Local Skills Report

Guidance for Skills Advisory Panels

September 2020

Contents

Glossary

Readers are advised to note the meaning of the following words and phrases which will be used throughout this document:

Terminology used	Description
Skills Advisory Panels (SAPs)	There are 36 SAPs across England. They are generally the main skills-related board in MCAs (where they exist) or LEPs otherwise. Where existing employment and skills boards functioned well, they absorbed the Skills Advisory Panel function (in addition to their other responsibilities) rather than creating a separate body. SAPs may, therefore, be fulfilled as a function of another skills related board or, be a separate body.
	SAPs aim to strengthen the capability of LEPs and MCAs to identify skills needs in their area and match skills provision to local employment opportunities and employers' needs.
	Panels are comprised of local employers, providers and other key actors. The coordination of the panel and its work agenda varies regionally but is supported by local policy and analytical officers.
Skills Advisory Panel 'SAPs' programme team	The Department for Education's team with responsibility for the policy and delivery of the SAPs programme.
Skills and Productivity Board (SPB)	A new expert committee established by the Department for Education (DfE) to provide the Government with independent advice and analysis on skills mismatches and to help ensure that the skills system is aligned to employers' future needs.
MCAs **LEPs**	Mayoral Combined Authorities. For the purposes of this guidance, references to MCAs include the Greater London Authority (GLA). Local Enterprise Partnerships
Evidence base	The analytical output produced by SAPs providing insight into their local skills landscape. DfE supported areas to produce this with the SAPs Analytical toolkit

Summary

This publication provides non-statutory guidance on the creation of Local Skills Reports. It has been produced by DfE's Skills Advisory Panel (SAPs) programme team.

Expiry or review date

This guidance will be reviewed in Summer 2021 ahead of the second publication of Local Skills Reports in November 2021.

Who is this guidance for?

- Skills Advisory Panels (SAPs)
- Mayoral Combined Authorities (MCAs) and Local Enterprise Partnerships (LEPs)

Key points

- Local Skills Reports should be produced by SAPs before the end of March 2021. They are to be updated on an annual basis with a fuller version refresh every two years.

- SAPs are local partnerships that bring together providers and employers to help ensure local people are trained for jobs that are available. They help MCAs and LEPs understand current and future skills needs so that local provision better matches local employment opportunities and employers' needs.

- The Local Skills Reports build on SAPs' evidence bases by being a single consistent report across all SAPs that helps to grow their influence, engage local partners and feed intelligence into central government and the national Skills and Productivity Board (SPB).

- The design of the policy for Local Skills Reports was informed by research and stakeholder engagement carried out in Spring/Summer 2020.

- Local Skills Reports set out each areas' unique skills landscape, their progress on skills-related activities, any successes or challenges they have faced, as well as future local skills plans.

- Local Skills Reports have an annex of core indicators to give readers a basic understanding of each areas' core skills data.

- Prior to publication, reports should be signed off by the relevant SAP Chair and reviewed by the SAPs programme team to ensure they meet the condition of DfE's grant funding.

Introduction

Skills Advisory Panels (SAPs)

SAPs are local partnerships that strengthen the link between public and private sector employers, local authorities, colleges and universities. They operate at a local level through MCAs or LEPs to ensure local people are trained for jobs that are available.

SAPs adopt a local leadership role on skills in their area and are expected to identify skills priorities for the area based on analysis, advise on, and help implement funding and investment decisions for local skills provision. Additionally, SAPs are expected to uphold and support national governmental skills initiatives such as apprenticeships and T-levels, as well as adopt appropriate governance. More detailed information on the role, remit and governance of SAPs is available online here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762629/Skills_Advisory_Panels-Guidance_on_the_Role_and_Governance.pdf.

By identifying the current and future skills needs in their area, SAPs work to ensure local provision matches local employment opportunities and local employers' needs. SAPs have developed, and continue to develop their skills evidence bases, so that local skills strategies and action plans align to the specific skills needs of their area.

Now, having created robust evidence bases, SAPs seek to accelerate their collaboration efforts with local partners by clearly articulating the area's skills needs in a single, accessible document, the 'Local Skills Report'.

Purpose of the reports

Local Skills Reports will provide a clear and consistent view of local skills needs across areas in a relevant and engaging format for local partners. Reports will be a key source of local skills information that enable cross-area comparison and feed local intelligence to the national SPB[1] and central government. Local Skills Report's will help to grow the influence of SAPs locally by:

Acting as an engagement tool - a vehicle through which SAPs can directly engage, influence and rally employers and providers in their areas to support the local skills agenda

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[1] On Monday, 30 September 2019, Education Secretary Gavin Williamson announced a series of measures to help boost the nation's skills, this included a national Skills and Productivity board. Announcement available online here: https://www.gov.uk/government/news/new-measures-announced-to-help-boost-the-nations-skills

Being a 'go-to' document for everything local-skills related - bringing together existing and new skills information into one consistent document common to all SAPs.

Clearly setting out key skills needs – ensuring local skills needs are visible to local partners who can then engage with them.

Feeding intelligence to the national SPB and central government - a consistent output common to all SAPs that the SPB can use to understand the needs and priorities of local areas and build a national picture of the supply and demand for skills.

Offering valuable insight and evaluation – detail the progress made on current local skills initiatives and outline future skills plans to plug key skills gaps.

Research and Engagement

Designing the report

To inform the report's design, the SAPs programme team carried out interviews with 11 SAP areas (a mix of MCAs and LEPs) during Spring 2020. The interviews explored how the report could successfully engage local partners and feed local intelligence to the SPB and central government more widely.

Our findings showed that SAPs thought the report should have a strong 'local' focus and include a place to showcase SAPs' work. When discussing the balance of text to data in the report, SAPs thought the report should include less data so it could be easily differentiated from SAPs' existing evidence bases. Overall, SAPs indicated that the report should be accessible and interesting to maximise its appeal to local partners such as employers and providers.

The SAPs programme team carried out further stakeholder engagement on the report with other Government department's including Department for Business, Energy and Industrial Strategy, Department for Culture, Media and Sport and Ministry of Housing, Communities and Local Government. Additionally, the SAPs programme team worked closely with other internal DfE policy teams and stakeholder interest groups to gain insight on the report's proposed content.

Local partner engagement

We encourage SAPs to engage with each other as well as local businesses and providers when producing their Local Skills Reports. Early engagement with local partners is encouraged as it will help to ensure the report is well-known to these groups upon its release. Further, it allows time for local partners to contribute to the report's content, in places such as 'Chapter 7-Case studies/ success stories'.

We are aware that many SAPs will already have working relationships in place with local partners and that such engagement is likely to be ongoing, outside of the report's

publication. We encourage SAPs to use these relationships as much as possible, as one of the main strengths of the report will be how it brings together local partners to focus on skills issues. We recommend SAPs include within their report 'acknowledgements', or a summary of those they have engaged with during the production process. SAPs may wish to share their engagement plans with the SAPs programme team during the report review window (see production and publication paragraph).

Production and publication

SAPs should use this guidance along with the accompanying template to produce a report that is published on their MCA's or LEP's website by 31st March 2021. Reports should be clearly identifiable, stating 'Local Skills Report' in their title.

As part of the process of producing their Local Skills Report, we encourage SAPs to think holistically about the entire suite of their skills related publications; where possible, areas should retire publications whose purpose could now be fulfilled through the Local Skills Report. Where other skills content cannot be included in the report, SAPs should summarise the content as appropriate, before hyperlinking to it. Where possible, reports should include a link to the SAPs' analytical evidence base (see 'Use of data' paragraph for more information).

SAPs are expected to have their Local Skills Report signed off by the SAP Chair. Where a foreword by the Chair is included in the report (Chapter 2), and features the Chair's signature, this will suffice as their sign-off. Where areas choose not to include a full foreword by the Chair, the Chair's signature should be included in either the opening or concluding pages to indicate their approval of the report's content.

In addition, the SAPs programme team will review a copy of each SAPs' Local Skills Report prior to publication to confirm it meets the condition of grant funding. SAPs should provide a copy of their report (a near completion draft) to the SAPs programme team between December 2020 and February 2021. The SAPs programme team will coordinate the flow of documents during the review window to maximise efficiency.

Once the SAP Chair sign off and SAPs programme team review are completed, reports can be published on LEP/MCA websites. The SAPs programme team asks that SAPs share the link/location of the published report via email to: SAP.PROGRAMME@education.gov.uk.

Intended audience

Local Skills Reports should attract a wide range of readers and users, but should be particularly relevant for:

- Local further education providers (colleges, independent training providers)
- Local employers, including small-medium enterprises (SMEs)
- Local Authority leaders and skills officers

- Local councillors
- Third-sector business, economic and skills focused entities
- Local and national network associations which have a skills interest (e.g. Federation of Small businesses (FSB, Local Chambers of Commerce)
- Other local community groups (e.g. local start-up networks)
- The SPB
- Central government departments
- Academics and further education institutions with skills-related research interest
- Members of the local community with an employment, upskilling or reskilling interest

Writing in the context of Covid-19

Naturally, skills initiatives and skills related strategies, will form part of areas' Covid-19 plans for recovery and renewal. Whilst it is right the report captures some of this work as part of, or in addition to areas' overarching skills plans and priorities, we do not see the report as having a specific Covid-19 focus. We appreciate that Covid-19 may have impacted and altered SAPs' long-term skills strategies and priorities, and where this is the case, recommend SAPs include both original skills priorities identified pre Covid-19, as well as those now adopted post Covid-19. This will ensure any underlying skills needs of local areas prior to Covid-19 are not lost.

More broadly, SAPs are asked to ensure that any plans for recovery and renewal post Covid-19 included within this report align with any existing recovery and renewal plans. SAPs are not expected to detail new or different Covid-19 recovery and renewal plans in this report.

Use of data

Annex A- 'Core indicators'

Reports will include an Annex of specified skills data indicators. This is to ensure readers can obtain a quick quantitative overview of the area's skills landscape without reviewing SAPs' evidence base in its entirety. This annex will facilitate comparative analysis locally and nationally by presenting the same data in the consistent format across all SAP Local Skills Reports.

The SAPs programme team will provide SAPs with the data and graphs for Annex A but expect areas to add local intelligence or supporting analysis to each core indicator. The accompanying 'Core Indicators Guidance' includes a template for Annex A, including prompts for where SAPs are expected to add narrative and bring in local intelligence.

Additional data

Where SAPs choose to include additional core indicators, we expect Annex A's structure and content to be preserved.

Options for adding additional data to support Annex A include:

i)   Adding the data as part of the supporting narrative to the relevant core indicator;
        OR
ii)   Include as supplementary data under the same theme heading in an Annex B.

Where possible, SAPs are encouraged to provide a hyperlink to their fuller analytical evidence base at the end of Annex A and/or, at a suitable point near the beginning of their report (e.g. in chapter 3 local context or as part of the introductory chapters).

Embedding data in the main body of the report

When using evidence in the body of the report SAPs should consider that the document will be used for engagement purposes and so should not be overly 'data heavy'.

SAPs may wish to draw on data from Annex A- Core indicators. Where this is the case, a reference to the location of the data within Annex A should be included. In a similar way, where SAPs include data from Annex B (supplementary data) or their underlying analytical evidence base (if a link has been included in the report) a reference should accompany it. Following this referencing will ensure any data used is traceable for the reader.

Using sensitive information

We recognise that as part of reviewing progress, some sensitive information or data may be pivotal in contributing to reader understanding. However, SAPs are reminded to only include data they have permission to share publicly. Further government guidance on working with sensitive information is available online here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/709004/May-2018_Working-with-OFFICIAL.PDF.

Additionally, advice on statistical disclosure control is available here: Statistical Disclosure Control Handbook, Disclosure control for tables produced from administrative sources; Disclosure control for tables produced from surveys

Content outline

The table below provides an overview of Local Skills Report content with an accompanying description. More information on each chapter can be found in the chapter guide.

Chapter	Content	Description
1	**The role of SAPs**	An overview of SAPs' strategic aims, objectives and governance.
2	**Foreword (Chair of SAP)**	An executive summary by the SAP Chair which offer their personal reflections on the SAP's progress and summarises the main points of the report.
3	**Local context**	An outline of the area's unique economy features (e.g. coastal, rural). including any particular skills strengths or weaknesses. A summary with an accompanying hyperlink can be used if already published elsewhere.
4	**Skills Strategy**	An outline of the area's overarching skills strategy including its long-term vision and skills priorities for the local area. A summary with an accompanying hyperlink can be used if already published elsewhere.
5	**Skills Action plan**	An overview of the skills initiatives and actions the SAP intends to take in the local area. A summary with an accompanying hyperlink can be used if already published elsewhere.
6	**Assessment of progress**	A critical look at progress made against SAPs' skills strategies and action plans. Includes a reflection on the key achievements of the SAP and any challenges they have faced
7	**Case studies / positive impact stories**	An opportunity for SAPs to share success stories from their local area that show how skills mismatches are being addressed. For example, providers reframing curriculum to account for predicted labour market changes, or employers that have taken on large numbers of apprentices in target sectors.
8	**Forward look**	An overview of what SAPs hope to achieve between now and the next Local Skills Report. SAPs should consider their key areas for improvement and how local stakeholders can help them to overcome any potential challenges.
Annex A	**Core indicators**	Provided by the SAPs Programme Team, there will be a selection of skills data indicators for SAPs to supplement with supporting local analysis and intelligence.
Annex B (optional)	**Additional indicators**	A place for SAPs to hyperlink to additional relevant data that supports the report, or, to add any additional data they feel particularly relevant or referred to in the report.

Table 1: Outline of Local Skills Report chapters

Chapter guide

Chapter 1. An Overview of Skills Advisory Panels

Recommended length	1-2 pages
Content	Suggested content provided by SAPs programme team, supplementary background information provided by SAPs.

As the awareness of SAPs and their work is still growing, explaining SAPs, including their overarching purpose, is likely to be helpful for many readers. Outlining the work of SAPs will also provide useful context for readers as to how and why Local Skills Reports fit within SAPs' remit.

SAPs programme team will provide an introductory statement about SAPs and the SAPs programme. We strongly recommend areas include this statement, or a version of it, at the start of the report to ensure readers have a basic understanding of the work SAPs do.

SAPs are expected to supplement the background information on SAPs with specifics about their own SAP, including, but not limited to, who SAP panel members are, SAP meeting schedule and general coordination (i.e. where the SAP function is delivered by a local board with a different name this should be communicated here).

Chapter 2. Foreword

Recommended length	1-2 pages
Content	Created by SAPs

A foreword from the Chair of the SAPs panel is advised to set the scene of how the SAP runs in its local area.

The foreword should be individual to each SAP and reflect their own ethos and style. We expect the foreword to cover the main points of the report and state what conclusions have been drawn. Ideally, the foreword will include some content that is broader than the Local Skills Report and offer the Chair's personal perspective on the local area, the SAP's agenda, and skills improvement more widely.

Where a foreword by the Chair of SAP panel is included, SAPs are advised to ensure the Chair's signature is included. Inclusion of the Chair's signature in the foreword will be suffice to indicate their formal sign off of the report overall (please see 'production and publication' paragraph in this guidance for more details).

Chapter 3. Local Skills context

Recommended length	2-3 pages
Content	Created by SAPs

This chapter should inform the reader about the unique features of the local area which shape its economy and more specifically, its skills supply and demand.

SAPs are encouraged to outline the basic geographic features of the locality (e.g. where area is mostly coastal, any major cities, areas of rural and dense population). Before drawing out any relevant historical factors of their local economy (e.g. mining, former trading port etc.) or more recent developments or major funding the area has had which may impact skills in the area (e.g. Government opportunity areas, Institutes of Technology, etc.).

Once SAPs have outlined some of their area's basic economic landscape, the rest of the chapter's focus should be skills-specific. SAPs are expected to clearly communicate their area's skills mismatches and set out what the area's skills supply and demand strengths and weaknesses are. To support points made, areas may wish to draw on data from 'Annex A -Core indicators' or on material from their evidence base (in particular, evidence from 'Stage 1: Analysis and definition of local landscape' as per the SAPs analytical toolkit). SAPs are reminded that any evidence included in the chapter should be 'reader-friendly' and suitably formatted for a written report. Links to any additional material on the local context can be referenced but should also be included within Annex B.

It is advised to provide readers with a concise summary of the local skills context and key skills mismatches at the end of this chapter (an example of how to present this is provided in the Local Skills Report template for ease).

Chapter 4. Skills Strategy

Recommended length	4-5 pages
Content	Created by SAPs. We encourage SAPs to include their skills strategy in full here but a summary with an accompanying hyperlink to an existing skills strategy publication is acceptable.

This chapter should detail the ultimate skills ambition that the SAP is striving to achieve. This could be a single skills-related ambition, or a specific skills objective as part of the area's broader economic vision.

SAPs should expand on how their skills ambition will be realised, for instance, if they strive to be a 'digital heartland' of the UK, what institutions, skills levels and citizens does the SAP plan to work with to achieve this aim? SAPs are encouraged to explain how their skills ambition links to key elements of their local skills context (as outlined in chapter 3).

Once the overarching skills ambition for the area, this chapter should clearly set out what the area's skills priorities are. SAPs may wish to draw on the skills priorities they developed as part of their underlying analytical evidence base, specifically, 'Stage 5: conclusions' outlined in the [SAPs analytical toolkit.](#) SAPs should make it clear to the reader how their stated skills priorities link to the area's overarching skills ambition. In addition, SAPs are encouraged to consider the join-up between their local priorities and the SPB's national skills priorities in this chapter, considering how both sets of priorities might support one another to achieve desired skills outcomes.

Using the format provided in the Local Skills Report template, SAPs are expected to cover their:

- Cross-cutting skills priorities
- Sector skills priorities
- Covid-19 recovery and renewal skills priorities

Priorities listed should be outcome focused to maximise the likelihood of successful local partner engagement.

Where SAPs have an existing skills strategy document outlining this information, they may wish to include a shorter summary here (using the format provided in the Local Skills Report template) and provide a hyperlink to the more detailed strategy document.

By clearly detailing priorities in this way, SAPs will support the objective of Local Skills Reports feeding local intelligence to central government and the national SPB.

Chapter 5. Skills Action Plan

Recommended length	4-5 pages
Content	Created by SAPs. We encourage SAPs to include their skills strategy in full here but a summary with an accompanying hyperlink to an existing skills strategy publication is acceptable.

This chapter's focus is the actions that need to be taken to realise SAPs' skills priorities as outlined in Chapter 4.

When thinking about what actions fall within the SAPs 'action plan' remit, SAPs should consider whether it will help to support skills priorities, or ultimately move the area closer to its overarching skills vision. Where it does, it should be captured in this chapter.

SAPs should consider the level of detail in the plan they share. Information presented should give the reader enough detail so that they can easily identify key skills initiatives, and when they are expected to take place. For example, SAPs may wish to include a visual high-level plan but provide a more detailed milestone plan below it.

As part of 'Stage 5: conclusions' outlined in the [SAPs analytical toolkit](#), SAPs considered '*the available or required mechanisms to support the delivery of skills and employment priorities*'[2] . SAPs may wish to draw on their work around Stage 5 of the analytical toolkit in this chapter.

SAPs may present their action plan visually or in a table where helpful (the Local Skills Report template provided to SAPs will include examples of how this information can be displayed). Where SAPs have an existing skills action plan document outlining this information, they may wish to include a shorter summary here and provide a hyperlink to the more detailed action plan document. Similarly, SAPs are encouraged to make specific references in their plan to national government skills initiatives such as apprenticeships and T-levels, highlighting where their local plans aim to support these.

We recognise that in addition to SAPs' action plan, places may have skills initiatives in place to manage the impact of Covid-19. SAPs should include this work here, taking care to make it clear, where possible, if the work also supports the areas' underlying skills priorities or is more recovery-specific in nature. Similarly, it would be helpful if SAPs can attribute a timeframe to any Covid-19 specific work they wish to include. SAPs are

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[2] (2018) 'Skills Advisory Panels- analytical toolkit for Local Skills Analysis' SAPs analytical toolkit, row 5-Stage 5 conclusions, page 8.

advised to balance the focus of the chapter to reflect ongoing Covid-19 recovery and renewal plans but still cover the area's pre-existing skills gaps.

Chapter 6. Assessment of Progress

Recommended length	4-5 pages
Content	Created by SAPs.

This chapter begins the more reflective section of the Local Skills Report. The section should look back on the work the SAP has done since its creation, as well as, the more recent progress SAPs has made on their skills action plan. This section is in addition to, and builds on, SAPs' regular discussions with the SAPs programme team as part of ongoing monitoring.

Taking a local leadership role

SAPs are expected to cover the following questions about the progress they have made in becoming an effective SAP:

a. *How far is your SAP in establishing a strong local leadership role on skills in the local area? In what ways has your SAP become a local leader for this type of work- in what ways has it still got to grow into this role?*

b. *To what extent is your SAP working together with local partners including providers and employers? How has this changed over the time the SAP has been running? How has this changed since the Covid-19 pandemic?*

Enhancing local knowledge

a. *How far is your SAP in developing a clear understanding of current and* future *skills needs? How developed is your knowledge base- what still needs improving?*

Impact on local skills provision

a. *To what extent is your SAP influencing skills providers so that their offer better meets the skills and labour-market needs in the area? This could include through any provision you directly commission and/or any devolved budgets you own (e.g. devolved AEB for SAPs in MCAs)*

Covid-19 recovery and renewal plans

We appreciate that SAPs are likely to already have more extensive and detailed Covid-19 recovery and renewal plans and reporting. SAPs are encouraged to provide only high-level answers here in this chapter to Covid-19 related questions, signposting to other more comprehensive material as appropriate.

a. *"How is your area utilising/drawing on the skills recovery policies announced by Government?"*

b. *How does your SAP align with other regional governance aimed at addressing Covid-19 interventions?*

Skills action plan

a. *What are the most significant elements of your Skills Action Plan that you have been able to fulfil? Equally, which of those unfulfilled need addressing most?*

Chapter 7. Case Studies/ Positive impact stories

Recommended length	Flexible, tailored to each SAPs' needs
Content	Created by SAPs

Chapter 7 is an extension of chapter 6, giving SAPs the opportunity to include more detail about the skills-related successes in their area. SAPs are encouraged to collaborate with local partners for this chapter and where appropriate, offer them the opportunity to contribute. For example, by providing supporting quotation comments, or through a short editorial piece. SAPs are encouraged to include some supporting content from their local employer representative groups on their panel and, or, in their area more broadly.

Case studies and or positive impact stories should be presented in a reader-friendly format and communicate the impact on resolving key local skills issues.

We recognise that areas will be at different stages with their local skills initiatives and therefore, encourage SAPs to think about sharing area success stories in the broadest sense. For example, the development of a new relationship with a key local partner should be seen as a notable success, in the same way a roll-out of a local 'digital skills camp' might. SAPs are encouraged to think about both the short-term outcomes of their work as well as the more long-term outcomes. Ideally, make the link between how the short-term outcomes support the long-term outcomes clear.

Chapter 8. Forward Look

Recommended length	2-3 pages
Content	Created by SAPs.

In the last of the three reflective chapters, SAPs should focus on what they hope to achieve longer-term.

SAPs are expected to consider their future plans in relation to key time horizons, such as the next 2, 5 and 10 years (an example format for presenting this is included in the Local Skills Report template). SAPs are encouraged to think about the potential challenges during these future time horizons and what they see as the 'critical path'; those activities which must be prioritised over and above other equally desirable, but less important plans. SAPs may include data or forecasts to support their plans, but as per other chapters, are encouraged to ensure the chapter is not 'data heavy' and that any data used is fully referenced and included in Annex A or Annex B as appropriate.

Crucially, SAPs should consider the ways local partners could support their future ambitions, highlighting where their support could directly help to overcome potential obstacles (SAPs are expected to include this as per the Local Skills Report template). In addition, SAPs are encouraged to consider the SPB's national skills priorities in this chapter and think about how their future activities might contribute to achieving these.

Annex. A- Core Indicators

Recommended length	15 pages +
Content	Provided by SAPs Programme team.

The SAPs Programme Team will provide the data and accompanying graphs for the core indicators to all SAPs. To maximise the consistency of reports, SAPs are expected not to add additional data to this annex (it can be referred to in supporting narrative or included as a standalone addition in Annex B). To ensure clarity for the reader, both Annex A and Annex B should be structured around the following theme headings which align with the main stages of the SAPs analytical toolkit:

- Local Context
- Skills Supply
- Skills Demand
- Mapping Skills Supply and Demand

We expect SAPs to include a summary of the main points for each theme. As well as pulling out the salient findings from the core indicators, this can also be used to draw in key findings from local intelligence or other data sources. In addition, for each indicator, SAPs should provide narrative and interpretation to help readers understand the data in the context of the local area. The narrative text may include reference to:

- Further comparisons with other areas beyond those provided (e.g. to neighbouring or similar SAPs, regional data)
- Further breakdowns of the data beyond those provided (e.g. looking at breakdowns by Local Authority, or using additional variables)
- Local intelligence (e.g. qualitative information from local stakeholders, supporting information from local business surveys)
- Other relevant analysis (e.g. from the fuller analytical evidence base)

Further details of the type of questions we expect SAPs to answer in their narrative can be found in the accompanying Core Indicators User Guide.

Annex. B- Additional Indicators

Recommended length	Determined by SAPs- please be mindful of overall document size
Content	Created by SAPs where desired. Can be a series of relevant hyperlinks.

More detailed, additional data and interpretation beyond the core indicators should be included in Annex B. To aid reader comprehension, this additional data should be categorised using the same theme headings as Annex A and should be accompanied by interpretation and narrative.

SAPs may also wish to use this section to link to other data and analysis they have produced, such as data dashboards and deep dive reports on relevant topics.

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