-represented groups
- Support entry routes for young people and adults
- Provide clear progression into higher-skilled roles
- Work with providers and trusted partners to reduce barriers

ACCESS • PROGRESSION • RETENTION

More residents can enter, stay and progress in priority-sector employment.

6. Plan for future workforce needs

Businesses are asked to:

- Identify future technical and occupational requirements
- Prepare for digital, AI and automation
- Build green and sustainability capability
- Work with providers on flexible and modular training

FUTURE SKILLS • PRODUCTIVITY • RESILIENCE

Employers strengthen workforce supply, innovation and long-term productivity.

The provider reporting ask

A concise, evidence-based return showing how delivery contributes to York and North Yorkshire LSIP priorities and sectors.

EVERY 6 MONTHS

HEADLINES ONLY

≤100 WORDS

Reporting periods

30 July to 29 January • 30 January to 29 July

Report only activity delivered in the period that directly supports an overarching LSIP priority or priority sector.

1. Give the overall position

Provide a short, evidence-based view of progress, outcomes and delivery confidence.

1 Overall RAG

Green, amber or red

2 Progress

Headline delivery this period

3 Outcome

Most significant change

4 Risk

Main barrier or delay

5 Ask

Support or decision required

RAG meaning

GREEN | On track

AMBER | At risk

RED | Off track

Identify the priority sectors and overarching priorities covered by the return.

2. Report relevant priority-sector delivery

Complete only the sectors where activity aligns directly to the LSIP evidence base.

- Clean Energy, Green Economy & Carbon Negative Technical Skills
- Land-based Skills, including Food & Farming Innovation
- Creative Industries
- Manufacturing & Engineering, Rail Innovation & Securities
- Health & Social Care, Engineering Biology & Life Sciences
- Construction

For each relevant sector

ACTIVITY	Provision or intervention
REACH	Learners and employers
CHANGE	Outcome achieved
PROOF	Evidence reference + RAG

ALSO CAPTURE • Overarching-priority contribution • Supporting themes • Curriculum change • Unmet demand

3. Show contribution to the six overarching priorities

Use the same structure across sectors, then summarise organisation-wide change without duplication.

1 Workforce supply

and workforce readiness

2 Digital capability

embedded across sectors

3 Progression pathways

and higher-level skills, Levels 1–8

4 Leadership and commercial

management capability

5 Green and sustainability

carbon negative skills

6 Responsive skills system

coherent and employer-informed

Organisation-wide summary Alignment • Flexible and higher-level opportunities • Recruitment • Completion and progression • Employer co-design • Access

4. Evidence, assure, submit

Draw evidence from management information, curriculum records, employer engagement, learner destinations and short case studies.

- Use aggregated information only
- Mark provisional data clearly
- Apply consistent definitions and calculations
- Explain material changes from the previous return
- State “Nil return” where applicable
- Include evidence links and anonymised case studies
- Secure approval from an authorised senior lead

Submit the editable Word return to skills@wnychamber.co.uk

Local Skills Improvement Plan (LSIP) 2026–2029

Action Planning

Examples

- Introduce AI content into existing programmes.
- Expand employer guest speakers.
- Review Level 3 to Level 4 transition pathways.
- Develop a new modular programme.
- Increase industry placements.
- Launch a sector advisory group.

Local Skills Improvement Plan (LSIP) 2026–2029

Closing Discussion

- What is the single biggest skills challenge facing learners and employers?
- What support do you need from the Chamber, YNYCA or partners to address it?
- How will you know in two years' time that the LSIP has made a difference?

Contact us

- Katie.Rigarlsford@wnychamber.co.uk
- Skills@wnychamber.co.uk

LOCAL SKILLS IMPROVEMENT PLAN

Developing future skills for the local economy

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YORK & NORTH YORKSHIRE COMBINED AUTHORITY

West & North Yorkshire Chamber of Commerce

Funded by Department for Education