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WARWICKSHIRE LOCAL SKILLS IMPROVEMENT PLAN

ANNEX B: AGREED ACTIVITIES



Coventry & Warwickshire
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LSIP

Local Skills
Improvement Plan
Warwickshire



Priority 1: Strengthening Leadership & Management Capability Through Work-Integrated Development						
Action	Specific delivery activities	Lead organisation(s)	Supporting partners	Indicative timescales & milestones	Expected outcomes	Monitoring & measurement
Utilise Warwickshire Skills Hub (and other, digital engagement) as a clear, coordinated “Front Door” for leadership and management support in the county, by bolstering capacity and raising awareness of the support available	Build/standardise L&M offer directory; integrate brokerage and L&M diagnostics; launch awareness campaign; establish referral routes to education providers	Warwickshire Skills Hub; ERB	Education Providers; Sector bodies; employers	Ongoing	Employers have a clear, visible, trusted single entry point for L&M support. Improved awareness of training, delivery formats and funding options. More employers, especially SMEs, access brokerage and diagnostic support.	Employer reach: Number of businesses accessing L&M advice/diagnostics via the Hub. Engagement quality: Employer ratings on clarity, relevance and ease of navigation. Conversion metrics: % of referrals that translate into actual L&M training uptake. SME participation: Increased share of SMEs receiving support through the Hub.
Develop modular, flexible and SME-focussed	Co-design modular, pathways from L3-L5+, building on LSIF L&M provision to support first-time managers,	Warwickshire County Council; Warwickshire Skills Hub;	ERB; employers	Codesign in year 1, delivery in years 2-3	A suite of short, stackable modules (Levels 3–5+) tailored for first-time, aspiring and experienced managers.	Uptake and completion: Number of participants enrolled in modular pathways; module-by-module completion rates.

leadership pathways	aspiring leaders and experienced supervisors); define “pick and mix” menu; map stackability into qualifications; agree delivery modes and progression routes	Education Providers			Employers able to ‘pick and mix’ modules aligned to immediate operational needs. Greater flexibility for SMEs with limited release capacity.	Progression data: Number progressing from standalone modules to full pathways or qualifications. Employer satisfaction: Feedback on relevance, flexibility and immediate workplace applicability. SME engagement growth: Year-on-year rise in SME participation in modular learning
Embed work-integrated and experiential learning approaches	Develop a suite of templates for live L&M workplace projects; develop mentoring/coaching follow-up model for provision	Education Providers	ERB; Warwickshire Skills Hub; Employers	Pilot year 1; expanded delivery years 2-3	L&M programmes incorporate live projects, workplace problem-solving and reflective practice. Employers receive structured follow-up (coaching, mentoring, applied tasks). Learning becomes more practical and immediately applicable.	Behavioural change indicators: Pre- and post-training assessments of confidence, communication and management capability. Applied learning evidence: Submission and evaluation of workplace projects or reflective logs. Employer-reported improvements: Productivity, team functioning, reduced conflict/escalations. Follow-up engagement: % of participants receiving coaching/mentoring and its reported value.

Expand flexible, blended and on-site delivery models	Explore innovative approaches to delivering flexible L&M provision, including: • bite-sized sessions (typically up to three hours or half-day formats), • on-site workplace delivery where possible, • hybrid models that combine face-to-face learning with online flexibility, and • recorded content to allow asynchronous access. Ensure rural/shift-friendly scheduling	Education Providers; Warwickshire Skills Hub	ERB; Employers	Diversify delivery modes in year 1; broaden geographic and sector reach years 2-3	Greater availability of bite-sized sessions, hybrid formats and onsite delivery. Reduced time-release constraints for employers. Increased accessibility for shift-based, rural and high-pressure sectors.	Delivery mode mix: % of provision delivered through hybrid, onsite or bite-sized models. Accessibility metrics: Attendance rates across rural, shift-based and SME employers. Time-release improvement: Employer reports of reduced operational disruption.
Strengthen Employer-Education Provider Collaboration and Co Design	Establish standing co-design panels; embed employer-defined case studies; create continuous improvement loop (with review points for each cohort)	Warwickshire Skills Hub; ERB; Education Providers	Employers	Year 1: agree co-design structure; Year 1–3: iterative co-design cycles	Employers involved in shaping content, delivery, case studies and assessment models. Provision becomes more sector-specific and responsive.	Co-design participation: Number and diversity of employers engaged in co-design activities. Curriculum adjustments: Frequency of employer-driven content updates. Quality feedback: Employer evaluation of programme relevance and alignment with real-world challenges.

					Continuous improvement loops between employers and education providers.	Partnership strength: Repeat involvement rates from employer contributors.
Improve Flexibility in Funding and Remove Barriers to Participation	Design funding propositions and guidance; simplify eligibility and employer-facing comms; develop SME subsidy/backfill models	Warwickshire County Council	Skills England; Education Providers; ERB	Milestone: Adult Skills Fund from Aug 2026; implement across years 1-3	Clearer guidance on funding routes, eligibility and supported modular provision. More flexible Adult Skills Fund and apprenticeship funding mechanisms. Subsidies/backfill support enabling SME participation.	Barrier reduction: Decline in employers citing cost/funding complexity as a barrier (survey measure). SME subsidy utilisation: Volume of SMEs benefiting from subsidised or co-funded provision. Budget reach: Proportion of L&M training financed via devolved funding streams.
Embed inclusive, health-aware and people-focussed leadership practices	Embed inclusive management, wellbeing leadership, and people-centred approaches as core components of L&M pathways; develop sector adaptations (e.g., care/hospitality); embed signposting to aligned initiatives	Education Providers	Warwickshire Skills Hub; ERB; Employers	Embed into curricula in year1; scale across cohorts in years 2-3	L&M programmes include wellbeing, inclusive leadership and emotional intelligence. Managers better equipped to support staff mental health, wellbeing and inclusion. Improved leadership quality in people-intensive sectors (care, hospitality).	Wellbeing indicators: Changes in staff engagement, wellbeing and satisfaction measures. Retention trends: Reduction in turnover in participating organisations. Leadership behaviours: Increased use of inclusive and wellbeing-focused practices (self-assessment + employer feedback).

Develop a clear, consistent, co-designed approach to measuring impact	Co-design shared outcomes/definitions; agree common tools and reporting schedule; publish ROI case studies	Education Providers; Warwickshire Skills Hub	ERB; Employers	Design framework year 1; adoption and reporting in years 2-3	A county-wide impact measurement framework for L&M development. Shared definitions of success across education providers and employers. A stronger evidence base for L&M return on investment.	Framework adoption: Number of education providers implementing the standardised impact model. Outcome reporting: Regular data on productivity, retention, engagement and absence improvements. ROI case studies: Volume and quality of employer case studies shared across sectors. Continuous improvement: Evidence of iterative programme enhancements based on impact data.
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Priority 2: Building Digital, Data and AI Confidence to Support Technology Adoption						
Action	Specific delivery activities	Lead organisation(s)	Supporting partners	Indicative timescales & milestones	Expected outcomes	Monitoring & measurement
Utilise Warwickshire Skills Hub (and other, digital engagement) as a clear, coordinated “Front Door” for digital skills support in the county, by bolstering	Create a short, employer-friendly diagnostic tool assessing current digital capability across roles (not just IT staff), level of AI awareness and usage, data security, GDPR and governance confidence,	Warwickshire Skills Hub; Education Providers	ERB; Sector bodies; Employers	Launch digital readiness diagnostic year 1; ongoing brokerage years 2-3	Employers access a trusted single-entry point for digital and AI skills support. Increased awareness of digital training options, funding	Number of employers completing digital/AI readiness diagnostics. Employer satisfaction with clarity, relevance and ease of navigation.

capacity and raising awareness of the support available	and business readiness for adoption (processes, culture, leadership). Ensure outputs translate directly into recommended training (e.g. introductory AI awareness, sector-specific tools, governance and safe use). Train Skills Hub advisers to use the diagnostic as part of first contact with employers and explore integrating the tool into a “no wrong door” approach so referrals from any partner route into the same system.				routes, and diagnostic tools. More employers, especially SMEs, receive tailored digital readiness assessments and brokerage support.	Conversion rate from diagnostic to actual training. Growth in SME engagement via the Skills Hub.
Expand modular, flexible and sector specific digital and AI training	Co-design a common modular framework covering: • AI basics and literacy (“What is AI?”, opportunities and limits), • data literacy for non-technical roles, • cyber hygiene and data protection, • sector-specific tools (e.g. digital construction, logistics automation, AI in care admin, creative tech).	Education providers	Warwickshire Skills Hub; employers; ERB	Pilot modular offer in year 1; Scale sector-specific modules in years 2-3	A suite of short, stackable digital and AI modules, including AI basics, data literacy, cyber hygiene, and sector-specific content. Employers able to ‘pick and mix’ modules aligned to business needs. Increased flexibility and uptake among SMEs.	Number of learners enrolled in digital/AI modules, completion rates per module. Progression data from modules into longer pathways or qualifications. Employer satisfaction with relevance, accessibility and workplace applicability. Growth in SME participation in digital training.

	Ensure modules are time-efficient and can be combined into pathways. Work with employers to contextualise sector-specific content. Avoid generic cross-sector training where relevance is low.					
Scale work-integrated digital and AI learning	Deploy education providers or digital specialists to review business processes, identify quick-win digital or AI applications, and demonstrate tools using live business data (where appropriate); build short “learn–apply–reflect” activities into training; offer post training implementation support through follow-up sessions.	Education providers; Warwickshire Skills Hub	Employers	Pilot on-site support in year 1; scale adoption and support in years 2-3	More hands-on, applied digital training, including workplace demonstrations, adoption visits, implementation support and coaching. Stronger alignment between training content and real workplace processes.	Evidence of workplace application (use-case demonstrations, implementation plans). Employer-reported improvements in productivity, efficiency or workflow. Uptake of follow-up coaching/implementation support.
Develop and support digital champions and peer learning networks	Define the digital champion role; identify champions and provide training to support AI & digital understanding with toolkits and guidance resources; utilise network to share	Warwickshire Skills Hub; ERB	Employers; providers	Establish network year 1; expand across sectors years 2–3	Establishment of a Warwickshire Digital Champions Network to support peer learning and internal adoption. Sector-specific champions capable of supporting colleagues	Pre- and post-training assessments of digital confidence and capability. Number of champions trained and active across sectors. Participation in peer-learning, communities

	case studies and best practice				and reinforcing digital confidence.	of practice and knowledge-sharing sessions. Employer feedback on the effectiveness of champions in driving internal adoption.
Increase inclusion and widen access to digital and AI skills	Deliver community based digital learning with access and confidence support; integrate basic digital provision with soft skills (communication; critical thinking; decision-making skills needed to interpret AI outputs).	Warwickshire Skills Hub	Community hubs; Education providers; employers	Priority groups identified in year 1; participation scaled in years 2-3	Broader access to digital skills training for groups at risk of digital exclusion. Availability of accessible, jargon-free, community-based digital learning. Integration of soft skills (communication, decision-making, critical thinking) into digital learning.	Participation rates among priority groups and underserved communities. Digital access metrics (device access, connectivity support, community hub usage). Pre- and post-programme digital confidence assessments. Employer feedback on improved workplace performance and inclusion.

Priority 3: Developing a Future Ready Workforce Through Enhanced Work Readiness and Entry Pathways						
Action	Specific delivery activities	Lead organisation(s)	Supporting partners	Indicative timescales & milestones	Expected outcomes	Monitoring & measurement
Strengthen and Map Clear, Coherent Entry Pathways into Employment	Develop and publish a Warwickshire “First Step” Pathway into employment. Coordinate placements, micro-placements and early employer engagement, using	Warwickshire Skills Hub	Education providers; employers; ERB	Publish pathway mapping and launch placement brokerage model in year 1; expand routes and scale delivery	A single, mapped, visible set of entry routes (pre-employment, T Levels, apprenticeships,	Pathway visibility & coherence: Number of mapped routes published; employer/education

	Warwickshire Skills Hub as the coordinating gateway for employer offers of placements, learner referrals, and brokerage between employers, schools and providers.			of placements/micro-placements/early employer engagement in years 2-3.	SBWAs, micro-placements). Young people, NEETs and career-changers experience clearer, more consistent routes into work. Increased employer engagement in early exposure activities (teacher encounters, project-based learning, industry-led activities). Greater availability of varied work-experience models, including shorter and more flexible micro-placements.	provider adoption rates. Engagement metrics: Volume of employer encounters, micro-placements, teacher–employer interactions. Progression data: Learner transitions into apprenticeships, employment, or further training. Employer feedback: Satisfaction with pathway clarity and readiness of applicants.
Embed work-readiness and foundational employability skills across all stages of provision	Convene employers to agree work-readiness standards; embed applied learning approaches across provision; Ensure work-readiness is embedded in technical courses and reinforced through placements and apprenticeships; develop modular “pick-and-mix” employability units.	Warwickshire Skills Hub; Education providers	ERB; Employers	Employer-agreed standards defined in year 1; delivery years 2-3	Employer-agreed behavioural competencies embedded across FE, apprenticeships, adult training. Improved access to applied, work-integrated learning (simulations,	Skills competency data: Pre- and post-programme assessments of soft skills, communication, digital skills. Employer satisfaction: Surveyed confidence in job-readiness of new entrants.

					real-life project-based tasks). Stronger baseline in digital, communication, teamwork and professionalism across all learners. Modular options allowing learners to 'pick and mix' specific foundational skills (e.g., digital literacy, communication).	Learner progression: Rates of successful transition into work and apprenticeships. Reduction in employer-reported gaps: Fewer complaints around punctuality, communication, workplace behaviours.
Improve Inclusion and Widen Participation to Unlock the Full Talent Pipeline	Develop targeted inclusive pathways including mentoring, confidence-building and employer preparation; Provide guidance and peer learning to support employers to adopt inclusive recruitment practices; Work with partners to explore subsidised transport solutions, align training locations with local need, and support rural and shift-based participation. Ensure digitalisation does not exclude education/training or workforce participation.	Warwickshire County Council; ERB	Employers; education providers; community partners	Years 1-3	Targeted pathways developed for underrepresented groups (SEND, neurodiverse, service leavers, returners, ethnic minority groups). Employer adoption of inclusive recruitment practices and reasonable adjustments. Reduced place-based barriers through community-based delivery, subsidised transport solutions and	Participation metrics: Uptake from priority groups; completion rates for inclusive pathways. Access indicators: Device/connectivity support usage; transport scheme uptake; rural participation rates. Employer practice change: Adoption of inclusive recruitment and workplace adjustments.

					improved digital access. Improved availability of mentoring, confidence-building and accessible training resources.	Employment outcomes: Progression into work, sustained employment and retention for underrepresented groups.
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Priority 4: Expanding Flexible, Modular and Accessible Training to Reduce Participation Barriers						
Action	Specific delivery activities	Lead organisation(s)	Supporting partners	Indicative timescales & milestones	Expected outcomes	Monitoring & measurement
Expand short, modular and stackable training provision	Create a coordinated Warwickshire modular training framework; prioritise employer-identified skill areas and apply this consistently across leadership, digital/AI, sector specific technical skills and work-readiness; Embed employer co-design at module level; and clearly map how modules stand alone for immediate need, combine into pathways, and lead towards recognised qualifications where appropriate, and communicate this simply through the Skills Hub to build confidence in modular learning.	Education providers; Warwickshire Skills Hub	Employers; ERB	Years 1-3	Greater availability of short, targeted, modular courses across leadership, digital/AI, technical skills and work-readiness. Provision that enables learners to build skills incrementally and flexibly, without long programme commitments. Training that reflects real-world operational	Uptake & completion: number of learners enrolled and completing individual modules. Progression: numbers progressing from standalone modules into full pathways or qualifications. Employer satisfaction: relevance, sector-fit, and immediate workplace applicability.

					needs via systematic employer co-design.	SME engagement: year-on-year increase in SME participation in modular provision.
Increase flexibility in delivery models (hybrid, online, workplace-based)	Expand hybrid and blended delivery as the default (retain face-to-face delivery where employers articulate it adds value, e.g. care); Scale workplace-based and on-site delivery; Innovate around small cohorts, piloting shared employer cohorts, pooled delivery for similar roles across firms, and temporary in-house trainers serving multiple SMEs – this should include work to address viability issues for education providers	Education providers	Employers; Warwickshire Skills Hub	Years 1-3	A significantly expanded offer of hybrid, online, workplace-based and short in-person delivery models. Better alignment of training modes with sector needs (e.g., face-to-face for care; hybrid for digital roles; onsite practical sessions for manufacturing). Reduced disruption to operations through shorter, more adaptable formats.	Mode mix: proportion of training delivered via online, hybrid, onsite or short in-person models. Accessibility metrics: attendance and completion rates across rural areas, SMEs and shift-based sectors. Operational impact: employer reports of reduced disruption and greater feasibility of training. Engagement quality: learner and employer feedback on the effectiveness of flexible formats.
Improve accessibility by reducing	Use devolved adult skills funding flexibly, and ensure commissioning is aligned with	Warwickshire County Council	Education providers;	From Aug 2026	Reduced financial barriers through more flexible, transparent use	Barrier reduction: reduction in survey responses citing

fundamental time and cost barriers	employer demand; Explore funding mechanisms to support backfill or partial release costs and incentivise SME participation; Reduce administrative burden that deters take-up of existing provision and provide employers with clear, jargon-free guidance on eligibility, simple explanations of what is funded and why, and Warwickshire Skills Hub brokerage to navigate options; enable delivery of micro-credentials with bite-sized funding.		Warwickshire Skills Hub; Skills England		of devolved adult skills funding. Simpler, clearer funding routes that support short, modular and workplace-based provision. Increased uptake among SMEs due to reduced administrative and cost burdens. Potential introduction of protected learning time, micro-credentials and simplified processes.	time/cost as primary barriers. Funding utilisation: number of SMEs accessing subsidised or co-funded provision; proportion of training funded via devolved mechanisms. Participation growth: increases in employer and learner engagement following funding reforms. Administrative simplification: employer ratings of clarity, ease of access and reduced bureaucracy.
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Priority 5: Improving System Navigation, Visibility and Co Design Across the Skills Ecosystem						
Action	Specific delivery activities	Lead organisation(s)	Supporting partners	Indicative timescales & milestones	Expected outcomes	Monitoring & measurement

Resource Warwickshire Skills Hub (and other, digital engagement) to act as a clear, coordinated 'Front Door' to skills provision in the county, underpinned by 'no wrong door' collaboration	Agree and publish a single, shared operating model between Warwickshire Skills Hub and key delivery partners (education providers, ERB); Define what employers can expect at first contact, what happens next (diagnostic, brokerage, referral), and how partners avoid duplication; explore utilising a "no wrong door" protocol so employers receive consistent support regardless of entry route.	Warwickshire County Council; Warwickshire Skills Hub	ERB; Education Providers	Year 1	A clear, visible and trusted single 'front door' to the county's skills system, with underpinning 'no wrong door' collaboration. Clear route mapping across qualifications, modular programmes, work-based pathways and funding. Consistent, accessible information on training options, education providers, delivery formats and eligibility.	System Navigation & Visibility Metrics: • Number of employers accessing the Skills Hub • SME share of users. • Repeat engagement or returning users. • Employer satisfaction with clarity, relevance and ease of navigation. • Reduction in employers reporting "not knowing where to go." • Conversion rates from enquiry → referral → training uptake. • Number of diagnostic assessments completed. • Number of matched referrals to appropriate provision.
	Resource dedicated employer-facing brokerage capacity, using Adult Skills Funding (from August 2026) to ensure advisers are trained to broker appropriate provision, and embed route-mapping into brokerage conversations; Position the Skills Hub visibly as the independent and employer-focused <i>starting point</i> for skills support; Use consistent branding, messaging and tone across all channels; Reinforce trust through case studies and employer testimonials.	Warwickshire County Council; Warwickshire Skills Hub	ERB; Education Providers	Years 1-3	Active skills brokerage, helping employers identify the right training at the right time. Tailored communication channels for SMEs, ensuring support is accessible despite time and capacity pressures. Proactive outreach, so employers no longer need to 'hunt' for information or navigate multiple disconnected systems. A platform capable of digitally hosting and coordinating county wide initiatives, including:	Co design & Collaboration Metrics: • Employer participation in co design, including contributions to: - Curriculum shaping - Development of modular pathways - Sector specific content • Frequency and effectiveness of employer-provider collaboration, e.g., co designed programmes, case studies, pilots. System wide Outcome Measures:

	Use the Warwickshire Skills Hub as a convening platform for sector-specific employer panels; to codesign groups around priority need; and to aggregate intelligence from brokerage, diagnostics and co-design into system-wide learning.	Warwickshire County Council; Warwickshire Skills Hub	ERB; Education Providers	Years 1-3	- Warwickshire Modular Digital Skills Programme - Warwickshire Digital Champions Network - Warwickshire First Step Pathways	• Uptake of modular, digital and leadership programmes, attributable to improved visibility. • Improved employer satisfaction with the overall skills ecosystem. • Reduced administrative burden, measured by survey feedback on bureaucracy, clarity and effort required. Outreach & Communication Metrics: • Reach and engagement of multi-channel communication campaigns. • Website/portal usage analytics, click throughs and time to find information benchmarks. • Engagement through employer representative organisation networks and targeted SME channels.
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SKILLS SHAPED BY BUSINESS IN WARWICKSHIRE

For further information about the contents of this report, please contact:
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