MINUTES

Technical Skills WG

Monday 21st September 2026, 10.00am – 11.00am
Via Teams

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Adam Watson	Daifuku Airport Technologies
Clare Chaffe	Hull College
David Redden	NCFE
Dylan Hopper	Learning Skills Partnership
Helen Rennie	British Steel
Jamie Goodwin	Jobcentre Plus
Joanne Craven	Jobcentre Plus
Liam Holiday	Daifuku Airport Technologies
Matt Leigh	SDN Mesma Group
Richard Sellick	HETA
Sam Hind	Humber Training Group
Sharon Kirby	Bishop Burton College
Sharon O'Brien	Happy Futures SS

1. WELCOME & INTRODUCTIONS

Rod Chambers welcomed attendees to the first Technical Skills Working Group meeting under HEY LSIP 2.0 and invited attendees to introduce themselves. It was explained that the first meeting was intended to set the scene for the group, introduce the roadmap priorities and begin identifying where members could contribute to delivery for the first year of this three-year plan.

It was noted that approximately 26 individuals had registered an interest in participating in the group and attendance was expected to vary between meetings depending on the topics being covered.

2. HEY LSIP 2.0 ROADMAP OVERVIEW

Ahead of the meeting an extract from the HEY LSIP 2.0 Roadmap was shared specifically relating to Theme 1 – Technical Skills.

Hannah Crookes provided an overview of the HEY LSIP 2.0 Roadmap, explaining that the full roadmap contained 15 objectives across the four LSIP themes. The roadmap was noted as being a live document and would continue to respond to employer feedback and input from education providers and public sector stakeholders.

The purpose of the Working Group was not to review every roadmap action in detail, but to establish expectations, identify opportunities for collaboration and begin agreeing priorities for delivery. Year 1 of the three-year LSIP would particularly focus on system alignment and foundation building, including understanding existing activity, identifying genuine gaps and avoiding duplication.

The four key Technical Skills objectives were highlighted as:

1. Align and expand technical provision to growth sectors
2. Strengthen apprenticeships and workforce entry routes
3. Embed digital, AI and net zero/sustainability skills
4. Expand flexible and modular learning

When discussing growth sectors, it was noted that this referred to the Hull & East Yorkshire Combined Authority's sector framework where 17 sectors were split across categories of Growth Driving, Growth Potential and Growth Enabling.

HEY LSIP 2.0 was reported as primarily having a pan-sector approach due to the overlapping of occupations and skills needs across sectors.

The importance of maintaining the LSIP's employer-led approach was reinforced, particularly ensuring employer requirements influence curriculum and provision and that the system anticipates future skills requirements rather than responding only to current demand. The increasing importance of considering skills requirements across the wider Humber geography was also recognised.

3. ROADMAP DELIVERY - DISCUSSION

a) Challenges

A wide-ranging discussion identified several common challenges across sectors.

- *Workforce supply and employability:* Employers highlighted difficulties recruiting people with the required technical capability, but also emphasised the importance of attitude, aptitude and willingness to learn. This reinforced the connection between the Technical Skills theme and the separate Preparation for Working Life theme, particularly around resilience, communication, timekeeping and workplace behaviours.
- *Rapid technological change:* AI, automation, robotics, digital twinning, coding and other emerging technologies were noted as changing technical roles rapidly. The pace of change created challenges for both employers and providers in anticipating future requirements and ensuring curriculum keeps pace.
- *Qualifications and curriculum:* Providers reported that some formal qualifications can become outdated quickly, meaning additional learning has to be built around qualification requirements. Existing assessment arrangements can also limit providers' ability to respond flexibly to changing industry requirements. Attendees were informed of the Skills For Work consultation launched by Skills England, which sought views on how occupational standards, and the products they underpin, can better support learners, employers and local economies.
- *Education workforce:* Providers reported facing difficulties recruiting technical teaching staff because experienced industry professionals can often earn significantly more by remaining in industry. There was also a need to continually upskill existing teaching staff in areas such as AI, automation and new technologies.
- *Technology adoption by employers:* It was noted a disconnect between the technology learners encounter during training and what SMEs can afford to adopt in the workplace was becoming apparent. Particularly in the agricultural sector. Better awareness of available funding and support could benefit employers in investing in in technology and workforce development.
- *Transition into employment:* The transition between education and employment remained significant for young people. Greater exposure to workplaces, clearer careers information and a better understanding that careers can evolve over time were considered important.

b) Opportunities

Members identified a number of opportunities that could inform future Working Group activity.

There was strong interest in developing shorter, flexible and modular provision, enabling employers and individuals to access focused training without necessarily undertaking full qualifications. Hull College highlighted its use of internally developed short programmes to contextualise learning and respond quickly to emerging requirements.

AI emerged as a particularly significant area. Members discussed the potential for a core or generic AI skills offer, supplemented by sector-specific applications reflecting how AI was used differently across manufacturing, engineering, care and other industries. NCFE highlighted its recently developed Level 2 AI in the Workplace qualification and the opportunity to collaborate around sector pathways.

Bishop Burton College highlighted forthcoming work with the University of Lincoln around robotics and automation, encompassing young people, HE, lifelong learning and adult workforce upskilling. This was seen as an example of activity that could potentially be connected through the LSIP rather than duplicated.

There was also support for greater use of industry ambassadors and alumni, particularly individuals who have recently moved from education into employment and can communicate authentically with current learners about technical careers and progression opportunities.

Jobcentre Plus outlined the Youth Guarantee, Sector-Based Work Academy Programmes and Youth Hubs, including the existing Hull provision and planned Bridlington provision. These would provide potential links between employability support, training and employers, although it was recognised that much of this activity also connected directly with the Preparation for Working Life theme.

c) Key Outputs

The discussion indicated a number of areas that should be developed into more specific outputs for the group:

- mapping existing technical skills activity and provision before developing new interventions, helping identify genuine gaps and avoid duplication
- exploring a core AI skills offer with opportunities for sector-specific contextualisation
- identifying opportunities for short, modular and flexible technical training
- reviewing how emerging technology can be incorporated into technical provision
- improving awareness of funding and support available to employers for technology adoption and workforce upskilling
- considering how employer intelligence can inform occupational standards and qualification development/review
- strengthening links between employers and providers to support curriculum development and technical educator upskilling
- connecting Technical Skills activity with the other LSIP themes where issues overlap, particularly Preparation for Working Life and Educational Workforce.

The discussion demonstrated significant overlap between the four LSIP themes and reinforced the need for the Working Groups to complement one another rather than operate independently.

d) Next Steps

The HEY LSIP Team agreed to collate the challenges, opportunities and common themes identified during the discussion and use these to shape the priorities and expected outputs for future Technical Skills Working Group meetings. This will include further consideration of AI and emerging technologies, flexible and modular provision, employer access to funding and support, and how employer intelligence can help inform occupational standards and qualification development.

It was advised to review Tech Educators and TechFirst activity to better understand the provision already available and levels of employer engagement, particularly around AI. More broadly, existing technical skills provision, initiatives and funding opportunities would continue to be identified and mapped before new activity is developed, helping to highlight genuine gaps, encourage collaboration and avoid unnecessary duplication.

It was agreed for further information on the Youth Guarantee, Youth Hubs and associated support, which were discussed, to be shared. Links with the other HEY LSIP themes would also be maintained where appropriate, recognising that a number of the issues raised (particularly employability, careers awareness and the recruitment and upskilling of technical teaching staff) extended beyond the Technical Skills theme.

The feedback from this first meeting would be used to develop a clearer focus for the next Working Group session and begin moving the discussion from identifying challenges towards practical, collaborative activity.

4. FUTURE MEETING SCHEDULE

Hannah Crookes would share the meeting invitations for future meetings in due course.