



## SKILLS COMMITTEE

Wednesday 3 April 2019

15:00p.m – 17:00p.m

Incubator 2, Alconbury Weald Enterprise Campus, Huntingdon, Cambs PE28  
4WX

### AGENDA

Open to Public and Press

Number	Agenda Item	Mayor/ Lead Member/ Chief Officer	Papers	Pages
	<b>Part 1 – Governance Items</b>			
1.1	Apologies and Declarations of Interests	Chair	Oral	-
1.2	Minutes – 6 February 2019 and Action Log	Chair	Yes	4 - 9
1.3	Public Questions	Chair	No	-
1.4	Agenda Plan	Chair	Yes	10 - 11
	<b>Part 2 – Reports to Combined Authority Board</b>			
2.1	Adult Education Budget (AEB): Concept Options for Potential Underspend through Devolution (Key Decision)	Chair/John T Hill - Director of Business	Yes	12 - 16
2.2	Skills Strategy (Key Decision)	Chair/John T Hill - Director of Business	Yes	17 - 30
2.3	University of Peterborough – Outcomes of Review and Reflect leading to the progression of an	Chair/John T Hill - Director of	Yes	31 - 50

Number	Agenda Item	Mayor/ Lead Member/ Chief Officer	Papers	Pages
	Outline Business Case (Key Decision)	Business		
2.4	Creation of Cambridgeshire & Peterborough Employment & Skills Board Incorporating Skills Advisory Panel and Adult Education Budget Governance Arrangements (Key Decision)	Chair/John T Hill - Director of Business	Yes	51 - 58
2.5	Skills Talent and Apprenticeship Hub Pilot (Key Decision)	Chair/John T Hill - Director of Business	Yes	59 - 65
2.6	Skills Brokerage Contract & Future of the Careers & Enterprise Company Contract For Cambridgeshire & Peterborough (Key Decision)	Chair/John T Hill - Director of Business	Yes	66 - 69
	<b>Part 3 – Date of next meeting</b>			
3.1	Date: Wednesday 10 July 2019 – Incubator 2, Alconbury Weald Enterprise Campus, Huntingdon, Cambs PE28 4WX		-	-

The Skills Committee currently comprises the following members

		Portfolio Responsibilities/Member	Board Member	Substitute
1	Chair	Portfolio Holder for Skills and Chair of Skills Committee	Cllr John Holdich	Cllr Lynne Ayres
2	Member	Member for Huntingdonshire District Council	Cllr Graham Bull	Cllr Ryan Fuller
3	Member	Member for East Cambridgeshire District Council	Cllr Charles Roberts, Deputy Mayor	Cllr Anna Bailey
4	Member	Member for South Cambs District Council	Cllr Eileen Wilson	Cllr Aiden Van de Weyer

The Combined Authority is committed to open government and members of the public are welcome to attend Committee meetings. It supports the principle of transparency and encourages filming, recording and taking photographs at meetings that are open to the public. It also welcomes the use of social networking and micro-blogging websites (such as Twitter and Facebook) to communicate with people about what is happening, as it happens.

Public speaking on the agenda items above is encouraged. Speakers must register their wish to speak by making a request in writing to the Democratic Services Manager (Tamar Oviatt-Ham) no later than 12.00 noon three working days before the day of the meeting. The request must include the name, address and contact details of the person wishing to speak, together with the full text of the question to be asked. For more information about this meeting, please contact Tamar Oviatt-Ham at the Cambridgeshire County Council's Democratic Services on Cambridge (01223) 715668 or by email at [tamar.oviatt-ham@cambridgeshire.gov.uk](mailto:tamar.oviatt-ham@cambridgeshire.gov.uk)



**CAMBRIDGESHIRE & PETERBOROUGH COMBINED AUTHORITY**  
**SKILLS COMMITTEE: MINUTES**

**Date:** Wednesday, 6 February 2019

**Time:** 3.00p.m. to 3.47 pm

**Present:** Councillors John Holdich (Chairman), Graham Bull, and Eileen Wilson.

**11. APOLOGIES AND DECLARATIONS OF INTERESTS**

Apologies were received from Councillor Charles Roberts. There were no declarations of interests.

**12. MINUTES – 21 NOVEMBER 2018 AND ACTION LOG**

In considering the minutes from the meeting held on 21 November 2018 Members queried the status of the Careers Enterprise Company. Officers explained that enquires had been ongoing with a number of providers but that the contract was still due to be terminated at the end of March 2019. Members highlighted their concerns in relation to no contract being in place after this date and sought assurance that the Committee would be kept up to date on the position. **ACTION**

The minutes of the meeting held on 21 November 2018 were agreed as a correct record and signed by the Chairman.

The action log was noted.

**13. PUBLIC QUESTIONS**

No public questions received.

**14. AGENDA PLAN**

The agenda plan was noted.

**15. ADULT EDUCATION BUDGET DEVOLUTION GOVERNANCE AND ESTABLISHING THE SKILLS ADVISORY PANELS (SAPS)**

The Committee received a report that provided governance options and recommended a preferred model of governance around the devolution of the Adult Education Budget to the Combined Authority. The report also provided information in relation to the emergence of Skills Advisory Panels (SAP) for inclusion in the governance of Skills during 2019 for Cambridgeshire and Peterborough.

In discussing the report Members:

- Discussed option two in the report as the preferred option, where the Skills Advisory Panel would report to the Skills Committee but would have a wider portfolio of programme and projects to advise and deliver on. They discussed the use of task and finish groups to target different areas, involving relevant expertise.
- Noted that they would need to identify the most appropriate Employers to include on the panel, with a strategic vision.
- Queried how the £75,000 grant would be used. Officers explained that this would be used to gain a better understanding of the supply and demand of skills in the area, ensuring that the evidence data was kept up to date and ensuring best value for money, building on the data sets already available. Noted that the funding would be available at the end of March.
- Queried the status of the memorandum of understanding as the paper noted that this would be in place by the end of January. Officers explained that they had sent their submission but had not heard back from the Department for Education. Officers agreed to share the document with the Committee when available.

#### **ACTION**

- Noted that Officers would prepare terms of reference for a Skills Advisory Panel (SAP) inclusive of the Adult Education Budget (AEB) and would bring this for approval at the next Committee meeting in April. Current government timescales were to have a Skills Advisory Panel in place by the end of October 2019. Approval would need to be sought by Combined Authority Board in May 2019.

It was resolved unanimously to:

- a) approve option 2 as outlined within the report.
- b) authorise officers to prepare Terms of Reference for a SAP inclusive of the AEB for approval at the next meeting of the Skills Committee.

## **16. UNIVERSITY OF PETERBOROUGH – UPDATE OF REVIEWS**

The Committee received a report updating them on the delivery of the University of Peterborough programme and outlining the actions required from reviews to inform the development of an Outline Business Case.

In discussing the report Members:

- Noted that the Combined Authority were in receipt of the gateway review and were working with partners to address the recommendations. The recommendations would be incorporated within a report to come back to Committee in April 2019.
- Noted that the Gleeds technical/partnership review had been delayed due to provider staffing issues but that the report would be available in early February 2019.

- Discussed the intent for University Centre Peterborough (UCP) to be an independent University through the Office for Students and pursuing degree awarding powers. Partners within the UCP were supporting this to be processed. The landscape for universities had changed significantly recently. There was therefore a need to look at a University for the future that would meet the needs of the local employees and businesses in Peterborough which would be of huge social and cultural benefit for the north of the CPCA area.
- Discussed the funding and reassurance that the Combined Authority were getting value for money. Officers explained that further funding would be granted following a signed Funding Agreement for deliverables and further funding assurances that will be established following the implementation of the upcoming reviews. Indications were given that there was a potential delay nationally in the processing of applications for degree awarding powers.
- Questioned how people would be attracted to attend the University in particular those living in Peterborough. Officers explained that there was outreach work ongoing with a focus on growing numbers locally. There would be a key link to technical qualifications to meet the demands of local industries and employers.

It was resolved unanimously to:

- a) provide officers with comment on the Vision (Appendix 1).
- b) note the outcome of the Gateway Review – Recommendations and Action Plan (Appendix 2).
- c) note the revised timetable for Pinsent Mason’s and Gleeds’ Reviews.

## 17. SKILLS STRATEGY – UPDATE OF PROGRESS

The Committee received a report seeking comments and steer on the draft Skills Strategy Outline Framework and Evidence Base Report and giving an update on the process for shaping the Skills Strategy and revised timetable and next steps. The Skills Strategy was being developed alongside the Local Industrial Strategy. Officers were working to collate feedback and an initial version of the strategy had already been circulated for comment. A second version was due to be circulated in ten days time, which would include a more robust strategy and delivery plan. The feedback from officer groups had been positive. A delivery plan had been drafted up until 2030 along with the Mayors Ambition Statement. This would include working with employers to create a digital portal and skills hub.

In discussing the report Members:

- Welcomed the development of the Strategy, in particular the development of the digital portal.
- Requested that Zero Carbon options be fed into the strategy as this had been highlighted as a priority by District Councils. **ACTION.**
- Queried how they would keep on track of what the key sectors were.

- Requested that the link to the village college ethos was not lost. This was not necessarily an education that led to qualifications. **ACTION**
- Highlighted that hard to fill vacancies were at elementary level and this needed to be reflected in the strategy. **ACTION**

It was resolved unanimously to:

- a) provide comment and steer on the Draft Skills Strategy Outline Framework (Appendix A) and Evidence Base Report (Appendix B).
- b) note the process for shaping the Skills Strategy.
- c) note the revised timeline for collating feedback, to inform the development of the Skills Strategy.
- d) endorse the next steps in the process.

## **18. DATE OF THE NEXT MEETING**

Members noted the date of the next meeting as 3 April 2019.

**Chairman**

**Skills Committee Action Sheet – 6 February 2019**

<b>Date</b>	<b>Minute Ref</b>	<b>Report Title</b>	<b>Action</b>	<b>Delegated officer</b>	<b>Status</b>	<b>Date completed</b>
06.02.19	12	<b>Minutes – 21 November 2018 and Action Log</b>	In considering the minutes from the meeting held on 21 November 2018, Members queried the status of the Careers Enterprise Company. Officers explained that enquires had been ongoing with a number of providers but that the contract was still due to be terminated at the end of March 2019. Members highlighted their concerns in relation to no contract being in place after this date and sought assurance that the Committee would be kept up to date on the position.	Neil Cuttell	Discussions with the Careers Enterprise Council (CEC) are continuing. One local provider has shown interest in taking on the existing contract but has, as of the 19 <sup>th</sup> Feb not committed. Officers have given formal notice on the contract being handed back to the CEC as of the 1 <sup>st</sup> April 2019. A report will follow as to the outcome of the programme at a future Skills committee	19.02.19
06.02.19	15	<b>Adult Education Budget Devolution Governance and Establishing the Skills Advisory Panels (Saps)</b>	Queried the status of the memorandum of understanding as the paper noted that this would be in place by the end of January. Officers explained that they had sent their submission but had not heard back from the Department for Education. Officers agreed to share the document with the Committee when available.	Neil Cuttell	The Memorandum of Understanding is available (attached). Officers have not yet heard back from the DfE on the proposed grant allocation. A report to the Skills Committee on Terms of Reference for an Employment & Skills Board incorporating a SAP and AEB governance will be presented at the April 2019 meeting.	19.02.19

**Agenda Item 1.2**

06.02.19	17	<b>Skills Strategy – Update of Progress</b>	Requested that Zero Carbon options be fed into the strategy as this had been highlighted as a priority by District Councils.	Kim Cooke	Zero carbon will be added to the Delivery Plan of the Skills Strategy. The Local Industrial Strategy prioritises the Clean Growth Grand Challenge, which will allow for proposals to be developed to support Zero Carbon initiatives.	19.02.19
06.02.19	17	<b>Skills Strategy – Update of Progress</b>	Requested that the link to the village college ethos was not lost. This was not necessarily an education that led to qualifications.	Kim Cooke	Ethos of the village colleges are being discussed at a meeting on 25.2.19. It will be reflected in the delivery plan under AEB.	19.02.19
06.02.19	17	<b>Skills Strategy – Update of Progress</b>	Highlighted that hard to fill vacancies were at elementary level and this needed to be reflected in the strategy.	Kim Cooke	This is reflected in the Strategy under Work and Health programme and AEB.	19.02.19

# SKILLS COMMITTEE AGENDA PLAN

Updated on 20/03/19



## Notes

Committee dates shown in bold are confirmed.  
Committee dates shown in italics are TBC.

The definition of a key decision is set out in the Combined Authorities Constitution in Chapter 6 – Transparency Rules, Forward Plan and Key Decisions, Point 11 <http://cambridgeshirepeterborough-ca.gov.uk/assets/Uploads/CPCA-Constitution-.pdf>

- \* indicates items expected to be recommended for determination by Combined Authority Board
- + indicates items expected to be confidential, which would exclude the press and public.

Draft reports are due with the Democratic Services Officer by 10.00 a.m. eight clear working days before the meeting.  
The agenda dispatch date is five clear working days before the meeting.

The following are standing agenda items which are considered at every Committee meeting:

- Minutes of previous meeting and Action Log
- Agenda Plan
- Performance Report

Committee date	Agenda item	Lead officer	Report to CA Board for decision	Reference if key decision	Deadline for reports	Agenda despatch date
<b>03.04.19</b>	Adult Education Budget (AEB): Concept Options for potential underpend through Devolution	Neil Cuttell	Yes	2019/017	<b>21.03.19</b>	<b>26.03.19</b>
	Skills Strategy	Kim Cooke	Yes	2019/004		

<b>Committee date</b>	<b>Agenda item</b>	<b>Lead officer</b>	<b>Report to CA Board for decision</b>	<b>Reference if key decision</b>	<b>Deadline for reports</b>	<b>Agenda despatch date</b>
	University of Peterborough – Outcomes of Review and Reflect leading to the progression of an Outline Business Case	Kim Cooke	Yes	2019/031		
	Creation of Cambridgeshire & Peterborough Employment & Skills Board Incorporating Skills Advisory Panel and Adult Education Budget Governance Arrangements	Neil Cuttell	Yes	2019/025		
	Skills Talent and Apprenticeship Hub Pilot	Fiona McGonigle	Yes	2019/026		
	Skills Brokerage Contract & Future of the Careers & Enterprise Company Contract for Cambridgeshire & Peterborough	Neil Cuttell	Yes	2019/025		
<b>10.07.19</b>	AEB Future Funding Programmes	Neil Cuttell			<b>27.06.19</b>	<b>02.07.19</b>
<b>02.10.19</b>	AEB Commissioning Strategy	Neil Cuttell			<b>19.09.19</b>	<b>24.09.19</b>
<b>08.01.20</b>	AEB Delivery 2020/21	Neil Cuttell			<b>18.12.19</b>	<b>23.12.19</b>
<b>08.04.20</b>					<b>26.03.20</b>	<b>31.03.20</b>

To be programmed:



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.1</b>
<b>3 APRIL 2019</b>	<b>PUBLIC REPORT</b>

## **ADULT EDUCATION BUDGET (AEB): CONCEPT OPTIONS FOR POTENTIAL UNDERPEND THROUGH DEVOLUTION**

### **1.0 PURPOSE**

- 1.1. This report identifies potential uses for any Adult Education Budget (“**AEB**”) underspend. The report requests that the Skills Committee endorses a combined approach to utilising underspend through a series of mechanisms during the period 2019-2023, whilst also identifying the risks associated with each of the aforementioned mechanisms.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref: 2019/017</b>	<b>Key Decision: Yes</b>
<p>It is recommended that the Skills Committee endorse and recommend to the Combined Authority Board:</p> <ul style="list-style-type: none"> <li>a) agreement in principle that any underspend of the AEB is rolled forward into the next Academic Year.</li> <li>b) that Officers be instructed to (i) develop a bespoke Grant Funding Programme for Employers in Cambridgeshire and Peterborough in order to upskill existing employees; and (ii) report back in Autumn 2019 with a structure for such a programme.</li> <li>c) that Officers be instructed to consider what other Skills Programmes could be</li> </ul>	<p><b>Voting arrangements</b></p> <p>Simple majority of all members</p>

<p>resourced with underspend of the AEB. Further to feedback to Skills Committee ideas that are in line with the Skills Strategy for consideration.</p> <p>d) agreement to maintain a contingency budget of £50,000 in 2019/20 to mitigate against the potential insolvency of a provider.</p>	
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## 2.0 BACKGROUND

- 2.1 In November 2018 the Skills Committee received a report on the AEB which included (i) proposing a commissioning approach; (ii) the allocation of grants; and (iii) the process for selecting procured contracts.
- 2.2 Officers have been working with the twelve (12) Grant funded providers indigenous or contiguous to the Cambridgeshire & Peterborough Combined Authority (“**CPCA**”) boundaries to complete Delivery Plans in line with the Local Industrial Strategy and Skills Strategy priorities.
- 2.3 Officers have also undertaken a procurement exercise to seek Adult Learning provision through procured contracts. This process started on the 5<sup>th</sup> January 2019 and was completed on February 14<sup>th</sup> 2019 with over forty (40) bid submissions. Officers have been scoring the tenders during March 2019 and award of contracts will progress in April 2019.
- 2.4 The Department for Education (**DfE**) and the Education Skills Funding Agency (**ESFA**) have been working with the CPCA on the devolution of AEB over the last year. One of the main operational issues when working with providers is that there is potential for underspend on both the grant allocation and procured awards. The risk of underspend is relatively high, as the scale of underspend, if any, cannot be ascertained until the academic year is well underway and the demand for courses has been confirmed.
- 2.5 The potential for underspend presents an opportunity for the CPCA to forward plan and determine how the resource could be best utilised within the Skills Strategy priorities. The potential options outlined below could be explored further by Officers to present the Skills Committee with more detailed opportunities that could be utilised in 2020.

<b>Option</b>	<b>Opportunity</b>	<b>Risk</b>
Funding could be rolled into the next financial and academic year	This represents the simplest solution and would allow for availability of resource should a risk occur that requires additional financial support	There is potential for underspend to affect the amount that the CPCA would receive two (2) academic years later when the allocation to the CPCA is calculated on a reduce number of learners.
Grant Providers who have had high demand on courses could be asked to bid during the year for additional AEB Growth Funds	This has the opportunity of utilising the available resource to grant funded providers within the area to roll out further courses in the area quickly as they will have the necessary infrastructure to do so.	This would make the CPCA heavily reliant upon the twelve (12) grant providers within the area, and would mean that more agile/flexible courses and learning aims may not be achieved in certain geographies or industry sectors
A bespoke Grant Programme for Adult Education could be created to target industry	This would be a unique way of utilising the underspend. The Evidence Based Skills Plan has shown that employers buy in bespoke training provision. Therefore, to offer a grant on a percentage that would encourage certain types of employer to upskill their workforce, could be beneficial to achieving the priorities of the Local Industrial Strategy and Skills Strategy.	This would require setting up, which would need the appropriate governance, marketing and evaluation that any grant programme would require. There is also a risk on how the learner is identified, resourced and managed through their learning aim.
Capital Funding connected to Revenue Funding Programme	Review how Revenue funding could be utilised to connect to Capital Skills Programmes. Revenue funding could be used from the AEB to develop Skills Capital Programmes.	There is potential for underspend to affect the amount that the CPCA would receive two (2) academic years later when the allocation to the CPCA is calculated on a reduce number of learners.

<p>The underspend could be used to fund other Skills Priorities the CPCA has identified.</p>	<p>The Skills Strategy has identified a number of activities and programmes that require financial resourcing to deliver including the Skills, Talent, Apprenticeship Hub.</p>	<p>There is potential for underspend to affect the amount that the CPCA would receive two (2) academic years later when the allocation to the CPCA is calculated on a reduce number of learners. The DfE would also be keen to understand why the AEB funding was being utilised for 'other' spend types, which would require justification and strategic connection.</p>
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- 2.6 The Memorandum of Understanding between the CPCA and DfE stipulated that the CPCA will receive the AEB finances through the Section 31 (Local Government Act 2003) grant, via the Single Pot. Once the budget has been transferred, the CPCA will have the flexibility to utilise the funding to meet administrative and operational costs associated with the budget and retain any underspends generated within the budget.
- 2.7 However the CPCA had to agree to;
- a) Continue to fund the Statutory Entitlements; and
  - b) Not 'destabilise the existing grant providers'
- 2.8 In delivering to the requirements identified in section 2.7 above, the CPCA could resource other Skills Priorities with any underspend, but the risk in doing so is that future years will see a reduction in the grant allocation provided by the DfE due to learner numbers being reduced.
- 2.9 The devolution of the AEB also conferred a responsibility on the CPCA to ensure that if a provider becomes insolvent, the CPCA would continue to fund its resident learners where they are affected while a solution to protect those learners is identified and delivered. Therefore, it would be prudent to utilise a percentage of the underspend as contingency in the event of insolvency occurring locally. In light of the foregoing, Officers concluded that a sum of £50,000 should be retained in year one of the AEB for such an event. If the amount exceeds this, the Authority will need to find the additional allocation.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 The potential financial implications of utilising the AEB underspend on non-AEB learning aims is highlighted in the report. The impact of doing so on future funding allocations is currently unknown and will have to be understood

in detail, via discussion with DfE, before any proposed uses of the underspend should be approved by Board.

- 4.2 The retention of a contingency fund in case of provider insolvency is prudent given the financial stability of the organisations being worked with. The risk of a significant amount of funding being held by an insolvent provider is mitigated both by AEB funds being paid out, at most, a month in advance and by regular meetings with providers that would highlight risk of insolvency at an early stage. As such the contingency funding is to cover the additional costs of sourcing places in the short term not to cover the normal cost of the courses thus the value of the allowance is reasonable.

## 5.0 LEGAL IMPLICATIONS

5.1. The CPCA needs to keep detailed and accurate records of:

- the amount and utilisation of underspend;
- the providers that have become insolvent, or are at risk of becoming so,
- the amount of assistance provided to such providers and for what period of time;

5.2. Insolvency events need to be covered and explained in the contracts that the CPCA puts in place with providers so that the process to deal with such an event is completely transparent and unambiguous.

5.3. The CPCA also needs to ensure that the sum of £50,000 allocated to mitigate the risk of local provider insolvency is not exceeded

## 6.0 SIGNIFICANT IMPLICATIONS

6.1 The use of underspent AEB represents a good opportunity to utilise resources to achieve other Skills Strategy Priorities, however this has the potential to have negative consequences in future years. This is due to the potential reduction in learning number and aim that could mean a reduction in the overall grant provide by the DfE to the CPCA post 2021.

## 7.0 APPENDICES

None

<b><u>Source Documents</u></b>	<b><u>Location</u></b>
<a href="#">CPCA Board Minutes July 2018</a> <a href="#">CPCA Skills Committee Minutes 21st November 2018</a> <a href="#">CPCA Board Minutes November 2017</a>	The Incubator 2, First Floor, Alconbury Weald Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4WX



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.2</b>
<b>3 April 2019</b>	<b>PUBLIC REPORT</b>

## **SKILLS STRATEGY**

### **1.0 PURPOSE**

- 1.1 The Cambridgeshire and Peterborough region plays an important role in the UK economy. Although the area is home to large and globally significant businesses, small/medium businesses dominate the local landscape. With its strong knowledge base and prosperous communities, Cambridgeshire and Peterborough's Ambition is to make our region the best place in the world to live, learn and work. This will be achieved by collaborative partnerships delivering initiatives which are bold and innovative in their design, both locally and nationally.
- 1.2 Unique in its make-up, the CPCA region is defined by three distinct economic areas with differing sector specialisms and therefore differing social and economic skills needs. The region faces many challenges. Broadly speaking, Greater Cambridge (Cambridge and South Cambridgeshire) has the highest levels of skills and the best educational outcomes; Greater Peterborough and the surrounding area experiences lower levels of employment and greater economic inactivity and the Fens has lower labour market performance, related to the accessibility of both jobs and training. It is imperative that, to achieve inclusive growth, we concentrate our efforts on closing the skills gaps, and overcoming the barriers and challenges to progression by developing bespoke life-long learning for all ages through a tailored approach. Key to the success of our local economy will be our ability to grow local talent alongside attracting new talent to the area.

<b>DECISION REQUIRED</b>	
<b>Chair of the Committee:</b>	<b>Councillor John Holdich</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref: 2019/004</b>	<b>Key Decision: Yes</b>
<b>It is recommended that the Skills Committee endorse and recommend to the Combined Authority Board:</b>	<b>Voting arrangements</b> <b>Simple majority of all members</b>

<b>(a) approval and adoption of the Skills Strategy at Appendix A of the report.</b>	
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**2.0 PRODUCTION OF THE CPCA SKILLS STRATEGY**

- 2.1 The Cambridgeshire and Peterborough Combined Authority (CPCA) devolution deal established an agreement between Government, the seven local authorities and the Local Enterprise Partnership to devolve a range of funding, powers and responsibilities. The devolution of some of the skills functions alongside the Adult Education Budget to the CPCA frames the impetus for the Skills Strategy. With a holistic approach being taken to increasing productivity and to growing the social and economic well-being of the local communities, the Skills Strategy and delivery plan have been aligned to the Local Industrial Strategy and the Cambridgeshire, and Peterborough Independent Economic Review (CPIER) and its recommendations. It is in the CPCA Business Plan 2019-2020.
- 2.2 This paper is to seek approval and adoption of the CPCA Skills Strategy. The Skills Strategy at Appendix A has now been produced through a robust process and in consultation with; the members of the Skills Committee, the Mayor’s office, CPCA staff, an expert authors’ group, CPSB CEOs and officers’ groups, 10 business roundtables for priority sectors covering 60 businesses, the majority of the AEB providers and a range of key stakeholders. In total 300 individuals and organisations, have consulted and contributed to the development of the recommendations herein. This process followed a timeline from December 18-March 2019.

**3.0 FINANCIAL IMPLICATIONS**

- 3.1 There are no direct financial implications in approving this paper. Delivering the main actions identified will have costs but these will be considered as the Committee and the Board receive specific papers on the actions to address the skills deficit.

**4.0 LEGAL IMPLICATIONS**

- 4.1 There are no legal implications associated with the activities outlined in this Report.

**5.0 APPENDICES Appendix A – Skills Strategy – Draft Version**

<u>Source Documents</u>	<u>Location</u>
Cambridgeshire and Peterborough Independent Economic Review (CPIER)	<a href="http://www.cpier.org.uk/final-report/">http://www.cpier.org.uk/final-report/</a>
Hatch Regeneris Evidence Base Skills Strategy Final Report 2018	

**Cambridgeshire and Peterborough Combined Authority**  
**Skills Strategy Framework Final**  
**Developing Talent – Connecting the Disconnect**



**Foreword: Written for the Mayor and CEO**

The Cambridgeshire and Peterborough region plays an important role in the UK economy. Although the area is home to large and globally significant businesses, small/medium businesses dominate the local landscape. With its strong knowledge base and prosperous communities, Cambridgeshire and Peterborough's Ambition 2030 is to make our region ***the best place in the world to live, learn and work***. This will be achieved by collaborative partnerships delivering initiatives which are bold and innovative in their design, both locally and nationally.

Unique in its make-up, the CPCA region is defined by three distinct economies with differing sector specialisms and therefore differing social and economic skills needs. The region faces many challenges. Broadly speaking, Greater Cambridge (Cambridge and South Cambridgeshire) have the highest levels of skills and the best educational outcomes; Greater Peterborough and the surrounding area experiences lower levels of employment and greater economic inactivity and the Fens has lower labour market performance, related to the accessibility of both jobs and training. It is imperative that, to achieve inclusive growth, we concentrate our efforts on closing the skills gaps, and overcoming the barriers and challenges to progression by developing bespoke life-long learning for all ages through a tailored approach. Key to the success of our local economy will be our ability to grow local talent alongside attracting new talent to the area. When looking at business skills, it will be important to consider how we can innovate and improve through a circular economy approach, moving towards zero carbon connected to clean growth.

The Cambridgeshire and Peterborough Combined Authority (CPCA) devolution deal established an agreement between Government, the seven local authorities and the Local Enterprise Partnership to devolve a range of funding, powers and responsibilities. The devolution of some of the skills functions alongside the Adult Education Budget to the CPCA frames the impetus for the Skills Strategy. With a holistic approach being taken to increasing productivity and to growing the social and economic well-being of the local communities, the Skills Strategy and high-level delivery plan have been aligned to the Local Industrial Strategy and the Cambridgeshire and Peterborough Independent Economic Review (CPIER) and its recommendations.

This Skills Strategy has been written in consultation with; the members of the Skills Committee, the Mayor's office, CPCA staff, an expert authors' group, CPSB CEOs and officers' groups, 10 business roundtables for priority sectors covering 60 businesses, the majority of the AEB providers and a range of key stakeholders. In total 300 individuals and organisations have consulted and contributed to the development of the recommendations herein.

## VISION

The CPCA has a vision to grow a successful, globally competitive economy grounded in high-skilled, better paid jobs, increased productivity and strong sustainable communities through:

### ***An inclusive world-class local skills eco-system that matches the needs of our employers, learners and communities.***

The strategy is a blueprint for designing and applying skills policies that makes the most of the region's workforce and for maximising the skills of its residents to drive up productivity, enable economic growth and support social inclusion. However, the region does not operate in isolation and recognition is given to national initiatives that will impact on the local skills landscape. This strategy has been prepared taking account of the current landscape and the introduction of Technical level <sup>1</sup> qualifications, Apprenticeship Reforms <sup>2</sup>, the National Retraining Scheme<sup>3</sup> and "Making the most of everyone's skills and talents" National Careers Strategy<sup>4</sup>. We will develop a dynamic skills system within the Combined Authority area bringing together advice and guidance, a quality delivery mechanism, with identified pathways to higher skills which is designed to improve work and pay prospects, closing the skills gaps and improving quality of life.

We have a unique opportunity to **set the strategic direction**, enabling sustainable futures by **creating a culture of positive change within the skills arena** following three key themes:

- 1. Achieve a high-quality offer tailored to the needs of the three sub-economies.*
- 2. Empower local people to access education and skills to participate fully in society, to raise aspirations and enhance progress into further learning or work.*
- 3. Develop a dynamic skills market that responds to the changing needs of local business.*

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<sup>1</sup><https://www.gov.uk/government/news/new-t-levels-mark-a-revolution-in-technical-education>

<sup>2</sup> <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>

<sup>3</sup> <https://www.gov.uk/government/news/government-support-to-boost-skills-and-prosperity>

<sup>4</sup> <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

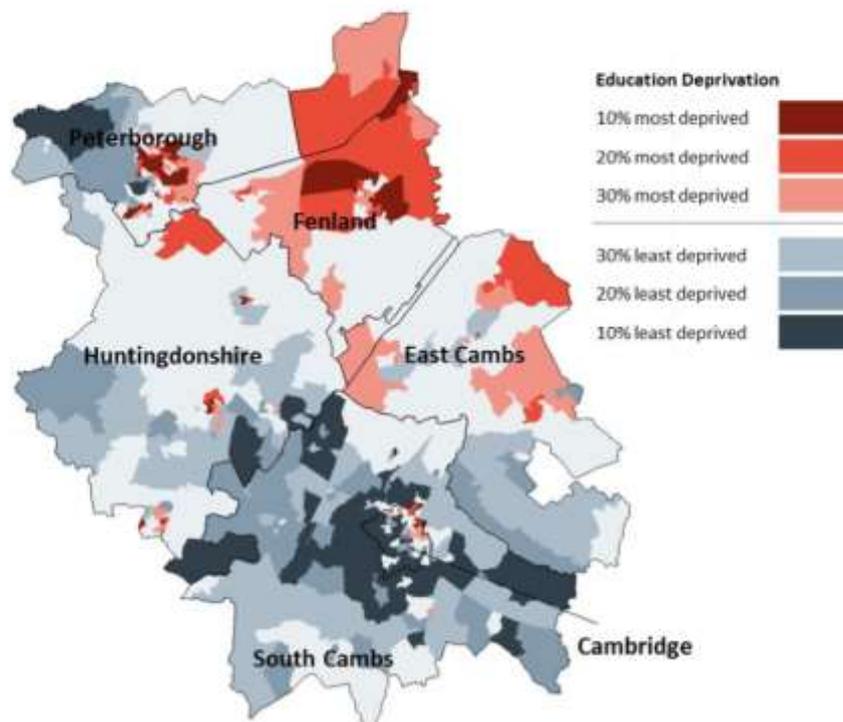
## KEY THEMES

### 1. Achieve a high-quality offer tailored to the needs of the three sub-economies.

The future economic, cultural and social wellbeing of the UK is increasingly dependent on ensuring that the workforce is flexibly skilled and adaptable to meet today's market needs and those of the future. This will address the unpredictable needs of the next 10 to 15 years and beyond. We must assess how we best integrate and adapt our education and skills provision, ensuring it is aligned to the unique characteristics of the identified geographical areas. The focus areas for skills are split into three regions (based on travel to work patterns, supply chain mapping and housing market analysis):

- Greater Peterborough and surroundings (including north Huntingdonshire)
- The Fens\*\* (including Fenland, some of East Cambridgeshire and part of Huntingdonshire)
- Greater Cambridge (Cambridge and South Cambridgeshire (including southern parts of Huntingdonshire and East Cambridgeshire)).

Figure 4.17 Education, Skills and Training Deprivation Map



The economic areas have similarities but with priority sectors across all three geographies which can vary. However, shared priorities across the region include:

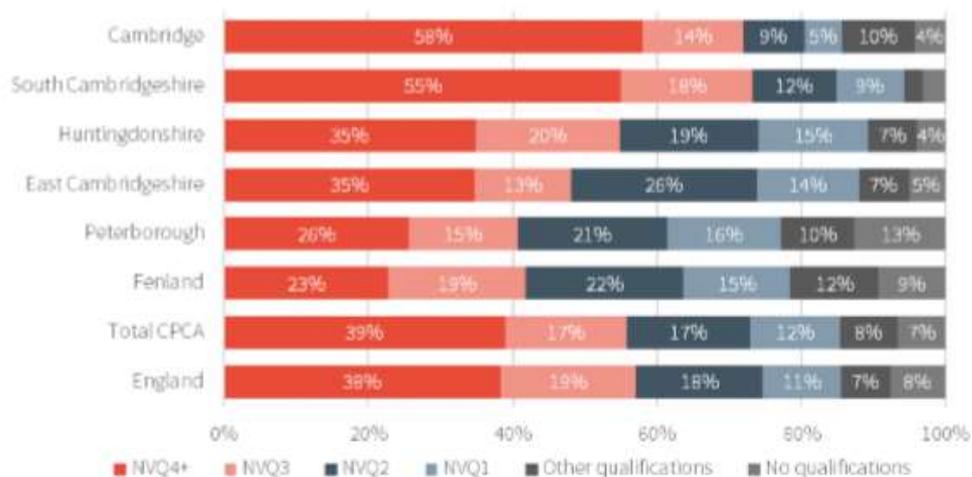
Health and Social Care	Agri-Tech and Food
IT and Digital	Life Sciences
Construction	Logistics and Distribution
Education and Professional Services	Manufacturing, Advanced Manufacturing and Materials

The Combined Authority will seek to ensure the highest possible quality of training across the region. In part this will be achieved through a commissioning process related to devolved funding. Additionally, the Combined Authority will seek to influence the regional training and skills provider network to share and adopt best practice whilst ensuring connectivity in industry aligns to, and keeps pace with, technological advancement.

## 2. Empower local people to access education and skills to participate fully in society, to raise aspirations and enhance progress into further learning or work

Within the rich and diverse nature of the geography for the Combined Authority area, there is a wealth of knowledge and diversity of culture. However, as shown in the table below, there is a need to develop skills levels across much of the region. This will be achieved through a tailored approach. This approach will be designed, as demonstrated in the key interventions shown below, to empower local people to access education and skills which will not only support academic achievement but will enable them to participate fully in society, raise aspirations and enable them to progress into further learning and work.

Figure 4.14 Highest level of qualification across CPCA (16-64 yr. olds)



Source: Annual Population Survey, 2017

The importance of inclusive growth is grounded in the fact that the poorest adults with the lowest qualifications are the least likely to access adult training despite being the group that would benefit from it the most (Social Mobility Commission 2019). A tailored offer, designed to improve work and pay prospects, supporting social and economic growth that is aligned to the geographical sub-economies, will move towards addressing the root causes of these inequalities. As the UK works towards leaving the EU it is more important than ever that relevant skills are built to improve productivity. It is for this reason that lifelong learning and adult education are so important.

### 3. Develop a dynamic skills market that responds to the changing needs of local business

The creation of dynamic skills market that will improve prosperity and productivity will be based on local labour market information. Drawing from two significant baseline sets of evidence, the CPIER, used as the Local Industrial Strategy Evidence Base, and the Hatch Regeneris' Report, used as the Skills Strategy Evidence Base, this dynamic information and insight tool, developed with employers, will provide the foundation of future career pathways by identifying the current and future skills needs of local and regional businesses.

In our commitment to develop future pathways, recognition is given to preparing for the unpredictable as the balance of the kind of skills required in our employment sectors change with time. New and traditional sectors' occupations require more highly skilled workers and employers' needs for specific skills are constantly changing making it difficult to forecast. People entering the workforce and those already in work will need to be continually upskilled and trained to meet the jobs of the future. There is a need to embed a culture of lifelong learning and continuous skills improvement.

## **KEY INTERVENTIONS**

The Combined Authority will play a critical role in facilitating the skills growth starting with 5 initial key initiatives, namely:

1. Adult Education Budget
2. Careers Education Information Advice and Guidance (CEIAG)
3. Health and Care Sector Work Academy
4. Skills Talent & Apprenticeship Hub
5. University of Peterborough

## **Adult Education Budget**

Devolution of adult skills funding from 2019/20 will enable the Combined Authority to vary funding rules and funding rates to target skills development in areas of shortage, particularly where these areas are in alignment with the sectors identified as priorities for the sub-regional development required to raise productivity and prosperity.

The current skills system within Cambridgeshire and Peterborough demonstrates that there is some degree of disconnection between schools, colleges and businesses. It is imperative that we map the current provision and ensure that outcomes of education and wider learning lead to employment, Further Education, Higher Education or further training. The Adult Education Budget (AEB) provides us with the tool to support learners to secure foundation skills, progression and diversification and is pivotal in supporting the needs of local people into employment. Improving workforce development is crucial to achieving the economic development of Cambridgeshire and Peterborough, particularly in those areas where levels of educational attainment are currently low.

## **Careers Education Information Advice and Guidance (CEIAG)**

Key to progression is the ability of our schools, colleges and providers to deliver high quality careers, education, advice and guidance to inform all students of the opportunities in the region. By taking a holistic approach to skills provision we will enable our residents to have the opportunity to realise their potential and, through addressing skills gaps, to enable the regional economy to grow and thus to improve productivity and prosperity. The labour market is very prone to information failure in which people, especially younger people in schools, are unable to understand what is on offer or the benefits of investing their time and resources in identifying employment, skills and educational opportunities or differentiating between them to understand which creates the best life-chances for them individually.

## **Health and Care Sector Work Academy**

This innovation pilot takes a holistic approach to the health and care sector with a single intervention in two parts. It will train people from outside and from within the health and care sector simultaneously. From outside the sector it will train those who, often employed in insecure or seasonal work may be trapped in low paid jobs with no career or pay prospects, and the unemployed., Inside the sector it will develop those working in the health and care sector to enable them to progress further by providing a robust and clear career pathway. These actions are expected to develop a pipeline of well trained employees for the health and care sector.

## **Skills Talent & Apprenticeship Hub (STA Hub)**

The Skills Talent & Apprenticeship Hub developed by the CPCA will increase the number of people transitioning through the skills ecosystem into Apprenticeships, Higher Education and employment. The CPCA will support providers, schools, colleges, higher education, parents and residents to navigate effectively through the complex skills landscape by the creation of the Digital Talent Portal through a “one stop shop”. This action will facilitate a better match of potential talent to skills needs and job vacancies and in doing so will create opportunities for a strong, productive and thriving economy.

Learning from experience in the past, there should be the opportunity to bring together demand and supply through a dedicated skills brokerage. We therefore propose to create a Skills Brokerage Service:

specialist activity building relationships between businesses, providers and learners. One of the most challenging areas of matching need and opportunity is in relation to apprenticeships. On the supply side there is still an issue of perceived lack of parity of esteem between vocational and academic education and training. On the demand side, creating the critical mass for demand from employers to make support the feasibility of employer-based apprenticeships can be a challenge too. This lower level of demand for apprentices is most prevalent amongst SMEs who struggle to balance the value and effectiveness of a trainee, the 20% off the job training per week and the costs involved. Hence, to overcome this continuing market failure, we propose to better unlock the apprentice levy funding within large firms and help it flow down more effectively to SMEs in supply chains and sector clusters. To achieve this, we propose alongside our partners in other Mayoral Combined Authorities in Manchester and the West Midlands to agree with, and pilot on behalf of, the Dept for Education. This will give greater local freedom over the utilisation and management of underspend in the Apprenticeship Levy to create a highly functional local levy marketplace that significantly increases the quantity and quality of apprenticeships. We will develop local mechanisms to ensure that this critical resource in overcoming the current market failure in apprenticeships, can be deployed effectively, including creating pooling arrangements between employers.

### **University of Peterborough**

The University of Peterborough is a key feature of the devolution deal agreed with government and is critical for the growth of the local economy and addressing skills shortages. There is a long-standing ambition between public sector partners, employers and the residents of Peterborough and surrounding areas to have a University in the city. It is envisaged that the University will offer technical qualifications to meet the need of local businesses as well as collaborative delivery models through close working with industry to shape the degrees/high level apprenticeships on offer. We have an agreed vision statement for the new University:-

“Our vision is to deliver a thriving, independent University which will be a power-house for intellectual and economic growth for the city and region. Our city centre campus, that will serve 10,000 + students in the 2030s, will be meeting the needs of employers for new types of jobs and organisations, all the while enabling and supporting social mobility. This technical University will be fit for now and the future in both its approach to students’ learning and course delivery. The University will anchor major re-development of the Peterborough Embankment. Our buildings will be architecturally leading, flexible and environmentally friendly. The curriculum, academic community and buildings will reflect a desire to be the greenest university possible”.

To achieve the vision, we have defined our technical University;

“The University of Peterborough will be a high quality employment focused university for the city and region. It will acquire an international reputation for applied technology and science and innovative technological approaches to face to face learning. It will be characterised by outstanding student satisfaction and respond to local needs. The curriculum will be led by student and employer demand as well as developing opportunities in the technological, scientific and business areas. “

Within a year we intend to implement this vision through:

1. A procurement compliant competition, for the selection of the most appropriate curriculum offer to satisfy the requirement above, through a partner that can demonstrate the financial, academic and commercial capacity to deliver it.

2. A specification for the buildings and equipment, with related capital and revenue costs, to deliver that offer in partnership with the selected partner.
3. The procurement of contractors to build and manage the university premises on the embankment site.

By 2022 we intend that the new university on the banks of the Nene in Peterborough, will have 2,000 students rising to 12,500 by 2030, when the University of Peterborough will become fully independent.

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## KEY CHALLENGES

Key Themes	Issues to address	Challenges	Interventions
1.2. 3.	Staff shortages in priority sectors.	<p>Staff shortages in our priority sectors – the biggest challenge is the availability of trained staff in technical and management roles. Efforts need to be made to pool resources and fill any gaps in provision on the “supply” side in education and training.</p> <p>Issues identified by the Department for Education in retaining highly skilled teachers in the area.</p> <p>Issues in tackling the local shortage of skilled workers in the Health and Care Sector.</p> <p>Issues identified in FE/HE around the ability to attract lecturers/trainers/tutors in some disciplines especially in the delivery of Apprenticeships.</p> <p>Potential impact of Brexit in terms of exodus of East European labour.</p>	<p>To support businesses and key stakeholders to grow their own talent as well as attracting, recruiting, training and retraining the employees who will be a fundamental part of their future commercial success through the National Retraining Scheme and the Skills and Apprenticeship Hub.</p> <p>The Opportunity Area for Fenland and East Cambridgeshire will address this as part of priority 4 of the DfE Delivery Plan. CPCA to share best practice across the region.</p> <p>The Health and Care Sector Work Academy will tackle the local shortage and provide a further 2100 learners in the sector.</p> <p>Link businesses to providers to establish more integrated business expertise within apprenticeship standards as well as working with providers for expert staff to deliver at FE/HE.</p>
1.2.3.	Perception Vs Reality	<p>Perception of some sector industries is poor and careers promotion in schools/colleges is weak. It is imperative that careers education, information, advice and guidance in schools and colleges is realistic and aspirational.</p> <p>Perception of Apprenticeships and availability of Apprenticeships needs to change.</p>	<p>Careers promotion for sector skills is key to growing our local talent and raising awareness of the numbers of careers available in a given sector. To address the interface between employers, schools and providers, there is a need for early engagement with businesses through a strong skills brokerage.</p> <p>Working on levy pooling to support collaboration of delivery of apprenticeships to improve access for SMEs. The Technical qualification reform to support vocational pathways at Post 16 will assist with re-aligning the disconnect between technical qualifications</p>

			and the academic route. Alongside traditional qualifications, the University of Peterborough intends to offer technical qualifications to meet the demand of local industries and to grow local talent for jobs of the future.
1.2.3.	Plugging the Skills Gaps	We need to address the disconnection between education & qualifications and skills & jobs by ensuring all young people have access to quality careers advice and guidance to make informed choices at transition points as well as linking careers to curriculum to ensure young people are not disadvantaged in their career choices by poor choices at GCSE and A level.	The Technical qualification reforms, T levels will support the vocational pathways to be seen as equal to the academic route. The sector pilots and skills hubs will overcome the rurality issue with transport links in the more rural areas of our region.
1.	Lack of engagement in STEM subjects in schools/colleges	Embed the importance of STEM subjects in schools/colleges to raise awareness of jobs/qualifications that are fundamental to jobs within priority sectors – namely: manufacturing, engineering, life sciences, agri-tech, digital IT, construction and health and social care.	The Skills Brokerage offered to all schools in the localities will support STEM promotion through activities, careers promotion and employer engagement links with local businesses.
1.2.	Connecting the disconnected	Some people become disconnected from the labour market for a variety of reasons. Additional support, transition programs, wellbeing support and community groups are required.	The Work and Health programme <sup>5</sup> will support the progression of adults who have become disconnected from the labour market into work.
1.2.3.	No central coordinator to influence and enable	Demonstrate the need – make a case! It is imperative that, to have a say in future devolution, we are highly successful through the devolved projects we currently run. Measuring impact and evaluating outcomes effectively, ensuring that the investment yields ,or wherever possibly exceeds, the return expected., will be essential	Achieving a skills base that matches business needs - ensuring young people are sufficiently prepared for work and prioritising skills development where it is needed most i.e. in areas where there are genuine skills barriers to economic growth is part of the devolution deal with the Combined Authority. Therefore, the University of Peterborough, Health and Social Care sector-based work academy and a highly successful AEB programme that meets the needs of the businesses, residents and providers will be key to unlocking further devolution, will be important elements of the strategy

<sup>5</sup> <https://www.gov.uk/work-health-programme>

## SUMMARY OF ACTIONS

1. Map the current skills provision through the Adult Education Budget to improve **AEB** commissioning to develop courses, employer engagement and student stimulation that links with Apprenticeship and job progression through transition pilots and sector focused retraining schemes.
2. Improve HE participation locally to raise aspirations for young people and ensure the curriculum meets the needs of the local employers, students and communities by, developing a **University for Peterborough**.
3. Connect business with providers and talent with the targeted support for STEM, T-levels, Employer Outreach, CEIAG, Work Readiness and Careers Pilots through a robust **Skills Brokerage Service**.
4. Create greater visibility of talent to support businesses with recruitment/ training and using social media to attract young people into key sectors by connecting into the **Digital Talent Portal**.
5. Use the levy pot better to connect SMEs into wider value chains, spreading funding more effectively across local sector clusters by the creation of **A Levy Pooling Mechanism**. Manage the levy pooling to support micro businesses currently unable to take on an Apprentice due to either their size of specialist nature by connecting into an **Apprenticeship Training Academy**.
6. Provide work placements leading to Apprenticeships and jobs through coordinated **Sector Academy Apprenticeship Hubs** across the CPCA region.
7. Create a **Health and Care Sector Work Academy** to tackle the local shortage of skilled workers and provide a further 2100 learners into the sector.
8. Working with the **Work and Health programme** to support adults who have become disconnected from the labour market to support their progression into work.
9. Work with government to lobby for **further devolution opportunities**, to shape the reforms so that the skills system becomes outcome based and business-led and develop strong labour market information to ensure provision meets the demand to fill skills gaps.
10. Use collaborative partnerships to deliver bold and innovative interventions to ensure that collectively we make Cambridgeshire and Peterborough, ***the best place in the world to live, learn and work.***

## THE DELIVERY PLAN

The summary of actions shown below will be mapped into the delivery plan which will identify what success will look like and the impact it will have for the CPCA region. Each project will have identified objectives with associated targets.

The delivery plan has been produced in accordance with labour market information, the Cambridgeshire and Peterborough Independent Economic Review and the Hatch Regeneris' Skills Strategy Evidence Base Final Report.

Key Intervention	Added value to the area	Transformational change
<b>Adult Education Budget</b>	Funding can be targeted to meet local need.	Move from Central Government commissioning to the Combined Authority.
<b>Careers Education Information Advice and Guidance (CEIAG)</b>	Local targeted interventions creating opportunities for people to realise their potential.	Review, integration, coordination and better focus of current contracts for organisations delivering in the area to ensure local businesses are better connected and young people are better stimulated and guided. The Careers and Enterprise Company (CEC) model underpins CEIAG within the Skills Strategy alongside our brokerage services. It will be the mechanism for the delivery of the National Careers Strategy.
<b>Health and Care Sector Work Academy</b>	Additional new skills money into the area.	Bespoke delivery of the skills requirements to the Health and Care Sector designed collaboratively with local care and health providers. Offers a total wrap-around service for the students.
<b>Skills Talent &amp; Apprenticeship Hub</b>	The creation of a “one-stop” shop making it easier for businesses, training providers and local talent to understand the skills landscape.	Creation of a specialist activity building relationships between businesses, providers and learners. This will unlock apprentice levy funding within large firms and help it flow down more effectively to SMEs in supply chains and sector clusters. This will create a highly functional local levy marketplace that significantly increases the quantity and quality of apprenticeships.
<b>University of Peterborough</b>	Bringing HE to a local cold spot.	The creation of an independent higher education Technology University that will support local demographic and attract new talent to the area.



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.3</b>
<b>3 APRIL 2019</b>	<b>PUBLIC REPORT</b>

## **UNIVERSITY OF PETERBOROUGH – OUTCOME OF REVIEW AND REFLECT LEADING TO THE PROGRESSION OF AN OUTLINE BUSINESS CASE**

### **1.0 PURPOSE**

- 1.1 The University of Peterborough is a key feature of the devolution deal agreed with central government and is critical for the growth of the local economy and in addressing skills shortages. There is a long-standing ambition between public sector partners, employers and the residents of Peterborough and surrounding areas to have a University in the city. It is envisaged that the University will offer technical qualifications to meet the need of local businesses as well as collaborative delivery models working with industry shaping the degrees/high level apprenticeships on offer.
- 1.2 Peterborough is a cold spot for HE education and skills. Data/evidence from the Cambridgeshire and Peterborough Economic Review and the Hatch Regeneris' Skills Strategy Evidence Base Report underpin the commitments made in the Combined Authority's Skills Strategy both confirm the need for a University of Peterborough and the intent of the Cambridgeshire and Peterborough Combined Authority (CPCA) to act as the prime investor to help bring it to fruition. As a devolution priority, the CPCA continues to seek to support the establishment of a new University in Peterborough with a course mix driven by local employer demand for skills in both public and private sectors, encouraging apprenticeships. Through the evidence base of the CPIER and the subsequent production of the Local Industrial Strategy the University will offer technical courses to fill skills gaps within priority sectors identified in the locality, that meet the needs of students, employers and the wider community.
- 1.3 The CPCA will continue to work to activate employer demand and motivate learners and their families to aspire. The CPCA's objective is to create a University of Peterborough will deliver a step-change in life-chances for young people in Peterborough and beyond. Key to the success of the new University will be our ability to grow local talent alongside attracting new talent to the area. It is imperative to raise aspirations and improve social mobility, in order to achieve inclusive growth. Hence, we will concentrate our efforts on closing the

skills gaps and overcoming the barriers and challenges to progression by developing bespoke life-long learning for all ages.

1.4 In order to assure all the objectives for this new University are met, the CPCA undertook a 3 month period of “review and reflect” regarding progress so far, the changes that have occurred in the University marketplace, the challenges ahead and the best way forward to deliver the best possible result.

1.5 This report provides the findings from recent independent reviews and recommends to the Skills Committee and CPCA Board that approval is given to move into the next stage of the project that will require concurrent work to achieve:

- (a) Agreement of a funding solution to:
- (b) Procure expert programme management consultants with experience and skills to deliver the University, and specifically the following activities to:
- (c) Run a University Delivery Partner selection process to confirm the best choice of academic partner to invest in, to develop and deliver the University defined by the Skills Strategy.
- (d) Carry out site assessments, planning preparation and permissions.
- (e) Work alongside CPCA officers to co-develop and produce the Outline Business Case (OBC) for the build.
- (f) Agree specific curriculum and delivery models to produce a resulting build specification.
- (g) Run a procurement competition for a design and build contractor.
- (h) Produce a Full Business Case with CPCA officers to lay down contracts for the build.
- (i) Initiate the build through integration and coordination with relevant spatial plans.

<b><u>DECISION REQUIRED</u></b>	
<b>Portfolio Holder for Skills:</b>	<b>Councillor John Holdich</b>
<b>Lead Officer:</b>	<b>John T Hill – Director of Business &amp; Skills</b>
<b>Forward Plan Ref: 2019/031</b>	<b>Key Decision: Yes</b>
<p>The Skills Committee Board are recommended to:</p> <p>1. Note the findings of the reviews that recommend the way forward for the University of Peterborough to be developed to meet the outcomes of the CPIER, LIS and Skills Strategy.</p>	<p><b>Voting arrangements</b></p> <p>All members are required to be present for this item.</p> <p>Two thirds of the constituent council members must vote in favour to include Cambridgeshire County</p>

<p>2. Recommend to CPCA Board to approve:</p> <ul style="list-style-type: none"> <li>(i) Running an academic partner review, comparison and selection process that includes PRC, ARU and others.</li> <li>(ii) Release £300,000 of capital funding identified in the 2019/20 Capital Programme to deliver items 3 and 5 of the programme outlined in Table B below.</li> <li>(iii) Approve the release of £235,000 from the non-transport feasibility funding in the revenue budget for 2019/20 to deliver items 1, 2, 4 and 6 in Table B below.</li> <li>(iv) The Action plan and Timescales set out, noting they both enable meeting the original objective of 2000 students on the Embankment site by 2022.</li> <li>(v) Officers procuring expert consultants to support the execution of that Action plan to these timescales.</li> <li>(vi) Agree to a review, through the OBC Process, of the current assumptions regarding: <ul style="list-style-type: none"> <li>(a) The level of CPCA capital investment in the build; and</li> <li>(b) The Governance Process of the University Programme.</li> </ul> </li> </ul> <p>3. Agree to delegate authority to the Chief Executive to enter into the contractual relationships following the procurement of the external consultants required to undertake the activities specified.</p> <p>4. Agree the definition of the University as set out in 2.5.</p>	<p>Council and Peterborough City Council.</p>
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## **2.0 BACKGROUND AND CONTEXT TO DATE**

- 2.1 Following the CPCA Board meetings of June 2017 and March 2018, it was agreed that the University of Peterborough project would proceed with UCP (a joint venture between PRC and ARU) obtaining New Degree Awarding Powers (NDAPs). UCP registered with the Office for Students in November and are aiming to submit their application for NDAPs imminently.
- 2.2 As part of a period of review and reflect, the Combined Authority commissioned 3 independent reviews to ascertain progress to date and the best future direction of travel, to deliver a University matching the definition within the CPCA Skills Strategy and the needs of people and businesses in Peterborough and surrounding areas.

### **Buildings and Infrastructure**

- 2.3 Land has been identified as a 55 acre site off Bishops Road in Peterborough. The first task will be to prepare a section of the 55 acre site (approximately 6 acres) for development to support 2,000 students by 2022 in a “Signature” building. A collection of campus buildings (teaching and learning space) with student accommodation to follow. The student accommodation needs to be both flexible and cost effective and meet the needs of the region e.g. sharing any student accommodation with business or low-cost accommodation for keyworkers.
- 2.4 In anticipation of the need for the CPCA and Peterborough City Council (PCC) to work formally in partnership to deliver infrastructure and campus solutions for the new university, preparations have already been undertaken with PCC. This has resulted in the drafting of a Memorandum of Understanding (MoU) and Strategic Heads of Terms. Working under the principles of collaboration, PCC and CPCA, propose to:-
- Create a Special Purpose Joint Vehicle (SPJVCo), including investments that will be matched by both parties
  - Create a partnership climate where the 55 acre site can be prepared to bring forward the initial 6 acre site.
  - Set out parameters whereby the parties can achieve a potential return on their investments.
  - Early topics to be explored through the SPJVCo include:
  - A suitable site on Bishops Road with clean title for the development of Phase One of the University of Peterborough Campus by September 2021.
  - A comprehensive analysis of site conditions and development constraints;
  - A masterplan for the longer-term development of the University Campus through to 2035;

- A landscaping and public realm strategy;
- The necessary access and infrastructure improvements and investment in utilities to ensure the proposed University of Peterborough is developed in a sustainable manner including a sustainable travel plan for the site;
- The integration or relocation and replacement of existing sports, leisure and cultural facilities on the campus site (Athletic Track and Stadium, Regional Swimming Pool, Key Theatre);
- Academic learning, teaching, research, enterprise and supporting facilities agreed to the specification of the client body (the HE University Council in the first instance);
- A Campus that will complement the wider place making agenda within the City of Peterborough creating a destination that will connect with the City Centre and Fletton Quays;
- A high standard of architecture, design and construction demonstrating value for money, incorporating quality public realm and green space.

## **UCP**

2.5 To date UCP have been successful in achieving validation from ARU for 28 courses. UCP are due to make their application to Office of Students for New Degree Awarding Powers imminently. UCP, ARU and CPCA officers have also offered the following definition: “The University of Peterborough will be a high-quality employment focused University for the city and region. It will acquire an international reputation for innovative technological approaches to face to face learning and in applied technology and science. It will be characterised by outstanding student satisfaction and response to local needs. The curriculum will be led by student and employer demand as well as developing opportunities in the technological, scientific and business areas. Its buildings will be architecturally leading, flexible and environmentally friendly. The curriculum, academic community and buildings will reflect a desire to be the greenest university possible”. Approval from the Skills Committee, CPCA and PCC to endorse this definition will be sought.

## **Recent Project Progress**

2.6 During the last nine months a number of workstreams have progressed positively including:

- Application on track for Degree Awarding Powers (March 2019)
- CPCA & PCC collaboration on strategic Heads of Terms development and a Memorandum of Understanding which includes a proposal to create a joint SPJVCo
- An agreed high-level vision has been agreed across all stakeholders providing an underpinning for the new university, and a definition for the new University has been produced

- CPCA has instituted very rigorous and robust monitoring and evaluation of UCP's programme delivery
- CPCA has instituted rigorous and robust accountability systems for financial awards made to UCP
- Shadow University governance arrangements are now in place (chaired by Sir Les Ebdon)
- Restoration of positive working relationships with between CPCA and UCP, PRC and PCC
- The development of 28 curriculum courses that have been validated by ARU
- A draft joint (CPCA/UCP/PCC) Communications Strategy (still in development)
- Three credible strategic reviews of the project by independent 3rd Parties
- Procurement of Opportunity Peterborough to deliver business engagement for the University as part of their Funding Agreement with CPCA.

### **3.0 REQUIREMENTS FOR THE PROJECT**

#### **Objectives:**

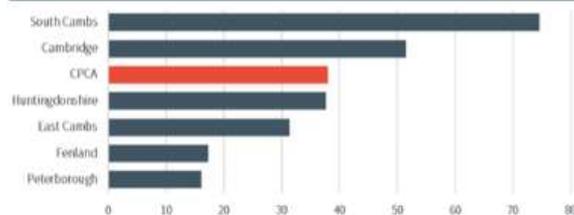
3.1 The University of Peterborough programme is key to the Local Industrial Strategy and Skills Strategy to deliver for the people of Peterborough a high quality HE institution. The objectives of which will include:

- Growing economic growth through an increase in student numbers educated for the jobs in the local economy
- Increasing productivity by job-ready degrees that support the local economy.
- Increasing GVA through meeting business, student and employer aspirational needs.
- Creating an effective progression route for technical learning maximising the variety of providers and funding sources.
- Re-skilling and up-skilling the workforce to meet the technical skills market need.

## A Viable University Plan with New Investors, Delivery Models & Partners



Figure 5.13 Number of higher education entrants per young resident aged 10 – 14 years



### Delivery Partners

3.2 There will be a range of delivery partners involved in the project including the City Council, local FE colleges, HE institutions, employers, businesses and the CPCA.

Delivery partners will demonstrate the following characteristics:

- The ability to flex to meet local demands of students, businesses and the economy.
- Constantly striving to innovate, adapt and deliver using strong, in-depth resources.
- Horizon scanning capability with the agility to respond to changing needs and demands.

### A Business-led, technical course provision

3.3 The curriculum offer needs to match student expectations and aspirations in to grow the student numbers from the local area as well as being attractive to students from outside the area. Good student experiences include recruiting and retaining high quality staff and delivering motivating lectures and courses through a variety of delivery modes. Also, through well-planned and well - structured courses. Other key areas for a positive student experience include the offer of a good social life, good community atmosphere, good environment and high-quality facilities. These will be reflected in the City's Masterplan for the Embankment site.

## **Investment strategy**

3.4 An investment strategy will be required to develop the new University of Peterborough.

Our investment strategy will be based on:

- Co-investment models to meet operational costs.
- Business sponsorship demonstrating commitment and business leadership
- Long term partnerships
- Shared vision and values
- Return on investments.

It is imperative that the collaborative delivery partners co-invest in the creation of the New University of Peterborough. Business sponsorship should be encouraged through regional, national and international networks.

## **Delivery model**

3.5 As technology advances and learners' expectations change in a global learning environment, the University of Peterborough will need to be at the forefront of the 21st Century teaching and learning pedagogy. On site, distance and blended delivery approaches and a range of delivery models will need to be considered including flipped classroom, work-based and problem-based learning. These can be integrated into the development of degree apprenticeships. Delivery models will be refined dependent on the curriculum offer, however, the need to use more digital based platforms is crucial to support harder to reach students and to satisfy students' thirst for anytime anywhere study. In-company, collaborative delivery, face to face, distance and CPD delivery modes will also be considered and explored to create a modern, student responsive mix of learning opportunities.

## **Student offer and experience**

3.6 Meeting our aim of a "university that meets the education, training and skills need of our region" will necessitate a student offer than can flex and respond to market and business intelligence analysis. Scientific, technical engineering and manufacturing courses will require access to appropriate learning and teaching settings. These may be purpose-built (subject to investment) on site and/or delivered at partners' locations where learning occurs in real-time off site commercial environments e.g. construction, food and agri-tech, engineering, utilities, advanced manufacturing, logistics and distribution, scientific and digi-tech courses. Health, social care, life sciences and education may entail blending learning approaches including on site placements and university based taught programmes. Professional services courses e.g. business administration, finance and support services courses

may be blended learning experiences including face to face and remote learning. Innovation in delivery models will be critical to attract discerning prospective students at all levels of study.

#### **4.0 REVIEW AND REFLECT**

4.1 The University of Peterborough project has reached a period of review and reflect to analyse the outcomes of the 3 reviews commissioned by the Cambridgeshire and Peterborough Combined Authority in November/December 2018. It is imperative that the findings of these reviews are reflected upon to shape the future direction of the project. There are significant risks and implications in continuing with the programme *without* such a review of progress and strategy. This requirement is further supported by the changes in the HE landscape and the need for the CPCA to future-proof on-going investment and ambitions for the University.

#### **Strategic Drivers**

4.2 Since UCP's formation in 2007, the national and local context for new, start-up universities has evolved, and the marketplace has become more challenging. Strategic drivers have shifted or been clarified, and future university developments need to maximise these opportunities and deal with the new challenges.

##### **National Drivers:**

- There are challenges of operating in a new and emerging university market place which are:
  - Highly competitive
  - Overcrowded
- Uncertainty of future funding regime for university sector (student finance)
- Challenges and opportunities in the market for strategic investors (including international investors)
- Uncertainty nationally (Brexit)
- Changes in university delivery models and methods (e.g. accelerated degrees, degree apprenticeships, desire for lifelong learning)
- Employers' demand for 'employment ready' graduates
- Student demand for VFM from their course
- Students questioning the value of degree level education
- Students accessing learning through non-traditional mediums
- The role of unconditional offers
- The introduction of Office for Students (and new regulatory requirements) from April 2018

### **Local Drivers:**

- Meeting the requirements arising from CPIER, LIS and Skills Strategy
- Findings and recommendations arising from commissioned reviews
- Underachievement, low aspiration and poor outcomes of learners in the region
- Expectations to meet the consensus view to create a university that is a locus for (Peterborough City and region) regeneration, growth and makes optimum contribution to education, inclusion, skills, place-making and investment strategies
- Political and community desire to achieve an independent university for the region.

**CPCA Outputs for the project 2019 – 2025 are annotated at Appendix A.**

## **5.0 Findings and Recommendations from the Technical Review**

5.1 Gleeds' were commissioned to perform a Technical Review as to whether the CPCA were likely to be able to produce an Outline Business Case (OBC) fit for purpose and with a sufficiently robust assessment of the options for establishing a University of Peterborough, to allow the commitment of CPCA funds into a procurement for new buildings and facilities on the embankment site. It also suggests the current way forward to the drafting of an effective OBC mindful of the likely selection strategy for both the academic partner and building contractors.

5.2 The Gleeds Review highlighted the following:-

5.2.1 There is a robust plan in place to deliver the University on time on the embankment site. That means 2,000 students by 2020 in an iconic building.

5.2.2 The Plan will allow the delivery of a curriculum that meets the needs of both students and employers, and with new and progressive delivery models, such as degree apprenticeships and 2 year degree programmes.

5.2.3 The Plan includes strategies to potentially raise the amount of revenue and capital funding currently available for the project (£13.83M from the CPCA) to as much as £20M.

5.2.4 To achieve these goals the Plan includes a market comparison of potential academic partners to work with the CPCA and PCC to deliver the University, between now, September 2022 and beyond to 2030. To that end, UCP cannot continue to be considered the preferred or exclusive Academic Partner without challenge and comparison with the market. Mainly, because:

- 5.2.5 The challenges of the FE Sector, which have deepened in recent years, may put a strain on any FE partner, and PRC in particular, given their need to invest to strengthen their recent FE performance. Significant investment in the development of the HE offer and associated IT and business systems maybe required between now and 2025.
- 5.2.6 PRCs mix of financial priorities may create pressure to offer a HE curriculum which may not optimally match the CPCA’s Skills Strategy & Local Industrial Strategy, due to the prohibitive cost of developing some new specialist courses designed to meet the needs of employers.
- 5.2.7 Student growth has been impacted by a competitive marketplace and without degree awarding powers their ability to develop curriculum has been restricted.
- 5.2.8 Their current curriculum offer may need to be strengthened - illustrated by 65,000 website hits translating to 227 actual students, suggesting that relatively, their marketing strategy is strong but the curriculum offer needs to be developed further, which has partly been achieved through their revalidations, and it is a stated ambition to deliver degree apprenticeships.
- 5.2.9 Currently as a smaller provider operating in an area of low HE participation UCP receives a high proportion of students through UCAS Extra / Clearing.
- 5.2.10 Overall, whilst the UCP application to Office for Students to become independent in 2026 may be on track, the mix of FE and HE challenges and opportunities they face will somewhat restrict their ability to invest in the development of a new University.

**As a result of these findings it is proposed to endorse recommendation No.2 below.**

**TABLE A – ACTION PLAN**

1. Procure expert programme management consultants with experience and skills to deliver the University, and specifically with the experienced programme management skills to deliver 2-6 below:
2. Run a University delivery partner selection process to confirm the best choice of academic partner to invest in to develop and deliver the University defined by the Skills Strategy. This would include both PRC and ARU and others.
3. Develop with CPCA officers a HMT 5 case compliant OBC that drives the CPCA’s responsibilities in managing public money. The five cases being: <ul style="list-style-type: none"> <li>i. Strategic – to demonstrate a robust case for change that fits with wider public policy objectives</li> <li>ii. Economic – to demonstrate value for money</li> <li>iii. Financial – to demonstrate that it is financially affordable</li> </ul>

<ul style="list-style-type: none"> <li>iv. Commercial – to demonstrate that it is commercially viable</li> <li>v. Management – to demonstrate that it is practically achievable</li> </ul>
<p>4. Produce a Prospectus for the University outlining how the proposed curriculum and delivery models influence the spatial planning for the site. Taking into account how technological delivery and digitalisation affects the requirement for physical space/buildings as well as virtual space.</p>
<p>5. Produce a specification for the buildings and equipment with related capital and revenue costs, to deliver the offer in partnership with the selected academic partner.</p>
<p>6. Approve the procurement of contractors to build and manage the University premises on the embankment site.</p>

The key activities for the next year and the associated timescales are set out below:

**TABLE B – TIMESCALES FOR COMMITMENT AND SPEND OF FUNDING**

Activity	Timescale	Est Cost
1. Procure an expert programme management team with the experience and skills to deliver the University Action Plan.	April-May 2019	£25k
2. Run a University <b>delivery partner selection</b> process to confirm the best choice of academic partner. Agree with the selected academic partner a UoP Delivery Plan to 2030. <b>CA Board approval at May Board to contract in June.</b>	June-Nov 2019	£60K
3. <b>Site assessments and planning preparation and permissions. CA Board approval at May Board to contract in June.</b>	June 2019- March 2020	£100K
4. Engage consultants to work alongside CPCA to co-develop and <b>deliver an OBC</b> for approval at CPCA Board in October 2019. Specify curriculum, delivery modes and buildings. CA Board approval of OBC at October meeting. <b>CA Board approval at May Board to contract in June.</b>	June-Dec 2019	£100K
5. Run procurement <b>competition for design and build contractors.</b> Agree Prospectus for the University outlining how the proposed curriculum and delivery models influence the spatial planning for the site. <b>CA Board approval at May Board to contract in January 2020.</b>	Jan-June 2020	£200K
6. Develop the OBC into a <b>Full Business Case (FBC)</b> to enable approval to award Contracts	Jan-June 2020	50K

to develop and build the new University Buildings. <b>CA Board approval at May Board to contract in January 2020.</b>		
7. Construction, Design and Planning.	July-Dec 2020	tbc by OBC
8. Mobilisation and capital build.	Jan 2021– Summer 2022	tbc by OBC
9. Doors open for students.	September 2022	

**A press release to endorse the plans to deliver a fully-fledged university of Peterborough is at Appendix B.**

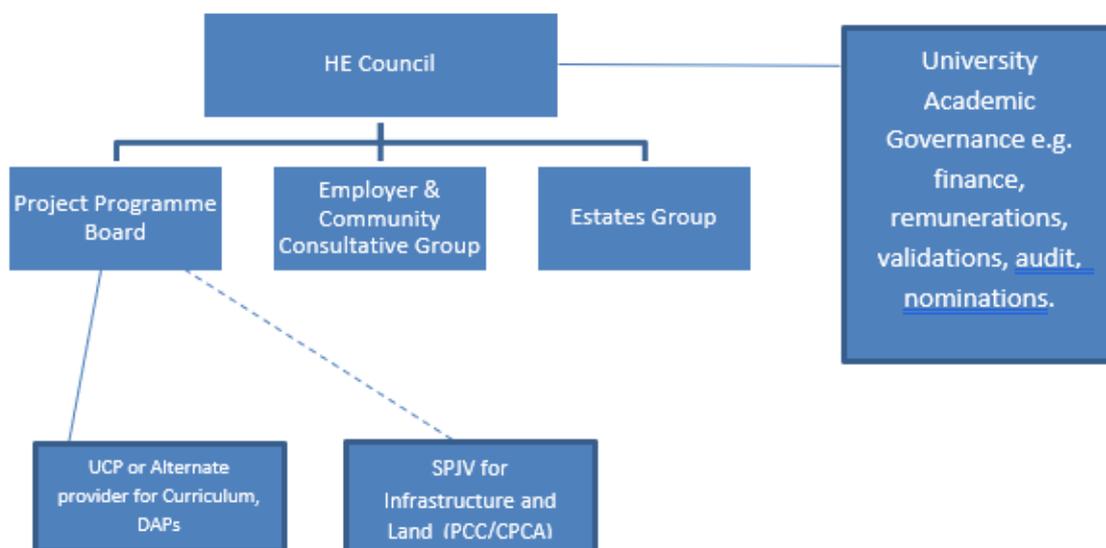
## **6.0 FINANCIAL AND INVESTMENT IMPLICATIONS**

- 6.1 The CPCA has paid £668,602 to UCP following the issue of Letters of Comfort issued in September 2017. This money has now been spent (to December 2018) and the CPCA agreed at the Board meeting 27<sup>th</sup> February 2019 to award UCP a further £446,000 to complete the work identified in the UCP project plans as defined in the Funding Agreement to the end of this financial year. The activity undertaken with the resource includes; marketing, course development and validation, programme management, student experience/amenities and governance arrangements.
- 6.2 To date the CPCA has spent £53k to secure independent expert advice to inform the next stage of the project. Arising from the outcomes of the 3 CPCA commissioned reviews (Gateway, Pinsent Masons and Gleeds) short term revenue costs have been identified to progress the UoP project to its next phase of Outline Business Case as well as longer term revenue requirements.
- 6.3 The Medium Term Financial Plan of the CPCA identifies £12.6m of capital funding for the for the UoP project. This is profiled within the Capital Programme as £1.45m in 2019/20, £1.41m in 2020/21 and £9.74m in 2021/22 subject to a full business case approved by the CPCA Board.
- 6.4 The works identified in Table B to progress the project require the release of £535,000 to move the project forward as indicated in the report this year. Therefore, this report is seeking the release of that funding to the project. Milestones will be reported to Board at each stage before progression to the next phase. However, the nature of the works requires some revenue funding. Therefore, there is a need to switch £235,000 from capital to revenue.
- 6.5 The CPCA established a non-transport feasibility budget in its revenue budget for each of the next 4 years. Approval will need to be sought from CPCA Board to release £235,000 of that funding in 2019/20 to deliver the programme suggested. The capital budget will be reduced by the corresponding amount.

6.6 The Outline Business Case will identify costs and funding requirements for both revenue and capital investment for the future. A full paper will be brought back to Skills Committee and CPCA Board in December identifying what those requirements might be and potential sources. This will inform the mid-year budget review and the budget requirements as we move forward.

## 7.0 GOVERNANCE

7.1 Governance arrangements for the new University will need to change and the HE Shadow Council will need to re-defined to be a new HE Council and consist of CPCA/PCC/new University partner.



### Capacity to deliver the programme

7.2 The CPCA organisational restructure has been approved to include the role of a Project Manager for the University. This role will be line managed by the CPCA Skills Strategy Manager Business and Skills.

7.3 Once the programme leadership is established through the HE Council and Programme Board, they will commission expert programme management consultants which the experience and skills to deliver the University.

## 8.0 LEGAL IMPLICATIONS

This paper envisages that after due process further reports will be prepared which will be taken back to the relevant Committees/Boards. At this point, therefore, there are no specific legal implications to be reported upon.

## **9.0 SIGNIFICANT IMPLICATIONS**

9.1 There are no other statutory matters to bring to the Board's attention.

## **10.0 APPENDICES**

**CPCA Outputs for the University Project 2019-2025 – Appendix A  
Press Release – Appendix B**

## Appendix A

### CPCA Outputs for the project 2019 - 2025

In the context of the strategic drivers, the CPCA has committed to the following outputs

Output/Year	2019/20	2020/22	2022/25
1. Options analysis of HE providers for a New University of Peterborough.	✓		
2. Outline Business Case to Full Business Case for the development of the New University of Peterborough.	✓		
3. Investment and Funding sources identified.	✓		
4. SPJV between PCC and CPCA set up for the land and infrastructure development.	✓		
5. Businesses engaged in the development of the Curriculum.	✓		
6. University Partners identified and confirmed.	✓		
7. Collaborative Partnership Project Team established.	✓		
8. Well governed University provision with a planned curriculum offer to meet the needs of businesses.	✓		
9. 2000 students on roll.		✓	
10. Priority sector businesses engaged as co-delivery partners/co-authors for new degree/apprenticeship programmes.		✓	
11. Signature building completed as part of the City's Masterplan.		✓	
12. Phase 1 of Accommodation block completed.		✓	
13. Well governed University provision with Technical degrees/apprenticeships to meet the need of businesses.		✓	
14. National profile achieved.			✓
15. Increase from 2000 students to 6000 students.			✓
16. Increase in graduates staying within the locality to live and work.			✓
17. Increase in economic growth due to increase in student numbers, business take-up through curriculum/training co-developed			✓

degrees and higher apprenticeship take up with local employers.			
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## **Press Release for the University of Peterborough project**

### **Plans on track to deliver a fully fledged University for Peterborough**

A thorough review of progress made so far to establish a dedicated university for Peterborough has concluded that there is a robust plan in place.

The review has also recommended that Peterborough City Council and Cambridgeshire & Peterborough Combined Authority should consider which academic provider they are partnered with to deliver the university.

The Combined Authority commissioned three separate reviews towards the end of 2018 to determine whether plans for a Peterborough University are achievable and whether the objectives for a new university are being met.

These reviews have allowed the Combined Authority and the city council to review and reflect upon progress made so far, changes that have occurred in the university marketplace, the challenges ahead and the best way forward to deliver a university for Peterborough

The reviews concluded that:

- There is now a robust plan in place to deliver a Peterborough University on time on the Bishop's Road site on the Embankment. That means 2,000 students by 2022 in an iconic building.
- The plan will allow the delivery of a curriculum that meets the needs of both students and employers, and with new and progressive delivery models, such as degree apprenticeships and two-year degree programmes.
- The plan includes strategies to potentially raise the amount of revenue and capital funding currently available for the project (£13.83M from the Combined Authority) to as much as £20M.

The findings have led to a recommendation that the city council and Combined Authority consider which academic provider they will partner with to deliver the university between now and September 2022 and beyond. Currently it is University Centre Peterborough (UCP), a joint venture between Peterborough Regional College and Anglia Ruskin University.

Members of the Combined Authority's Skills Committee will discuss the findings and a way forward at their meeting on Wednesday 3 April 2019.

Councillor John Holdich, chair of the Skills Committee and portfolio holder for skills for the Cambridgeshire & Peterborough Combined Authority, said: "There is a long-standing ambition between public sector partners, employers and the residents of Peterborough and surrounding areas to have a university in the city so I am pleased that the reviews which have taken place show that we have a robust plan in place to achieve that.

“What is important now is that we ensure we are partnered with the best, most progressive and innovative academic partner to make this happen. I expect that both Peterborough Regional College and Anglia Ruskin University will be part of the selection process alongside other higher education providers.

“I am confident that the partner we choose will deliver the university that Peterborough needs and that the people of the city deserve.

“Establishing a university is the single biggest thing we can do to stop our talented young people from leaving to build their lives elsewhere and ensures that our businesses have a good crop of people with the skills and talent they need to apply for jobs.”

The Skills Committee at its meeting on 3 April will be asked to recommend to the Combined Authority Board that a selection process is run to determine the best educational partner and that £535,000 is released to progress the project, namely the assessments of the site and progressing planning permission, producing a business case for the building of the new university and securing a contractor to build the university.

If approval is given by the Skills Committee and the Combined Authority Board, there will be the appointment of an expert programme management team which would be in charge of delivering the above.

Mayor of Cambridgeshire and Peterborough, James Palmer, said: “This review process has provided an invaluable ‘critical friend’ that will help ensure we deliver a unique and exceptional university for Peterborough which has its own degree-awarding powers.

“This will be a technical university and one rooted in the needs of the local economy, supplying the skills demanded by local employers, and helping our young people into well-paid, secure jobs fit for the rapidly evolving, 21<sup>st</sup> Century workplace.

“The findings of these reviews will help us deliver on those ambitions in what is a very competitive and ever-changing higher education marketplace. Ensuring we follow the right processes to select the best possible academic partner will be an important part of this.

“And I also want to reassure the people of Peterborough that these reviews have in no way altered our target of having up to 2,000 students enrolled at the university by 2022. The timetable remains very much on track.”

The university is ear-marked for a 55 acre site off Bishop’s Road in Peterborough which has been provided by the city council.

An application is also on track for degree awarding powers.

Once up and running, it is envisaged that the university will offer technical qualifications to meet the needs of local businesses as well as degrees/high level apprenticeships in partnership with local industry.

You can read the committee papers in full for the meeting on 3 April [here](#).



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.4</b>
<b>3 APRIL 2019</b>	<b>PUBLIC REPORT</b>

**CREATION OF CAMBRIDGESHIRE & PETERBOROUGH EMPLOYMENT & SKILLS BOARD INCORPORATING SKILLS ADVISORY PANEL AND ADULT EDUCATION BUDGET GOVERNANCE ARRANGEMENTS**

**1.0 PURPOSE**

1.1. This report requests approval from the CPCA Board for (a) the creation of a Cambridgeshire and Peterborough Employment & Skills Board; and (b) the proposed Terms of Reference for the Cambridgeshire and Peterborough Employment & Skills Board.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref: 2019/025</b>	<b>Key Decision: Yes</b>
<p>It is recommended that the Skills Committee endorse and recommend to the Combined Authority Board:</p> <ul style="list-style-type: none"> <li>a) agreement to the creation of a Cambridgeshire &amp; Peterborough Employment &amp; Skills Board</li> <li>b) agreement to the proposed Cambridgeshire &amp; Peterborough Employment &amp; Skills Board Terms of Reference</li> <li>c) approval to adopt the proposed Terms of Reference and Governance.</li> </ul>	<p><b>Voting arrangements</b></p> <p>Simple majority of all members</p>

## **2.0 BACKGROUND**

- 2.1 In November 2018 the CPCA Skills Committee commented on the proposal to create an Adult Education Programme Board to reflect an inclusive, advisory role for the CPCA, Employers, Providers and Customers in the governance of the devolution of the Adult Education Budget (“**AEB**”) in 2019.
- 2.2 In February 2019, the Skills Committee considered a report that identified the emergence of the Skills Advisory Panel (**SAP**) and the opportunity to amalgamate the functions required of a SAP and that of the governance of devolving the AEB. The Committee instructed Officers to develop a draft Terms of Reference for the proposed Group.
- 2.3 Appendix 1 provides a draft Terms of Reference (“**ToR**”) for the creation of an Employment and Skills Board for Cambridgeshire and Peterborough. The ToR outline roles, responsibilities, and fit into the current governance structure of the CPCA.
- 2.4 If the Skills Committee agree to the ToR and the proposed recommendations the next steps will be for the Business & Skills team to identify key stakeholders who may wish to become members of the Employment & Skills Board.
- 2.5 The Government have offered Mayoral Combined Authorities a grant of £75,000 for data analysis support, and through the proposed Memorandum of Understanding have sought that the SAP, through the proposed Employment & Skills Board would be operational by October 2019. This proposal would fit well with the proposal to start the process of business and industry designing the AEB programme for 2020 onwards.

## **4.0 FINANCIAL IMPLICATIONS**

- 4.1 As the Employment and Skills Board has an advisory role, rather than decision making, there are no financial implications to approving the Board’s TOR.
- 4.2 The CPCA Board has already endorsed the creation of the SAP and thus qualified for the £75k grant mentioned above, as such the decisions in this paper will not affect this funding source.

## **5.0 LEGAL IMPLICATIONS**

- 5.1. There are no legal implications associated with creation of the board per se but as it is envisaged that the board will conduct data analysis, it is important to ensure that any and all data is collected, stored and processed / analysed in strict accordance with GDPR.

- 5.2. As the data referred to in section 5.1 above is to be shared with employers and providers, the board has an obligation to ensure that such recipients are GDPR compliant; a warranty to that effect would suffice.

## 6.0 SIGNIFICANT IMPLICATIONS

- 6.1 There is a requirement for the governance of Adult Education Budget as agreed in the readiness conditions in May 2018. The Memorandum of Understanding for the establishment of a Skills Advisory Panel provides an opportunity to secure a grant, whilst also creating a valuable forum for inclusion of industry, business and providers to be involved in designing and shaping a future skills system for Cambridgeshire and Peterborough. To ensure efficiency creating a single advisory forum for Skills is an effective way of providing inclusive, evidenced base policy and interventions that will deliver the Local Industrial Strategy and Skills strategy. To not create the Employment & Skills Board would be detrimental for Cambridgeshire and Peterborough and have significant implications of non-delivery of AEB and other skills functions.

## 7.0 APPENDICES

- 7.1 Appendix One; Draft Terms of Reference for Cambridgeshire and Peterborough Employment & Skills Board

<u>Source Documents</u>	<u>Location</u>
<a href="#">CPCA Board Minutes July 2018</a> <a href="#">CPCA Skills Committee Minutes 21st November 2018</a> <a href="#">CPCA Board Minutes November 2017</a>	The Incubator 2, First Floor, Alconbury Weald Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4WX

## Terms of Reference

### Employment & Skills Board for Cambridgeshire & Peterborough Combined Authority (Incorporating Skills Advisory Panel Role)

#### Governance Context for an Employment & Skills Board:

The Cambridgeshire & Peterborough locality, after becoming a Mayoral Combined Authority Area in 2017, took on responsibility for the Local Enterprise Partnership governance in 2018. In Autumn 2018 a newly formed Business Board was created to provide a business voice for the area. The constitution of the CPCA Board can be found here; (attach hyperlink)

The Cambridgeshire & Peterborough Business Board is:

- a non-statutory body which is the Local Enterprise Partnership for the CPCA area; and
- independent of the CPCA, operating as a private-public sector partnership, which focuses on the key business sectors to provide strategic leadership and drive growth in Cambridgeshire and Peterborough and the wider Local Enterprise area.

The Cambridgeshire & Peterborough Business Board Terms of Reference can be found here;  
<http://cambridgeshirepeterborough-ca.gov.uk/meetings/business-board-meeting/>

Diagram One – Governance of CPCA

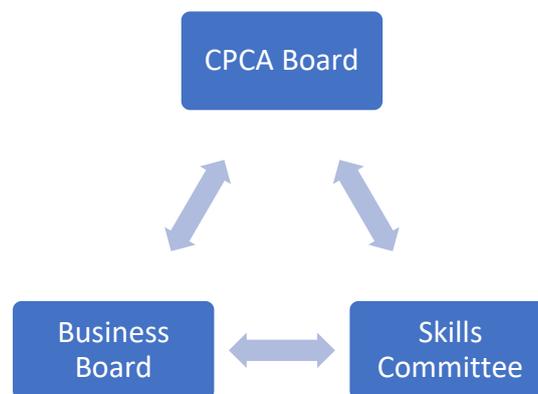
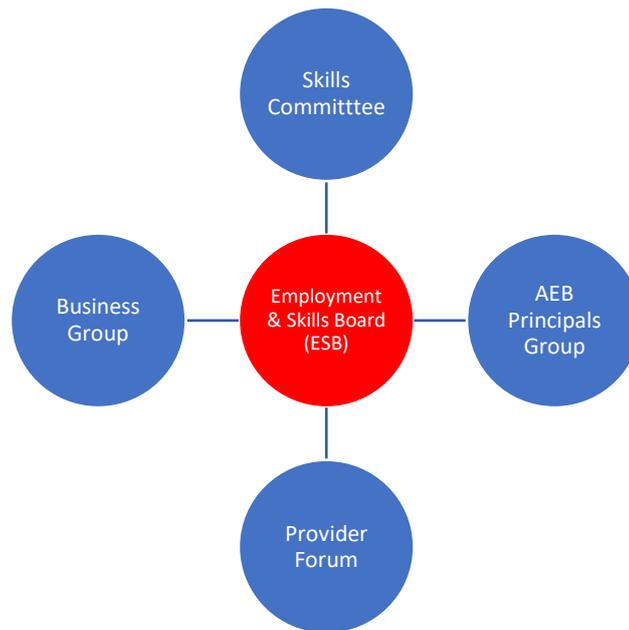


Diagram Two: Governance of Skills Committee and Employment & Skills Board

This structure identifies how the Employment & Skills Board connects with the Skills Committee and associated specialist forums to deliver a strong role for stakeholders in shaping a designing a future skills system for the CPCA area.



**The Cambridgeshire & Peterborough Employment & Skills Board (ESB) will;**

1. Provide strong leadership on skills in the local area, engaging with employers and providers and providing skills advice to the accountable board of the CPCA Skills Committee
2. Advise on the strategic direction, determine priorities and monitor progress of the devolved AEB.
3. Develop a clear understanding of current and future local skills needs and the local labour market as well as the present skills and employment support provision in the local area
4. Focus on the needs of future learners and employers which have been identified by local partners, including colleges, university providers and employers
5. Consist of employers, those with knowledge and experience of skills and education, and Cambridgeshire & Peterborough representatives.
6. Establish systems to ensure the student voice is heard
7. Raise the profile of apprenticeships with local employers and providers
8. Work closely with careers advisory services to ensure that learners are informed about potential career routes within a local area, and that all careers information and guidance is informed by up-to-date local labour market information
9. Be underpinned by a stakeholder group including all providers
10. Produce robust, authoritative evidence-based skills & labour market analysis and skills provision in Cambridgeshire & Peterborough
11. Build knowledge of the range of both local, regional and national employment provision that exists or is planned
12. Present data analysis and share it with the wider employer and provider communities to ensure that their perspective on the local labour market and local employment and skills system is reflected
13. Provide analysis to inform the development and the implementation of the 'People' element of the Local Industrial Strategy.

## **Agreed Membership**

The Membership of the Board is [DN: List organisations/ job role.] The current members of the ESB are provided at Annex 1. When a member is unable to attend a meeting, they may provide a substitute, provided such substitute has delegated authority to represent their organisation. Members are expected to attend at least 70% of meetings.

## **Board Composition & Meetings**

The ESB is an advisory body with no legal status but with a specific role as part of the CPCA Skills Committee. There will be a maximum of 20 members including the Chair. The Chair will be a private sector member of the CPCA Business Board or a member of the Skills Committee. The Board will comprise of at least 10 business people from across the CPCA area who between them will represent a variety industry sectors, different sizes of businesses, profit, and social enterprise businesses, and at least 3 to represent the publicly funded sector of the economy including but not limited to government, NHS, education and training and skills providers. One position will be retained for the Community and Voluntary sector.

## **Task & Finish Groups**

From time to time it may be necessary to establish a skills task and finish group, and other skills specialists may be invited to join these meetings. Any group would need to be sponsored by an ESB Board member, who may or may not chair the group, depending on the issues under consideration. Any discussions or agreed actions will be reported back to the ESB.

## **Role of Board Members**

The specific role of a Board Member is to;

- Use their experience and knowledge to help shape strategy and policy on learning and skills development
- Influence the prioritisation, planning and investment in skills supply and the shape of delivery
- Support the strategic aims of the Cambridgeshire & Peterborough Business Board
- Represent a range of people, organisations or views, not just their own or that of their organisation

## **The way the Board will do business**

The Board will adopt good practise and its members will act within the General Duties and Obligations set out in this document and adopt the following values:

- Championing to influence and lead by example
- Developing enterprising solutions that are creative
- Partnership working across the private, public and third sector
- Sharing best practise
- Being inclusive of each locality and community across Cambridgeshire & Peterborough.

A Code of Conduct & Register of Interest is in place and all board members and observers are required to complete a declaration.

### **Observers**

Specialists may be invited by the Chair to attend specific Board meetings or Agenda items where expertise is required.

Occasional observers may request to attend a meeting through the Chair.

### **Specialist Forums & Groups**

The Cambridgeshire & Peterborough ESB has a number of specialist advisory groups that will feed into the decision-making processes. This includes;

- 1) Existing Provider Forums; there are a number of existing forums operating within the CPCA area, and these can be supported to articulate a voice on skills to the ESB
- 2) An AEB Principals Group; a specialist group for AEB funding only with the twelve (12) identified grant funded institutions indigenous or contiguous to the CPCA area
- 3) A Data Analysis Group; formed to provide an analysis of the local skills and labour markets to develop robust Labour Market Intelligence.

These Forums will be sub groups of the Cambridgeshire & Peterborough ESB.

In developing these forums, Members will:

- Have a current understanding of the operational and strategic aspects of training provision through operating significant contracts within Cambridgeshire & Peterborough.
- Be expected to disseminate information, and collate thoughts, about the Forums business from within their own organisations.
- Ensure that those not directly represented around the table, involved in smaller, niche or rural sub contract delivery, hear the same messages and that their views are considered and fed into the ESB.

The Forum(s) will:

- Provide a voice about the Skills Funding system
- Advise the ESB Board on matters of vocational training and employment scheme delivery
- Advise the ESB on short, medium and long-term strategies associated with skills funding
- Identify freedoms, flexibilities, and improvements that could be made to government and local funded training provision so that the ESB Board can promote changes that will improve local provision.

### **Administration**

The ESB and connect Forum(s), and any identified sub groups will be supported (and/or attended) by a professional secretariat hosted by the CPCA. The meetings and papers of the ESB Board will be

prepared by the CPCA, with members subject to the same conditions of operation, shared values and code of conduct.



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.5</b>
<b>3 April 2019</b>	<b>PUBLIC REPORT</b>

## **SKILLS TALENT & APPRENTICESHIP (STA) HUB PILOT**

### **PURPOSE**

- 1.1. The development of a new Skills Talent & Apprenticeship Hub (STA Hub) is an intervention identified in the Local Industrial Strategy and Skills Strategy to support Key Theme 3; **Develop a dynamic skills market that responds to the changing needs of local business.**
- 1.2. The core concept of the STA Hub is to create better connections between employers, training providers, and learners. This will be achieved by:
  - Activity delivered on the ground by a **cadre of expert “brokers”** that work across the system to stimulate new apprenticeships and training opportunities, and facilitate learners into these
  - Stakeholders connected with each other by a **new digital portal and app** acting as a “one stop shop” to advertise and find opportunities
  - An ambition to work with Government to pilot local arrangements for utilising the **Apprenticeship Levy underspend** to address local skills priorities
  - **Added value** will then be gained from connecting wider activity into this Hub, such as specific sector skills pilots led by the CPCA.
- 1.3. This report updates the Skills Committee on the progress to date with this key initiative, sets out the next steps that will be taken, and proposes that an Outline Business Case be brought to the Committee in July for full consideration.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich - Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>Fiona McGonigle – Business Skills Manager</b>

<b>Lead Director:</b>	<b>John T Hill - Director of Business and Skills</b>
<b>Forward Plan Ref: 2019/026</b>	<b>Key Decision: Yes</b>
<p>It is recommended that the Skills Committee endorse and recommend to the Combined Authority Board:</p> <p>(a) to note the progress to date in developing the STA Hub to deliver the skills strategy</p> <p>(b) that an Outline Business Case be brought to the Skills Committee in July 2019</p> <p>(c) to support the Director and officers to progress a bid to the European Social Fund (ESF) as part of the potential delivery of the STA Hub, if a call for bids is made before the Committee meets in July 2019</p>	<p><b>Voting arrangements</b></p> <p>Simple majority of all Members</p>

## 2.0 BACKGROUND

- 2.1 A significant part of the Combined Authority's emerging role in the skills system will be to ensure there is a coordinated and holistic approach to apprenticeships, education and training that makes it easier for businesses to engage with.
- 2.2 The evidence from the CPIER and Hatch Regeneris demonstrates that there is a clear need to invest in areas with low social mobility, raising aspirations to encourage young people to consider university, degree apprenticeships, and other high-quality technical education options. In this context, the model that the CPCA implements needs to ensure it will enable demand to be stimulated and levels of Apprenticeship take up to be increased – targeted in a way that prioritises the areas of highest need.
- 2.3 The apprenticeship offer is designed in such a way to improve the skills, productivity and economic growth of the local businesses and economy. We have relied too heavily on education deciding what business needs, where they offer courses that are popular for students, but doesn't always meet the employer demand. So far data suggests that the Apprenticeships Reforms in May 2017 have actually triggered a decline with many companies, and in particular our SMEs.
- 2.4 The CPCA and its partners already have strong collaboration with Schools, Colleges, Providers, Universities, Business and Local Networks. We now need to build on that success to make it a more sustainable model. Creating a 'one stop shop' Skills Talent & Apprenticeship (STA) Hub that connects all these partners to achieve our targets and outcomes. This will strengthen and add real value to what is already happening in our region. Coming together as an integrated offer to all students, parents, businesses and skills providers will help

increase supply and better match it to business and learner demand to better equip our young people and those looking for work with the skills for success.

- 2.5 There are also opportunities to use the newly devolved Adult Education Budget to align with this – with local commissioning of the fund targeted more effectively at the needs of local industry and targeted in areas of geographic need.
- 3.0 Creation of a dynamic ‘Centre for Skills’ through the development and implementation of interventions to support the execution of the CPCA Skills Strategy and People Pillar of the Local Industrial Strategy**
- 3.1 **The Skills Talent & Apprenticeship Hub** is a digital and physical service that will connect business with providers and talent with the targeted support for STEM, T-levels, Employer Outreach, CEIAG, Work Readiness and Careers and Sector Pilots through a robust Skills Brokerage Service. It will create greater visibility of talent to support businesses with recruitment/ training and using social media to attract young people into key sectors by connecting into the Digital Talent Portal. It will better harness the Apprenticeship Levy to connect SMEs into wider value chains, spreading funding more effectively across local sector clusters by the creation of A Levy Pooling Mechanism. Brokers will manage the levy pooling to support micro businesses currently unable to take on an Apprentice due to either their size or specialist nature.
- 3.2 Development of a ‘Skills Talent & Apprenticeship Hub’ will include;
- 3.3 **A Digital Talent Portal and App;** The CPCA will support providers, schools, colleges, higher education, parents and residents to navigate effectively through the complex skills landscape by the creation of the Digital Talent Portal through a “one stop shop” This action will facilitate a better match of potential talent to skills needs and job vacancies and in so doing will create opportunities for a strong, productive and thriving economy. This will increase the number of people transitioning through the skills ecosystem into Apprenticeships, Higher Education and employment.
- 3.4 **Brokerage Service** to support the promotion of Apprenticeships to connect employers, providers and learners; Brokering opportunities to encourage and increase work experience, T Level Industry placements, traineeships, apprenticeships, and graduate placements particularly through wider employer engagement and involving supply chains.
- 3.5 The creation of **Geographical Apprenticeship Hubs** – ‘Geo Hubs’ in each Local Authority area led by an FE College and linked with a Brokerage team - connected into a central Skills Talent & Apprenticeship Hub. This will support our ambitions to promote and grow Apprenticeships across the CPCA area.
- 3.6 Growing Apprenticeships by creating a **Levy Pooling Marketplace** by working with Levy Employers to support SME’s in Priority and Supporting Sectors using the 25% Levy Transfer.

- Creating a Levy pot that SME's can access, so that together with our businesses and Training Providers we can utilise it better.
- Levy Specialists trained to support with knowledge of Apprenticeships and Training and able to support employers to use their levy.
- Support for micro businesses unable to take on an Apprentice due to either their size or specialist nature.

Added value will then be gained by the CPCA developing – and connecting into the STA Hub when appropriate – the following initiatives:

- 3.7 **Mayors Challenge Fund;** This fund is to support the promotion and take-up of Apprentices and has two elements; support to students i.e. travel costs, and secondly support to schools to incentivise schools to direct students into Apprenticeships with an agreed amount per Apprentice
- 3.8 **Careers Aspiration Pilot to improve Social Mobility** in Huntingdonshire, Fenland and Peterborough to increase the amount of young people entering Higher and Degree Apprenticeships. This will increase the life chances of those who wouldn't ordinarily take these routes. It will also link with the University of Peterborough and iMET as a route to direct young people.
- 3.9 **Sector Pilots and Outreach;** Building capacity in SMEs to provide opportunities and enhance the contribution of advanced skills to SME growth, including programmes to specifically engage the most disadvantaged groups or those who face particular local disadvantages in utilising advanced skills; Promoting Apprenticeships in priority sectors by developing a supportive environment for employer engagement;
- 3.10 **Health and Care Sector Work Academy** to tackle the local shortage of skilled workers and provide a further 2100 learners into the sector. It will specifically work with the Work and Health programme to support adults who have become disconnected from the labour market to support their progression into work.
- 3.11 **Edge Construction Hub** will address the current and future construction skills shortage and provide vital training for the increased workforce required. Giving displaced workers the opportunity to upskill or retrain for new careers. This will include a Careers Guidance Service for adults as part of the commitment to support the National Retraining Scheme.
- 3.12 **Adult Education Budget;** The Adult Education Budget provides funding for programmes of learning up to level 2 (GCSE level equivalent) and some level 3 qualifications (A level equivalent), dependant on eligibility.

#### 4.0 DEVELOPING AN OUTLINE BUSINESS CASE FOR THE STA HUB

- 4.1 CPCA officers are currently developing the business case and funding strategy that will allow the delivery of a three-year pilot of the STA Hub as outlined in the section above in this report. Therefore, steer from the Committee for the overall direction of the initiative at this point is welcomed.

4.2 As set out above, the STA Hub brings together a set of activities into single entity that delivers value through its central coordination. As such the funding strategy will be built up from a variety of sources. At this stage these are anticipated to include:

- Revenue funding allocated within the CPCA 2019-23 Budget for the implementation of the Local Industrial Strategy and Skills Strategy
- Capital funding sought from the remaining Local Growth Fund (LGF) allocated the Business Board
- Potential allocation of Adult Education Budget underspend
- In-kind contributions from key partners

4.3 These funding sources can be maximised through the development of a bid to the European Social Fund (ESF) to allocate matched revenue funding, as the outcomes of the STA Hub align closely with the objectives of Priority Axis below;

- brokering opportunities to encourage and increase work experience, work placements, traineeships, apprenticeships, and graduate placements particularly through wider employer engagement and involving supply chains
- building capacity in SMEs to provide project/placement/ internship opportunities and enhance the contribution of advanced skills to SME growth, including programmes to specifically engage the most disadvantaged groups or those who face particular local disadvantages in utilising advanced skills

4.4 It is highly likely that the next call for bids for ESF funding will go live in the period between the April and June Skills Committee meetings, and therefore it is recommended that the Committee support the Director to progress a bid within this window if a call is issued. Progressing a bid in this way would not commit the CPCA financially in any way prior to Board approval of funding but would simply ensure that a major funding opportunity is not missed.

## **5.0 OUTLINE TIMELINE FOR THE NEXT STAGES IN DEVELOPING THE STA HUB**

5.1 If the Committee are supportive of the proposals within this report, the next key stages of development ahead of the June Committee meeting would be as follows:

- Progress ESF Bid – April / May 2019
- Outline Business Case developed for CPCA Directors sign-off – May 2019
- Bring Outline Business Case to Skills Committee – 10 July 2019
- Skills Committee recommend Outline Business Case to Combined Authority Board for approval – 29 July 2019
- ESF Grant Funding Agreement - August 2019
- SLAs with STA Hub Delivery Partners in place – August 2019
- Launch of STA Hub – September / October 2019

## 6.0 FINANCIAL IMPLICATIONS

- 6.1 A detailed budget has been approved by CPCA Board in January 2019. This identifies funding to meet the future skills agenda. This report seeks approval to develop a detailed business case for the Skills, Talent and Apprenticeship Hub. As such there are no direct financial implications of this paper. However, the business case that will be brought back will identify funding requirements.
- 6.2 Approval is sought to submit an ESF proposal in this paper. The process will need CPCA Board approval in May to meet the timescales of application. Submitting a proposal does not commit the organisation. Note the timetable above where approval of the outline business case will be sought in July ahead of signing any ESF agreement in August.

## 7.0 LEGAL IMPLICATIONS

- 7.1 There are no direct legal implications arising from the content of the report.

## 8.0 SIGNIFICANT IMPLICATIONS

- 8.1 The skills landscape is going through many changes; in particular the reforms in Technical Education with the introduction of the Apprenticeship Levy, Trailblazers and T Levels. This has created a more complex system to an already complicated skills eco-system. The Combined Authority needs to ensure it future-proofs its investment and ambitions for a skills solution fit for purpose to support the Skills Strategy, LIS and CPIER recommendations.

## 9.0 APPENDICES –

Appendix 1 - Skills Talent & Apprenticeship Hub (STA Hub) model

<u>Source Documents</u>	<u>Location</u>
None	

# Skills Talent & Apprenticeship Hub

## Geo-Apprenticeship Hubs

## Talent Pledge

## Jobs/Opportunity Board

## Talent Portal

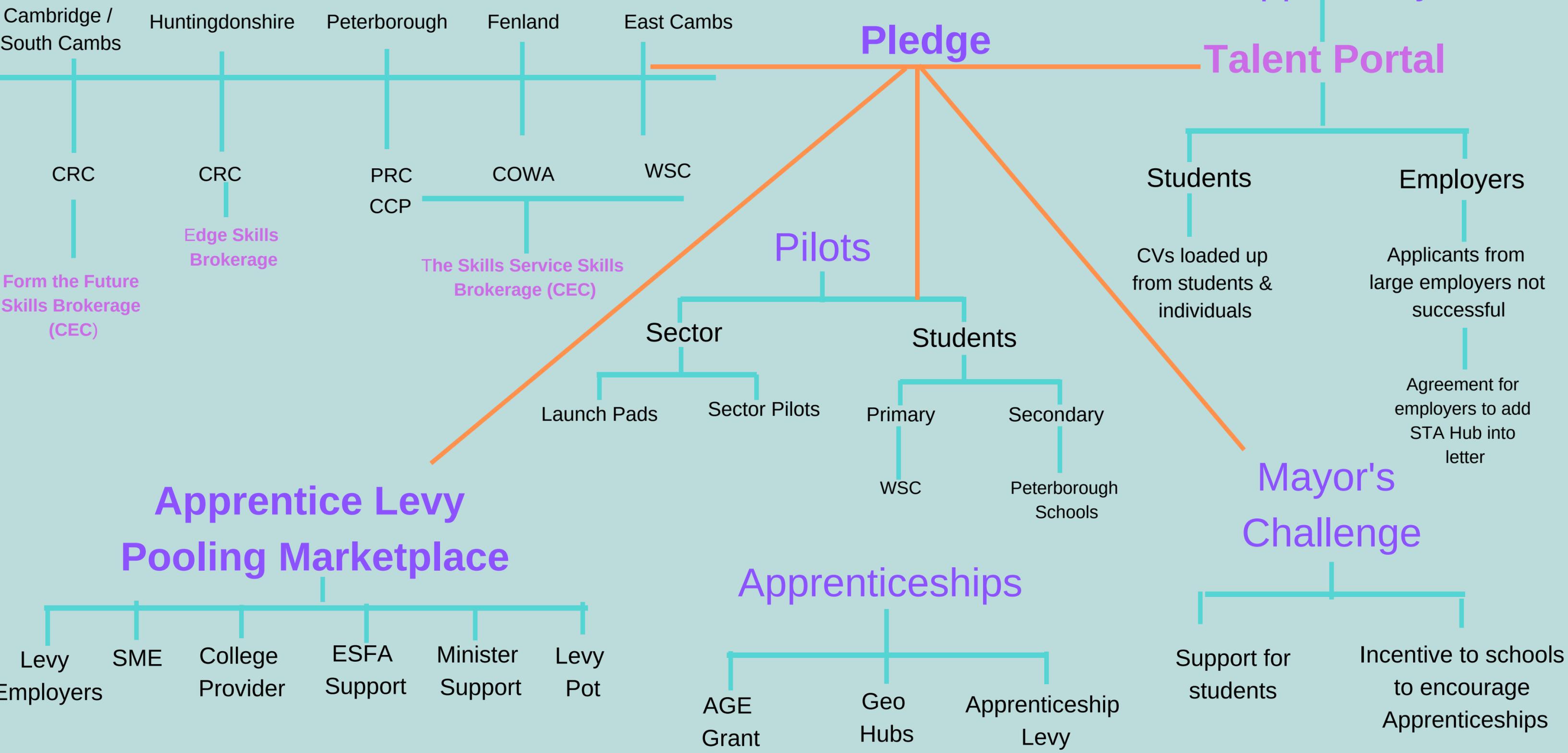
## Pilots

## Mayor's Challenge

## Apprentice Levy

## Pooling Marketplace

## Apprenticeships





<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.6</b>
<b>3 APRIL 2019</b>	<b>PUBLIC REPORT</b>

## **SKILLS BROKERAGE CONTRACT & FUTURE OF THE CAREERS & ENTERPRISE COMPANY CONTRACT FOR CAMBRIDGESHIRE & PETERBOROUGH**

### **1.0 PURPOSE**

- 1.1. This report updates the Skills Committee on the Skills Brokerage Contract and progress of the Careers & Enterprise Company (CEC) contract for Cambridgeshire and Peterborough.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>Neil Cuttell Programme Manager (Skills)</b>
<b>Forward Plan Ref: 2019/032</b>	<b>Key Decision: Yes</b>
It is recommended that the Skills Committee endorse and recommend to the Combined Authority Board:  a) agreement to the grant of £272,500 for Skills Brokerage to Peterborough City Council as accountable body for Opportunity Peterborough for the delivery of the Skills Contract.  b) agree to a revised contract with CEC to August 2020 and linking the match funding provided to Peterborough City Council for Opportunity Peterborough.  c) agree to the grant of £37,500 to Form the Future, funded via the revised CEC contract, to provide 50% funding for 1.5	<b>Voting arrangements</b>  Simple majority of all members

## 2.0 SKILLS BROKERAGE CONTRACT

- 2.1 Opportunity Peterborough (OP) has been an effective delivery agent for Skills Brokerage in Peterborough, Huntingdonshire, South Holland, South Kesteven, Fenland, East Cambridgeshire, West Norfolk, Kings Lynn and Rutland. OP aimed to support 59 schools, 21 special schools and 4 colleges in signposting between providers, employers and partners to implement strategic and operational plans. This included a range of activities as outlined within the current contract such as work experience, mentoring, CV writing and careers fairs. This report recommends approving a one (1) year extension to the Skills Brokerage Contract with OP.
- 2.2 OP covers and delivers services to the north of the CPCA area, Peterborough, Fenland, East Cambridgeshire and Huntingdonshire. The Greater Cambridge Partnership (GCP) Brokerage 'Form the Future' provides a brokerage model in Cambridge and South Cambridgeshire. Officers are reviewing and discussing with the GCP whether a joint model could be delivered in the future. The Skills Strategy Evidence Base 2018 has stated that two different services allow the opportunity to tailor responses to appropriate geographies, sectors and learners, and therefore this model should also be considered when deciding on the future structure of delivery.
- 2.3 The Skills Strategy recommends that the brokerage and facilitation role bringing employers, learners and providers together is an important intervention for the CPCA to undertake.
- 2.4 The Medium Term Financial Plan (MTFP) reported to Board on the 30<sup>th</sup> January 2019 identifies on page 43 para 3.14.2 a need to continue skills brokerage across the area in 2019/20. Appendix 1 on page 54 of the MTFP report identifies a sum of £250k for the Skills Brokerage in 2019/20.
- 2.5 Whilst consideration is being given to the future delivery of skills within the CPCA, it is vital that the ongoing work undertaken by OP is continued in the short to medium term; this will allow time for the CPCA to consider what strategic direction it would need to take in the delivery of skills post 2020.
- 2.6 Officers have negotiated a revised contract with OP to cover the CPCA areas for twelve (12) months at a cost of £235k. This would provide a Skills Brokerage offer for the Peterborough, Huntingdonshire, Fenland & East Cambridgeshire area, whilst Form the Future (FTF) would continue with Skills Service delivery in South Cambridgeshire and Cambridge.
- 2.7 If the Skills Committee decide to support continuing the Brokerage Contract with Opportunity Peterborough this presents an opportunity to review the provision and support provided by the Careers Enterprise Company with no additional resources required of the CPCA. The Skills Service providers in both areas could be offered the opportunity to expand their offer with the inclusion of the CEC programme.

### **3.0 THE CAREERS & ENTERPRISE COMPANY CONTRACT**

- 3.1 In November 2018 the Skills Committee received a report on Skills Prioritisation, which identified that the current CEC contract would be terminated as of the end of March 2019.
- 3.2 The Programme Manager (Skills) has worked with the CEC to consider what the next steps would be for identifying and negotiating with other potential accountable bodies within the CPCA area to manage the remaining contract.
- 3.3 Following discussions with Peterborough City Council and Cambridgeshire County Council, the CEC Regional Manager and CPCA Programme Manager (Skills) identified (a) a number of potential partners that could potentially take the role of accountable body; and (b) that in the short term, that the CEC could take on the management of the Opportunity Area part of the contract directly until such a time a partner could confirm their interest.
- 3.4 In late February 2019, following a period of review of the skills priorities the CPCA Business Skills Manager successfully negotiated with the CEC Area Manager for the CEC to change the parameters of the CEC offer; namely connecting the Brokerage and CEC contract activities and aligning them with the development of the Skills Talent & Apprenticeship Hub. This resulted in an offer to continue the contract through to August 2020 with no additional cost to the CPCA.
- 3.5 The revised contract would be for 4 FTEs: one 100% funded and three 50% funded enterprise co-ordinator posts.  
CPCA will manage the contract and claim this funding from the CEC, retain the allocation for the 100% funded post which is directly employed by CPCA, and pass the 50% funding for the other three posts to Opportunity Peterborough and Form the Future – providing £76k (37.5k each) to fund 50% of 1.5 FTEs in both organisations.
- 3.6 The match funding for the remaining 50% for the 1.5 FTE in Opportunity Peterborough is drawn from within the £235k for Skills Brokerage being provided by CPCA to PCC. The match for the 1.5 FTE in Form the Future will be provided by GCP. As such there is no call on funding from the CPCA beyond the £235k cost of contract with PCC as set out in section 2.
- 3.7 Officers have identified that in providing this resource and ensuring that the continued programme of activities can be undertaken by a mobilized service provider in OP, a contract with Peterborough City Council (PCC) will be made. PCC are sole shareholders of OP, and the CPCA can enter a strategic commissioning contract with PCC through a ‘public service to public service’ contract. This would allow OP to continue the work and avoid a disruption to service provision.

### **4.0 A SKILLS STRATEGY FOR THE FUTURE – NEXT STEPS**

- 4.1 The Skills Strategy has identified a need for the Skills Brokerage and the CEC Programme to continue and become more targeted in achieving the outcomes required. Whilst the CEC were initially hesitant to provide a service through third parties, an agreement has been reached with the CPCA continuing to

contract manage the contract through our Brokerage partners. This will provide a bespoke service achieving the aims of all parties.

- 4.2 The Business & Skills Team will continue to work to ensure value for money and target efficiencies within contract management of OP and the CEC. A review of the programme will initially be made after a period of six (6) months and subsequently by monthly reporting to the CEC to ensure that the programme is being successful delivered.

## 5.0 FINANCIAL IMPLICATIONS

- 5.1 If approved, the £235k funding for the contract with PCC would be met from within the £250k budget allocated by Board via the MTFP.
- 5.2 While the revised CEC contract would represent no further call on Combined Authority Funding directly it would continue a (fully funded) full-time post which would otherwise cease along with the CEC contract in April 2019, however this would have no material impact on the Authority's finances.

## 6.0 LEGAL IMPLICATIONS

- 6.1. The contract must be between the CPCA and PCC; the CPCA could not contract directly with OP as to do so would be in breach of procurement regulations.
- 6.2. The contract between the CPCA and PCC must (a) allow PCC to sub-contract the services; (b) give the CPCA step-in rights; and (c) require PCC to obtain, store and process personal data in compliance with GDPR
- 6.3. Under no circumstances should the CPCA make any payments to OP in relation to the services to be provided; any and all payments due to OP must come directly from PCC

## 7.0 SIGNIFICANT IMPLICATIONS

- 7.1 The implications of not continuing the Skills Brokerage Service and CEC contract could include loss of information, advice and guidance for people to gain employment or skills progression.

## 8.0 APPENDICES

None

<u>Source Documents</u>	<u>Location</u>
<a href="#">CPCA Skills Committee Minutes 21st November 2018</a>	The Incubator 2, First Floor, Alconbury Weald Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4WX