

LOCAL SKILLS IMPROVEMENT PLAN

Developing future skills for the local economy



Local Skills Improvement Plan (LSIP) 2026–2029

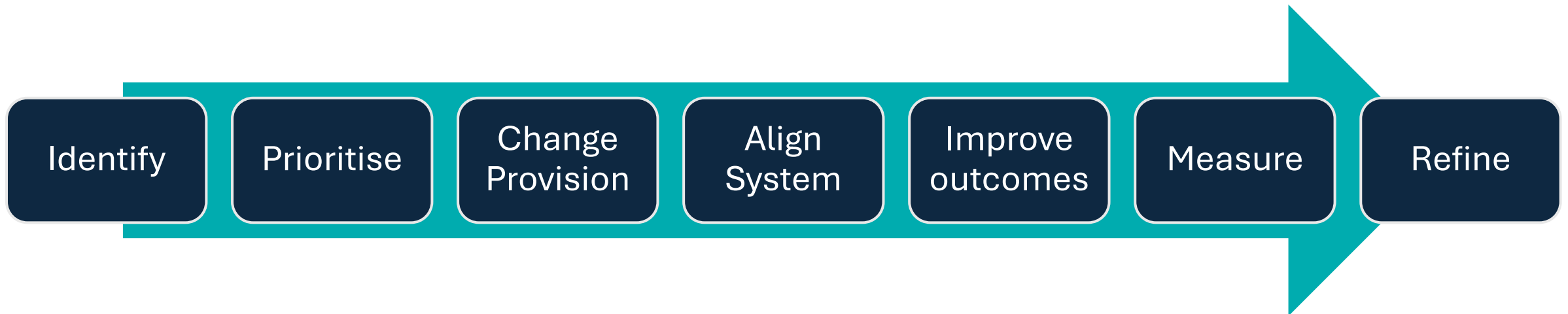
Agenda

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

Local Skills Improvement Plan (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**



West Yorkshire LSIP (2026–2029)

Priority Sectors:



Advanced Manufacturing & Engineering



Construction



Creative & Cultural Industries



Digital & Technology



Financial & Professional Services



Green Economy



HealthTech & Life Sciences

	Overarching LSIP Priority and Description
1	Address critical technical and specialist skills shortages Expand and rebalance technical provision to tackle hard-to-fill vacancies across priority sectors, focusing on job-ready, occupation-specific skills in the short term.
2	Strengthen digital capability, including AI and lowcarbon skills Embed digital, data, AI and lowcarbon skills across sectors to support technological adoption, productivity growth and the transition to a Net Zero economy.
3	Strengthen progression pathways into higher-level skills (Levels 1-8) Improve progression from entry-level and Level 3 provision into higher technical and professional roles, strengthening pipelines that support long-term workforce sustainability. Improve coordination across FE, HE, independent training providers and employment support.
4	Develop leadership, management, soft skills and workforce readiness skills Address cross-cutting gaps in leadership, management, employability and work readiness that limit productivity, progression and business growth.
5	Expand flexible and employer-responsive training Evidence how provider offers have been adapted to remain aligned to current and emerging labour market demand. Including, where possible meet employer needs through flexible delivery, including funded provision and curriculum re-sequencing.
6	Improve inclusion and access to skills for under-represented groups Reduce structural barriers to participation and progression by improving access to skills provision for SMEs, disadvantaged communities and under-represented groups across West Yorkshire.

Cross-Cutting Skills Challenges

Across all sectors, employers report:

- Technical and specialist skills shortages
- Digital, AI and low-carbon capability gaps
- Weak progression into higher-level skills / higher-value roles
- Leadership and workforce readiness gaps
- Limited access to flexible, employer-led provision

These challenges are:

- Structural and system-wide
- Driven by technology, Net Zero and workforce change



Advanced Manufacturing & Engineering

Strategic importance:

- ~111,000 jobs and £7.7bn GVA
- Major contributor to productivity and supply chains

Key skills gaps:

- Engineering and technician roles (Level 3–5)
- Digital manufacturing and automation
- Ageing workforce and low diversity

Future skills demand:

- Robotics, Industry 4.0,
- AI-enabled production
- Low-carbon manufacturing and sustainability



Please examine in full detail in the report

Part 2: Advanced Manufacturing & Engineering agreed changes

Short-term (Years 1–2)

- Boost supply of core engineering skills, particularly at Levels 3–5
- Expand short, modular upskilling provision for SMEs
- Improve careers awareness and sector attractiveness
- Strengthen employer engagement in curriculum design

Medium-term (Years 2–3)

- Transition provision towards automation, robotics and digital manufacturing
- Embed low-carbon and sustainability skills across programmes
- Improve diversity and inclusion across the workforce
- Scale flexible pathways that support progression into higher-level roles

System / provision change required

- Stronger employer–provider partnerships and curriculum co-design
- Expansion of flexible and modular delivery models
- Continued development of specialist technical facilities and equipment
- More coherent progression routes across FE, HE and adult skills pathways

Outcomes and Success Measures (Year 3)

Expected outcomes include:

- Increased numbers achieving Level 3–5 engineering and technical qualifications
- Improved employer satisfaction with the alignment of provision to sector need
- Greater uptake of short and flexible training, particularly among SMEs
- Measurable progress in workforce renewal and diversity

Sector	Standard Occupational Classification (SOC)	Standard Industrial Classification (SIC)	Current needs	Emerging / Future needs
Advanced Manufacturing & Engineering	• Mechanical Engineers (2122) • Electrical Engineers (2123) • Production and Process Engineers (2125) • Engineering Technicians (311) • Production Managers (1121) • Plant and Machine Operatives (811–813)	Advanced manufacturing (C25–30)	Overall employment expected to remain flat for advance / productive manufacturing activities but with moderate decline for remaining activities.	Stable employment levels with structural change; declining demand for routine roles offset by increased need for advanced technical, automation and systems-based skills. Employment levels expected to remain broadly stable, with significant workforce transformation rather than overall growth, particularly in high-value manufacturing and defence supply chains. Rising demand for advanced technical and engineering skills, including systems engineering, precision manufacturing, automation, robotics and digital production technologies. Increasing importance of digital, data and software-enabled skills, including industrial digitalisation, cyber security and integration of advanced manufacturing systems. Defence-related manufacturing driving demand for specialist skills, including quality assurance, safety-critical systems, regulatory compliance and secure production processes. Declining demand for routine and lower-skilled operative roles, offset by growth in technician, maintenance, design and engineering roles requiring higher-level qualifications and continuous upskilling.

Construction

Strategic importance:

- Critical to housing, infrastructure and Net Zero delivery

Key challenges:

- Significant workforce demand (replacement + growth)
- Shortages in trades, supervisors and technical roles

Future skills needs:

- Retrofit and low-carbon construction
- Modern methods of construction (MMC)
- Digital design and compliance



Creative & Cultural Industries

Strategic importance

- ~50,000 jobs and £2bn GVA
- High-growth and high-productivity sector

Key challenges:

- Freelance-dominated workforce
- Weak progression into higher-level roles
- Declining creative education participation

Future skills needs

- Createch (AI + creative fusion)
- Digital production and platform skills
- Commercial and freelance sustainability



Digital & Technology

Strategic importance:

- Cross-cutting enabler across all sectors

Key challenges:

- Persistent shortages in software, data and cyber roles
- High demand outstripping supply

Future skills needs

- AI, data science and systems integration
- Cyber security and digital transformation
- Applied digital skills across all sectors



Financial & Professional Services

Strategic importance:

- ~290,000 jobs and major GVA contributor

Key challenges:

- Transition from routine to higher-value roles
- Digital, compliance and leadership gaps

Future skills needs:

- AI-enabled service delivery
- Data, regulatory and risk expertise
- Client-facing and advisory capability



Green Economy

Strategic importance:

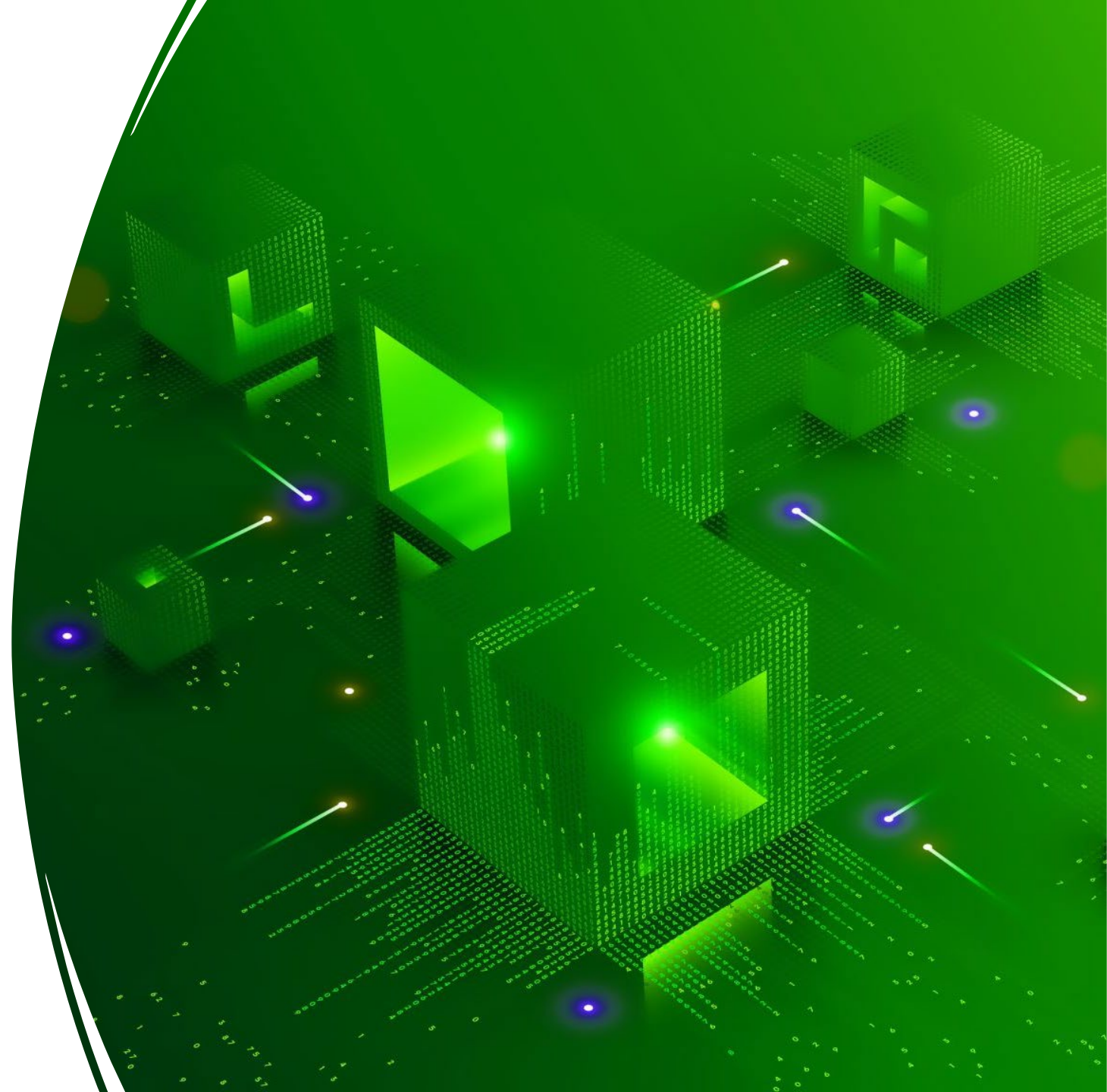
- ~53,000 jobs and £8.1bn GVA
- Rapid growth driven by Net Zero

Key challenges

- Lack of job-ready workforce
- Fragmented pathways and limited visibility

Future skills needs

- Retrofit and renewable technologies
- Integrated energy systems
- Digital + sustainability across roles



HealthTech & Life Sciences

Strategic importance:

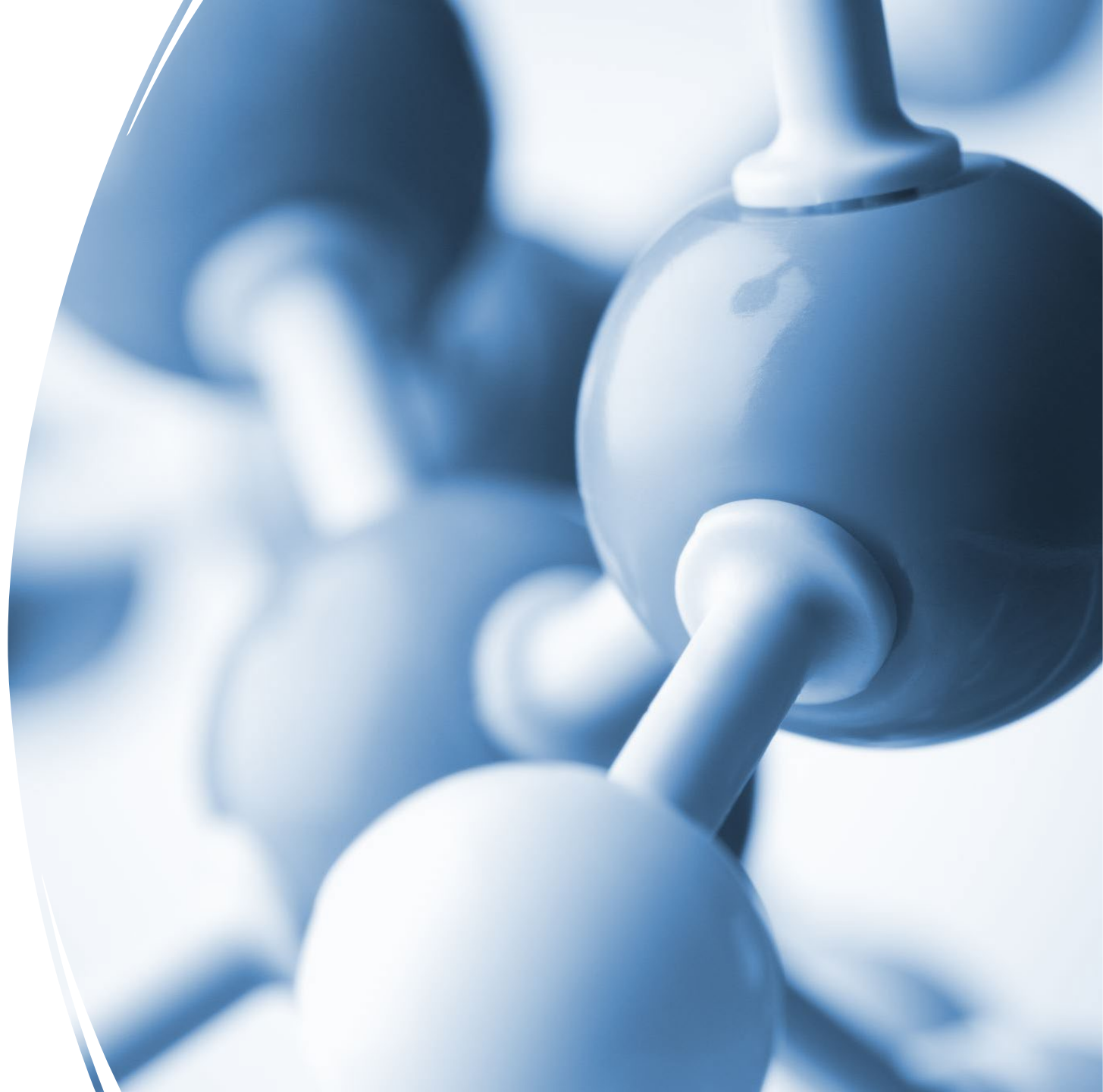
- High-value, innovation-led sector
- Strong research and NHS ecosystem

Key challenges:

- Shortages in STEM, digital and regulatory roles
- Limited alternative training pathways

Future skills needs:

- AI-enabled diagnostics and data science
- Bioinformatics and interdisciplinary skills
- Digital health and clinical technology



Part 2: Health & Life Sciences (incl. HealthTech) skills agreed changes

Agreed Changes (LSIP Delivery Alignment)

The agreed direction of change is to strengthen workforce capability in advanced technical, digital and interdisciplinary skills, while improving progression and aligning provision to sector demand.

Short-term

- Strengthen core STEM and technical skills supply, Increase provision in laboratory, scientific and technical skills
- Expand digital and health technology capability
- Address high-skill recruitment challenges
- Strengthen progression into specialist roles

Medium-term (Years 2–3)

- Build advanced capability in data science, AI and bioinformatics
- Strengthen interdisciplinary collaboration across scientific, clinical and commercial teams
- Develop leadership and innovation capability
- Support transition to AI-enabled research and diagnostics environments

System / provision change required

- Better alignment between employers, FE and HE provision
- Development of stackable, modular learning routes (including CPD)
- Expansion of higher-level technical and specialist pathways
- Integration of digital and data skills within life sciences provision
- Increased collaboration between academia, NHS and industry

Outcomes and Success Measures (Year 3)

Expected outcomes include:

- Increased numbers entering key HealthTech and life sci (2134)
- Improved employer ability to recruit for specialist STEM
- Growth in participation in Level 4–7 STEM and digital pa
- Increased uptake of modular and CPD-based provision
- Improved workforce capability in AI, data and digital he
- Stronger interdisciplinary workforce supporting innovat

Triggers for Intervention

- Persistent shortages in specialist STEM, digital and regu
- Evidence of demand outstripping supply in high-skill oc
- Rapid technological change leading to skills obsolescei
- Limited local availability of specialist training provision

Ongoing challenges in attracting and retaining highly skilled tal

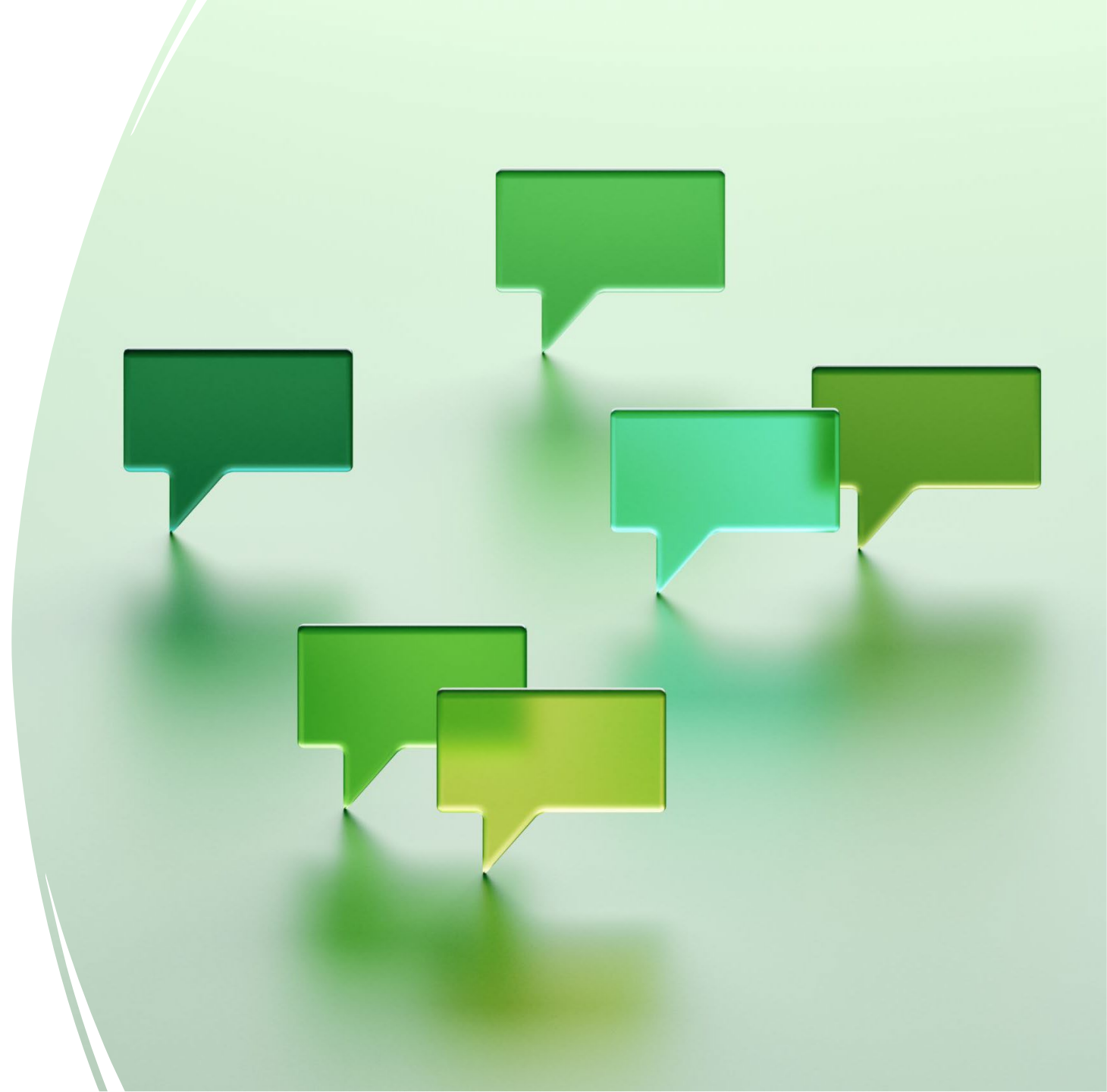
Refer to sector plans and SIC and SOC codes, Annex A

Life Sciences and HealthTech	• Biochemists and Biomedical Scientists (2113) • Biological Scientists (2112) • Laboratory Technicians (3111) • R&D Managers (2161) • Data Analysts (3544) • Programmers and Software Developers (2134)	Life sciences and health technology (M72, Q86, C21)	Strong growth expected into medium term	Sustained employment growth underpinned by innovation, health technology and data-led research; increasing need for interdisciplinary scientific, digital and regulatory skills. Digital roles exposed to AI as noted above. Strong and sustained growth driven by innovation, health technologies and ageing population needs. Increasing demand for interdisciplinary skills, combining biological and biomedical expertise with digital, data and analytical capability. Growing importance of data-enabled research, diagnostics and personalised health technologies, including bioinformatics and health data analysis. Rising need for regulatory, quality, compliance and clinical governance skills alongside scientific and technical roles. Digital roles increasingly shaped by AI and automation, requiring skills in digital oversight, validation and ethical application rather than routine technical tasks.
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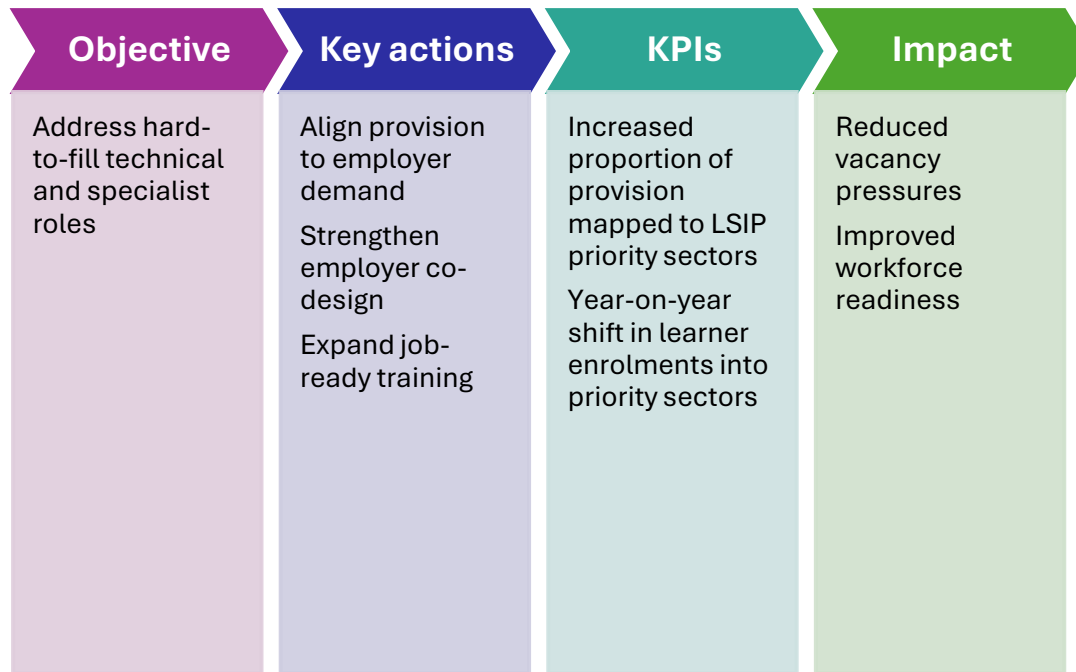
Link to LSIP Priorities

Sector needs directly inform the 6 LSIP priorities:

- Technical skills shortages
- Digital & green capability
- Progression pathways (Levels 1–8)
- Leadership & workforce readiness
- Flexible training
- Inclusion and access

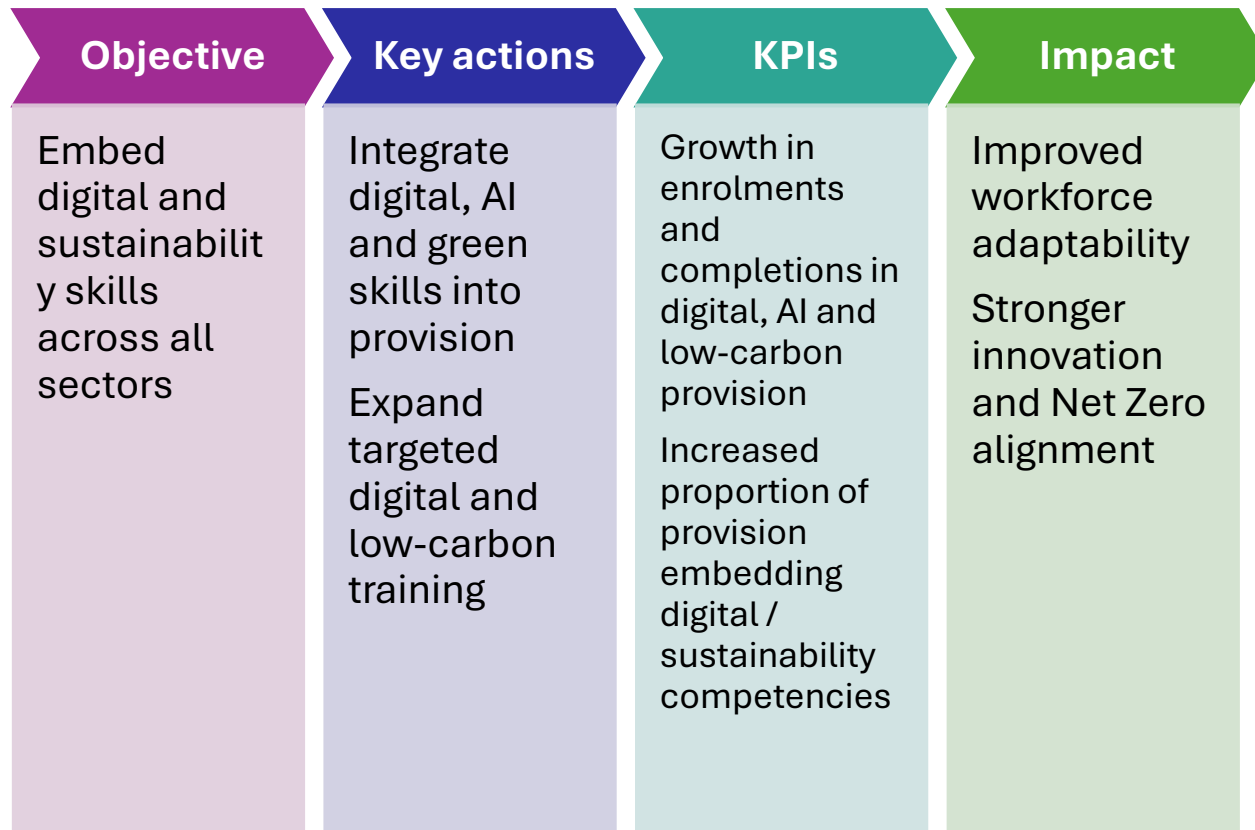


Priority 1: Technical Skills Shortages



- Which of our courses are directly aligned to LSIP priority sectors
- Where have we expanded provision because of employer demand
- Which sectors have growing demand but limited provision

Priority 2: Digital, AI & Low-Carbon Skills



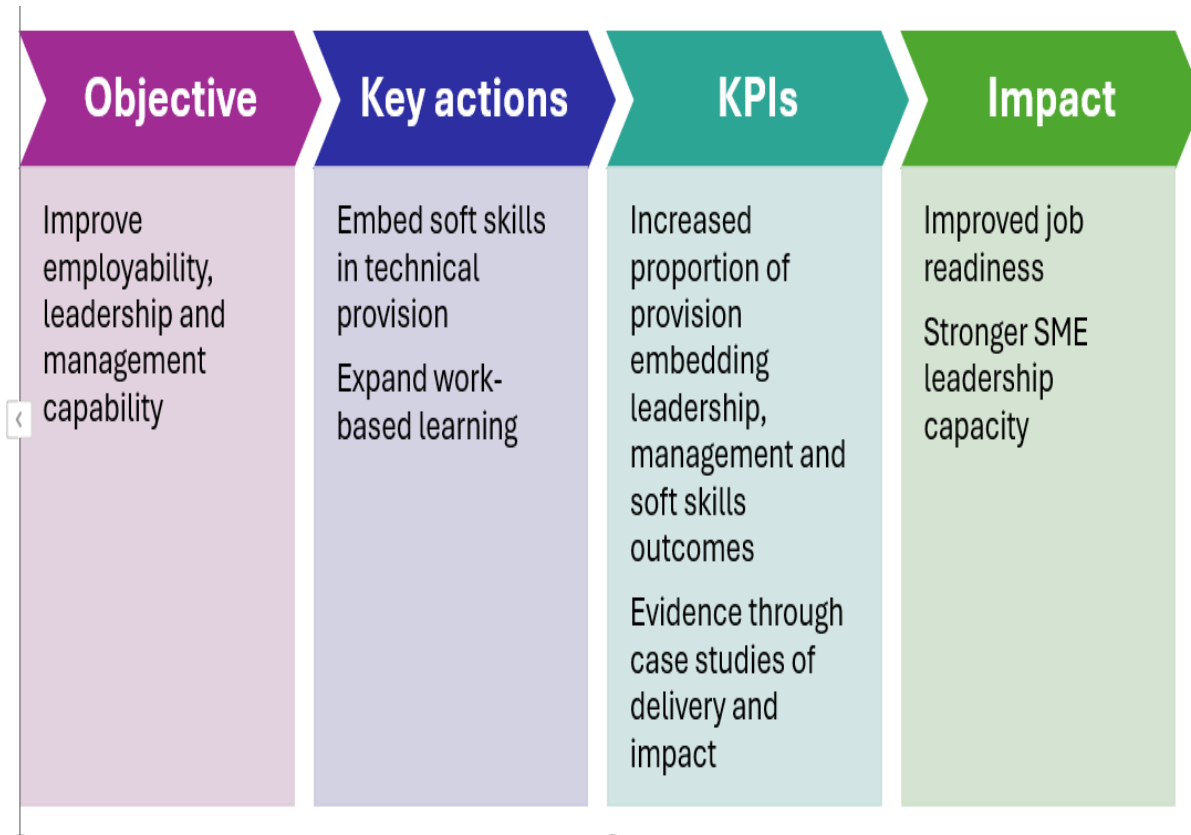
- How are digital, AI and sustainability skills embedded across programmes?
- Which programmes have been updated in the last 12 months?
- What further support do curriculum teams need?

Priority 3: Progression Pathways (Levels 1–8)

Objective	Key actions	KPIs	Impact
Strengthen progression into higher-level technical and professional roles	Improve FE–HE coordination Expand Level 4–8 provision Create clear career pathways	Increased enrolments in LSIP-aligned provision Evidence of improved FE–HE collaboration Growth in Level 4–8 provision aligned to LSIP priorities	Stronger pipeline into high-value roles Improved retention and progression

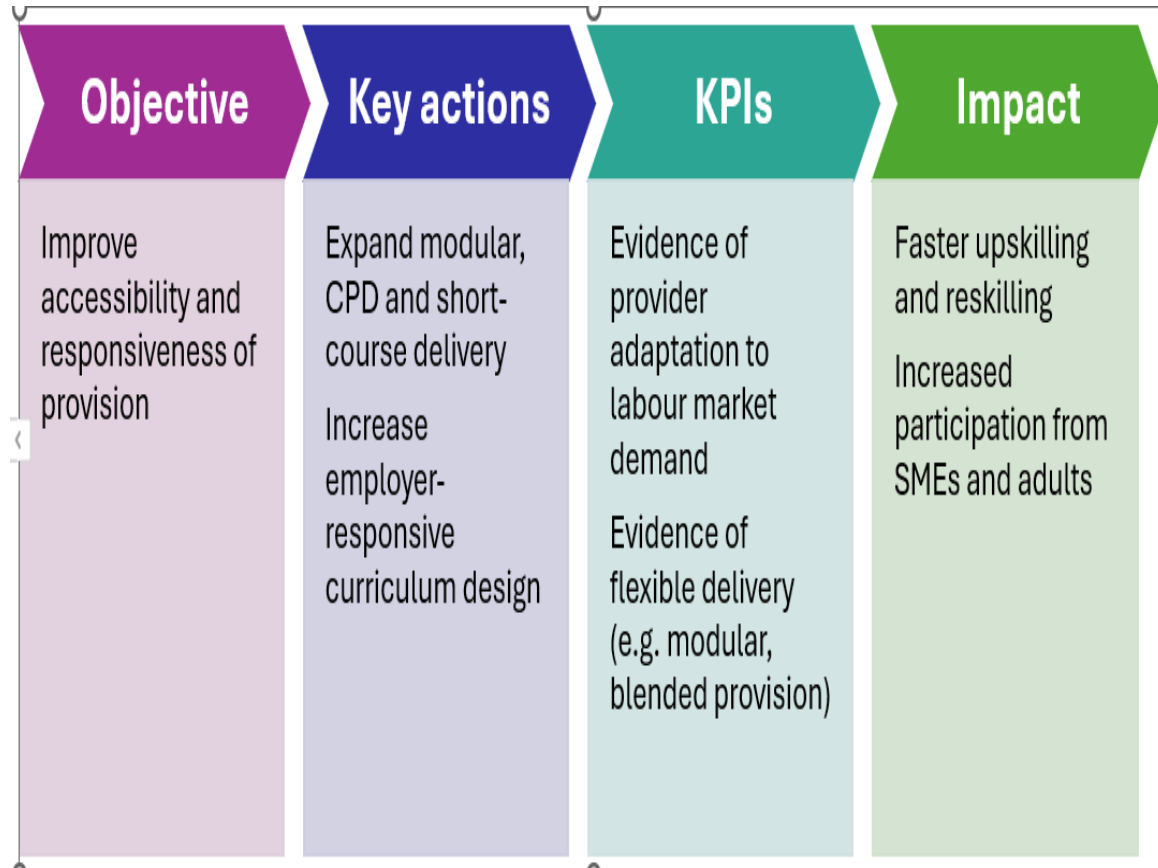
- Where are our strongest progression routes from Level 2/3 into Level 4+?
- What progression gaps exist?
- How could collaboration with HE providers be improved?

Priority 4: Leadership & Workforce Readiness



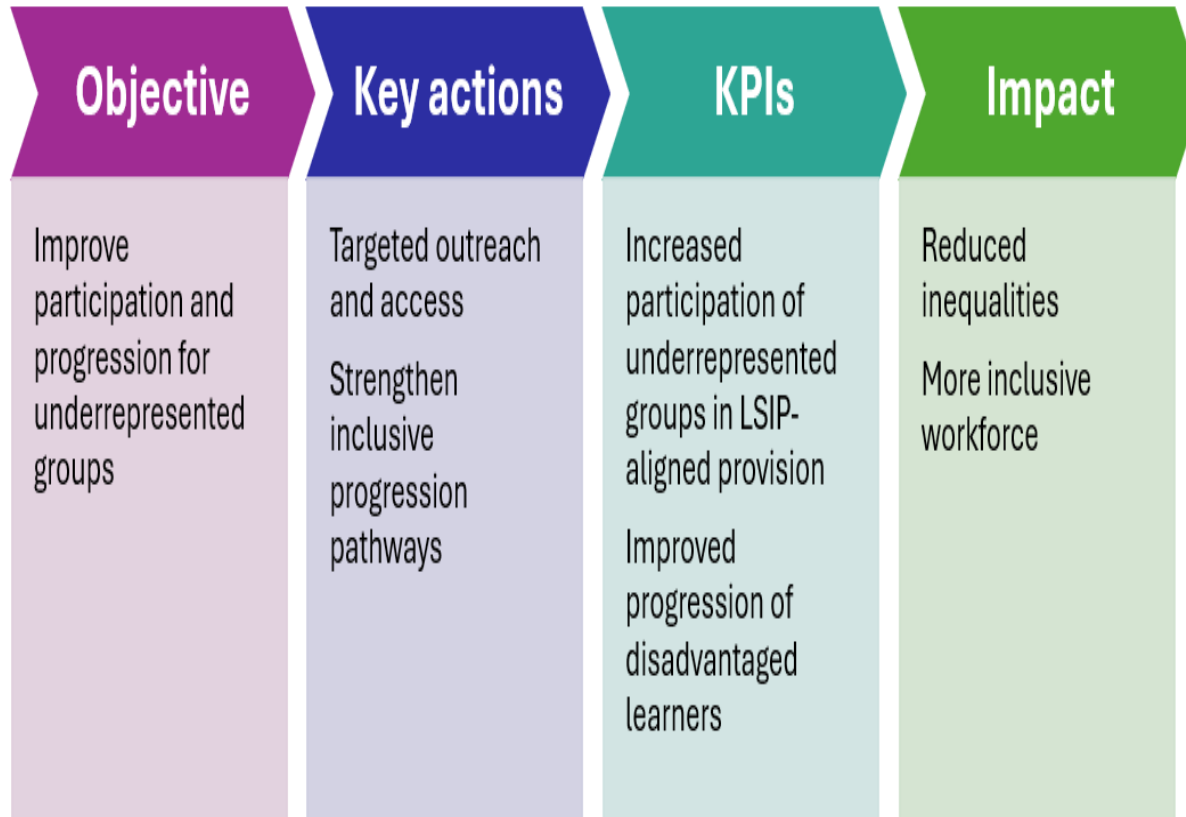
- How do we embed employability and workplace behaviours?
- How many learners access employer projects, placements or industry experiences?
- What evidence do we have of impact?

Priority 5: Flexible & Employer-Responsive Training



- What modular, bite-sized or flexible provision do we currently offer?
- How quickly can curriculum adapt to employer demand?
- Which sectors would benefit from new short courses?

Priority 6: Inclusion & Access



- Which learner groups are underrepresented?
- What barriers are preventing participation?
- What interventions are working well?



West
Yorkshire
Combined
Authority

Tracy
Brabin
Mayor of
West Yorkshire

Local Skills Improvement Plan: Baseline data

September 2026



Background and purpose

- This pack provides a review of the baseline position for West 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 West Yorkshire, with 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

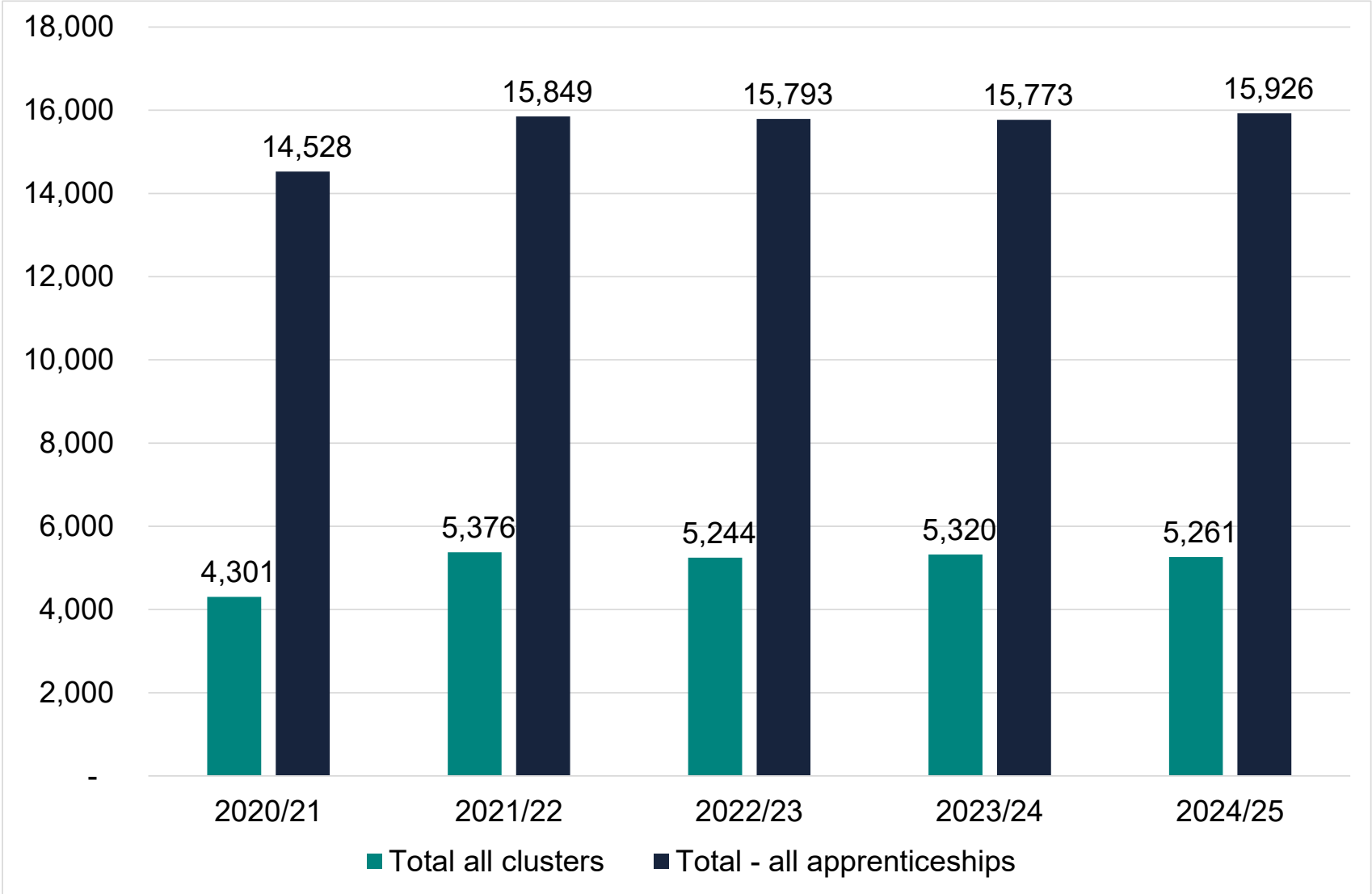
Provision is assigned to each Priority Cluster based on relevance of subject areas or individual apprenticeship frameworks

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

Cluster	SSA tier 2 subject
Advanced Manufacturing	Engineering
	Manufacturing Technologies
Construction	Architecture
	Building and Construction
Creative	Crafts, Creative Arts and Design
	Media and Communication
	Publishing and Information Services
	Sport, Leisure and Recreation
Digital	Digital technology (practitioners)
Finance	Accounting and Finance
	Economics
Professional and business services	Law and Legal Services
	Service Enterprises (selected frameworks)
Life Sciences	Individual frameworks taken from Skills England mapping
Green Economy	Individual frameworks taken from Skills England mapping (overlaps with other clusters, including Construction and Advanced Manufacturing)

There were nearly 5,300 apprenticeship starts in priority sectors in the region in 2024/25

Figure: Apprenticeship starts by priority cluster, West Yorkshire

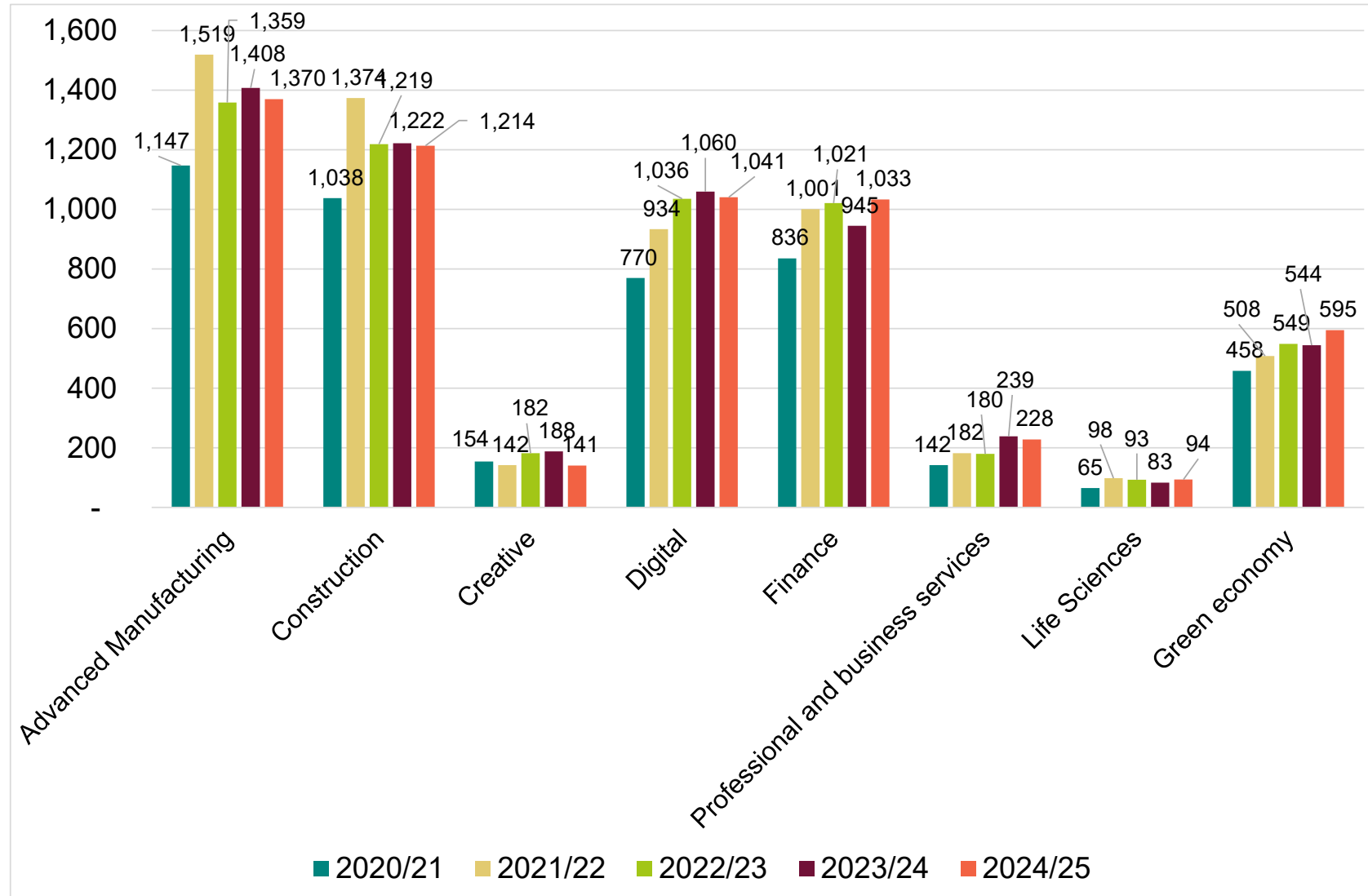


- Starts in priority sectors accounted for 33% of total apprenticeship starts in West Yorkshire in 2024/25.

Source: Department for Education

Advanced Manufacturing and Construction are the largest clusters in terms of apprenticeship starts

Figure: Trend in apprenticeship starts by priority cluster, West Yorkshire

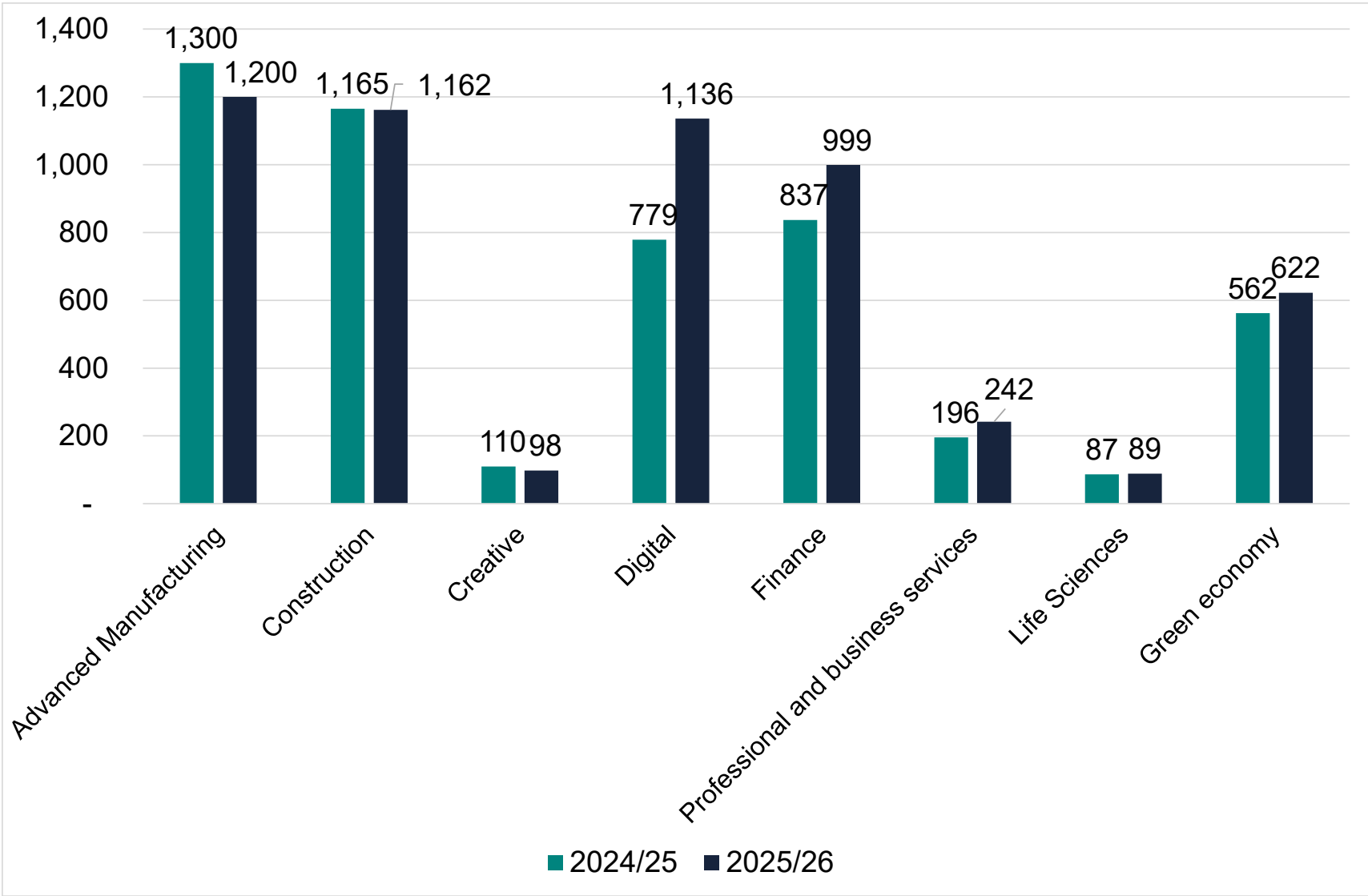


- Revised data from DfE is only available from 2020/21 onwards – timeseries does not capture the significant fall in starts that occurred during the pandemic.

Source: Department for Education

Provisional data for first three quarters of 2025/26 academic year shows year-on-year growth in starts for Digital and Finance

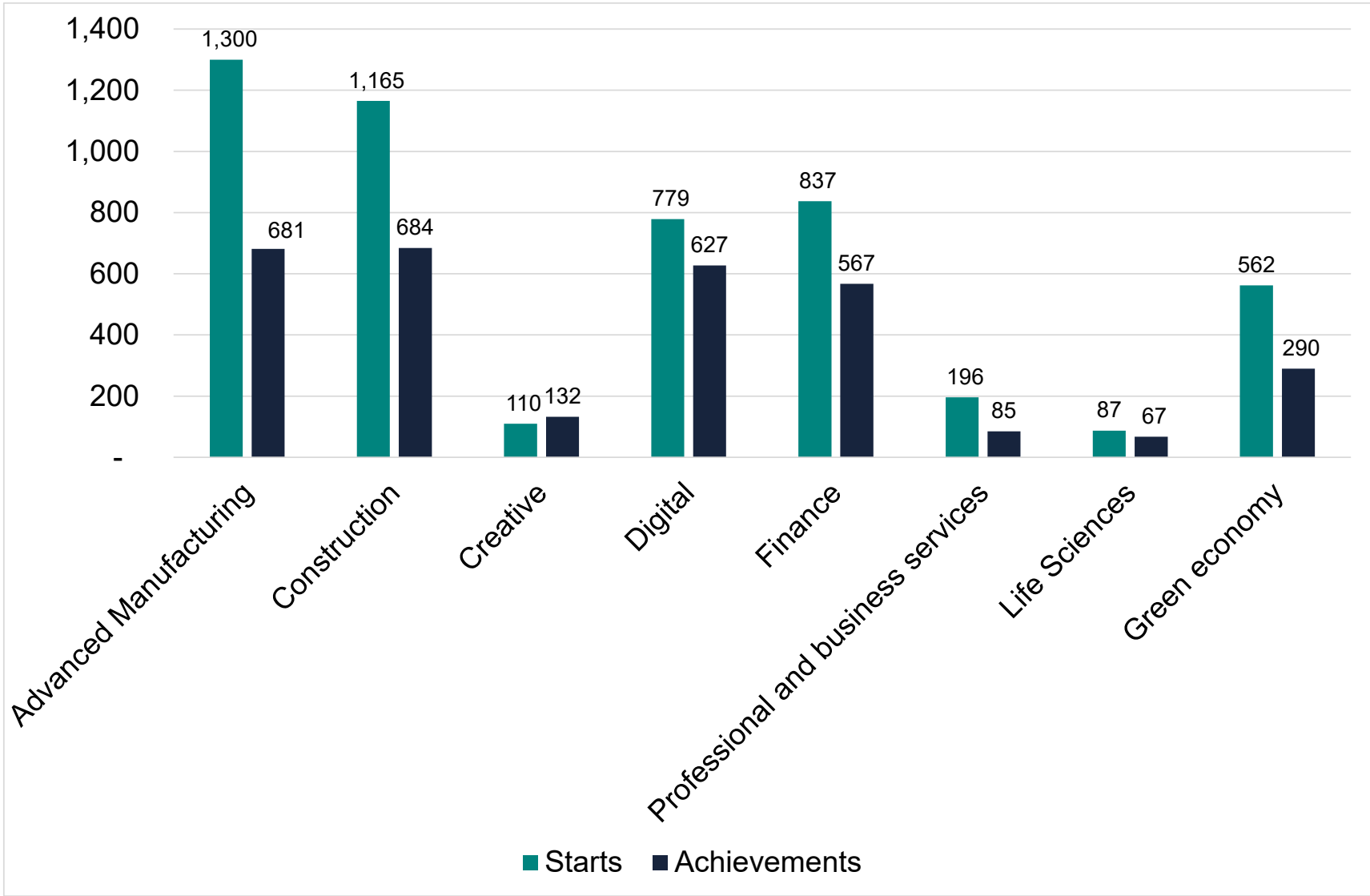
Figure: Trend in apprenticeship starts by priority cluster at Quarter 3 of academic year, West Yorkshire



- The chart compares the quarter 3 position for 2025/26 academic year with the same period of 2024/25 in terms of apprenticeship starts.

Achievements in priority sectors accounted for 32% of total apprenticeship starts in West Yorkshire in 2024/25

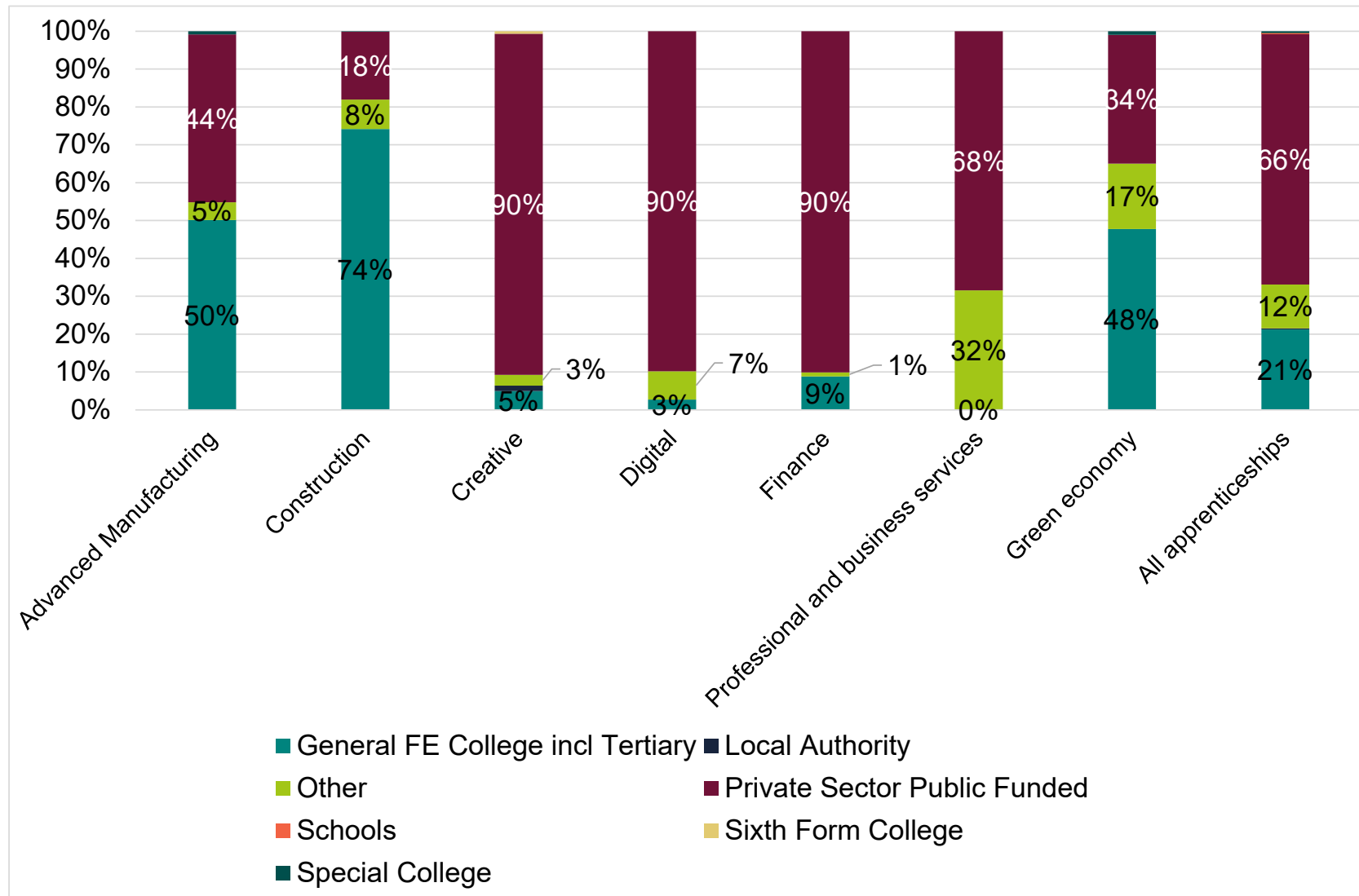
Figure: Apprenticeship starts and achievements by priority cluster, 2024/25, West Yorkshire



- NB: achievement rates should not be inferred from the starts and achievements data presented here, as most apprenticeships are delivered on a multi-year basis

Each priority sector has a distinctive provider profile

Figure: Profile of apprenticeship starts by priority cluster and provider type, 2024/25, West Yorkshire

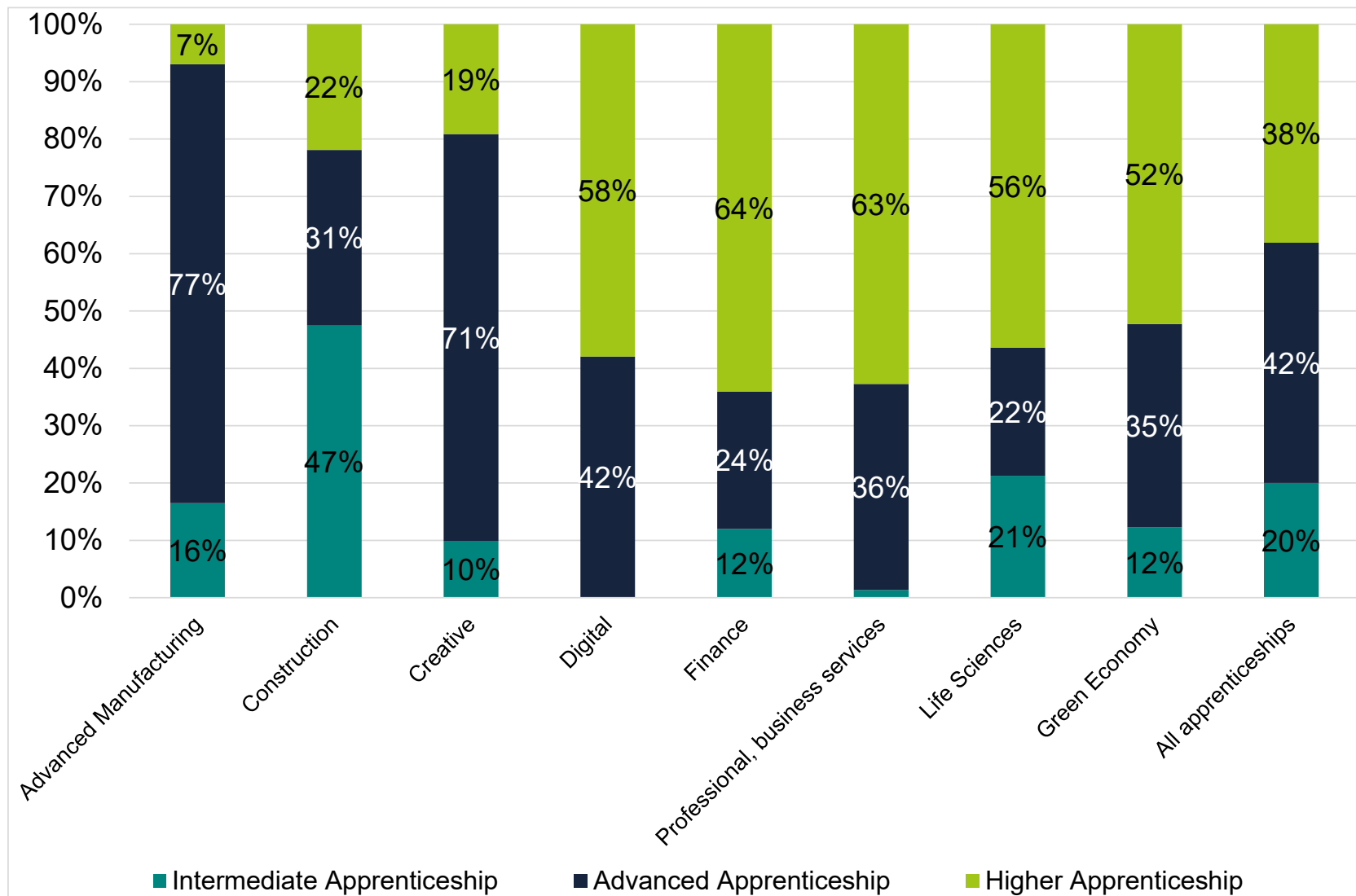


- FE colleges are key to delivery of apprenticeships in Construction, Advanced Manufacturing and Green Economy.
- Private providers are dominant in the remaining sectors.
- “Other providers have a significant role in Professional and business services.
- Note: the “Other” category is comprised primarily of higher education institutions

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, West Yorkshire

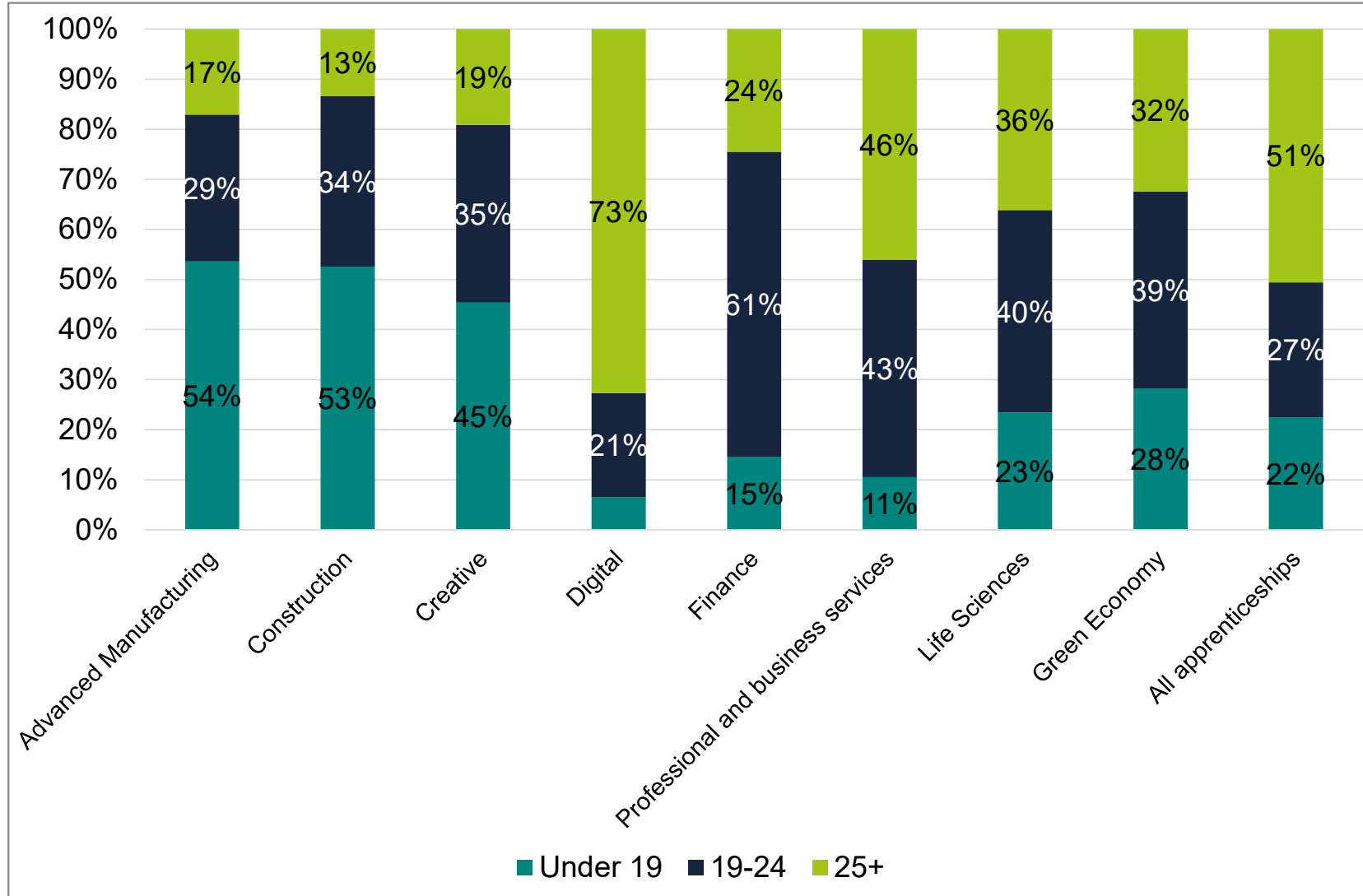


Source: Department for Education

- Intermediate apprenticeships are a core component of Construction apprenticeship provision.
- Advanced apprenticeships are the most significant element within Advanced Manufacturing and Creative apprenticeships.
- Higher apprenticeships are the largest element in the remaining clusters.

Apprentices aged under 19 are strongly represented in Advanced Manufacturing, Construction and Creative

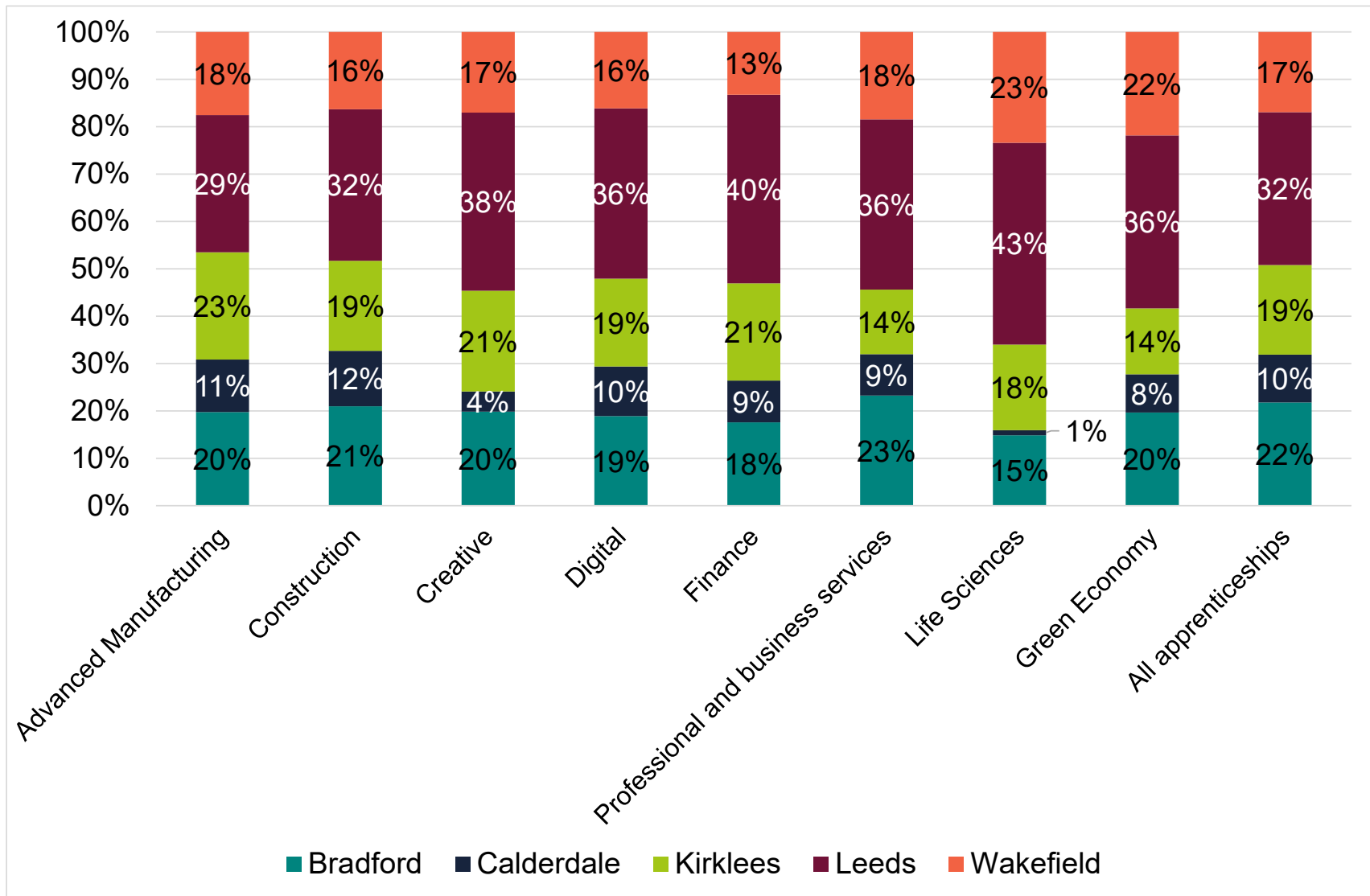
Figure: Profile of apprenticeship starts by priority sector and age band, 2024/25, West Yorkshire



- Aside from Digital, 19-24 apprenticeships account for an above-average share of provision in all priority clusters.

Leeds accounts for an above-average share of provision in Life Sciences, Finance and Creative

Figure: Profile of apprenticeship starts by priority sector and local authority, 2024/25, West Yorkshire

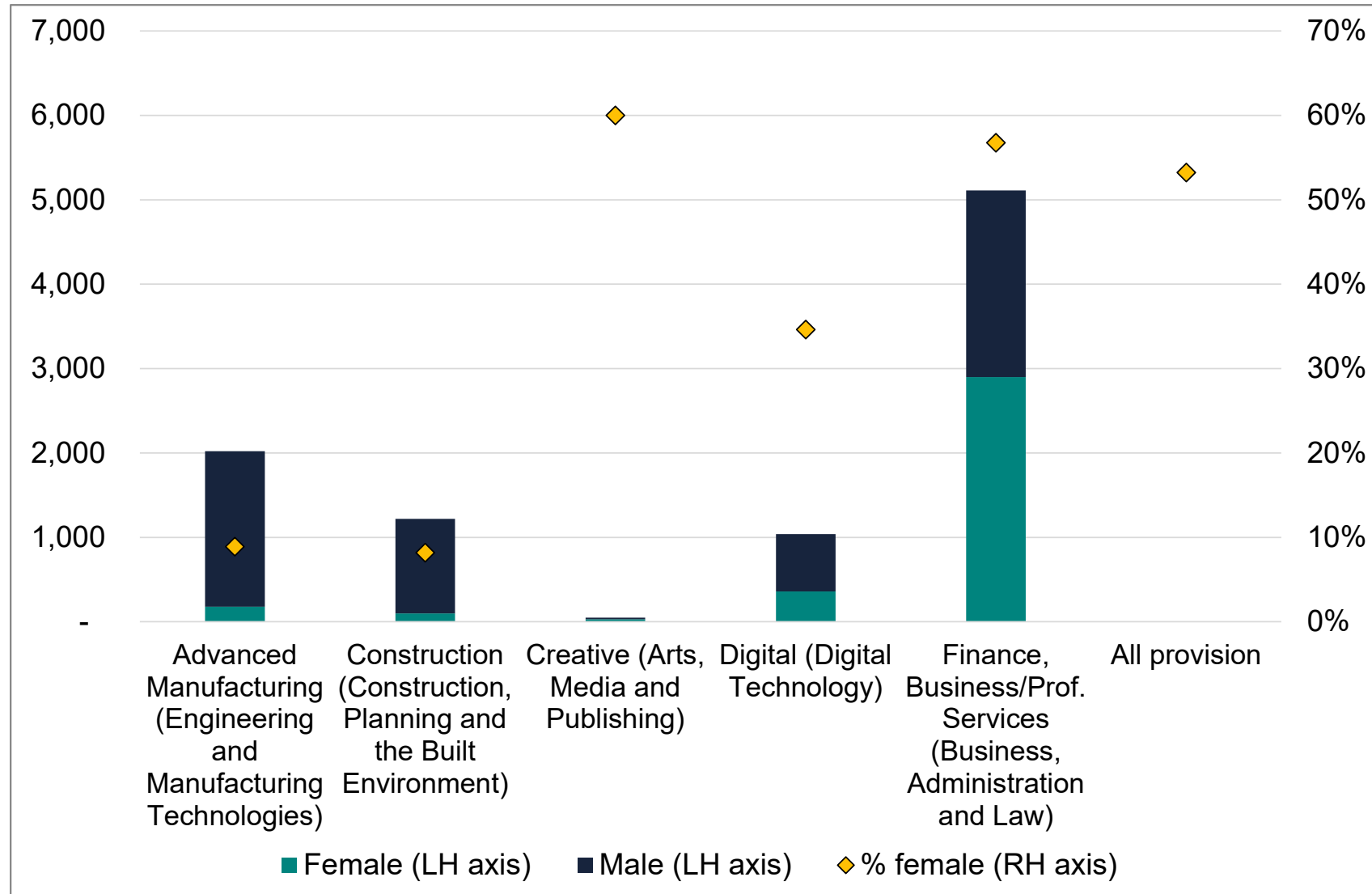


- Each local authority's share of provision at cluster level broadly reflects its overall average share.
- Exceptions include Leeds' share of Life Sciences and Finance provision.
- Calderdale has a very small share of Life Sciences provision but this area of provision is small in absolute terms (total of 94 starts across WY).

Source: Department for Education

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

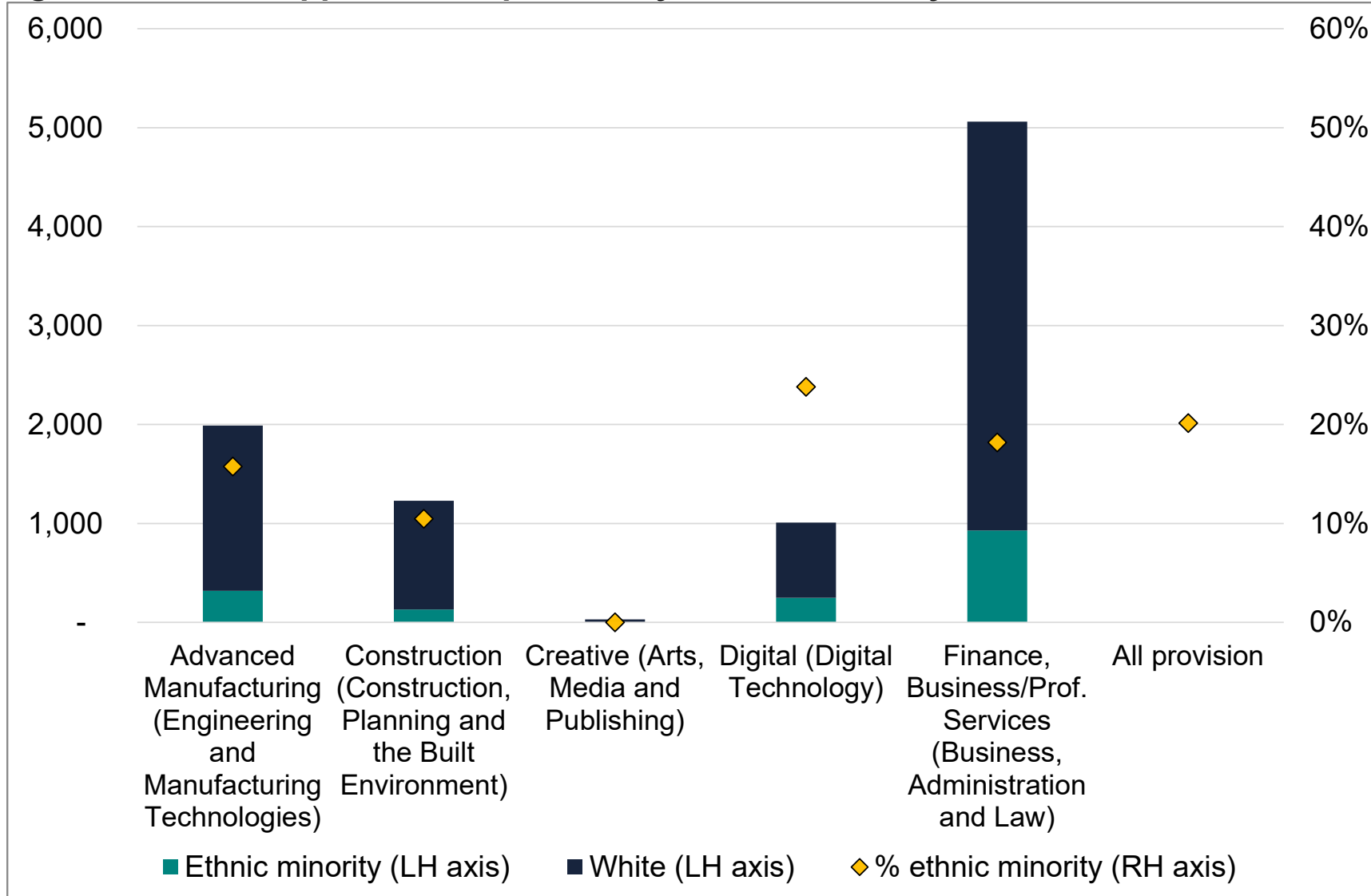
Figure: Profile of apprenticeship starts by learner sex, 2024/25, West Yorkshire



Source: Department for Education

Creative, Advanced Manufacturing and Construction each have a low prevalence of enrolments by ethnic minority learners

Figure: Profile of apprenticeship starts by learner ethnicity, 2024/25, West Yorkshire



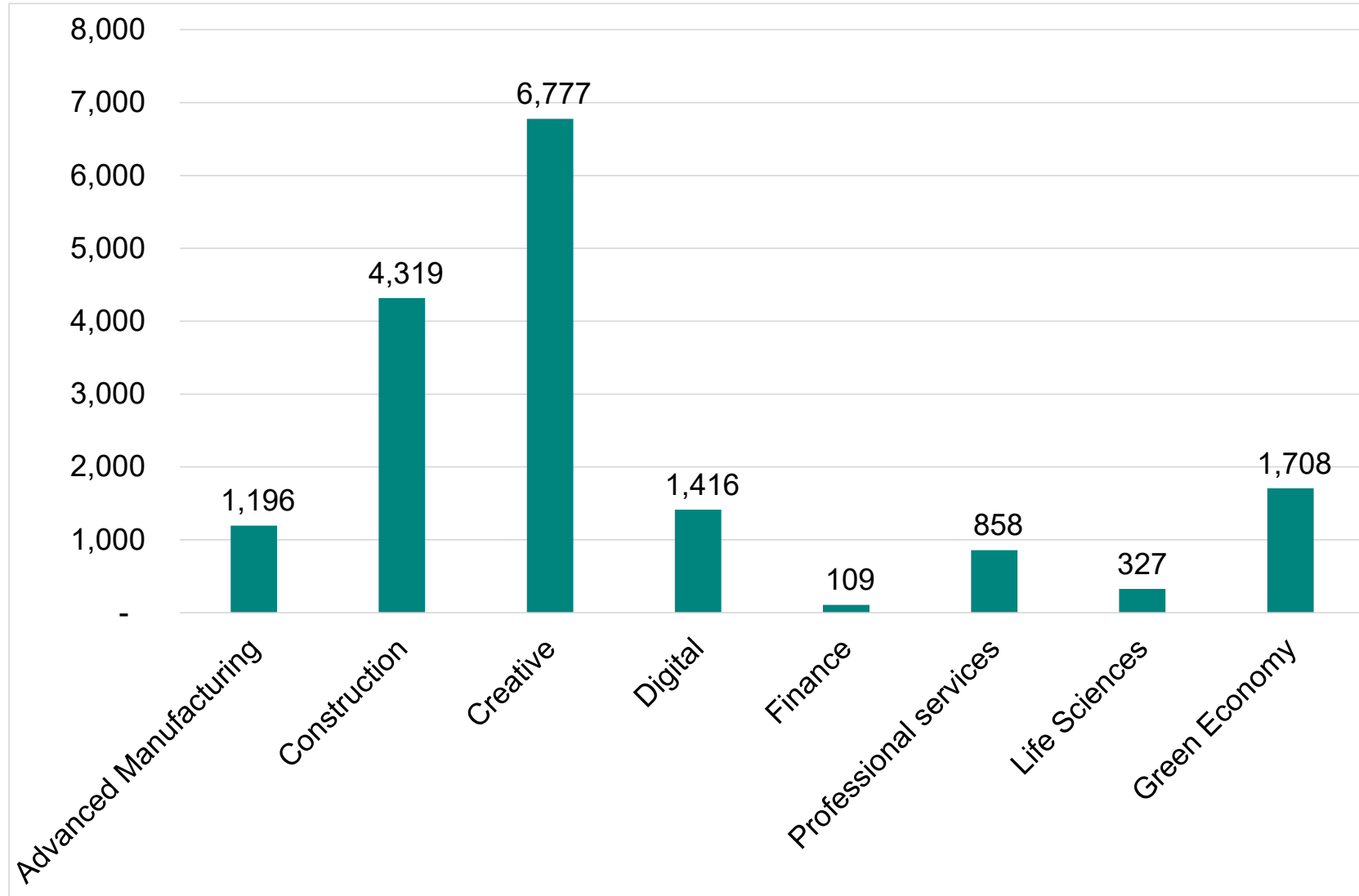
Source: Department for Education



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 Cluster, 2024/25, West Yorkshire

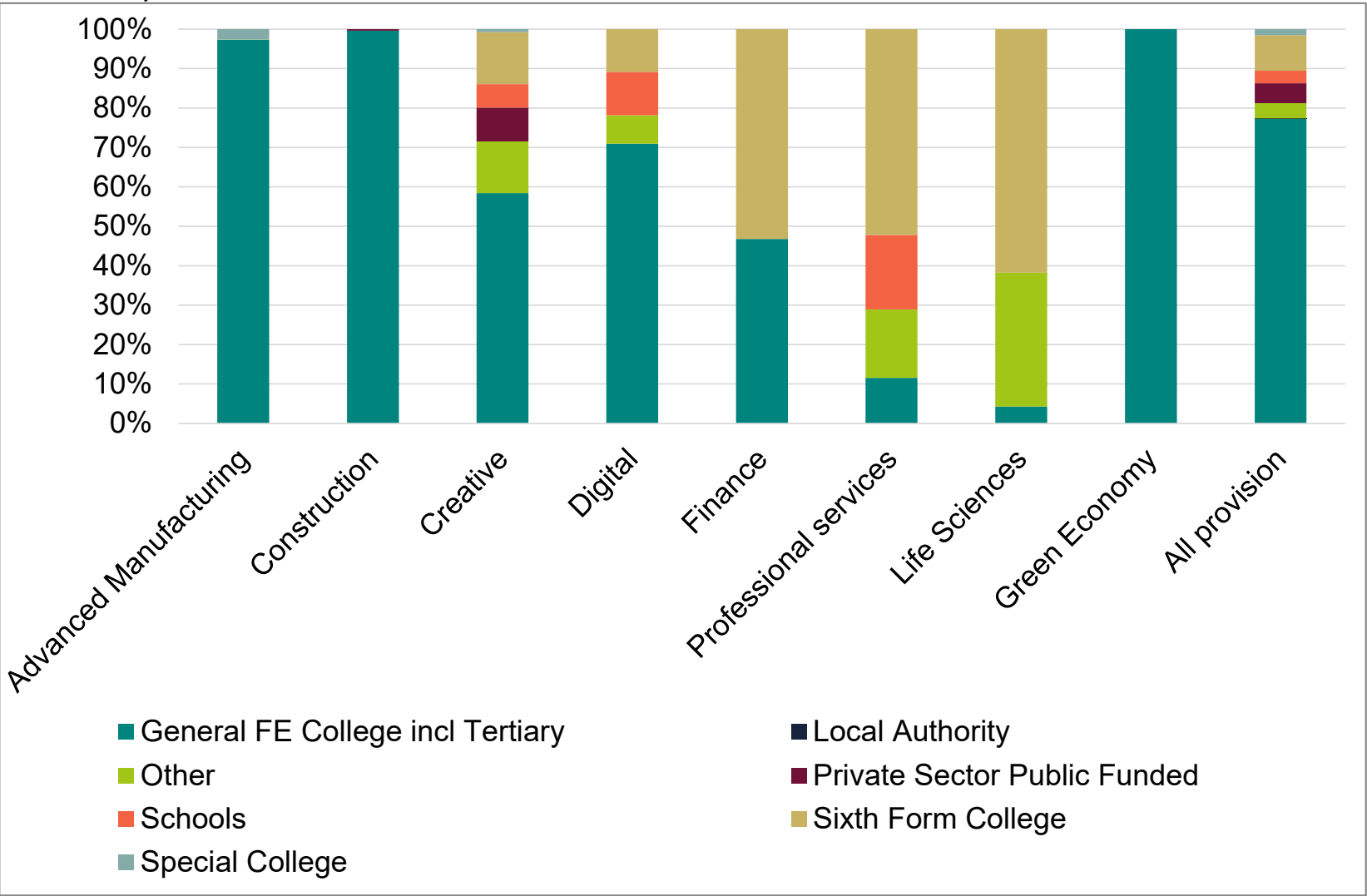


- Enrolments on courses associated with priority clusters account for 20% of total enrolments for this age group.
- Note: Achievement figures not published for under-19 FE. Figures represent count of aim enrolments not unique learners. Enrolment counts exclude GCSEs and A-Levels.

Source: Department for Education

FE Colleges dominate provision for some Clusters but Sixth Form colleges play an important role in others

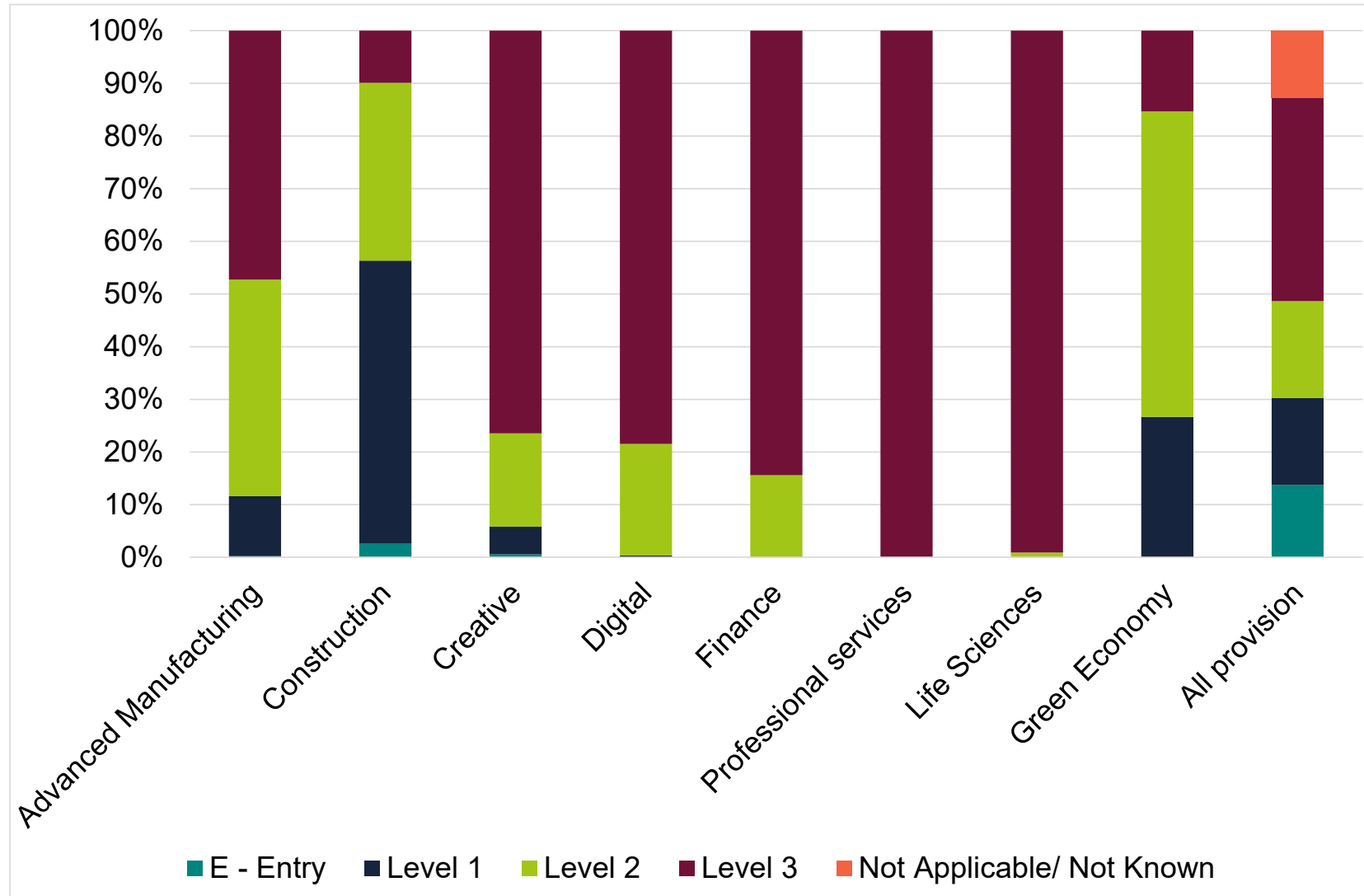
Figure: Profile of enrolments on under-19 further education courses by priority sector and provider type, 2024/25, West Yorkshire



Source: Department for Education

Courses at Level 3 dominate the profile of under-19 provision for most Priority Sectors

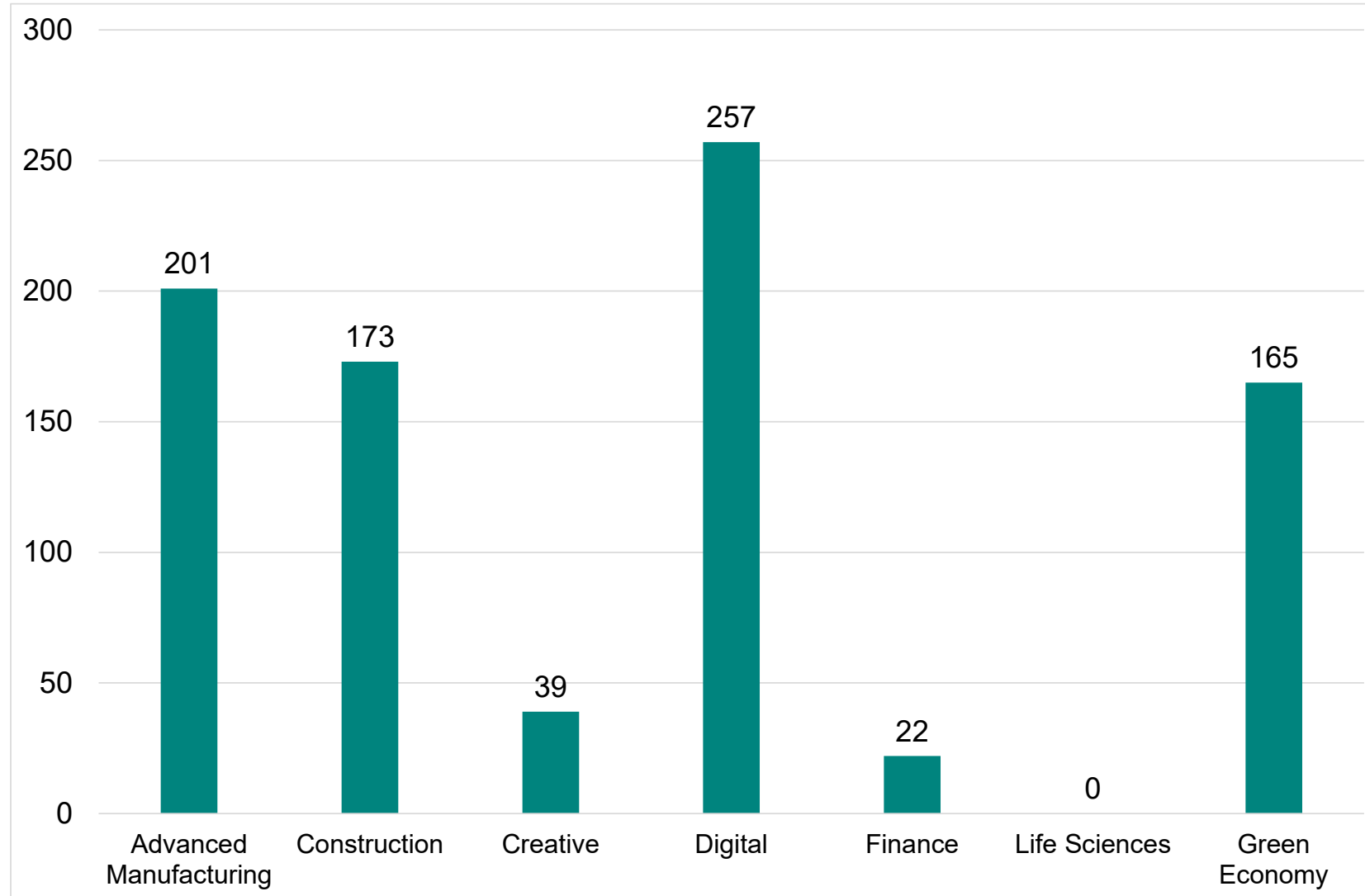
Figure: Profile of enrolments on under-19 further education courses by priority sector and level, 2024/25, West Yorkshire



- Level 2 provision is a major element of Advanced Manufacturing.
- Level 1 and Level 2 enrolments are the main elements of Construction provision.
- In other sectors, Level 3 enrolments account for the bulk of provision, with the exception of Green Economy.

Digital, Advanced Manufacturing and Construction account for a significant number of T-Level enrolments

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



- Enrolments on courses associated with priority clusters account for 41% of total T-Level enrolments.

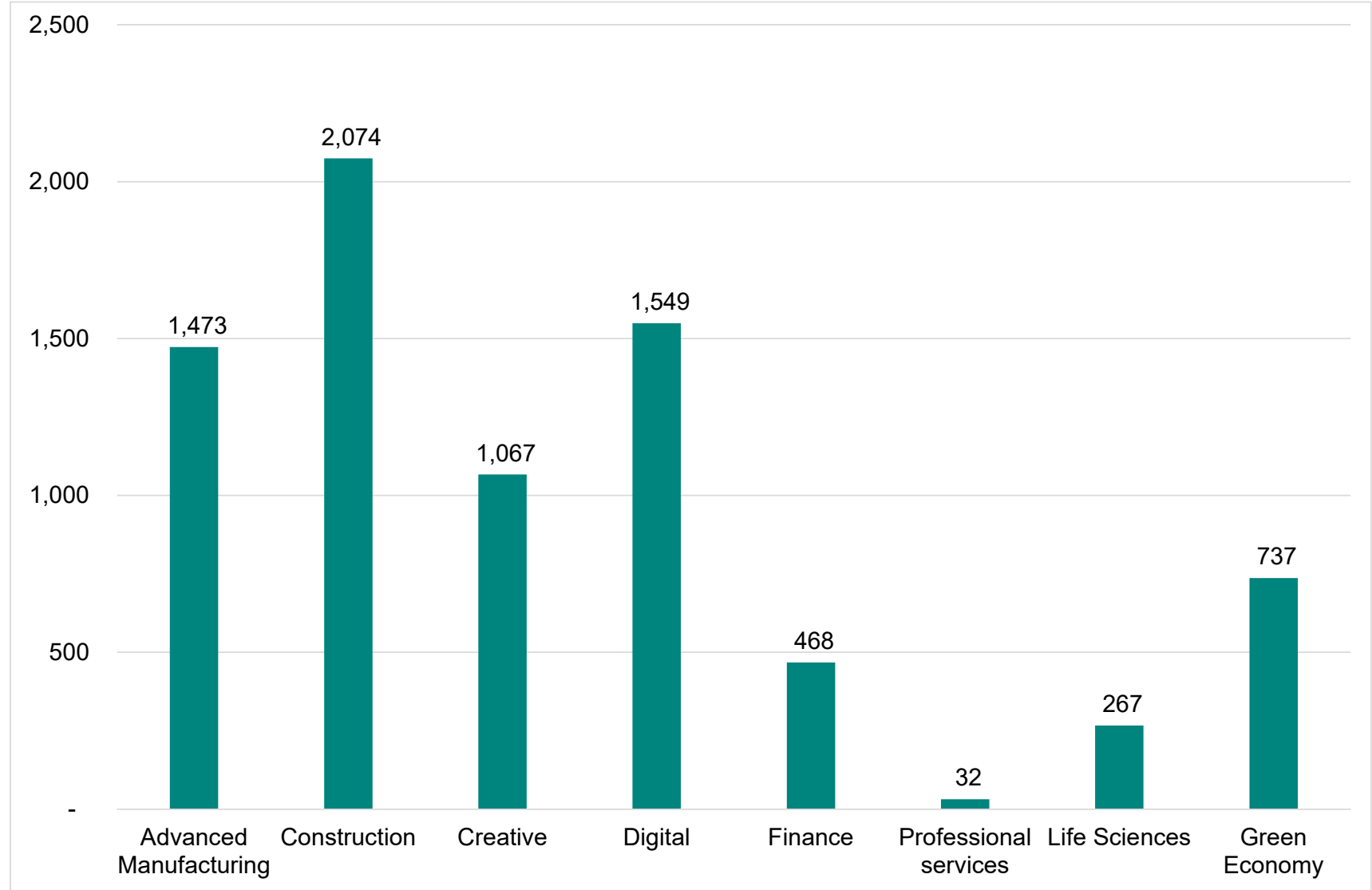
Source: Department for Education



**Adult (19+ Further
Education)**

Construction accounts for the largest number of enrolments in terms of Adult FE provision

Figure: Enrolments on 19+ further education courses by Priority Cluster, 2024/25, West Yorkshire

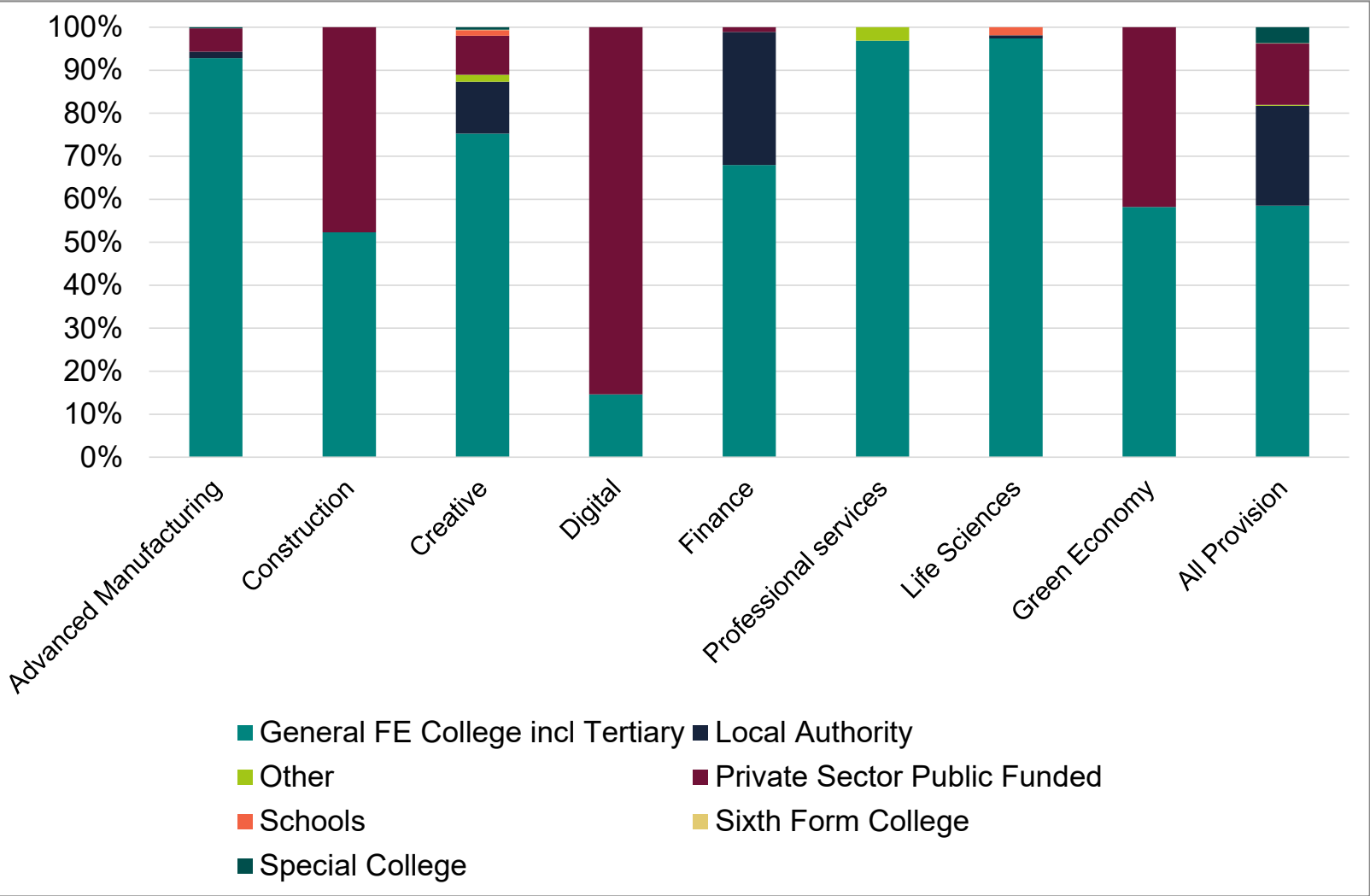


- Enrolments on courses associated with priority sectors account for 9% of total enrolments for this age group.

Source: Department for Education

FE Colleges are the biggest source of provision across Priority Clusters with the key exception of Digital

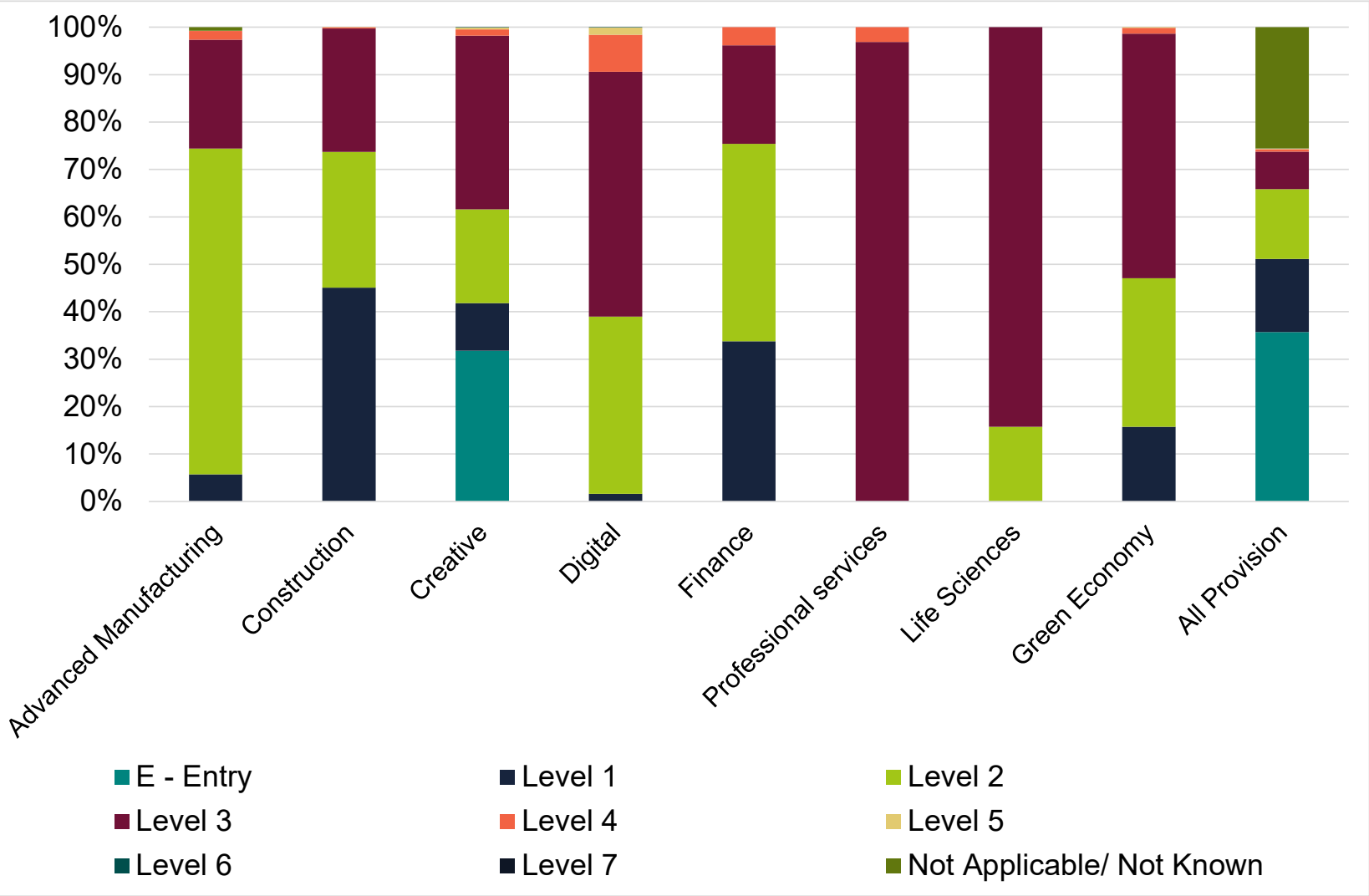
Figure: Profile of enrolments on 19+ further education courses by priority sector and provider type, 2024/25, West Yorkshire



Source: Department for Education

Bulk of provision across Priority areas is at Levels 2 and 3, with Entry level courses significant part of Creative provision and Level 1 courses significant for Construction

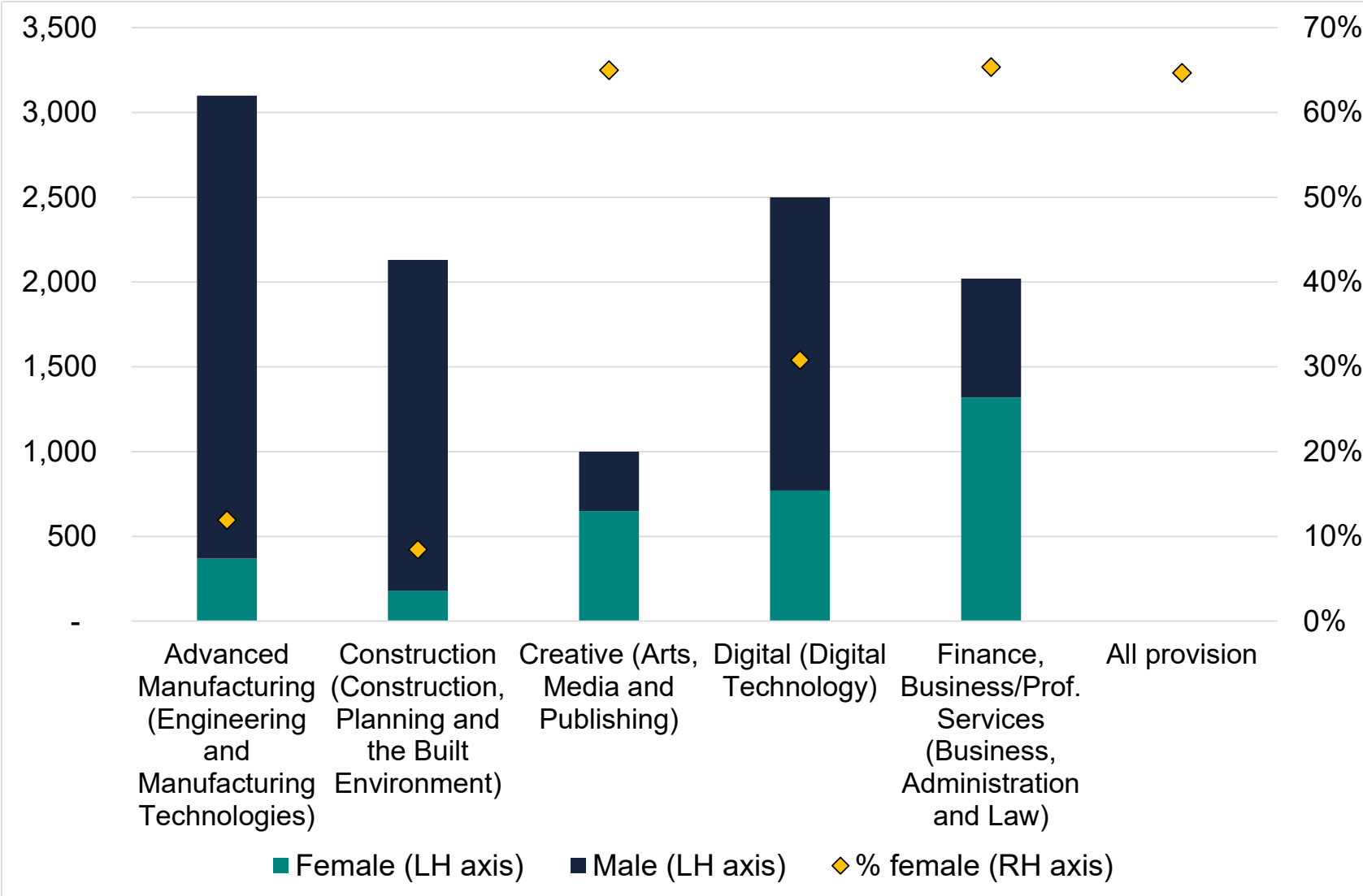
Figure: Profile of enrolments on 19+ further education courses by priority sector and level, 2024/25, West Yorkshire



Source: Department for Education

Female learners have low representation in Advanced Manufacturing and Construction

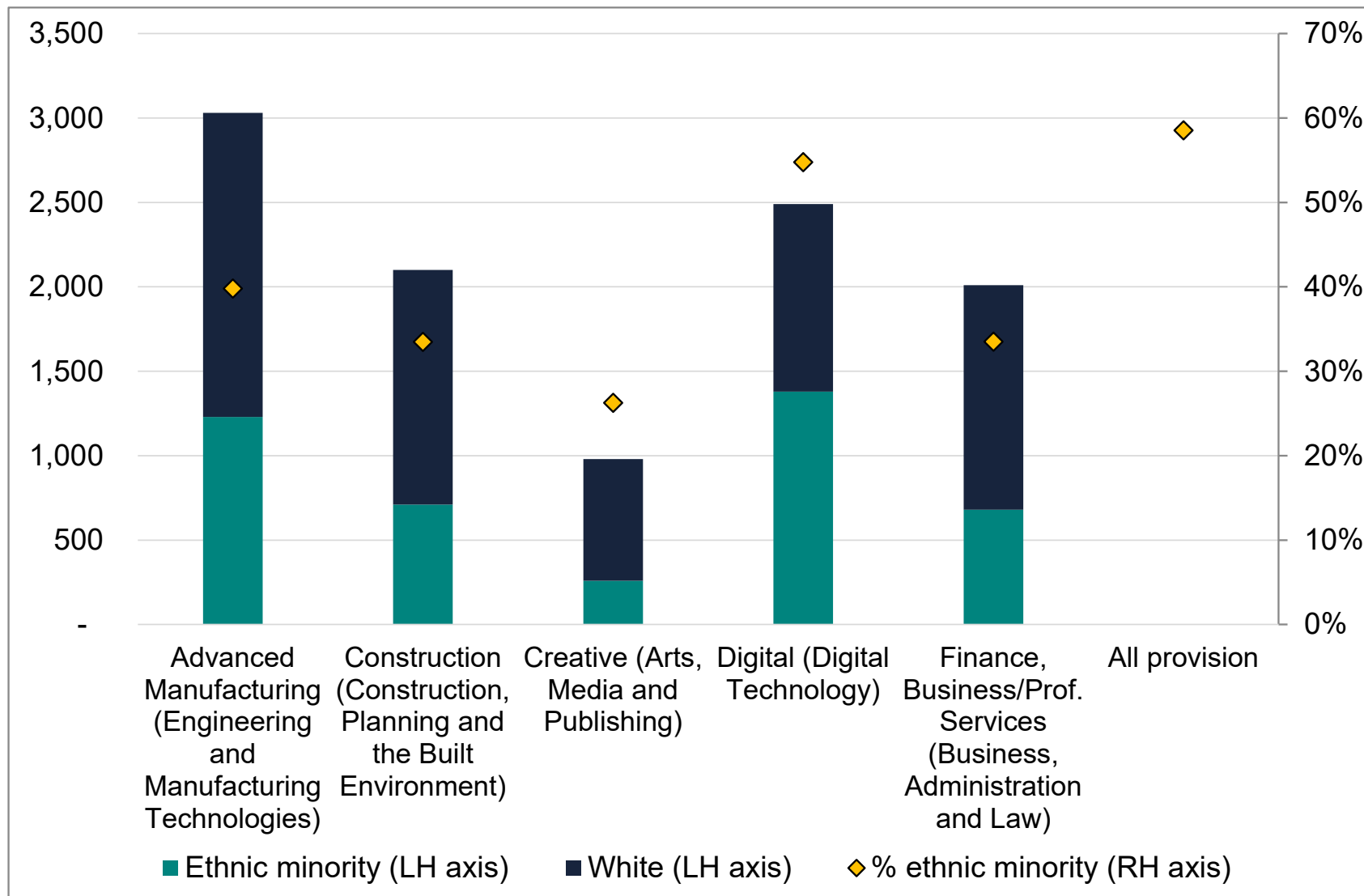
Figure: Profile of 19+ Further Education enrolments by learner sex, West Yorkshire



Source: Department for Education

Ethnic minority learners are most strongly represented in Digital

Figure: Profile of 19+ Further Education enrolments by learner ethnicity, West 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

Cluster	Subject
Advanced Manufacturing	10 Engineering and technology
Construction	13 Architecture, building and planning
	10-01-07 Civil engineering
Creative	24 Media, journalism and communications
	25 Design, and creative and performing arts
Digital	11 Computing
Finance	17-01-07 Finance
	17-01-08 Accounting
Life Science	02-05-03 Biomedical sciences (non-specific)
	03-01-01 Biosciences (non-specific)
	03-01-02 Biology (non-specific)
	03-01-04 Microbiology and cell science
	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
Professional and business services	16 Law

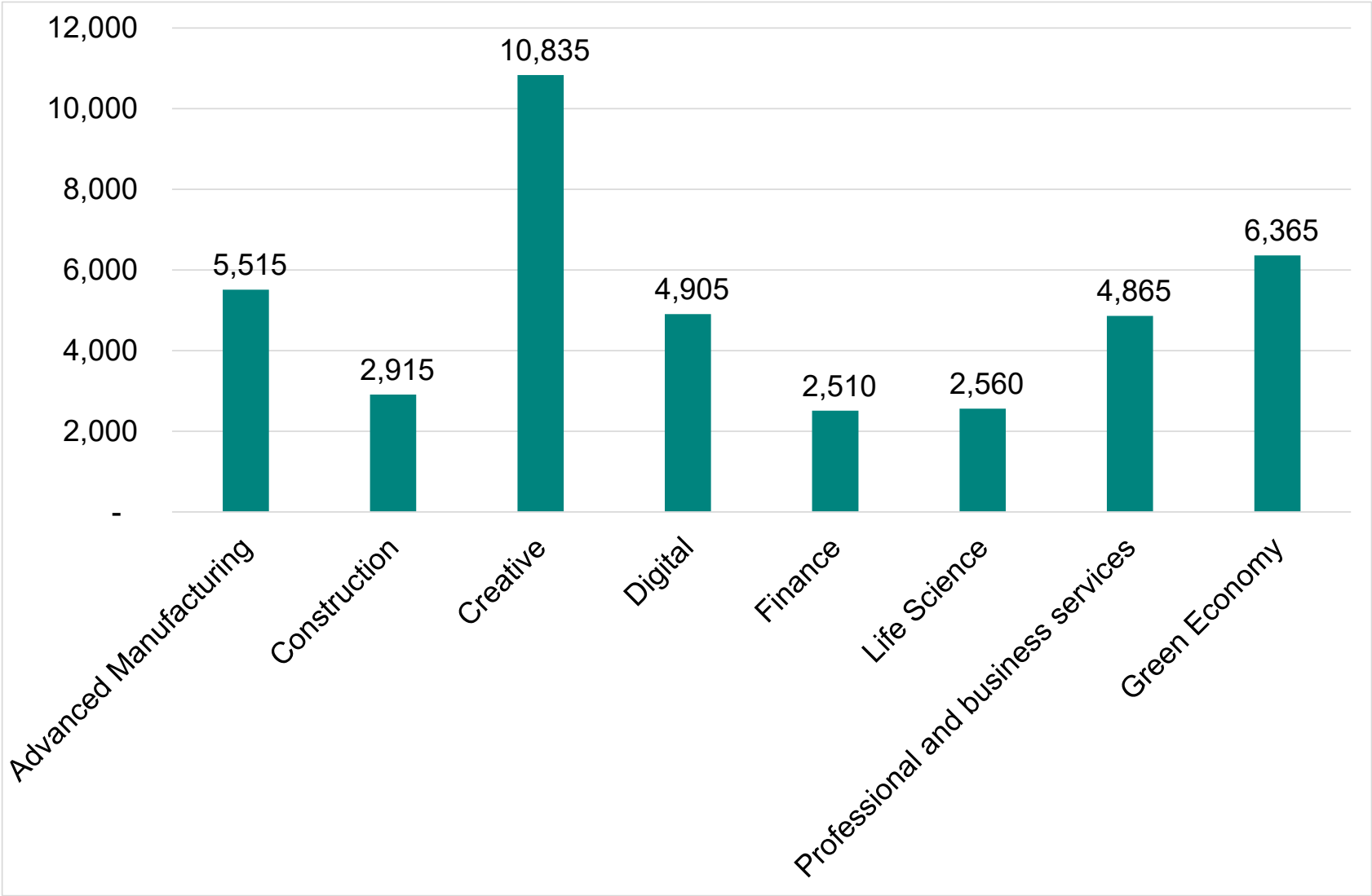
Provision is assigned to each Priority Cluster based on relevance of HE subject categories

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 06 Agriculture, food and related studies 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

Creative is the largest cluster in terms of HE enrolments

Figure: Enrolments on higher education courses by Priority Sector, 2024/25, West Yorkshire



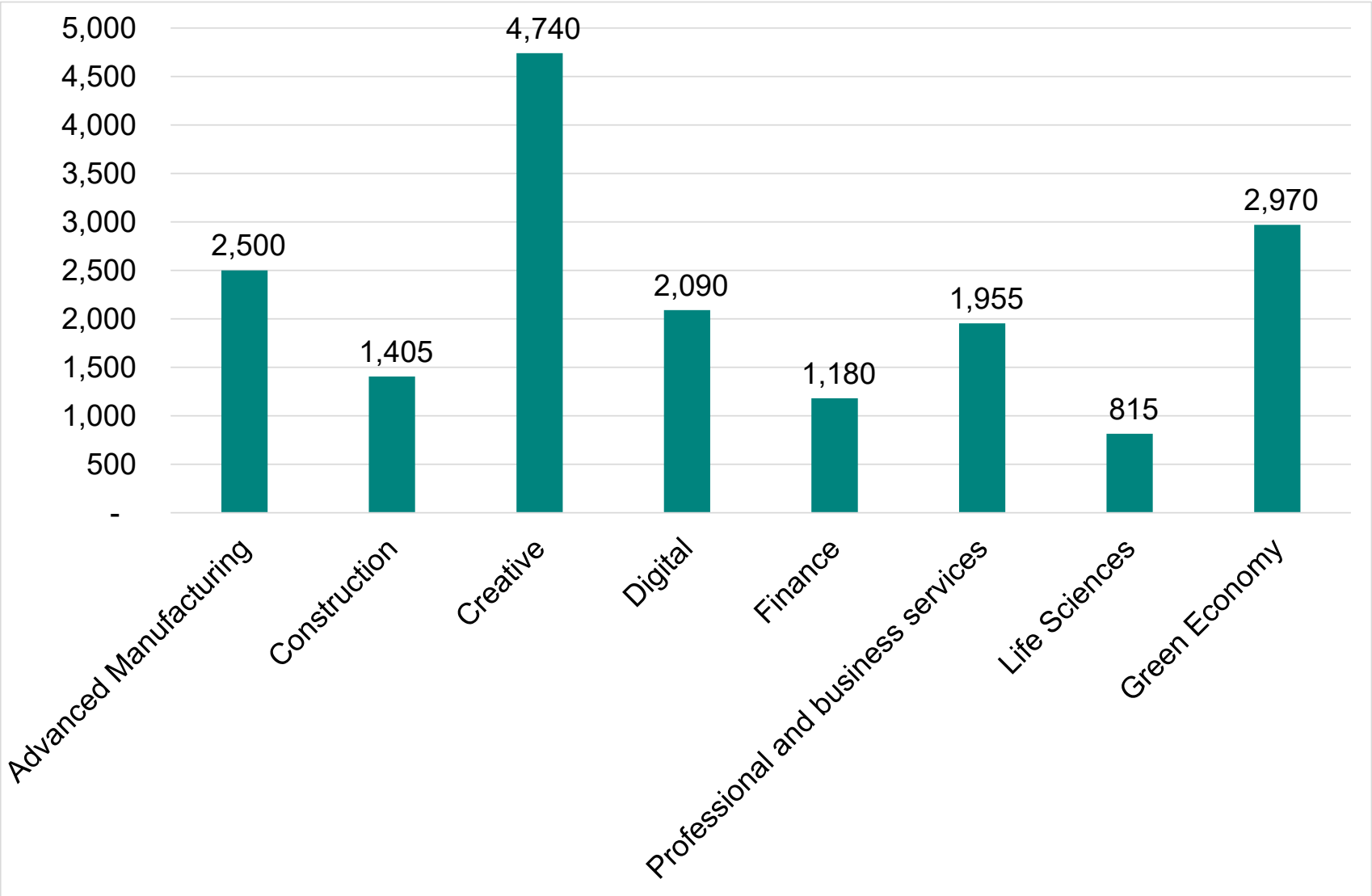
Enrolments in priority sectors account for 35% of total HE enrolments.

Figures relate to enrolments at West Yorkshire institutions classed as HE providers by HESA.

Source: HESA/JISC

Profile of qualifiers by Priority Cluster is similar to profile of enrolments

Figure: Higher education qualifiers by Priority Sector, 2024/25, West Yorkshire



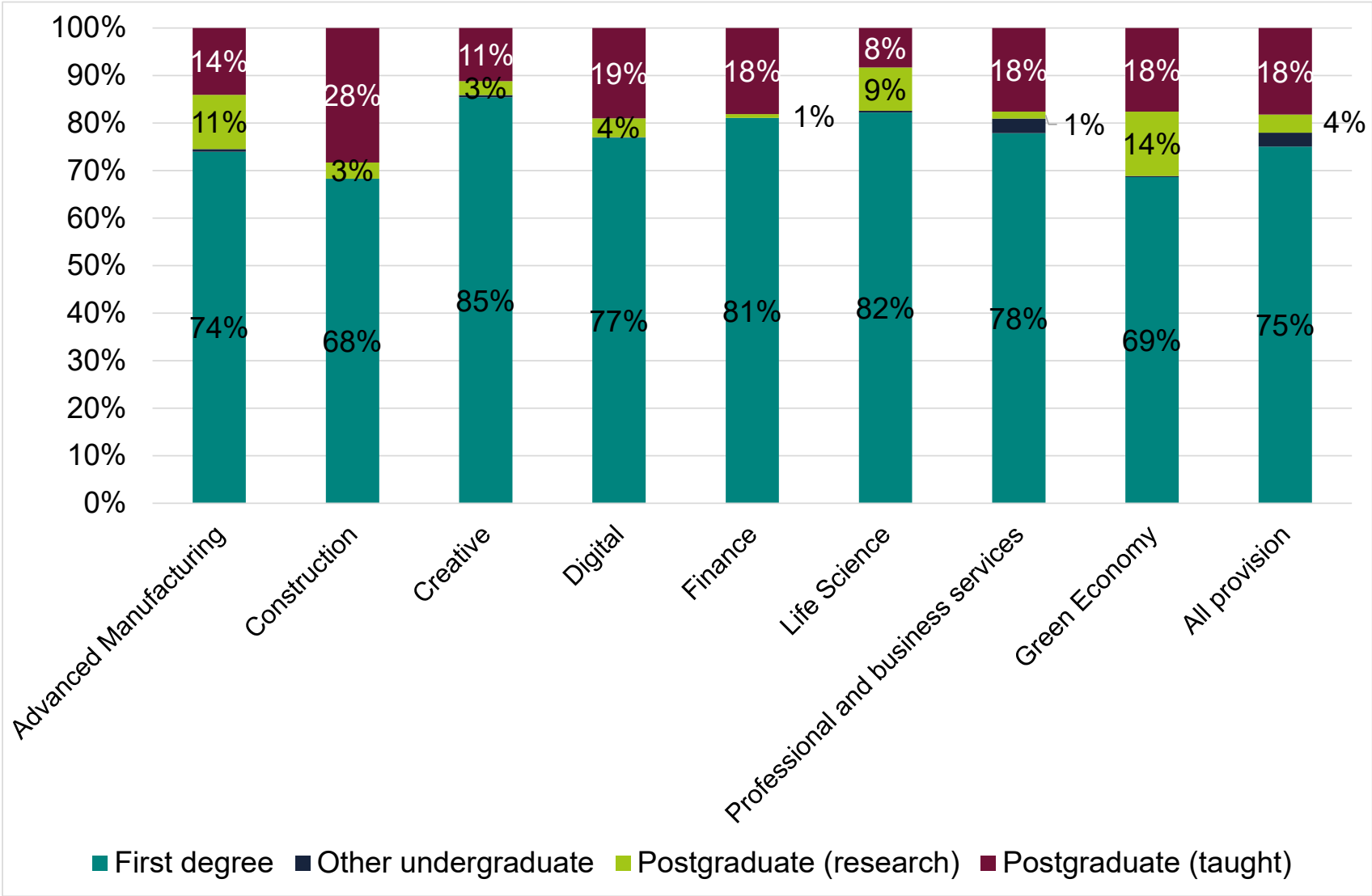
Source: HESA/JISC

Qualifiers from priority sectors account for 35% of total HE qualifiers.

Figures relate to qualifiers at West Yorkshire institutions classed as HE providers by HESA.

Provision is predominantly at First Degree level

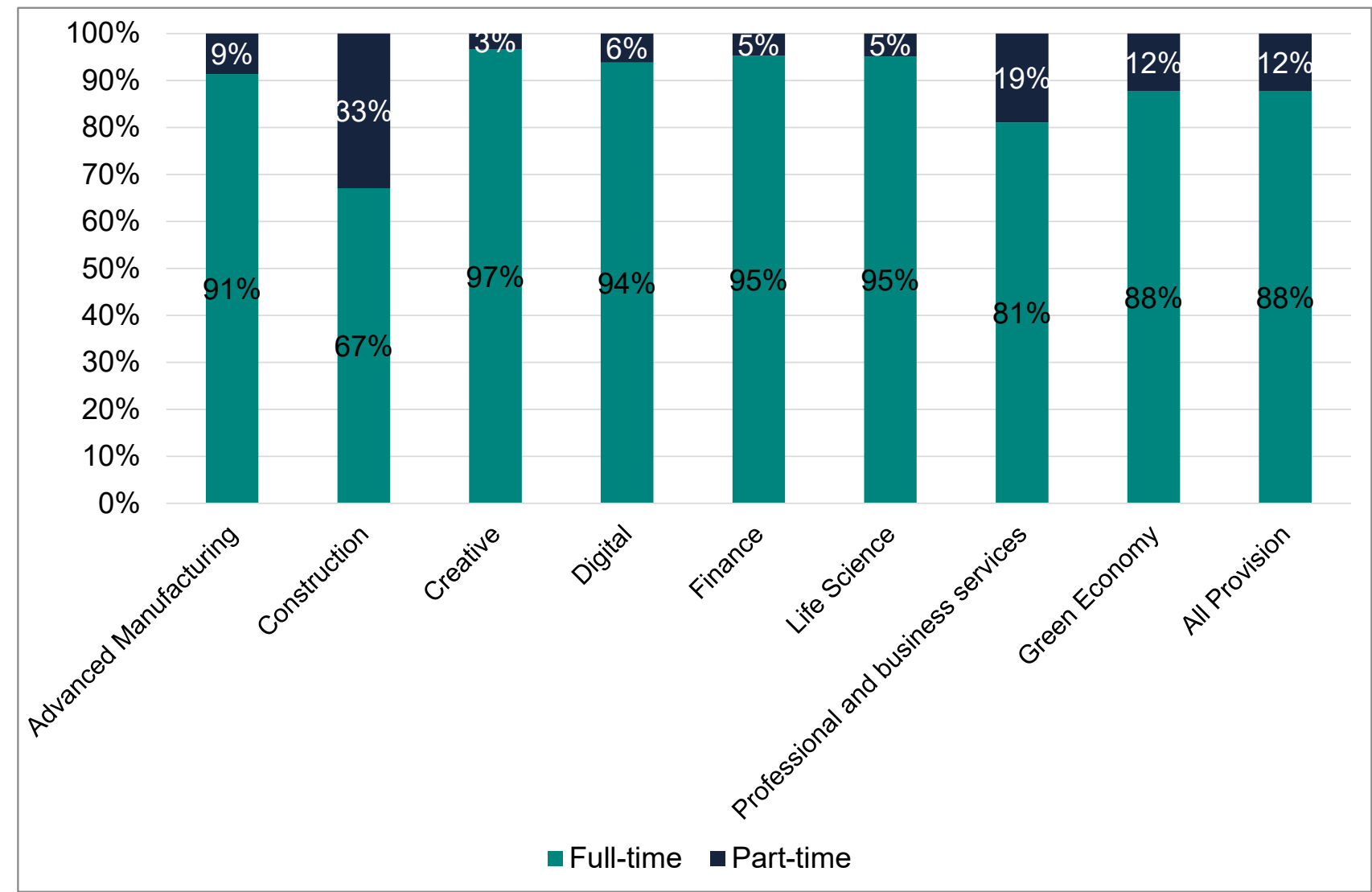
Figure: Enrolments on higher education courses by Priority Sector and level, 2024/25, West Yorkshire



Source: HESA/JISC

Provision is predominantly full-time - Construction and Professional and business services have the highest levels of part-time courses

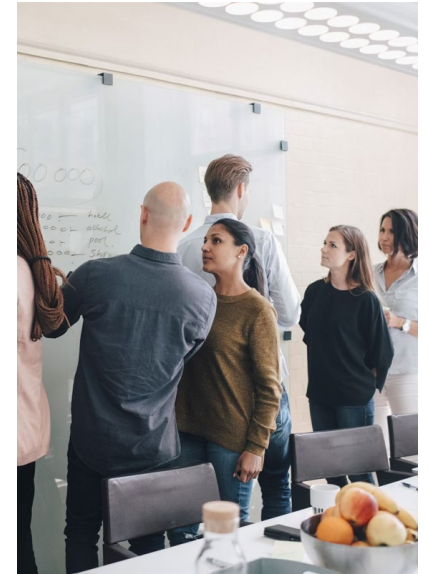
Figure: Enrolments on higher education courses by Priority Sector and mode, 2024/25, West Yorkshire



Source: HESA/JISC

The role of Employers

1. Offer more work-based learning opportunities
2. Help shape curriculum and training
3. Invest in workforce development
4. Engage with LSIP governance and intelligence gathering
5. Support inclusion and progression
6. Improve workforce planning and productivity



1. Offer more work-based learning opportunities

Businesses are asked to provide:

- Apprenticeships
- T Level industry placements
- Work experience placements
- Meaningful work-based learning opportunities
- Employer talks, site visits and careers encounters

2. Help shape curriculum and training

The LSIP calls for:

- Employer curriculum co-design
- Input into training content
- Participation in provider advisory groups
- Feedback on emerging skills needs

This is intended to ensure provision remains aligned to labour market demand and priority sectors.

3. Invest in workforce development

Employers are encouraged to:

- Upskill existing staff
- Reskill staff as technology changes
- Invest in leadership and management development
- Take advantage of flexible training, CPD and modular learning

Employer survey evidence showed a strong majority of businesses expect to increase workforce skills and invest in training over the next 12 months.

4. Engage with LSIP governance and intelligence gathering

Businesses are asked to:

- Participate in sector roundtables
- Respond to skills surveys
- Join employer forums
- Contribute labour market intelligence
- Support sector skills planning and LSIP reviews

The LSIP identifies ongoing employer dialogue as a core part of delivery and monitoring

5. Support inclusion and progression

Employers are encouraged to:

- Recruit from under-represented groups
- Improve workforce diversity
- Provide progression routes into higher-skilled roles
- Offer opportunities for young people and disadvantaged groups

This is particularly highlighted in engineering, construction, digital and STEM sectors.

6. Improve workforce planning and productivity

The roadmap calls for employers to:

- Invest in skills planning
- Support in-work progression
- Engage with the Growth and Skills Levy and Lifelong Learning Entitlement
- Adopt good employment practices and fair work approaches

The intended outcome is improved productivity, retention and workforce resilience.



The provider reporting ask

A concise, evidence-based return showing how delivery contributes to West Yorkshire LSIP priorities.

EVERY 6 MONTHS

HEADLINES ONLY

≤100 WORDS

Reporting periods

30 July to 29 January • 30 January to 29 July



Focus only on activity delivered in the period that directly supports an LSIP priority, priority sector or cross-cutting skills need.



1. Give the overall position

Start with a short, evidence-based summary of progress, outcomes and delivery confidence.

01

Overall RAG

Green, amber or red

02

Progress

Headline delivery this period

03

Outcome

Most significant change

04

Risk

Main barrier or delay

05

Ask

Support or decision required

RAG meaning

GREEN

On track

AMBER

At risk

RED

Off track

Keep the summary concise and consistent with the detailed sector evidence.



2. Report relevant priority-sector delivery

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

 Advanced Manufacturing & Engineering	 Financial & Professional Services
 Construction	 Green Economy
 Creative & Cultural Industries	 HealthTech & Life Sciences
 Digital & Technology	

For each relevant sector

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

ALSO CAPTURE • Cross-cutting contribution • Supporting themes • Curriculum changes • Unmet demand





3. Show organisation-wide change

Summarise **progress** across the provider, without repeating the sector pages.

1 Align provision

to LSIP priorities

2 Expand opportunity

flexible and higher-level skills

3 Recruit learners

to priority provision

4 Support progression

into jobs or further study

5 Work with employers

to shape and deliver provision

6 Ensure access

for all learner groups

Provide a link to the accountability statement or other relevant supporting documents.



West
Yorkshire
Combined
Authority

Tracy
Brabin
Mayor of
West Yorkshire

4. Evidence, assure, submit

Evidence can draw on provider management information, curriculum records, employer engagement records, 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
- ✓ Use “Nil return” where applicable and explain why
- ✓ Include evidence links and anonymised case studies
- ✓ Secure approval from an authorised senior lead



Good reporting is concise, comparable and evidence-led.

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, WYCA or partners to address it?
- How will you know in two years' time that the LSIP has made a difference?

Contact us

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- Skills@wnychamber.co.uk



LOCAL SKILLS IMPROVEMENT PLAN

Developing future skills for the local economy

