

# Sport and physical activity sector local skills plan

Buckinghamshire: 2026–2029

CREATED BY

Sport and Physical Activity Sector  
Local Skills Accountability Board –  
Buckinghamshire





## Contents

### Photo credits:

CIMSPA would like to thank Buckinghamshire College Group and Leap for their support in sourcing photographs for this skills plan.

# Introduction and context

## The Sport and Physical Activity Sector Local Skills Accountability Board – Buckinghamshire

### About the board

**Chair:** Dr Kevin Campbell-Karn SFHEA, Associate Professor, Buckinghamshire New University

The board would like to thank Benson James Miyoba, Director of TWO SEVEN SEVEN, who chaired the board until March 2026 and gave significant time to ensure that this skills plan had a strong foundation to build on and develop.

### Board member organisations

- Active In The Community CIC
- Buckinghamshire College Group
- Buckinghamshire Council – Public Health
- Buckinghamshire New University
- Buckinghamshire Skills Hub
- TWO SEVEN SEVEN
- Everyone Active
- Future Apprenticeships
- Leap
- More Leisure Community Trust
- Places Leisure
- S4A
- UK Coaching



## Buckinghamshire – geographical area

This local skills plan focuses on the Buckinghamshire unitary authority area, including the former districts of Aylesbury Vale, Chiltern, South Bucks and Wycombe.

While the ceremonial county of Buckinghamshire includes the unitary authority of Milton Keynes, a separate local skills accountability board covers this area and is developing its own plan.

Buckinghamshire sits within the Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB) footprint, providing an important link between skills planning, health and care workforce priorities and wider population health outcomes.



## CIMSPA and local skills

The right training, delivered in the right place, at the right time.

**Our collaborative local skills project is bringing together employers, education providers and employability-focused organisations to effectively and efficiently match supply and demand.**

CIMSPA – the Chartered Institute for the Management of Sport and Physical Activity – is the chartered professional body for the sport and physical activity sector workforce.

In 2023, the Department for Culture, Media and Sport published “Get Active: A strategy for the future of sport and physical activity”. This strategy explicitly backs CIMSPA’s rollout of local-based skills and training: “We will support CIMSPA in the development of local skills improvement plans with full national coverage.”

In line with its “Uniting the Movement” strategy, Sport England has commissioned CIMSPA to help accelerate local-focused skills improvements within the sport and physical activity workforce.

CIMSPA has already deployed a complete delivery team of multiple workforce development managers working at a local level across England, Wales and Scotland.

### Funding and support

Our local skills work to engage with employability-focused organisations and build a representative sport and physical activity sector workforce is funded and supported by Sport England and the National Lottery.



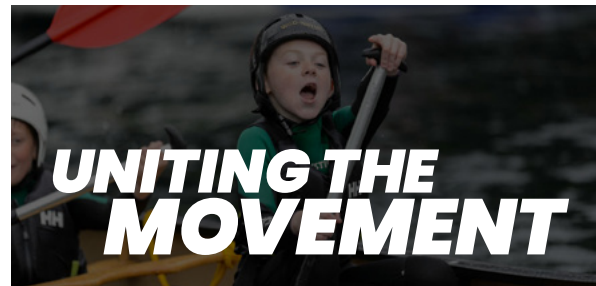
### Get involved

To learn more about this local skills plan or the work of your local skills accountability board please contact CIMSPA who will link you with their workforce development manager for Buckinghamshire.

[partners@cimspa.co.uk](mailto:partners@cimspa.co.uk)

[LOCAL SKILLS ACCOUNTABILITY BOARD WEBSITE PAGE](#)

## National context



### DCMS strategy context

In August 2023, the Department for Culture, Media and Sport published “Get Active: A strategy for the future of sport and physical activity”. This strategy explicitly backs CIMSPA’s rollout of local-based skills and training: “We will support CIMSPA in the development of Local Skills Improvement Plans with full national coverage.”

### Sport England strategy context

In 2021, Sport England launched Uniting the Movement, a 10-year strategy outlining the importance of the workforce in driving change to transform lives and communities through sport and physical activity.

Uniting the Movement strategic priorities include:

- Unleashing the power of diversity
- Ensuring people have access to help from those who relate to their experiences
- Training and qualifications fit for the future
- Better career choices
- Organisations contributing more to the social fabric of their communities

With this, the sector’s workforce must be representative of the community it serves, creating sustainable careers, placing local employer and individual need at the heart of training and development. There is a collective responsibility to ensure the sport and physical activity sector is a valued and accessible career choice with progression for individuals.

### The Skills and Post-16 Education Act 2022 context

The passing into law of the Skills and Post-16 Education Act 2022 places employers at the heart of the skills system, making it easier for people to access the skills required to secure well paid jobs in industries with skills gaps.

Employers and training providers must work together to identify the skills needed locally and address the skills gaps. For further education colleges and training providers who access funding to deliver their training, it is now a legal requirement to work with employers to develop skills plans. Adult skills funding is being developed, and funding must align to the employer-identified priorities.

## Local context

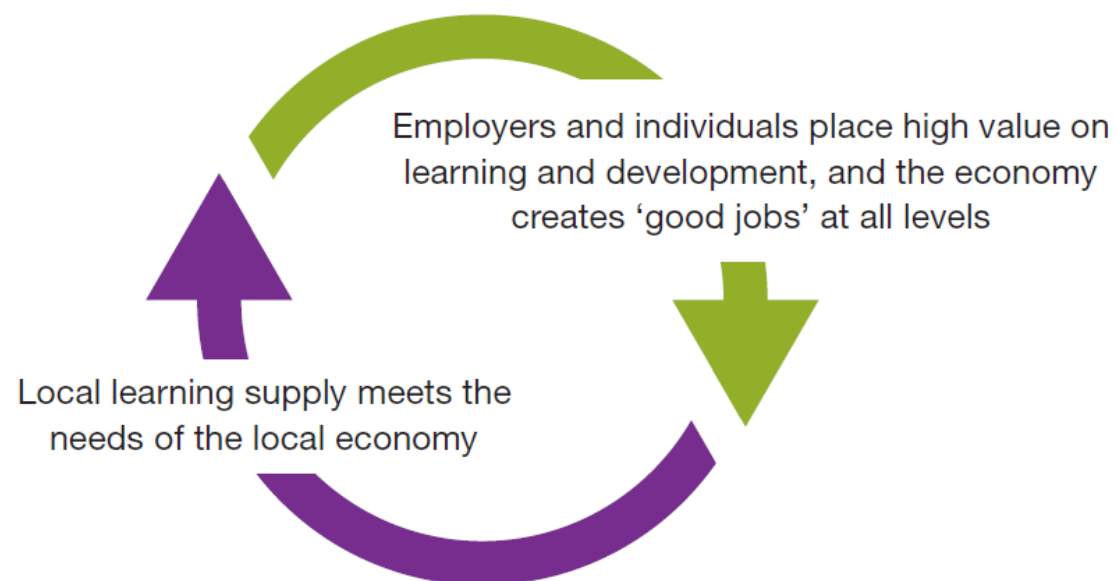
### Buckinghamshire Local Skills Improvement Plan

The Buckinghamshire Business First Local Skills Improvement Plan (LSIP) sets out an agreed set of actionable priorities that employers, education providers and strategic partners can unite behind to strengthen skills development and recruitment in the county. Built on extensive, ongoing engagement with employers, the LSIP is the voice of Buckinghamshire's business and industry.

Like this local skills plan, the LSIP aims to ensure that education and training meet business needs. Both plans will achieve this by connecting education providers and employers to create tailored skills solutions and talent pipelines.

While the Buckinghamshire Local Skills Accountability Board does not currently work directly with the LSIP, greater alignment between education and skills priorities will support a more consistent and coordinated approach to expanding career opportunities across the county. This also creates scope for future collaboration, enabling shared learning, stronger networks and more joined up delivery.

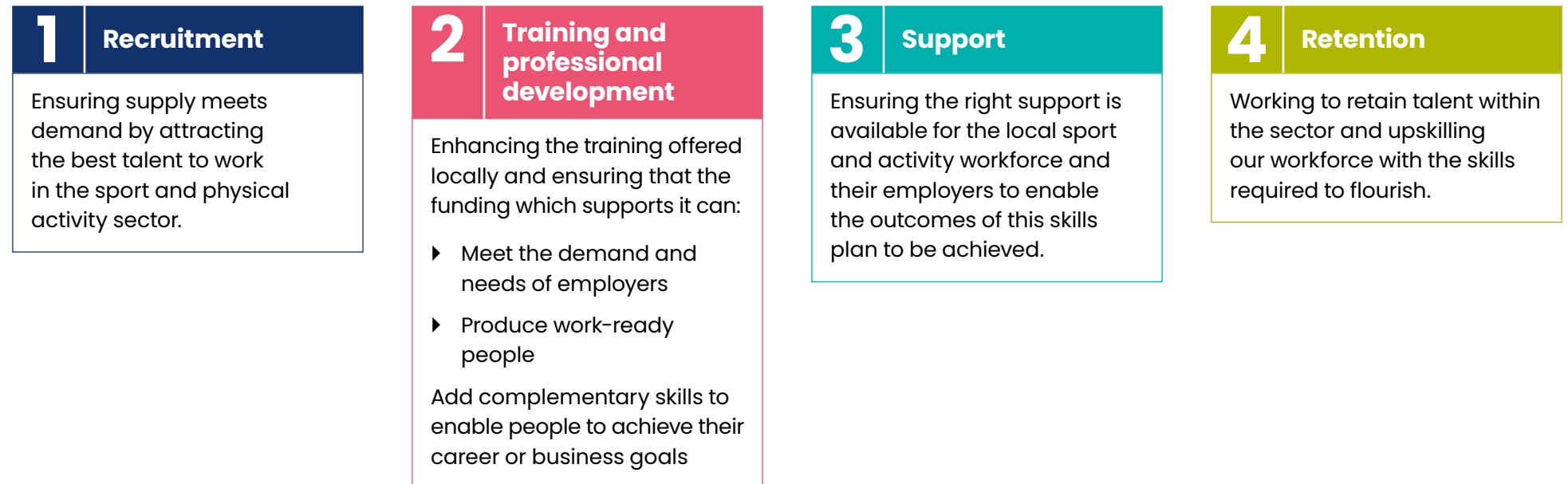
[BUCKINGHAMSHIRE LSIP](#) 



# Themes, recommendations, partners and stakeholders

## Themes

This plan has four themes.



## Recommendations

This plan has three headline recommendations:

### 1 Optimise the talent pipeline

Enable career explorers to enter the sector workforce through a strong ecosystem of employers, education providers and streamlined processes.

### 2 Deliver employer-led inclusive learning

Develop training and qualifications aligned with employer skills needs and professional standards while promoting inclusive access to learning for people of all abilities.

### 3 Support the health and social care sector

Support health initiatives by strengthening collaboration between the health and social care and sport and physical activity sectors and delivering targeted training.



## Partners and stakeholders

CIMSPA will work collaboratively with a range of partners and stakeholders to deliver on the actions that underpin this plan's recommendations.

These include:

### Education and training providers

Those delivering accredited training – both sector/occupation-specific training and training around basic skills, knowledge and behaviours – for example, further education colleges and higher education institutes.

### Skills and sector partners

Those with knowledge and understanding of the sport and physical activity sector, with expertise to support both employers and training providers, Active Partnerships, national governing bodies of sport and other system partners.

### Employers and deployers

For example, leisure providers, coaching companies and gym owners.

# Recommendations and actions

## RECOMMENDATION 1

**Optimise the talent pipeline:** Enable career explorers to enter the sector workforce through a strong ecosystem of employers, education providers and streamlined processes.

Theme(s)	No.	2026–2029 actions	What does success look like?	How will it be measured?*
<b>SUPPORT</b> <b>TRAIN</b>	1a	Deliver locally relevant careers guidance to inspire and educate career explorers about sector pathways.	<ul style="list-style-type: none"> <li>▶ More career opportunities shared via regional career guidance resources</li> <li>▶ Clear visibility of qualifications, employability programmes and work placement opportunities across the region</li> <li>▶ Increased use of regional career guidance resources in schools and colleges</li> <li>▶ Employer presence at careers events</li> <li>▶ Employers visit schools and colleges to explain sector career pathways</li> <li>▶ Learners understand career opportunities in the sector locally</li> <li>▶ More learners undertaking sector-related qualifications</li> </ul>	<ul style="list-style-type: none"> <li>▶ Careers event data</li> <li>▶ Number of employer visits</li> <li>▶ Number of opportunities listed in regional careers guidance</li> <li>▶ Education provider course enrolment data</li> <li>▶ Qualitative data</li> <li>▶ Local documentation and reporting</li> </ul>
<b>SUPPORT</b> <b>TRAIN</b>	1b	Improve the work placement offer for learners, employers and education providers.	<ul style="list-style-type: none"> <li>▶ A centralised and practical work placement framework and system</li> <li>▶ Employers and education providers collaborate to develop work placement opportunities</li> <li>▶ Employers, education providers and learners use CIMSPA work placement guidance</li> <li>▶ Increased quality of work placements</li> <li>▶ Employer and learner feedback is used to continually enhance work placements</li> <li>▶ More work placement opportunities available</li> <li>▶ More employers and schools are involved in the <a href="#">Fit For The Future</a> programme</li> <li>▶ Learners can experience a diverse range of roles through work placements</li> </ul>	<ul style="list-style-type: none"> <li>▶ Education provider work placement data</li> <li>▶ NPS survey data</li> <li>▶ Workforce Development Tool data</li> <li>▶ Education provider course destination data</li> <li>▶ Qualitative data</li> <li>▶ Local documentation and reporting</li> </ul>

\*See glossary below for more information on specific terms.

## RECOMMENDATIONS AND ACTIONS

### RECOMMENDATION 1 continued

**Optimise the talent pipeline:** Enable career explorers to enter the sector workforce through a strong ecosystem of employers, education providers and streamlined processes.

Theme(s)	No.	2026–2029 actions	What does success look like?	How will it be measured?*
<b>RECRUIT</b> <b>SUPPORT</b> <b>TRAIN</b> <b>RETAIN</b>	1c	Support employers to optimise recruitment practices to fill skills gaps and improve workforce diversity.	<ul style="list-style-type: none"> <li>▶ Employers are aware of and use the CIMSPA Careers Hub</li> <li>▶ Employers share and embed best practice for inclusive recruitment</li> <li>▶ More employers gain bespoke recruitment guidance through CIMSPA employer partnership</li> <li>▶ CIMSPA professional status is used to focus recruitment on required skillsets</li> <li>▶ Reduction in time and resource to hire across key roles in the sector</li> <li>▶ More candidates that meet job role skills requirements</li> <li>▶ Improved workforce diversity</li> </ul>	<ul style="list-style-type: none"> <li>▶ Workforce Development Tool data</li> <li>▶ CIMSPA professional status data</li> <li>▶ CIMSPA Employer Partner data</li> <li>▶ CIMSPA Careers Hub data</li> <li>▶ Local documentation and reporting</li> </ul>

To achieve recommendation 1, we must build and maintain strong partnerships, implement efficient work placement management systems and optimise recruitment practices to attract and retain top talent.

\*See glossary below for more information on specific terms.

## RECOMMENDATIONS AND ACTIONS

### RECOMMENDATION 2

**Deliver employer-led inclusive learning:** Develop training and qualifications aligned with employer skills needs and professional standards while promoting inclusive access to learning for people of all abilities.

Theme(s)	No.	2026–2029 actions	What does success look like?	How will it be measured?*
<b>RECRUIT</b> <b>SUPPORT</b> <b>TRAIN</b>	2a	Future-proof the sector by building digital, AI, business and leadership skills in the workforce.	<ul style="list-style-type: none"> <li>▶ Existing sector training provision is fully aligned with immediate and future industry needs</li> <li>▶ Sector businesses are aware of and accessing funded training opportunities in these areas such as skills bootcamps</li> <li>▶ CIMSPA membership is used for CPD and learning opportunities</li> <li>▶ Education leavers are equipped with future-ready skills</li> <li>▶ Employers report that skills gaps in these areas are filled</li> </ul>	<ul style="list-style-type: none"> <li>▶ Workforce Development Tool data</li> <li>▶ Education provider curriculum data</li> <li>▶ CIMSPA membership data</li> <li>▶ Employer staff training data</li> <li>▶ Qualitative data</li> </ul>
<b>RECRUIT</b> <b>SUPPORT</b> <b>TRAIN</b>	2b	Align training and qualifications with employer needs and professional standards to increase employability.	<ul style="list-style-type: none"> <li>▶ Education providers use Workforce Development Tool data to inform curricula and new training opportunities</li> <li>▶ Education providers and learners understand the employability requirements of local sector employers</li> <li>▶ Local training is endorsed by CIMSPA</li> <li>▶ Local training meets employer needs</li> <li>▶ Employers report that applicants have skillsets better aligned with role descriptions</li> </ul>	<ul style="list-style-type: none"> <li>▶ Number of CIMSPA-endorsed courses in Buckinghamshire</li> <li>▶ Education provider curriculum data</li> <li>▶ Workforce Development Tool data</li> <li>▶ Qualitative data</li> </ul>

## RECOMMENDATIONS AND ACTIONS

### RECOMMENDATION 2 continued

**Deliver employer-led inclusive learning:** Develop training and qualifications aligned with employer skills needs and professional standards while promoting inclusive access to learning for people of all abilities.

Theme(s)	No.	2026–2029 actions	What does success look like?	How will it be measured?*
<b>SUPPORT</b> <b>TRAIN</b> <b>RETAIN</b>	2c	Provide inclusive learning and employability opportunities for people of all abilities including those not in education, employment or training (NEET).	<ul style="list-style-type: none"> <li>▶ Best practice examples of how to enable inclusive learning opportunities are shared between sector stakeholders</li> <li>▶ Employers are supported to offer more inclusive work placement and employability opportunities</li> <li>▶ An increase in employers offering apprenticeships, employment and training initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▶ Workforce Development Tool data</li> <li>▶ Leap data</li> <li>▶ Education provider enrolment data</li> <li>▶ Qualitative data</li> </ul>

To achieve recommendation 2, we must align education provision with industry needs as well as ensuring that learning opportunities are inclusive for learners of all abilities and backgrounds.

\*See glossary below for more information on specific terms.

## RECOMMENDATIONS AND ACTIONS

### RECOMMENDATION 3

**Support the health and social care sector:** Support health initiatives by strengthening collaboration between the health and social care and sport and physical activity sectors and delivering targeted training.

Theme(s)	No.	2026–2029 actions	What does success look like?	How will it be measured?*
<b>RECRUIT</b> <b>SUPPORT</b> <b>TRAIN</b>	3a	Ensure that the workforce is trained to work with diverse participants.	<ul style="list-style-type: none"> <li>▶ Sector employees are equipped with strong cultural competency through targeted training</li> <li>▶ Sector employees complete training on working with inactive participants, for example pre- and post-natal women</li> <li>▶ Staff feel confident working with a wider range of participants</li> <li>▶ More sport and physical activity programmes aimed at underrepresented participant groups</li> </ul>	<ul style="list-style-type: none"> <li>▶ Workforce Development Tool data</li> <li>▶ Number of specialist training courses completed by staff</li> <li>▶ Number of programmes offered</li> <li>▶ Qualitative data</li> </ul>
<b>SUPPORT</b> <b>TRAIN</b>	3b	Develop stronger relationships between stakeholders in the health and social care and sport and physical activity sectors.	<ul style="list-style-type: none"> <li>▶ Networks that connect sport and physical activity professionals with health and social care sector stakeholders</li> <li>▶ Sharing of best practices and collaboration to support workforce development across both sectors</li> <li>▶ Health and social care professionals and learners receive training to support understanding of how the sport and physical activity sector can support their practice</li> <li>▶ Healthcare professionals are more aware of and confident in physical activity opportunities that they can signpost to</li> <li>▶ Increased referrals by healthcare professionals to sport and physical activity services</li> </ul>	<ul style="list-style-type: none"> <li>▶ Number of exercise referrals by health and social care professionals (for example through Move Together Bucks)</li> <li>▶ Number of Active Medicine and Physical Activity Clinical Champions (PACC) trained</li> <li>▶ Qualitative data</li> <li>▶ Local documentation and reporting</li> </ul>

To achieve recommendation 3, we must align with the health and social care sector and embed relevant and targeted training for professionals.

\*See glossary below for more information on specific terms.

# Data and insight that have informed this work

Buckinghamshire is often perceived as a prosperous county. However, this overall picture masks significant inequalities in health, wellbeing and opportunity that exist within specific communities. While many residents experience good outcomes, others face persistent disadvantage that is comparable to some of the most challenged areas nationally.

This local skills plan seeks to challenge the assumption of universal affluence and instead highlight the stark disparities that exist across the county. Taking a targeted, place-based approach will allow physical activity and sport to play a meaningful role in improving health outcomes, employability and life chances where need is greatest.

## Physical activity and inequality in Buckinghamshire

Despite the county's relatively strong overall performance, significant inequalities in physical activity levels remain:

- Nearly 1 in 5 residents in Buckinghamshire are inactive.
- 25.9% of children and young people in Buckinghamshire do less than 30 minutes of physical activity per day.
- 28.8% of disabled residents are inactive, compared with 14.6% of non-disabled residents.

## Inactivity rates

Buckinghamshire as a whole is more active than both the national and South East averages. However, Oakridge and Castlefield in High Wycombe is a clear outlier.

National	Buckinghamshire	South East England	Oakridge and Castlefield (High Wycombe)
25%	18.2%	21.8%	27.95%

### Data sources

Active Lives Survey data, Sport England, 2024

[ACTIVE LIVES SURVEY](#) ↗

Active Lives Adult Small Area Estimates, Sport England, 2024

[ACTIVE LIVES ADULT SMALL AREA ESTIMATES](#) ↗



**DATA AND INSIGHT THAT HAVE INFORMED THIS WORK**

**Employment, skills and opportunity**

Physical inactivity often intersects with wider challenges around employment, skills and opportunity.

**Percentage of people aged 18–24 receiving Jobseeker’s Allowance or Universal Credit due to unemployment**

National	Buckinghamshire	Aylesbury
5.89%	4.72%	11.82%

This highlights a concentration of youth unemployment in specific parts of the county that are not reflected in Buckinghamshire wide averages.

Source: Department for Work and Pensions (DWP), February 2026.

**Percentage of residents with no qualifications**

Buckinghamshire	South East	Aylesbury Town	High Wycombe
13.75%	15.38%	16.36%	16.37%

Lower qualification levels in areas such as Aylesbury Town compound barriers to employment and progression, including within the sport and physical activity sector.

Additionally, in High Wycombe Town, 4.44% of the working age population were receiving benefits for unemployment in February 2026, compared with:

- 3.09% across Buckinghamshire
- 3.19% across the South East

Source: Local Insight England Summary Report, High Wycombe Town & Aylesbury Town (created for Bucks Data Exchange, 21 April 2026).

**Implications for this local skills plan**

These inequalities present both a challenge and an opportunity. By aligning employers, education providers and employability-focused organisations, Buckinghamshire can develop a local physical activity workforce that:

- is rooted in communities experiencing the greatest need
- provides accessible employment and progression pathways
- is equipped to reduce inactivity and health inequalities
- supports wider economic and social outcomes.

The Buckinghamshire local skills plan ensures that growth in the physical activity and sport sector is inclusive, targeted and impactful rather than reinforcing existing inequalities hidden within county level averages.

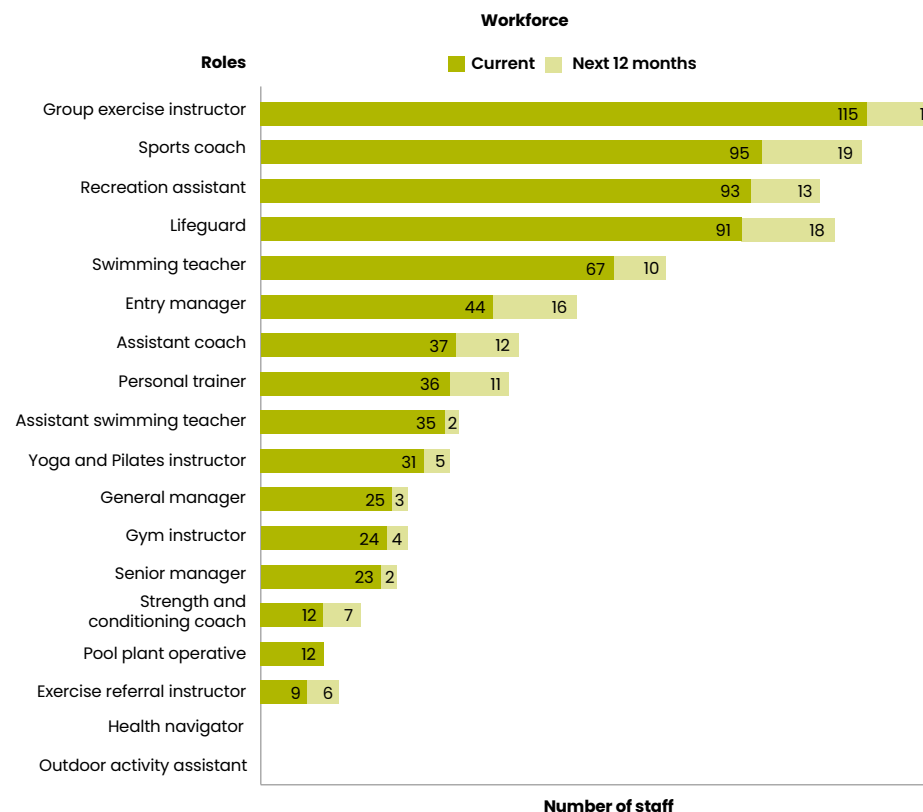
## Future workforce needs in Buckinghamshire

Many of the roles with high employment levels in the region, including group exercise instructors, swimming teachers, lifeguards and recreation assistants, are typically delivered through part-time or flexible contracts. Ongoing demand is driven by seasonal pressures, extended operating hours and high workforce turnover.

Personal trainers, gym instructors and coaching roles also show continued recruitment needs over the next 12 months, alongside supervisory and management positions such as entry, general and senior managers, highlighting the need for clear progression routes within the sector.

Due to the age of this data and employer engagement, it may not fully represent the sector workforce. However, it provides a foundational evidence base to support workforce planning in Buckinghamshire.

We are now engaging with a broader range of employers across Buckinghamshire to gather updated, more representative insights and ensure that our understanding is continually informed by the most current data. This will enable targeted skills development, align training provision with local demand and strengthen progression pathways to meet both current needs and future workforce challenges.



Source: Local workforce skills diagnostic data collected from 22 employers in Buckinghamshire, 2024

# The scope of the sport and physical activity sector

## Sector and industries definitions

The sport and physical activity sector:

**“Everyone working in the sport and physical activity workforce in the industries and occupations detailed below and overleaf.”**

## Sector industries

Industry definitions from CIMSPA for the purpose of this strategy are shown in the table (right).

## Paid/voluntary workforce

This sport and physical activity sector local skills plan aims to be broad enough in its outcomes to not need to be separated by employment/deployment status.

Industry	Definition
Exercise and fitness	Services, activities and venues that predominantly improve participant physical fitness.
Community sport	Sport/skill-based services, activities and venues that increase participation and develop skill, sometimes targeting under-represented groups and inequalities.
Leisure operations	Services, activities and venues that predominantly improve participation in physical activity.
Health and wellbeing	Holistic services and activities that promote improvements across all aspects of health, sometimes involving health care and other non-sector professionals.
Adventure sport	Activities, services and venues both indoor and outdoor improving participation in sport perceived as having a high level of risk.
Performance sport	Competitive sport and activities including those in which athletes receive payment for their performance; professional, semi-professional and grass roots sport.

# Occupations

## Introduction

“Occupations” are a standardised set of job roles that cover the whole of the sport and physical activity sector. For example, what some operators might call a “leisure attendant” is considered to be part of the “recreation assistant” occupation.

## Definitions

- Frontline – occupations in sport and physical activity directly servicing the needs of the participant.
- Support chain – occupations in sport and physical activity servicing the needs of the front line and/or the facilities.
- Extended workforce – enablers and influencers of sport and physical activity who are not part of the sector workforce.

### Frontline occupations

#### Sector workforce

Occupations aligned with CIMSPA professional standards

Gym Instructor, core group exercise instructor, coach, coaching assistant, personal trainer, strength and conditioning trainer, pilates based matwork instructor, yoga instructor, aspiring manager, entry manager, health navigator, swimming teacher, lifeguard, recreation assistant, assistant swimming teacher, sports therapist\*, nutritionist\*, sport nutritionist\*, physiotherapist\*.

\*Occupations supported directly by other professional bodies

#### Broader workforce

Receptionist, bar staff, kitchen and catering assistant, waiting staff, cleaning assistant, domestic assistant, sales and retail assistant, chef.

### Support chain occupations

#### Sector workforce

Occupations aligned with CIMSPA professional standards

Entry manager, general manager, senior manager, tutor, assessor, coach developer, health navigator, pool plant operative.

#### Broader workforce

Sport development officer, researcher, teacher, administrative occupations, finance occupations, health and safety, quality manager, environmental manager, auditor, sports media and reporters, general assistant, maintenance operative (examples).

### Extended workforce

#### Enablers

Enablers of sport and physical activity who don't necessarily hold a CIMSPA-recognised professional qualification

Primary school teachers, teaching assistants, PE teachers, childcare workers, carers, sport event staff/volunteers, activity group leaders (e.g. scouts, guides etc), officiating.

#### Influencers

Influencers of sport and physical activity who don't necessarily hold a sector-specific professional qualification

Parents, sport role models, sport and fitness models, sport and fitness social media influencers.

# Glossary

## Active Practice

The Active Practice Charter is a national initiative led by the Royal College of General Practitioners (RCGP) in partnership with Sport England. It is designed to support and recognise GP practices that take practical steps to promote physical activity and reduce sedentary behaviour among both patients and staff. To achieve Active Practice status, practices demonstrate actions such as increasing physical activity, reducing sitting time and working with local physical activity providers. The Charter includes a toolkit to help busy clinicians integrate physical activity conversations into routine care.

## Business skills diagnostic

CIMSPA has developed and launched a business diagnostic process through its workforce development team.

Sole traders and micro-enterprises of fewer than 10 employees make up 89% percent of the businesses in our sector, including over 73,000 freelancers and sole traders.

The diagnostic focuses in particular on this business type – building an understanding of their business needs and exploring how

we can position our product offer and partner support to meet these.

In 2026, the Workforce Development Tool replaced the local workforce skills diagnostic and business diagnostic surveys.

## CIMSPA Data Lens

The CIMSPA Data Lens is a real-time intelligence dashboard for the UK's sport and physical activity sector.

The Data Lens system uses web-scraping APIs to open access data and machine learning, all segmented through real-world definitions specific to the sport and physical activity sector.

It can be interrogated specifically in niche areas such as exercise and fitness or community sport, or even specific geographies at a county or town level.

[DATA LENS](#)

## Joy Platform

The Joy Platform is a secure online social prescribing and referral management tool. It is used by Active in the Community as the main route for referrals to the Move Together Bucks programme. It enables individuals, professionals or carers to make referrals digitally, connect people to local health and wellbeing services and track access to appropriate community support.

## Local documentation and reporting

Throughout the lifespan of this local skills plan, CIMSPA and the local skills accountability board will look to incorporate any new sector-specific data created by local stakeholders that helps us understand the impact of our actions.

For example – employability and skills reports, survey results and impact reports.

### Local skills accountability board (LSAB)

A group of local education and training, skills/employability, health and employer stakeholders across a region and within the sport and physical activity sector.

LSABs are co-ordinated and managed by CIMSPA, enabled by Sport England and National Lottery funding.

### Local skills improvement plan

Local skills improvement plans (LSIPs) provide an agreed set of actionable priorities that stakeholders in a local area can get behind to drive change.

LSIPs:

- place employers at the heart of local skills systems
- facilitate direct and dynamic working arrangements between employers, providers and local stakeholders
- help learners gain the skills they need to get good jobs and increase their prospects.

Each LSIP has a designated Employer Representative Body (ERB), appointed by the Department for Education.

This document is **NOT** an LSIP.

### Local workforce skills diagnostic data

CIMSPA has a team of local workforce development managers working across England, Scotland and Wales.

These workforce development managers are engaged in collecting workforce skills intelligence directly from employers in their local area, through a detailed and standardised workforce skills diagnostic survey.

This data can then be segmented at the level of the local skills accountability board for use in better understanding local workforce needs and in monitoring the success of workforce improvement initiatives.

In 2026, the Workforce Development Tool replaced the local workforce skills diagnostic and business diagnostic surveys.

### Net promoter score (NPS)

Net promoter score is a customer experience metric used to measure loyalty and satisfaction by assessing how likely individuals are to recommend a company, product, service or experience to others.

In the context of this local skills plan, an NPS survey is distributed to students and employers to gather feedback on work placement experiences. The insights collected are used to identify strengths, address areas for improvement and continually enhance the overall placement offer.

### Professional status

Professional status is a defined understanding of the level at which an individual can apply their skills, knowledge and experience to working in the sport and physical activity sector. Professional statuses are issued by CIMSPA as a chartered professional body and recognised regulator.

### Qualitative data

Qualitative data is non-numeric, descriptive information that gathers experiences and perceptions. It includes case studies, feedback via surveys and forms, and interviews.

### Sport and physical activity sector local skills plan

This document is a sport and physical activity sector local skills plan. It is a local skills plan specific to the sport and physical activity sector in a specific region.

The plan has been created by the local skills accountability board (see above), coordinated and managed by CIMSPA.

### Workforce Development Tool

The Workforce Development Tool, based on the sector's employer-led professional standards which are managed by CIMSPA, is an employer-focused online suite of surveys.

The tool has been developed by CIMSPA to capture workforce insights from organisations operating in the sport and physical activity sector. It explores and supports recruitment, retention, training and workforce planning by gathering data on current workforce structure; skills gaps; recruitment practices; training and development needs; diversity and inclusion; and volunteer engagement.

Local workforce development managers use the Workforce Development Tool to collect data from sport and physical employers across each region of the UK.

This data will help inform each region's local skills plan, identifying current skills within the workforce and gaps that need to be filled based on demand in the area.





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