



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY

SKILLS COMMITTEE

Date: Monday, 05 September 2022

Democratic Services

Robert Parkin Dip. LG.
Chief Legal Officer and Monitoring Officer

10:00 AM

72 Market Street
Ely
Cambridgeshire
CB7 4LS

**Civic Suite, Pathfinder House, St Mary's Street,
Huntingdon PE29-3TN
[Venue Address]**

AGENDA

Open to Public and Press

Part 1: Governance

1.1 Apologies for Absence and Declarations of Interest

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests.

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1.3 Public Questions

Arrangements for asking a public question can be viewed here
- [Public Questions - Cambridgeshire & Peterborough Combined Authority \(cambridgeshirepeterborough-ca.gov.uk\)](https://cambridgeshirepeterborough-ca.gov.uk/public-questions)

Part 2: Recommendations to Combined Authority Board

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Part 4: Date of next meeting

7 November 2022

COVID-19

The legal provision for virtual meetings no longer exists and meetings of the Combined Authority therefore take place physically and are open to the public. Public access to meetings is managed in accordance with current COVID-19 regulations and therefore if you wish to attend a meeting of the Combined Authority, please contact the Committee Clerk who will be able to advise you further.

The Skills Committee comprises the following members:

For more information about this meeting, including access arrangements and facilities for people with disabilities, please contact

Councillor Lynne Ayres

Councillor Sam Carling

Councillor Lis Every

Councillor Peter McDonald

Councillor Lucy Nethsingha

Councillor Chris Seaton

Councillor Sam Wakeford

Clerk Name:	Tamar Oviatt-Ham
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Skills Committee Minutes

Meeting: Monday 4 July 2022

Venue: Civic Suite, Pathfinder House, St Mary's Street, Huntingdon

Time: 10.00am - 12.06pm

Present:

Cllr Lucy Nethsingha - Chair and Member for Cambridgeshire County Council

Cllr Sam Wakeford - Huntingdonshire District Council

Cllr Lis Every - East Cambridgeshire District Council

Cllr Lynne Ayres - Peterborough City Council

Cllr Sam Carling - Cambridge City Council

Apologies:

Cllr Peter McDonald - South Cambridgeshire District Council

Cllr Chris Seaton - Member for Fenland District Council

Part 1 - Governance Items

62. Apologies for Absence and Declarations of Interest and Announcements

Apologies received from Councillors Peter McDonald and Chris Seaton.

63. Minutes of the Skills Committee meeting on 16 March 2022 and Actions

The minutes of the meeting on 16 March 2022 were approved as an accurate record.

The Interim Associate Skills Director provide an update to the Committee on action 50 on the action log. She explained that the Deep Dive Panel would be reconvening to further review the status of the Deep Dive so the action remained ongoing.

The representative from Overview and Scrutiny requested that the action log highlight any outstanding actions from questions raised by Overview and Scrutiny.

The action log was noted.

64. Public Questions

One public question was received see appendix 1 of the minutes. Questions received from the Overview and Scrutiny Committee were taken at the relevant item on the agenda.

Part 2 – Delivery

65. UK Shared Prosperity Fund Investment Plan Update

The Committee received a report detailing the UK Shared Prosperity Fund Investment Plan Update. The report provided an update on the progress to collectively develop the UK Shared Prosperity Fund (SPF) and the next steps to secure investments from the Government as well as provided information on the projects identified and how these would be delivered.

The Committee received a question from the Overview and Scrutiny Committee on this report. The written responses were read out and can be found at appendix 2 of the minutes.

In particular, the presenting officers highlighted:

- The core SPF Fund stood at £9.872 million, The Multiply Element was awarded at just under £4 million.
- The People and Skills Element of the funding would not begin until year three of the funding.
- The Local Investment Plan had to be agreed by Government before any funding allocation was released. The Plan had to be submitted online by 1 August 2022. The first years payment was expected in October 2022.
- The Development of the Local Investment Plan was being led by the Combined Authority and was being worked on by the Cambridgeshire Public Service Board, acting as the SPF Board.
- The full list of projects and interventions was included in the report.
- All MPs had been briefed and the plan would be presented to Business Board in the next week with the draft plan being presented to Leaders on Wednesday this week and for final Combined Authority Board approval on 27 July 2022.

Discussing the report Members:

- Queried the Skills and People provision within the SPF, as there were only four projects mentioned within this area, three of which were extremely broad.

A Member queried how the organisations had been chosen in relation to the provision, and in particular how Peterborough had been involved in the discussions. The Interim Associate Skills Director explained that it had been agreed with the Public Services Board that the focus would be on strategic wide projects that sat across the whole of the CA area with a focus on collaboration in the Skills area. She explained that individual allocations had been provided for every district, and that trying to look at projects across the whole of the CA had been challenging. It was agreed that over the first two years skills projects would not be funded. The CA would look at individual projects for each of the districts under place and community and business, and that when officers looked at the final year in relation to skills, there would be a focus on strategic projects as this was where the pooling of resources would result in the biggest gains. She explained that European Skills Funding (ESF) would be coming to an end in 2023 and that the People and Skills Pillar funding would be in 2024. This would continue the provision that was already established in relation to Skills Brokerage, as there was no other funding available for this area. She explained that this would be combined with the regional learning that had been successful in the south of the sub region, as well as funding to establish the All-Age Careers Service

- Acknowledged that the projects put forward for funding were previously highlighted in the Employment and Skills Strategy.
- Highlighted that the Government had only launched this prospectus on 13 April 2022 and had expected authorities to do a huge amount of work by the 1 August 2022 deadline. She was grateful for all of the work that had been done by the Public Service Board to progress the work quickly and suggested that there should be feedback to Central Government on the tight deadlines that had been put forward.
- Queried whether any of the funding would be moving through to the voluntary sector as the funding was to replace the European Social Fund. Officers explained that it was agreed at the Public Service Board that each area would still look at how the funding could be used locally and this included voluntary organisation that had previously received ESF funding and had kept the ESF Providers Forum up to speed on the process.
- Confirmed that all of the details sought from Huntingdonshire District Council had been received.
- Queried the decline in Apprenticeships in Cambridgeshire and Peterborough and why the statistics were worse in this area compared to nationally. The Interim Associate Skills Director explained that there had actually been a bounce back to pre-covid levels this year. She explained that historically this area did not seem to engage with apprenticeships and this is why Growth Works were working to increase the number of employers engaging with

apprenticeships. She explained that an update report on Apprenticeships could be brought back to a future Committee meeting. **ACTION**

- Sought clarity regarding the diagram on page 50 of the pack at figure 8 and whether the institutions listed needed to be an Adult Education Budget (AEB) provider. Officers explained that the diagram should show non AEB providers also, so would therefore review the diagram. **ACTION**. Officers requested that any other comments on the draft should be emailed to them by mid-July. **ACTION**

In bringing the debate to a close, the Chair highlighted the need to keep Members updated on projects as there had been a significant amount of time since the last Committee in March. The Interim Associate Skills Director acknowledged that this was an issue and agreed to set up informal Skills Committee briefings in between each meeting to ensure that Members were kept up to speed. **ACTION**

It was resolved by unanimously to:

- a) Note the progress to date and next steps for the Cambridgeshire and Peterborough Local Investment Plan for the Shared Prosperity Fund.

66. Multiply Local Investment Plan

The Committee received a report detailing the Multiply Local Investment Plan as a part of the new SPF. Multiply was a new three-year adult numeracy programme, which launched in September 2020. The report included the draft Investment Plan for the Multiply to Central government and attention was drawn to the tight submission deadline of the 30 June 2022. The investment plan would be presented to the Combined Authority Board on 27 June.

In particular, the Interim Associate Skills Director highlighted:

- The two funding pots; the core SPF and Multiply. The CA had received a total of £3,999,186 over a three-year programme. The Investment Plan had been submitted to the Department for Education (DfE) on 30 June 2022.
- Key points to note about the programme included the main objective to increase the levels of numeracy in adults across the UK. Three levels of success, one being achievement of maths qualifications up to and including level two, to have improved numeracy skills in the workforce and to increase general adult numeracy across the population.
- The DfE had published a 'menu of option' for providers to deliver separate and distinct from provision that was already funded by AEB. These areas

included; Family Learning, working with schools to engage parents and a strong focus on numeracy in the workplace focusing on in-work progression.

Discussing the report Members:

- Highlighted that this was part of the funding bid published by Government on 13 April therefore there had not been time to take the proposals through Committee before going to Board for approval on 30 June 2022. The Chair stated that she would as Chair contact other Combined Authorities or other Council Networks to highlight to Government that this was not good governance. **ACTION** The Interim Associate Skills Director also confirmed that in future she would notify the Committee of any funding streams as soon as she was made aware of them by Government.
- Queried if there was any funding in relation to adult literacy. The Interim Associate Skills Director stated that they were surprised that the SPF funding did not include literacy. She explained that officers could update the Committee on the current provision for literacy which was funded as part of the AEB. **ACTION**

It was resolved unanimously to:

- a) Note the outcome of the Combined Authority Board Decision which will be taken on 27th June 2022

67. Cambridgeshire Peterborough Economic Growth Strategy

The Committee was invited to approve Cambridgeshire Peterborough Economic Growth Strategy and to recommend it to the Cambridgeshire and Peterborough Combined Authority Board. The strategy set out clear priorities to inform investment decisions, based on the most up to date evidence available. Its primary goal would be to reduce inequality and would drive levelling up within and between the three economies of Peterborough, Fenland and Greater Cambridge.

In particular, the presenting officers highlighted:

- The Strategy had been consulted on, and had input into it, from the Business Board and the Mayor and has been developed through workshops with a wide circle of partners and stakeholders, including the Business Advisory Panel, all of the constituent local authority CEOs and economic development officers. In addition, the Chair and Vice-Chair of the Business Board, officers in the Combined Authority and the Mayor convened individual meetings with each of the local authority leaders. Feedback has been overwhelmingly positive.
- On 5 April the Business Board and Combined Authority Board had a workshop that looked at feedback on the consultation process in relation to the strategy.

- Work was already underway to produce an implementation plan and this would be part of the discussion at the second workshop between the Combined Authority Board and the Business Board is on 5 September 2022.

Discussing the report Members:

- Referred to page 128 in relation to rising unemployment and queried were the focus on youth unemployment sat. A Member stated that they found it difficult to pull together all of the initiatives that were supporting young people into employment as there was no overall picture or strategy. The Interim Associate Skills Director stated that Matt Oliver was leading on the Needs Strategy and Youth Employment would be one workstream that sat under this strategy and would bring together all youth interventions and strategies. The Chair requested that a report be brought to Committee on the NEETs Strategy. **ACTION** The Interim Associate Skills Director clarified that the draft Implementation Plan would be brought to Committee for comment.

It was resolved unanimously to:

- a) Note that this report will go before the Combined Authority Board on 27th June 2022 with a recommendation for approval of the Economic Growth Strategy for Cambridgeshire and Peterborough.
- b) Endorse the Economic Growth Strategy for Cambridgeshire and Peterborough.

68. Growth Works Management Review to 31 May 2022 (Q6 is April to June 2022)

The Committee considered the Growth Works non-financial performance report.

The Committee received a question from the Overview and Scrutiny Committee on this report. The written responses were read out and can be found at appendix 2 of the minutes.

In particular, the presenting officers highlighted:

- The report showed the latest position to the end of May 2022, which was roughly half way through the contract.
- A meeting had taken place with the Growth Co Chair to review the format and content of the report and are taking on feedback including simplifying jargon and reviewing the tables and charts used including the interpretation of the data to ensure it was fit for purpose.

- Overall performance of the programme was strong, with four out of the five service lines working well contractually, although close focus was underway in Coaching, specifically on ERDF 'nudge grants' and the number of businesses provided with a diagnostic and then starting a coaching journey. Growth Co and Gateley Economic Growth Services (GEG) the prime contractor were working closely with YTKO who delivered the coaching service line to ensure there was a recovery plan which has a high level in confidence of being delivered. Officers to circulate an update on performance to cover the rest of quarter 6 which would cover up to the end of June 2022. **ACTION**
- Capital Grants were ahead of profile and on Equity investments were slightly being due to the pipeline and due diligences taking longer than expected.
- The Skills service line continued to perform well and metrics were being met. The focus now was on more strategic conversations with FE colleges over the next quarter.
- The Careers Hub was one of the highest performing Careers Hubs in the country.

Discussing the report Members:

- Highlighted that the Apprenticeships and Jobs targets on page 144 of the agenda pack showed the targets to be behind and that it did not match the text which stated that there was solid performance. The Interim Associate Skills Director explained that Apprenticeships had a huge intake in September and therefore it was a whole year target so therefore expect that number to be higher. Officers stated that they would review the figure relating to jobs under 2.3 in the report and come back to Members with further clarification on the data. **ACTION**
- Queried whether working at home had an impact on business taking on apprenticeships. The Interim Associate Skills Director explained that the data so far this academic year had shown a bounce back in figures so this did not currently appear to be so. She explained that she had asked the data team to look in more detail at which apprenticeships were being taken forward. She stated that they had seen a decline in the level two apprenticeships but that this was more to do with the structure of the standards that were being taken forward. The Chair asked that apprenticeships be covered in the NEETs Strategy report that had been requested by Committee. **ACTION.**
- Sought clarity on how much the CA had gone back to Business to question how successful the work that had been done with coaches had been. Officers stated that there was an independent survey carried out, one carried out in January and one in March and Officers would circulate the results of the surveys. **ACTION**
- Questioned how applications for Inward Investment were made and if there had been any applications from the Peterborough area. Officers to review and feedback to Members. **ACTION**

It was resolved by unanimously to:

- a) Note the Growth Works programme performance up to 31 May 2022 (Q6 is April 2022 to 30th June 2022).

69. Expansion of the Careers Hub

The Committee received a report detailing the successful bid and the plans to expand the Careers Hub model to cover all schools and colleges across the Combined Authority will be in a Careers Hub and is subject to approval of the Combined Authority Board on 27th June 2022.

In particular, the presenting officers highlighted:

- A proposal was submitted to the Careers and Enterprise Council (CEC) to extend the Careers Hub model to all Schools and colleges on 15 March 2022 and the CA were informed on the 29 April 2022 that the bid had been successful. The additional grant award would fund two additional posts: a fully funded Operations Manager and a match funded part time Project Officer.
- In the last academic year the performance of the hub had exceeded the national average and was one of the best performing hubs in the country.
- Secured additional funding to run STEM related activities aligned to the local labour market in Fenland.
- Currently developing a regional microsite to support those with SEN.
- Establishing a steering group which would help to inform and drive the performance of the careers hub and give a greater focus on system change.

Discussing the report Members:

- Welcomed the report and expressed their thanks to officers
- Requested information on the schools engaged in with the hub in the Peterborough area. **ACTION**
- Queried whether the hub included the College of West Anglia. Officers clarified that they did work with the college from a campus point of view.

It was resolved unanimously to:

- a) Note, subject to the approval of the Combined Authority Board on 27th June 2022, the Careers and Enterprise Company grant funding for an extended Careers Hub in 2022-23 and the recruitment for two new positions, employed by the Combined Authority.

70. Employment and Skills Strategy – Delivery Plan & Gainshare Skills Projects

The Committee considered a progress report regarding the development of the Employment and Skills Delivery Plan, including actions undertaken to align strategy implementation.

In particular, the presenting officers highlighted:

- Officers have been working on the implementation plan, mapping and gapping the existing activities.
- There were three areas of focus; business as usual, capital investment including FE coldspots and a levelling up fund bid for Fenland District Council and system lead change.
- The implementation plan was coming to committee at an early stage to seek engagement and input.

Discussing the report Members:

- Congratulated officers on the work that had been done so far on the plan.
- Highlighted work in East Cambridgeshire with Metrodynamics to carry out a further survey to ensure a place and systems-based approach could be rolled out and thanked the officers for their regular support and contact.
- Questioned whether there was sufficient infrastructure for active travel for the proposals. Officers explained that the sites highlighted in the Project Initiation Document had not yet been identified so the infrastructure would need to be put in place as part of the project planning and design.
- Queried the rationale behind the proposed development of the additional sites. Officers clarified that the rationale was in relation to both demand and upskilling both in the 16-18 and 19-25 age brackets, working with the County Council to ensure they have suitable and sufficient places for young people and more local provision. Officers explained that the CA were working in partnership with the County Council to refresh the 16-18 sufficiency requirements, that were published in 2019. This would include updated 2011 census data, including demographic growth and demand from new developments.. In terms of upskilling, the two new provisions would focus on technical education. The feasibility study would focus on the local requirements in St Neots and in East Cambridgeshire and this would inform the curriculum pathways. Local Advisory Boards would be established to steer the projects and facilitate co-production.

- Sought clarity on where the funding would be coming from for both sites. Officers explained that there had been funding allocated by the CA through Gainshare over the next three years. Officers clarified that the next stage of the process was to seek approval from the CA Board and request a draw-down of approximately £100,000 of the £4.8 million of funding allocated. A Feasibility Study and Business Case would be commissioned through consultancy as the first stage of the process. The CA would use the funding as leverage to access more capital funding through the Department for Education, through the FE Transformation Fund and the Demographic Capital Growth Fund. Would also be looking at other local Capital Funding through partners that could be accessed to develop the sites.

It was resolved unanimously to:

- a) Approve the draft Employment and Skills Strategy Delivery Plan
- b) Note the project – FE coldspots and the associated actions.

71. Digital Skills Bootcamps

The Committee received a report detailing the key considerations for taking the Wave Three Skills Bootcamp grant funded secured for the Cambridgeshire and Peterborough area.

In particular, the presenting officers highlighted:

- Following a proposal submitted by the Combined Authority to DfE on the 28 January 2022, the Combined Authority received notification on the 8 March 2022 of award for the full amount proposed; £4,891,985 in grant funding to deliver Wave 3 Skills Bootcamps to 1,780 learners, for the first year period from 1 April 2022 to 31 March 2023. Within the grant award £342,439 had been allocated to management costs.
- Bootcamps were intensive, Level 3-5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (in the case of a new job), which equipped adults with technical skills that enable them to access in demand jobs, apprenticeships, new opportunities and an increased level of income over time (including for the self-employed).
- The Bootcamps were across a number of sectors including Digital, Construction and Green.
- Significant work had been undertaken in relation to the procurement of contracts and the process was currently in standstill period before the awarding of contracts to training providers in the next few weeks.
- A number of individuals had recently been appointed to Skills Bootcamp roles and were due to start in the coming weeks.

Discussing the report Members:

- Highlighted that one of the issues in the past had been recruiting people on to these courses and queried what had changed and if there were new strategies in place to encourage applications. The Interim Associate Skills Director explained that the third wave was grant funded, therefore the CA had more control in terms of the providers appointed and as part of the exercise and that there was strong weighting on employer engagement as part of the procurement process. She explained that was an additional £5 million in a short 9-month timescales so this was a huge investment into the CA and skills landscape that the CA expected a further two years of investments.
- Queried where the employers were that were engaging with the bootcamps as there had been issues in the past particularly in Peterborough, and particularly around finding the staff that could support the bootcamps. The Interim Associate Skills Director explained that they would bring an update to Committee on performance. **ACTION**

In bringing the debate to a close the Chair congratulated the skills team on getting the funding.

It was resolved unanimously to:

- a) Note the report approved by the Combined Authority Board on 30 March 2022.

72. Budget and Performance Report

The Committee received a report detailing the Budget and Performance Report that provided a performance update on Skills projects and the trajectory of expected performance against the devolution deal objectives.

In particular, the Head of Finance highlighted:

- Forecast Outturn position was still subject to final year-end adjustments and to an audit that would take place later in the year. A report would be taken to the July CA Board on the final expected outturn position with confirmation of any carry forwards.
- Paragraph 3.2 of the report gave the breakdown of revenue expenditure which currently showed an underspend of circa £1.9 million. Paragraph 3.4 highlighted the work being undertaken to address the underspends.

Discussing the report Members:

- Noted their thanks to Vanessa Ainsworth who had reported the Budget and Performance report previously to the Committee who had now move on to a

new role. The Head of Finance stated that Julia Hoban had recently joined the CA and would be presenting the report to Committee at future meetings.

- Queried the delay in creating legal contracts detailed under 3.4 b. between the Combined Authority and Growth Co. The Head of Finance clarified that there was a lot of ongoing work and stated that there was nothing to be concerned about in relation to the delay and that it would not be an ongoing issue.
 - Questioned under 3.4 c in relation to where it highlighted that the additional activities that were being undertaken were unlikely to impact on the underspend in the current financial year, in relation to the Health and Social Care Work Academy project and whether this related to the previous or current financial year. The Head of Finance clarified that the report was covering the previous financial year.
 - Highlighted the red RAG rating in relation to the University of Peterborough. The Head of Finance explained that there was a red rating in relation to phase one as there was a risk in terms of ensuring that there were enough students signing up and joining the University and there was a red RAG rating in relation to phase three due to concerns around the ongoing impact of inflation on the project. He explained that there had been a change to the RAG rating system with the default now being amber and not green. He explained that additional information on these changes could be circulated to the Committee.
- ACTION**

It was resolved unanimously to

Note the 2021/22 revenue forecast outturn position for Skills related budgets.

73. A Summary of the Employment and Skills Board Meeting 17 May 2022

The Committee received a report detailing the overview of the Employment and Skills Board held on 17 May 2022.

It was resolved unanimously to:

- a) Note the paper which provides an overview of the recent Employment and Skills Board held on 17 May 2022.

74. Skills Committee Agenda Plan

The Committee received a question from the Overview and Scrutiny Committee on this agenda item. The written responses were read out and can be found at appendix 2 of the minutes.

It was resolved to note the agenda plan.

Part 3 – Date of the next meeting

75. It was resolved to:

Note the date of the next meeting as 5 September 2022.

Skills Committee – 4 July 2022

Public Questions

	Question from:	Question to:	Question
1.	Mr Anthony Carpen	Skills Committee	<p>The Learning and Work Institute (previously the National Adult Education Union) published their 2021 Adult Participation in Learning Survey - see https://learningandwork.org.uk/news-and-policy/adult-participation-in-learning-survey-five-key-takeaways-from-our-25th-year/</p> <p>It found three themes of barriers to learning: Situational (e.g lack of transport/childcare), dispositional (eg lack of confidence), and institutional (poor practices). I would be grateful if the committee could ask officers to produce a short paper responding to the findings, and confirming that they will ensure lifelong learning providers not only respond to the Local Transport & Connectivity Consultation, but also encourage their staff and learners to respond as well - so as to ensure the transport barrier is addressed.</p>
	Response from:	Response to:	Response
	Councillor Lucy Nethsingha – Chair of the Skills Committee	Mr Anthony Carpen	<p>Thank you for your question, Mr Carpen and your interest in adult education and skills in Cambridgeshire and Peterborough. Our vision is to work towards an employer and learner-centred adult learning and skills system in our area, so we do welcome questions from our citizens.</p> <p>Thank you for highlighting the Learning and Work Institute 2021 Adult Participation in Learning Survey and the three barriers to learning. On reflection, these do feature in the Cambridgeshire and Peterborough Employment and Skills Strategy and our Commissioning Plan for Adult Education. Our plan is to drive up quality of provision and enhance the learner experience, including removing barriers to learning. For example, we provide funding for Additional Learning Support and Discretionary Learner Support Funds to over-come barriers.</p> <p>I can confirm that all Adult Education Providers have been requested to feed-in their views to the Local Transport and Connectivity Plan Consultation and to encourage their staff and providers to also provide their input.</p>

			Combined Authority Officers do in fact work with the Learning and Work Institute and other sector organisations, to inform the delivery of adult learning and skills and ensure national research and insight informs best practice in our region.
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Skills Committee – 4 July 2022

Overview and Scrutiny Questions

	Question from:	Question to:	Question
1.	Overview and Scrutiny Committee	Skills Committee	Item 1.2 Minutes: November Item 3.1 Employment and Skills Strategy O&S members asked a question back in November regarding how many companies have been approached and could the criteria used to select the companies be shared – could further information be provided around this?
	Response from:	Response to:	Response
	Councillor Lucy Nethsingha – Chair of the Skills Committee	Overview and Scrutiny Committee	It is not possible to quantify the exact number of businesses the team engaged with as the team interacts with many intermediaries. Please be assured that the voice of businesses both large and small have had significant input into the development of the strategy both via primary interactions, via intermediaries and through the use of real time labour market information.
2.	Question from:	Question to:	Question
	Overview and Scrutiny Committee	Skills Committee	Item 2.1: UK Shared Prosperity Fund Investment Plan Update The report is unclear on whether proposals have been accepted. Could clarity be provided of what will be progressed with the funding and timeframes for this? Are there project leads who can provide more detail on each of the proposals?
	Response from:	Response to:	Response
	Councillor Lucy Nethsingha – Chair of the Skills Committee	Overview and Scrutiny Committee	The projects within the Local Investment Plan being drafted all remain provisional until the entire plan has been approved by DLUHC before the Autumn, then the Combined Authority can work through assurance with project leads to fully accept projects for funding and issue funding agreements or contracts. Currently all projects listed in the appendix to the report are proposed to be included in the 3-year plan all starting within this financial year except for the People & Skills projects.

			Project Leads for each project have provided more details on each project in support of developing the plan and this added detail can be shared separately.
3.	Question from:	Question to:	Question
	Overview and Scrutiny Committee	Skills Committee	Item 2.4: Growth Works Management Review – April 2022 The O&S Member would like to raise his dissatisfaction with the quality of the report provided; which uses exclusive language and does not present clear targets and does not outline clearly outcomes that are easily understood. As a result it is very difficult for members to understand whether the CPCPA is delivering on its targets.
	Response from:	Response to:	Response
	Councillor Lucy Nethsingha – Chair of the Skills Committee	Overview and Scrutiny Committee	The Interim Associate Director for Skills acknowledges the comments made, and agrees that improvements can be made to this report. The author of the report will ensure that in their introduction to the paper at the Committee that performance on the contract will be explained clearly to be able to assess performance to date.
4.	Question from:	Question to:	Question
	Overview and Scrutiny Committee	Skills Committee	Item 2.10: Agenda Plan Given the current situation at the CPCA the O&S Lead member would like to understand whether there are enough staff within the department to deliver the skills agenda?
	Response From:	Response to:	Response
	Councillor Lucy Nethsingha – Chair of the Skills Committee	Overview and Scrutiny Committee	The Skills Team has to date retained all of their colleagues. As the team have been successful in winning additional funding, recruitment is underway to recruit more people into the team.



Skills Committee Action Log

Purpose: The action log records actions recorded in the minutes of Skills Committee meetings and provides an update on officer responses.

Minutes of the meeting on 17 January 2022					
Minute	Report title	Lead officer	Action	Response	Status
50.	Budget & Performance Report	Parminder Singh Garcha	The Director of Business and Skills explained that officers were tasked with undertaking a deep dive review with an action plan to address the underspends and what would be done this and the in next financial year and also what could be transferred across and this would be presented to Committee in March	<p>A 'Deep Dive' has been convened to explore the issue of underspend in the AEB programme. At the time of writing, the findings from the Deep Dive and recommendations to mitigate under-spend have not concluded. An Action Plan is under development.</p> <p>23.06.22 - The Deep Dive Panel has met and will be reporting to the Combined Authority with it's recommendations. Findings will be reported to Skills Committee, when ready.</p> <p>On forward plan for November</p>	Closed

Minutes of the meeting on 4 July 2022

Minute	Report title	Lead officer	Action	Response	Status
65.a	UK Shared Prosperity Fund Investment Plan Update	Fliss Miller	An update report on Apprenticeships would be brought back to a future Committee meeting.	On forward plan for November 2022	Closed
65.b	UK Shared Prosperity Fund Investment Plan Update	Steve Clarke	Sought clarity regarding the diagram on page 50 of the pack at figure 8 and whether the institutions listed needed to be an Adult Education Budget (AEB) provider. Officers explained that the diagram should show non AEB providers also, so would therefore review the diagram.	Action completed	Closed
65.c	UK Shared Prosperity Fund Investment Plan Update	Steve Clarke	Officers requested that any other comments on the draft should be emailed to them by mid-July.	Action completed	Closed
65.d	UK Shared Prosperity Fund Investment Plan Update	Fliss Miller	The Interim Associate Skills Director acknowledged that this was an issue and agreed to set up informal Skills Committee briefings in between each meeting to ensure that Members were kept up to speed.	Business Board and Skills Committee to be brought together twice a year Jan/Feb and June/July Informal Skills Committee meetings have been scheduled	Closed
66.a	Multiply Local Investment Plan	Cllr Nethsingha	The Chair stated that she would as Chair contact other Combined Authorities or other Council Networks to highlight to Government that this was not good governance.	Letter being drafted	In progress

66.b	Multiply Local Investment Plan	Parminder Singh Garcha	She explained that officers could update the Committee on the current provision for literacy as part of the AEB.	On the agenda for January 2023	Closed
67.	Cambridgeshire Peterborough Economic Growth Strategy	Fliss Miller	The Chair requested that a report be brought to Committee on the NEETs Strategy.	On the agenda for November 2022	Closed
68.a	Growth Works Management Review to 31 May 2022 (Q6 is April to June 2022)	Steve Clarke	Officers to circulate an update on performance to cover the rest of quarter 6 which would cover up to the end of June 2022.	Growth Works Performance report to be circulated W/C 29 th August 2022	In Progress
68.b	Growth Works Management Review to 31 May 2022 (Q6 is April to June 2022)	Steve Clarke	Officers stated that they would review the figure relating to jobs under 2.3 in the report and come back to Members with further clarification on the data.	Update clarifying data under 2.3 being circulated by Officers W/C 29th August 2022	In Progress
68.c	Growth Works Management Review to 31 May 2022 (Q6 is April to June 2022)	Fliss Miller	The Chair asked that apprenticeships be covered in the NEETs Strategy report that had been requested by Committee.	See action 65a	Closed
68.d	Growth Works Management Review to 31 May 2022 (Q6 is April to June 2022)	Steve Clarke	Officers stated that there was an independent survey carried out, one carried out in January and one in March and Officers would circulate the results of the surveys.	Results of the independent surveys already completed in 2022 being circulated W/C 29th August 2022	In Progress
68.e	Growth Works Management Review to 31 May 2022 (Q6 is April to June 2022)	Steve Clarke	Questioned how applications for Inward Investment were made and if there had been any applications from the Peterborough area. Officers to review and feedback to Members.	Details regards Inward Investment activity, pipeline and process including highlighting those in the Peterborough area to be circulated W/C 29th August 2022	In Progress

69.	Expansion of the Careers Hub	Laura Guymmer	Requested information on the schools engaged in with the hub in the Peterborough area.	Peterborough Hub schools are below: Arthur Mellows Village College Ken Stimpson Community School Ormiston Bushfield Academy The King's (The Cathedral) School Inspire - Peterborough College Greater Peterborough UTC Queen Katharine Academy	Closed
71.	Digital Skills Bootcamps	Fliss Miller	The Interim Associate Skills Director explained that they would bring an update to Committee on performance.	On the agenda for September	Closed
72.	Budget and Performance Report	Jon Alsop/Julia Hoban	He explained that additional information on these changes could be circulated to the Committee.	Information circulated	Closed

Adult Education Budget: Contract Awards to Independent Training Providers and proposals for further commissioning

To: Skills Committee

Meeting Date: 5 September 2022

Lead Member: Councillor Lucy Nethsingha, Lead Member for Skills

From: Parminder Singh Garcha
Senior Responsible Officer – Adult Education

Key decision: No

Forward Plan ref: N/A

Recommendations: The Skills Committee is recommended to:

- a) Recommend that the Combined Authority Board approve the contract awards to Independent Training Providers for the 2022/23 academic year, from the devolved Adult Education Budget (AEB) and National Skills Fund as set out in TABLE B to the report and increase the commission from £3.8m, to up to £4.5m
- b) Recommend the Combined Authority Board delegates authority to the Interim Associate Director of Skills in consultation with the Chief Finance Officer and Monitoring Officer, to enter into and sign contracts for services with the Independent Training Providers set out in the paper
- c) Note the significant progress made through this procurement process to broaden the training provider market and widen choice and learning opportunities for our citizens and businesses

- d) Note the approach for further commissioning of the Adult Education Budget, including piloting a new approach for local voluntary and community sector providers.

Voting arrangements: A simple majority of all Members present and voting.

1. Purpose

- 1.1 This report provides an update to the Skills Committee following the conclusion of a successful open and competitive, procurement exercise for new Independent Training Providers (ITPs) and to:
- seek authority and delegations to the Interim Associate Director of Skills to enter and sign contracts for services with the ITPs set out in TABLE B.
 - allocate c£4.5m from the Adult Education Budget and National Skills Fund, to contracted provision with ITPs for the academic year 2022-23. Funding future years are subject to performance.
 - note the positive outcome of the procurement process for Lots 1 – 3, in building additional delivery capacity to meet local skills needs and enabling and developing a mixed and diverse provider marketplace in our sub-region.
 - note the approach to commission for Lots 4 and 5, where the market did not respond sufficiently
 - note the different approach for commissioning smaller Third Sector (charities and voluntary and community sector providers) within the mayoralty
 - note the implications for staffing capacity in the Combined Authority's Skills Service, as we grow the provider-base as a positive result of this procurement. This is being addressed as part of recruitment.

2. Background

- 2.1 Under orders made from the Local Democracy, Economic Development and Construction Act 2009, adult education functions from the Apprenticeships, Skills, Children and Learning Act 2009 were transferred from the Secretary of State for Education to Cambridgeshire and Peterborough Combined Authority from August 2019.
- 2.2 A recurrent ring-fenced budget of c£12m per academic year has been allocated to the Combined Authority to discharge the transferred duties. This equates to 0.9% of the national AEB. In addition, c£0.9m has been delegated as part of the Free Skills for Jobs offer (previously known as the Level 3 Adult Offer, under the Lifetime Skills Guarantee) from the National Skills Fund. As AEB is a devolved and ring-fenced budget, underspends from previous years are 'recycled' back to providers for delivery of learning. There is c£2m of 'recycled' AEB being held in reserve that will now be contracted in 2022/23.
- 2.2 The Combined Authority commissions its devolved AEB through a combination of:
- **grant funding agreements** for Colleges, Local Authority Institutes of Adult Learning and Specialist Designated Institutes (SDIs).
 - **procured contracts for services** for private and third sector training providers (ITPs). For the 2022/23 academic year a budget of £3.5m has been 'tendered'.

2.3 Grants

As recommended at the Skills Committee of 16 March 2022, the Combined Authority Board on 30 March 2022, approved for the 2022/23 academic year allocations to grant funded providers of £10,825,000.00. Following further discussions with grant funded providers at the third performance review meetings, the updated funding allocations are included for

reference in Appendix 1 - including AEB and the National Skills Fund. Grant funding agreements have been signed.

2.4 Contracts to ITPs

Contracts awarded from this procurement to ITPs will start on 5 September 2022 until 31 July 2027, running on an annual basis (with a break-clause) for a five year-period. The previous procurement ran for a three-year period from 1 August 2019 - 31 July 2022. The intention to provide a longer commissioning cycle, is to ensure stability for ITPs and unlock investment from them in our local skills system. The expectation is that a five-year commission will enable greater partnership working across our sub-region and within Districts, from a place-based perspective. Future allocations of funding will be amended based on policy changes, availability of funding, and performance against the contract deliverables, introduction of Local Skills Improvement Plans (LSIPs), any changes from Treasury Spending Reviews or adjustments to the way in which devolved allocations are made by central government.

2.4 Contract Extensions to existing ITPS

There were significant and unforeseen delays to the published procurement timeline for ITPs that was previously shared with Skills Committee at the November 2021 meeting. Officers have mitigated any risks to provision by extending existing contracts for six ITPs, to 31 December 2022, while the procurement concludes, and new providers are on-boarded. To note, NACRO have taken a commercial decision to withdraw from AEB delivery. Each provider had sufficient headroom in their contracts to continue delivery and so an extension of time has been granted, but no additional funding has been given to the following providers:

- Back 2 Work Training
- New Meaning Foundation
- Steadfast Training Ltd
- System Group Ltd
- The College of Animal Welfare
- The Skills Network

2.5 Managing and 'recycling' AEB Underspends

The Skills Committee and Combined Authority Board members have been updated on the financial performance of AEB and are familiar with the ongoing underspends in AEB, that have been reported at every meeting. The national lockdowns as a result of Covid-19, under-contracting by the Combined Authority and de-commissioning of providers have all contributed to the underspends. One of the benefits of devolution is the ability to 'recycle' unused AEB funding within our area.

2.6 Market Stewardship

One key lesson learnt from previous AEB procurement is provider capacity within Cambridgeshire and Peterborough. In the previous procurement, circa 190 providers were dramatically reduced to 17, including five ITPs. While, a consolidation of providers was necessary, the contraction of the training provider marketplace has hindered delivery of programmes. For successful implementation of the Employment and Skills Strategy, our role

in market stewardship is key - in proactively managing and developing a mixed and diverse ITP marketplace. This procurement therefore seeks to **double** the funding procured via the ITP sector from c£2.8m to c£4.3m and increase the number of ITPs to twenty.

2.7 Results of Procurement

There were 31 bids received from 38 providers invited to tender. Encouragingly, bids for c£9.5m from a £3.8m commission were received. A rigorous process of assessment, involving three scorers for each question was implemented, followed by independent moderation. One provider was disqualified for an incomplete submission and a further five scored less than the threshold of 60%. Due to the high quality and competitive applications received for Lots 1 and 2, the threshold score for these lots increased to 71% and 81% respectively. An overview can be seen in TABLE A below:

TABLE A - LOTS	Funding originally allocated to Lots	Proposed Awards	Tenders Received	Proposed Awards
Lot 1 - The Youth Offer (19-24)	£ 800,000.00	£ 911,927.00	20	8
Lot 2 - Skills for Employment	£ 800,000.00	£ 2,108,833.00	25	9
Lot 3 - Unlock with Level 3	£ 1,000,000.00	£ 1,230,767.00	14	8
Lot 4 - Growth Sectors	£ 700,000.00	£ 192,801.00	1	1
Lot 5 – Net-Zero Academy	£ 500,000.00	£ 98,397.50	1	1
TOTAL AEB/ NSF (L3)	£ 3,800,000.00	£ 4,542,730.50		
ADDITIONAL REQUESTED	-£ 742,730.50			

2.8 As shown in TABLE A above, the original commission was for £3.8m. Due to the quality of the bids, subject to Board approval, an additional **£742,730.50** is requested to increase contract awards to c£4.54m. This will be accommodated from 'recycled' funds in the AEB Reserve.

2.9 Proposed **initial** Contract Awards are listed in TABLE B below for the academic year 2022/23. Given that two months of the academic year have lapsed, it is likely that some providers' awards may be revised accordingly. Further commissioning for Lots 4 and 5 will be undertaken, once the new providers have been on-boarded. The tender specifications will be reviewed and refined. This may be through direct awards to specialist providers and/or inviting existing providers to submit proposals.

TABLE B: Proposed Contract Awards to ITPs		LOT 1	LOT 2	LOT 3	LOT 4	LOT 5	Proposed Allocation Total
		The Youth Offer (19-24)	Skills for Employment (24+)	Unlock with Level 3	Growth Sector Response	Retrofit Skills for Net Zero	
1	Back 2 Work Complete Training	£ 195,000	£ 203,000				£ 398,000.00
2	Capita			£ 207,020	£192,801		£ 399,821.00
3	eVolve your future Limited	£ 33,028	£ 86,326	£ 14,480			£ 133,834.00
4	Futures Group Ltd	£ 70,249					£ 70,249.00
5	GNR Training Ltd			£ 224,054			£ 224,054.00
6	Ixion Holdings (Contracts) Limited	£ 75,000	£ 75,000	£ 200,000			£ 350,000.00

7	Learning Curve Group Limited	£ 46,378	£ 271,405	£ 65,149			£ 382,932.00
8	Pathway First Limited t/a Pathway Group					£ 98,397	£ 98,397.50
9	PeoplePlus Group Ltd		£ 399,096				£ 399,096.00
10	The Portland Training Company Limited		£ 399,985				£ 399,985.00
11	Seetec Business Technology Centre Limited		£ 299,976				£ 299,976.00
12	Steadfast Training Ltd	£ 71,342	£ 183,152	£ 75,506			£ 330,000.00
13	TCHC	£ 190,834	£190,898				£ 381,732.00
14	The Construction Skills People Ltd			£ 299,640			£ 299,640.00
15	The Skills Network	£ 230,096		£ 144,918			£ 375,014.00
	TOTALS	£ 911,927	£2,108,833	£1,230,767	£ 192,801	£ 98,397	£ 4,542,730

2.10 Local Voluntary and Community organisations (Third Sector) commissioning

The absence of engagement of the local Third Sector in the AEB procurement process is noted. Further discussions with the Councils for Voluntary Services (CVS) is underway to co-produce and pilot an alternative commissioning process. There are several Third Sector organisations who successfully sub-contract with AEB providers, particularly Cambridgeshire Skills. The Combined Authority is particularly interested in reaching 'disadvantaged' learners across specific wards. It is proposed to ring-fence some of the forecast AEB 'recycled' funds from 2021-22 to test and pilot a different approach, that builds on national best-practice. A report will be tabled at the November meeting for members consideration.

Significant Implications

3. Financial Implications

- 3.1 The Combined Authority received its Section 31 Grant Determination Letter for Devolution of the Adult Education Budget for the Financial Year 2022-23: No. 31/6040 (DfE Grant Reference: AEBDEVO-22-23) on 24 March 2022, which confirmed the 2022/23 financial year budget for 2022/23 of £11,973,20 and academic year budget of £11,977,722. Funding for Free Skills for Jobs (National Skills Fund) was confirmed at £954,632 for the 2022/23 financial year and academic year budget of £994,969.
- 3.2 As reported at previous Skills Committees, there is c£2m of 'recycled' AEB in reserve from the 2019/20 and 2020/21 academic year, which this procurement aims to utilise through the commissioning of additional adult education.

4. Legal Implications

- 4.1 The recommendations and activities outlined in this paper are to discharge the Combined Authorities' statutory duties under the Apprenticeships, Skills, Children and Learning Act 2009. Under the devolution agreement of 2016, specified adult education functions from the Secretary of State were transferred to the Combined Authority.

- 4.2 The Combined Authority discharges its devolved adult education functions with due regard the DfE Statutory Guidance for Devolved AEB for Combined Authorities (July 2018) ensuring that all 'recycled' AEB is utilised for the purposes of adult education.

5. Public Health implications

- 5.1 The report recommendations have positive implications for public health. Participation in adult learning improves the health and wellbeing of participants and wider society. In addition, the AEB funds skills training for professionals in the health care sector as well as short courses for adults on managing physical, mental health and wellbeing.

6. Environmental and Climate Change Implications

- 6.1 The report recommendations have positive implications for the environment. Environmental Conservation courses and Carbon literacy is one of the new courses that will be funded by AEB. In addition, training for retrofit occupations (in construction trades) and electric vehicle maintenance and charging are also funded by AEB.

7. Other Significant Implications

- 7.1 The recommendations in this report have due regard to the Combined Authority's Equalities duties under the Equality Act 2010 in implementing funding policies which seek to widen participation and make learning opportunities more accessible for all citizens including all protected characteristics.
- 7.2 Within their funding allocation, all Adult Education providers have Learner Support Funds to enable them to discharge their duties under the Equalities Act 2010. Funding is provided to enable reasonable adjustments and additional support to be provided for learners with learning difficulties and disabilities, to access and progress in learning.

8. Appendices

- 8.1 Appendix 1 – AEB and NSF Grant funding allocations previously approved by the Combined Authority Board for 2022/23 academic year

9. Background Papers

- 9.1 None



Appendix 1- For Reference Only

Adult Education Budget - Grant Allocations 2022/23

UKPRNs	Provider	Legal Designation	AEB Grant Allocation for 2022/23	Level 3 Free Courses for Jobs Allocation for 2022/23	TOTAL from CPCA
10001116	Cambridge Regional College	Further Education College	£2,600,000	£100,000	£2,700,000
10001123	Cambridgeshire County Council (Cambridgeshire Skills)	Local Authority	£2,000,000	£50,000	£2,050,000
10005077	Inspire Education Group	Further Education College	£2,300,000	£180,000	£2,480,000
10005074	City College Peterborough (Peterborough City Council)	Local Authority	£1,500,000	£50,000	£1,550,000
10007916	College of West Anglia	Further Education College	£500,000	£50,000	£550,000
10000610	Bedford College	Further Education College	£200,000	£35,000	£235,000
10007431	West Suffolk College	Further Education College	£500,000	£100,000	£600,000
10004690	North Hertfordshire College	Further Education College	£100,000	£0	£100,000
10007364	Workers Education Association	Specialist Designated Institute	£300,000	£0	£300,000
	TOTAL		£10,000,000	£565,000	£10,565,000

The funding year allocations provide maximum contract value information as of August 2022 for colleges, local authorities and SDIs that have a grant funding agreement for 2022 to 2023 academic year.

Addressing Further Education ‘Cold Spots’ in East Cambridgeshire and St Neots

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Lead Member for Skills
From:	Parminder Singh Garcha, Senior Responsible Officer – Adult Education
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is requested to:</p> <ul style="list-style-type: none">a) Recommend to the Combined Authority Board, approval for the creation of a new budget line in the Medium-Term Financial Plan (MTFP) for the FE Cold Spots programme, allocating £225,000 for 2022/23, as per the allocated budget profile. shown in Table A in this report.b) Recommend the Combined Authority Board, to delegate authority to the Interim Associate Director of Skills in consultation with the Chief Finance Officer and Monitoring Officer to procure, enter into and sign contracts with suitable consultants to produce business cases for the two projects.c) Note the timelines and delivery milestones for the two projects.
Voting arrangements:	A simple majority of all Members present and voting.

1. Purpose

- 1.1 Following preliminary discussions and unanimous support at the Skills Committee of 4 July 2022, the Further Education (FE) Cold spots programme in East Cambridgeshire and St Neots can now commence in earnest, through formally seeking authority to proceed at the Combined Authority Board on 21 September 2022.
- 1.2 This report seeks authority to formally commence the programme, which aims to develop two individual FE capital projects for East Cambridgeshire and St Neots. The Skills Committee are requested to recommend the Combined Authority Board to approve the creation of a new budget line in the MTFP for 'Further Education Cold-Spots' and allocate £225k of funding from Gainshare in this financial year as indicated in the Table A as per the funding profile which has been allocated as 'subject to approval' in the Combined Authority's budget.
- 1.3 To obtain the necessary delegations from the Board to Directors, to appoint and contract with consultants to undertake separate Business Cases for the two projects and sign contracts with them.
- 1.4 As we continue to co-produce our Employment and Skills Strategy Delivery Plan, in partnership with Place Leaders, including our constituent member councils.

2. Background

- 2.1 The Combined Authority Board on behalf of its constituent councils, unanimously approved the Employment and Skills Strategy on 26 January 2022. The Strategy aims to deliver inclusive and green growth throughout the sub-region, through the mechanism of a better joined-up and coherent formal education, skills, and employment system. The Strategy is aligned with the Strategic Growth Ambition Statement and the Combined Authority Business Plan.
- 2.2 Two of the transformational projects identified within the Delivery Plan within the Employment and Skills Strategy are the development of new FE provisions in East Cambridgeshire and St Neots, to address 'cold spots' in post-16 education and training. To note, the Combined Authority's definition of a 'cold-spot' in adult education, are those wards where participation in adult education is below average, relative to the population density.
- 2.3 Officers have been meeting with our constituent local authorities and wider partners to acclimatise the concept. While there is broad consensus among local authority partners for the need for the two projects, FE partners await further evidence of feasibility – in particular, viable student numbers, accessible locations with good public transport and evidence of employer demand.
- 2.4 A proposal was successfully submitted for Gainshare funding in March 2022, which secured an allocation of £4.8m, subject to Board approval. The £4.8m is mainly capital funding as a stimulus to **pump-prime** the projects over three financial years. The allocation, are set out below:

Table A	2022-23	2023-24	2024-25	TOTALS
FE Cold spots – Capital		£2,400,000	£2,175,000	£4,575,000
Revenue	£225,000			£ 225,000
				£4,800,000

Critically, the funding allocations from Gainshare will be used as **leverage** to attract capital funding from the Department for Education's (DfE) Capital Transformation Fund and Post 16 Demographic Growth Funds. In addition, to explore the opportunity for local match funds or asset transfers. There is also an opportunity to develop this programme as a future devolution 'ask' for capital funding, which requires further exploration. Sites and education delivery partners for both projects have not been identified at this stage, although some options are identified in the Project Initiation Document (PID).

2.5 The need for the programme is briefly summarised below:

- Cambridgeshire County Council published their Post 16 Sufficiency analysis in 2019 as part of their statutory duties, to secure sufficient suitable education and training provision for all young people in the area aged 16-19 or aged 19 to 25 and for whom an Education, Health, and Care (EHC) plan is maintained. Ely and Soham were identified as areas where additional post-16 places are required.
- The Combined Authority undertook an analysis of 'cold-spots' in relation to adult education since taking control of the budget following devolution. St Neots has consistently appeared as a 'cold spot'. This was shared with Skills Committee at the January 2022 meeting. (Note: Appendix 2 spotlights 'cold-spots' by parish to evidence this assumption)
- Huntingdonshire District Council identified the economic benefits for St Neots town-centre that a new FE Campus could provide to service demographic growth in the town, with c.5000 new homes at major housing developments at Wintringham and Love's Farm. In addition, as an anchor institution in the regeneration of the town centre to improve street-scene, footfall and be a catalyst for further investment.

2.6 The vision of the programme is to invest in two new 'flagship' local FE centres, that will 'Future-proof' FE provision, be net-zero and state-of-the-art in providing green skills and wider curricula that meets local employer demand. Investment in FE infrastructure, raises aspirations, improves education standards and the skills levels among Local communities. By creating local provision, travel and journey times will be reduced, decreasing the carbon footprint and providing local opportunities. In East Cambridgeshire it is expected that this will encourage the retention of more local young people, to continue to live and work in the area.

2.7 A Project Initiation Document (PID) was shared with Skills Committee on 4 July 2022 and **estimated** annual student numbers as in **Table B** below were presented. As part of the next stage of the projects, business cases will be developed, where more accurate forecasts of student numbers and the proposed curriculum will be mapped in greater detail. The Census 2021 data will now be available for the projections.

Table B	East Cambridgeshire	St Neots	Total
16-19 full-time	Year 12 - 500 Year 13 – 400 Year 14 – 200	Year 12 - 400 Year 13 – 300 Year 14 – 100	2080

	SEND 16-25 - 100	SEND 16-25 - 80	
Adult Education/Skills	800	600	1400
Apprentices	100	80	180

2.8 Subject to Board approval, the following milestones for year one are planned:

Table 3: Milestones for Stage One	Date	Status
Full PID Development and approval at PARC	June 2022	Complete
Initial PID discussion at Skills Committee	July 2022	Complete
Initial discussions with HDC, EDC and FE Principals Group	June – July 2022	Complete
Quotations sought for consultancy	August 2022	Underway
Report to September Skills Committee and CA Board to approve budget for programme and release year 1 funds	September 2022	
Procurement of Project Management support for CPCA Skills Team	September 2022	
Publication of revised Post 16 Sufficiency Data by County Council and 2021 Census analysis to demonstrate demographic growth	September 2022	
Establishing Local Project Advisory Groups	Sept 2022	
Establishing Internal CPCA Project Management Board	Sept 2022	
Procurement of consultants for Business Cases (incl. Feasibility)	October 2022	
Appointment of consultants for Business Cases (incl. feasibility)	November 2022	
Publication of SOBC and consultation with stakeholders	January 2023	
Presentation to Advisory Groups		
Recommendations to Skills Committee	March 2023	
Commencement of Stage 2: Selection process for FE Partners (subject to feasibility)	April 2023	

As shown in Table A, a budget of £225,000 has been allocated for year one. At the time of writing, quotations for the Project Management and Business Case development are being sought and the actual amount needed for this phase will be adjusted. Therefore, it is unlikely the full amount will be utilised in 2022/23 and carry forward will be requested once the precise figures are known.

A further report to Skills Committee will set-out the milestones for Stage Two at the March 2023 meeting.

2.9 In order to co-produce the programme with our partners, it is proposed to establish two Project Advisory Groups – one for East Cambridgeshire and one for St Neots.

Significant Implications

3. Financial Implications

- 3.1 The CPCA Board approved an allocation for Further Education Cold Spots in the Medium-Term Financial Plan at the March 2022 Board meeting. These allocations are set out in Table A above. These allocations are still subject to Board approval.

4. Legal Implications

- 4.1 The FE Cold spots programme supports our constituent member council, Cambridgeshire County Council in their statutory duties under the Education Act 1996, to secure suitable and sufficient places in post-16 education and training in the area.
- 4.2 The recommendations in this paper are to discharge the Combined Authorities' statutory duties under the Apprenticeships, Skills, Children and Learning Act 2009. Under the devolution agreement of 2016, specified adult education functions from the Secretary of State were transferred to the Combined Authority.
- 4.3 The Combined Authority discharges its devolved adult education functions in line with the DfE Statutory Guidance for Combined Authorities (July 2018).

5. Public Health implications

- 5.1 The report recommendations have **positive** implications for public health. Participation in Post-16 and adult learning improve the health and wellbeing of participants and wider society. In addition, post-16 funding provides training and qualifications for professionals working in the health care sector as well as short courses for adults on managing physical, mental health and wellbeing.

6. Environmental and Climate Change Implications

- 6.1 The report recommendations have **positive** implications for the environment. If approved and constructed the two new FE campuses will be net-zero and provide positive environmental benefits and promote active travel. Skills training for green jobs and retrofit trades will be provided.

7. Other Significant Implications

- 7.1 The recommendations in this report have due regard to the Combined Authority's Equalities duties under the Equality Act 2010 in implementing funding policies and projects which seek to widen participation and make learning opportunities more accessible for all citizens including all protected characteristics.
- 7.2 Within their funding allocation, all colleges and adult learning institutes have Learner Support Funds to enable them to discharge their duties under the Equalities Act 2010.

Funding is provided to enable reasonable adjustments and additional support to be provided for learners with learning difficulties and disabilities, to access and progress in learning. Furthermore, the new campuses will create inclusive learning environments to ensure access to opportunities for all.

8. Appendices

- 8.1 Appendix 1 - FE Cold Spots 2020-21 Summary Analysis for Huntingdonshire and East Cambridgeshire.

9. Background Papers

- 9.1 [FE Cold Spots Project Initiation Document \(PID\) 4 July 2022](#)
- 9.2 [Statutory Guidance for Combined Authorities to discharge devolved Adult Education functions July 2018](#)

Skills Committee: FE Cold Spots Appendix 2

This Appendix spotlights FE Cold spots in Huntingdonshire and East Cambridgeshire by parish.

Methodology:

This analysis uses the final 2020/21 data return from providers (learning which started in 2020/21 only) to identify these areas of low provision, or 'cold spots' relative to the population size and compared to average participation across the sub-region.

Population data uses the ONS mid-year 2020 population estimates from Cambridgeshire Insights. The number of learners and the number of residents for each area was calculated as a proportion of the total number of learners and total resident population across the sub-region. The proportion of CPCA residents was then deducted from the proportion of CPCA learners for each local authority, ward, or parish. This gave a resultant figure which was less or greater than 0 depending on which proportion was greater. In the maps and tables this is referred to as 'Percentage Difference'

The lowest 10% of wards and parishes with the greatest negative percentage difference between the proportion of learners and proportion of population can be defined as cold spots. In the heatmaps, darker blue areas are colder, yellow and red areas are 'hotter'

- **Huntingdonshire**

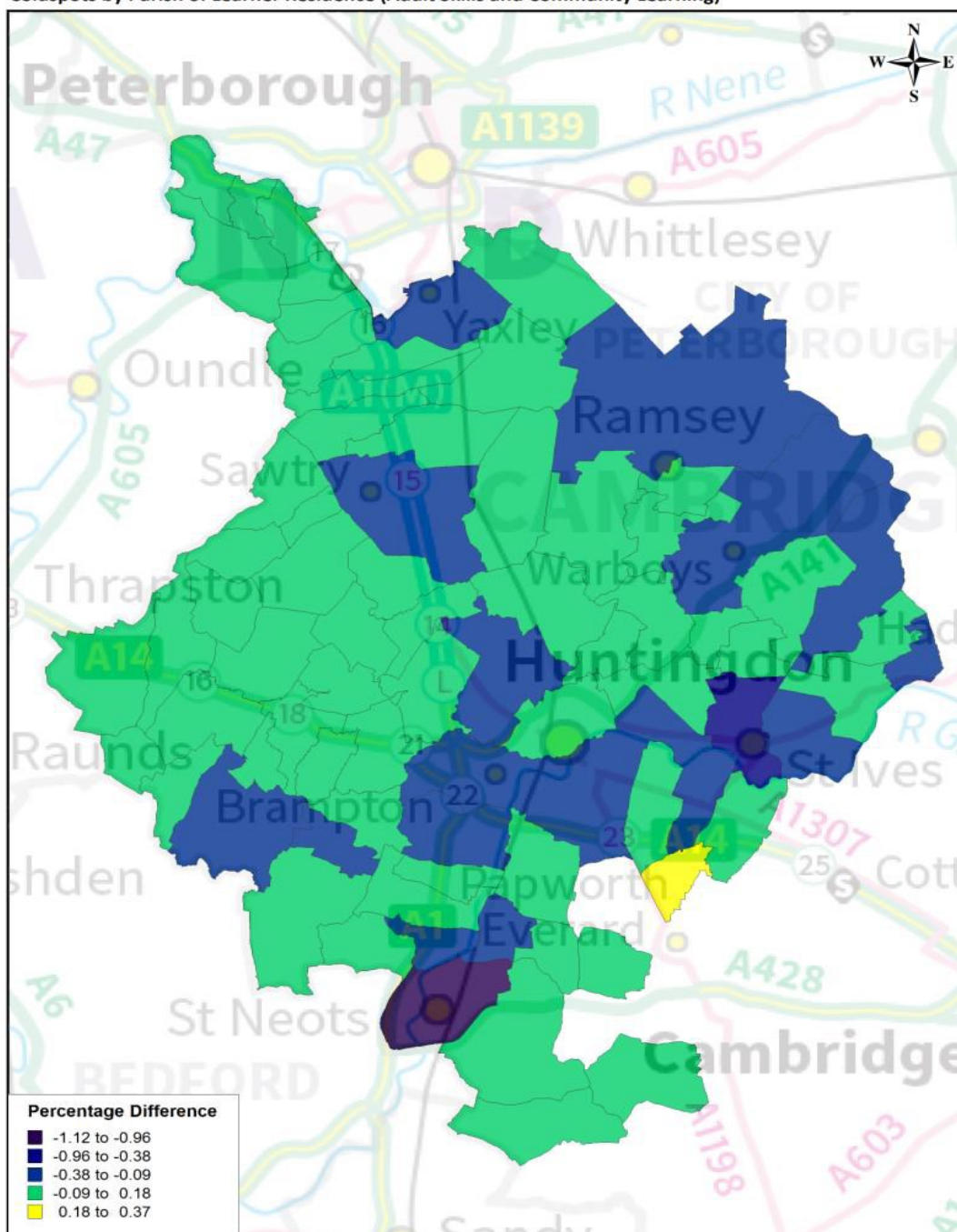
When looking at cold spots across all Adult Education, **St Neots** stands out as the parish with the greatest negative percentage difference -1.12 between the proportion of CPCA learners and the proportion of the CPCA population.

The table below shows the top ten parishes with lower than the sub-regional average for participation in adult education.

Top 10 coldest parishes in Huntingdonshire (Adult Skills and Community Learning)	
Parish	Percentage Difference
St Neots	-1.12
St Ives	-0.45
Little Paxton	-0.29
Yaxley	-0.24
Ramsey	-0.20
Perry	-0.17
Godmanchester	-0.16
The Stukeleys	-0.16
Houghton and Wyton	-0.15
Somersham	-0.15

The heat-map overleaf visualises the FE Cold spots across the district.

Huntingdonshire
Coldspots by Parish of Learner Residence (Adult Skills and Community Learning)



Source - Individualised Learner Record (2020/21) R14,
Education and Skills Funding Agency

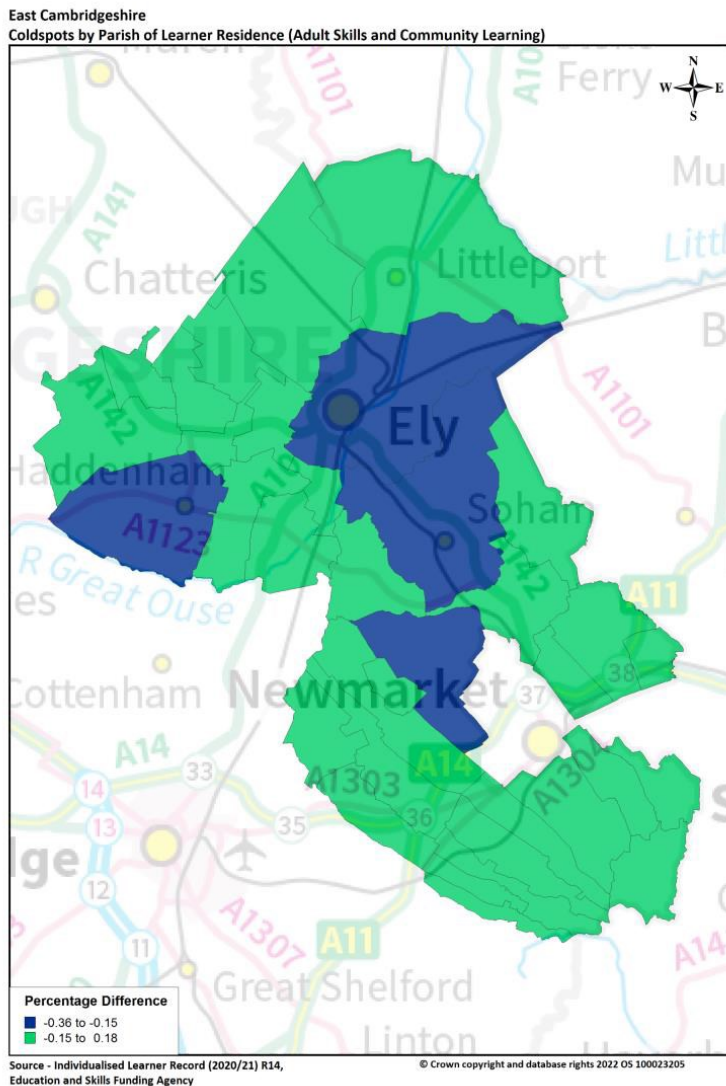
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Credit: Cambridgeshire Insights (2022)

- **East Cambridgeshire**

Ely and Soham are within the top-three 'coldest' parishes for adult education in East Cambridgeshire. While participation is not as low as St Neots, given the expected demographic growth, this could become more pronounced in the future:

Top 10 coldest parishes in East Cambridgeshire (Adult Skills and Community Learning)	
Parish	Percentage Difference
Burwell	-0.35
Ely	-0.31
Soham	-0.29
Haddenham	-0.17
Cheveley	-0.15
Isleham	-0.13
Bottisham	-0.12
Woodditton	-0.12
Swaffham Prior	-0.11
Fordham	-0.10



Multiply – the approach to programme delivery

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Lead Member for Skills
From:	Parminder Singh Garcha, Senior Responsible Officer – Adult Education
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is requested to:</p> <ul style="list-style-type: none"> a) Recommend to the Combined Authority Board, to accept the Multiply grant funding of £3,999,186 from the Department for Education and approve the creation of a new budget line in the Medium-Term Financial Plan (MTFP) for 2022/23, 2023/24 and 2024/25 financial years as per Table A in this report, subject to receipt of grant funding from the DfE. b) Subject to receipt of grant funding, recommend that the Combined Authority Board delegate authority to the Interim Associate Director of Skills, in conjunction with the Chief Finance Officer and Monitoring Officer to commission, enter into and sign grant funding agreements and contracts for services to the providers listed in Table D and E in this report for ‘on-menu’ delivery and further allocations for ‘off-menu’. c) Approve the funding allocations to Further Education colleges, Local Authority Institutes of Adult Learning and procured Independent Training Providers (ITPs), subject to receipt of grant funding from the DfE.

- d) Approve the approach to programme management of Multiply and note the analysis of numeracy levels in the sub-region.

Voting arrangements: A simple majority of all Members present and voting

1. Purpose

- 1.1 Following the report to the Skills Committee on 4 July 2022, about the new Multiply programme, the Combined Authority expects to receive a grant funding letter week commencing 29 August 2022 and authority is sought to:
- Accept the three-year grant funding allocation of **£3,999,186** from the DfE and create a new budget in the MTFP to manage and administer the funds
 - Seek the necessary delegated authority to the Interim Associate Director of Skills in conjunction with the Chief Finance Officer and Monitoring Officer to commission, enter into and sign grants and contracts for services with suitable providers
- 1.2 At the time of writing this report, the grant funding letter from the DfE had not been received and correspondence from DfE had indicated the Combined Authority would receive notification week commencing 29 August 2022. Given the timelines for delivery within this financial year, it is critical to obtain the necessary approvals and delegations to proceed with awarding grants and contracts to providers, to maximise delivery of learning within the financial year and prevent the risk of under-performance.
- 1.3 Skills Committee are requested to approve the approach to programme management of Multiply, note the proposed delivery interventions and the analysis of numeracy levels in Cambridgeshire and Peterborough.

2. Background

- 2.1 Mayoral Combined Authorities and upper-tier local authorities in England were expected to submit an Investment Plan for their allocation of funding for the new Multiply - adult numeracy programme. The Investment Plan was shared with the Skills Committee on 4 July 2022, having firstly been approved by the Combined Authority Board on 27 June 2022.
- 2.2 The objective of Multiply is to improve the levels of functional numeracy in the adult population by providing a flexible funding programme, that provides additionality to the Adult Education Budget (AEB) funded courses. The aim is to increase participation in numeracy activities, overcome 'maths phobia' and create new and innovative methods of engagement in maths. DfE have set the following success measures:
- **More adults achieving formal maths qualifications courses** (up to, and including, Level 2 – with GCSEs and Functional Skills Qualifications as the qualifications of choice in England – or equivalent) and an increase in participation in numeracy courses.
 - **Improved labour market outcomes** e.g., fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education.
 - **Increased adult numeracy across the population** – this overall impact, which goes beyond achieving certificates or qualifications, will track both the perceived and actual difference taking part in the programme makes in supporting learners to improve their understanding and use of maths in their daily lives, at home and at work - and to feel more confident when doing so.
- 2.3 Nationally, the programme has a budget of £559m over three years. Funding of £270m is being allocated and the rest retained by the DfE for national programmes. Cambridgeshire

and Peterborough were allocated £3,999,186 over three financial years as detailed below:

Table A: Multiply Funding Allocation			
2022/23	2024/24	2024/25	TOTAL
£1,209,056	£1,395,065	£1,395,065	£3,999,186

2.4 Over-view of proposed delivery – ‘On-Menu’ Interventions.

Following discussions with providers and wider stakeholders, the Combined Authority’s Investment Plan proposed ‘on menu’ interventions proposed by the DfE. Table B below, highlights the high-level targets and funding allocated over the three-year period. This was modelled from information received from providers. To note that we expect there to be some local flexibility with the targets and funding as the programme matures:

	TABLE B: On Menu Multiply Interventions*	Target by 2024-25	Funding allocated
1	Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications	1800 learners reached through 150 courses	£626,989
2	Courses designed to help people use numeracy to manage their money	1440 learners reached through 120 courses	£275,897
3	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace	2090 learners reached through 315 courses	£651,505
4	Courses aimed at people who can’t apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career	536 learners participating	£267,690
5	New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification	210 learners participating in 21 courses	£168,000
6	Courses for parents wanting to increase their numeracy skills to help their children, and help with their own progression	550 parents participating in numeracy courses	£211,910
7	Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence	138 learners participating in numeracy courses	£216,300
8	Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system	185 Care Leavers participating in independent living skills	£127,372
9	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners	135 courses reaching 1520 learners	£372,608
	TOTAL – Learners participating	8469	
	TOTAL - No of Multiply courses	741	
	TOTAL funding of ‘on-menu’		£2,918,271

*Subject to DfE approval

2.5 Off-Menu Activities:

In addition, to the on-menu intervention, there are three 'Off-menu' activities identified in the Combined Authority's Investment Plan. These were identified by providers and stakeholders and aim to build capacity and promote the numeracy offer across the sub-region to reach deeply into communities and employers. These are summarised in Table C below:

	Table C: Off-Menu Interventions*	Outputs by 2024-25	Funding allocated
1	Capacity Building and Teacher training	160 teachers trained and CPD training and resources delivered	£355,995
2	Communications: Awareness and aspiration raising campaigns	11 campaigns delivered reaching 8000 residents and 350 businesses	£245,000
3	Outreach and Engagement - Development of Maths Champions Network	80 maths champions training and supported	£80,000
	TOTAL		£680,995

*Subject to DfE approval

2.6 Strategic Partnerships to support delivery

To support the 'off-menu' delivery, the Combined Authority will partner with:

- **National Numeracy UK** - who are UK's leading charity promoting numeracy. They run several high-profile campaigns to promote maths and help people over-come 'maths phobia'. National Numeracy Day (18 May), Checktember (22 September) and Numeracy Confidence Week (November) are some of their high-profile campaigns that we will participate in. They will be training and supporting Numeracy Champions and rolling-out the Numeracy Challenge tool
- **Growth Works for Skills** - they will lead brokerage of the employer-facing offer, as the 'single-door' for employers to access Multiply and the wider skills offer for employers
- **Teacher Training and CPD** – a collaborative partnership of colleges and providers will deliver this offer. A co-ordinating provider will be appointed
- **Data analysis** – Cambridgeshire Insights will support this as per current AEB arrangements
- **Evaluation** – partner to be commissioned.

2.7 Governance and Programme Management

As the executive committee leading on Skills, the Skills Committee will provide the programme level governance and over-sight of Multiply. A regular performance report will be developed to enable the Committee to complete this function.

The DfE allows ten per cent of the total allocation to be claimed for programme management by the accountable body. This equates to **£399,920** over the three-year period. This will cover all associated costs such as staffing costs (two FTE) to undertake commissioning, contract management, monitoring, and programme management. In addition, to commission external evaluation, audit, and quality assurance.

2.8 Proposed Funding Allocations

Grant funded Colleges and Local Authority Institutes of Adult Learning were allocated funding via a formula, which calculated their allocation, based on their share of past numeracy delivery since devolution. This is to distribute funds and provide certainty of funding. It is envisaged that the formula will be refined for year two, based on actual delivery. Table D shows the allocations to be made:

Table D – Grant funded - on-menu allocations for 2022-23 financial year*	
Cambridge Regional College	£ 145,000
Cambridgeshire County Council (Cambridgeshire Skills)	£ 95,000
College of West Anglia	£ 35,000
Inspire Education Group	£ 170,000
Peterborough City Council (City College Peterborough)	£ 100,000
West Suffolk College	£ 55,000
TOTAL	£600,000

*Subject to DfE approval of our Investment Plan

Additional allocations for 'off menu' – teacher training and CPD will be made.

Table E shows the Independent Training Providers who have been commissioned through the main AEB procurement cycle that concluded in August. There were eight successful ITPs. As this is a new programme and performance and take-up is unknown, the funding allocations are for 2022/23 financial year only and the maximum value that will be awarded for this period. This will allow adjustments to be made, based on the delivery of outputs and outcomes. The figures below are the maximum for the financial year, which will be adjusted in negotiation with providers given that contracts will commence in October 2022 and in effect, half of the potential delivery time has lapsed.

	TABLE E: Independent Training Providers allocations	2022/23 (full financial year allocation)
1	eVolve your future Limited	£ 150,685
2	Ixion Holdings (Contracts) Limited	£ 50,000
3	MPCT	£ 200,000
4	Runway Training Ltd	£ 161,376
5	Steadfast Training Ltd	£ 50,000
6	Seetec	£100,000
7	TCHC	£ 18,000.00
8	The Skills Network	£ 24,480
	TOTAL	£ 754,541

*Subject to DfE approval of our Investment Plan and further contract negotiations

2.9 Numeracy levels across Cambridgeshire and Peterborough

Cambridgeshire Insights have produced a Numeracy Report (Appendix 1) utilising available data on numeracy levels of citizens in the sub-region. This includes analysis of:

- School performance data for Key Stage 2 and 4
- Basic Skills Survey 2011
- National Numeracy's Numeracy Index, which uses Experion Data
- Combined Authority's AEB numeracy enrolments since devolution.

This provides a baseline so that progress can be measured during and after Multiply. It also helps provide the evidence-base to target Multiply funding to those areas where Numeracy levels are lower than average: Fenland and Peterborough are the areas where over half of residents (54% for Fenland and 51% for Peterborough) were estimated as having numeracy levels at entry level and below (source: Basic Skills Survey 2011). The report also provides a district-level 'deep-dive' into the 'pockets' across wider Cambridgeshire where there are wards classed in a higher decile for lower numeracy skills and maths confidence.

Significant Implications

3. Financial Implications

- 3.1 The Funding allocation for Multiply has been confirmed by the DfE as set out in Table A above and published online at the link below. At the time of writing this report, the grant funding letter has not been received but is expected week commencing 29 August.

4. Legal Implications

- 4.1 The recommendations and activities outlined in this paper are to discharge the Combined Authorities' statutory duties under the Apprenticeships, Skills, Children and Learning Act 2009. Under the devolution agreement of 2016, specified adult education functions from the Secretary of State were transferred to the Combined Authority.

5. Public Health implications

- 5.1 The report recommendations have **positive** implications for public health. Participation in adult learning improves the health and wellbeing of participants and wider society. In addition, Multiply funding will be used to upskill citizens in financial literacy and independent living skills which has positive effects on physical, mental health and wellbeing. For example, Healthy Eating on a Budget is one of the courses that has been proposed. Active Travel will be facilitated by providers when practical.

6. Environmental and Climate Change Implications

- 6.1 The report recommendations have **positive** implications for the environment. Carbon literacy is one of the new courses that will be funded by Multiply. Recycling and energy saving measures will be promoted as part of the Independent Living and Financial Literacy

courses. Public transport and Active Travel will be facilitated by providers when practical. Some of the courses are delivered on-line, reducing carbon and lowering emissions.

7. Other Significant Implications

- 7.1 The recommendations in this report have due regard to the Combined Authority's Equalities duties under the Equality Act 2010 in implementing funding policies which seek to widen participation and make learning opportunities more accessible for all citizens including all protected characteristics.
- 7.2 All Adult Education providers are expected to discharge their duties under the Equalities Act 2010. Funding is provided to enable reasonable adjustments and additional support to be provided for learners with learning difficulties and disabilities, to access and progress in learning. With Multiply, support for learners with Dyscalculia will be provided and training for teachers as part of the CPD programme.

8. Appendices

- 8.1 Appendix 1 – Numeracy Analysis in Cambridgeshire and Peterborough

9. Background Papers

- 9.1 [Multiply Local Investment Plan - Skills Committee Report on 4 July 2022](#)
- 9.2 [Multiply DfE Guidance and National Allocations](#)



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY

Numeracy Levels and Provision in Cambridgeshire and Peterborough



Introduction

The following slides look at numeracy levels and provision in Cambridgeshire and Peterborough through a variety of different measures including

- ▶ National data from the 2011 Skills for Life Survey carried out by the then Department for Business Innovation and Skills
- ▶ Data on numeracy attainment and progress during compulsory education at Key Stage 2 and 4 as sourced via the Department for Education for the 2018/19 Academic year, the most recent data available.
- ▶ Ward level modelling of numeracy confidence and skills using an index developed by National Numeracy and Experian (2022)
- ▶ Data on how the existing Cambridgeshire and Peterborough Adult Education Budget has been used to deliver numeracy basic skills to adults in Cambridgeshire and Peterborough (for the 2019/20 and 2020/21 Academic Years)

Where possible, links to these sources have been made on the relevant pages of this slide pack.

Key Findings

Basic Skills Survey

- ❖ Fenland and Peterborough were the only local authorities in Cambridgeshire and Peterborough where over half of residents (54% for Fenland and 51% for Peterborough) were estimated as having a numeracy skills level of entry level and below.

Key Stage 2 - Proportion of Pupils reaching expected standard in Numeracy

- ❖ In 2019 a lower proportion of both Cambridgeshire (77% of pupils) and Peterborough (73% of pupils) Key Stage 2 pupils were reaching the expected numeracy standard than England as a whole (79%)
- ❖ When looking at individual schools there was a high degree of variability with the majority of schools in Cambridge and South Cambridgeshire having a higher proportion of students achieving the expected standard in maths than the England Average, whilst in Fenland and Peterborough the majority of schools had a lower proportion of pupils achieving the expected standard than England as a whole.

Key Stage 4 - Attainment and Progress in Numeracy

- ❖ In terms of both numeracy attainment and progress Cambridgeshire (Attainment 8 of 9.6 and Progress 8 score of 0.17) performed better in 2019 than Peterborough (Attainment 8 score of 8.1 and Progress 8 score of -0.13), and England (Attainment 8 Score as a whole 8.5)
- ❖ Again, there was a high level of regional disparity with South Cambridgeshire and East Cambridgeshire being the only local authorities where all schools with available data had higher numeracy attainment than England on average whilst in both Fenland (75% of schools listed) and Peterborough (62% of schools listed) most schools had lower numeracy attainment than the England average.

National Numeracy - Ward Level Numeracy Index of estimated numeracy skills and confidence

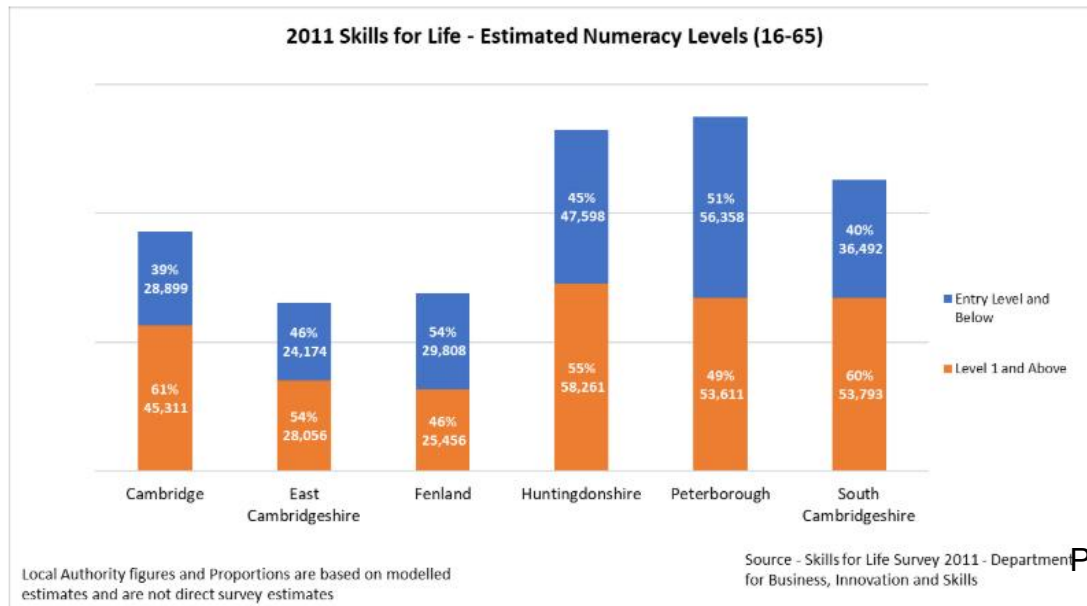
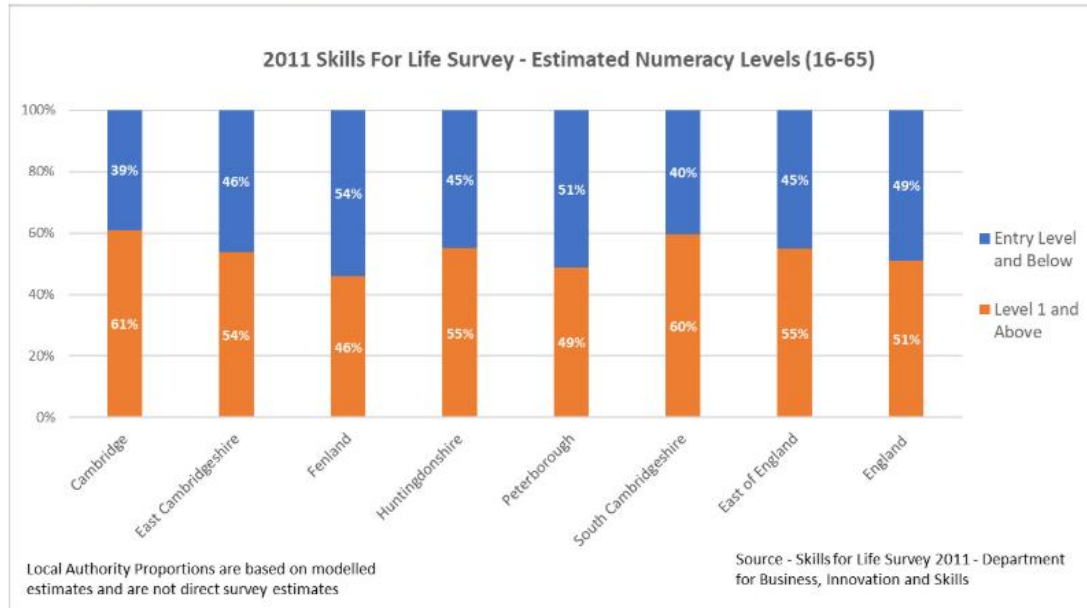
- ❖ When looking at Cambridgeshire and Peterborough overall there is a north/south divide with the wards of lowest estimated numeracy skills and confidence concentrated in the north of the region across Peterborough and Fenland
- ❖ The south of the region has higher estimated numeracy skills and confidence compared to the north but there are pockets of wards in higher deciles in Huntingdon, St Neots, northeast Cambridge City and around Ely, Littleport and Soham in East Cambridgeshire

Adult Education Budget - Basic Skills Numeracy Provision

- ❖ In 2019/20 1,028 learners started a Basic Skills Numeracy qualification. In 2020/21 this figure was 857, a decrease of 17%.
- ❖ This was mostly driven by a decrease in learners with a lower level of prior attainment taking lower level (Entry Level and Level 1) Basic Skill numeracy qualifications
- ❖ In both 2019/20 and 2020/21 the largest proportion of learners taking a Numeracy Basic Skills qualification lived in Peterborough
- ❖ In both 2019/20 and 2020/21 the majority of learners were employed on their first day of learning

2011 Skills for Life Survey

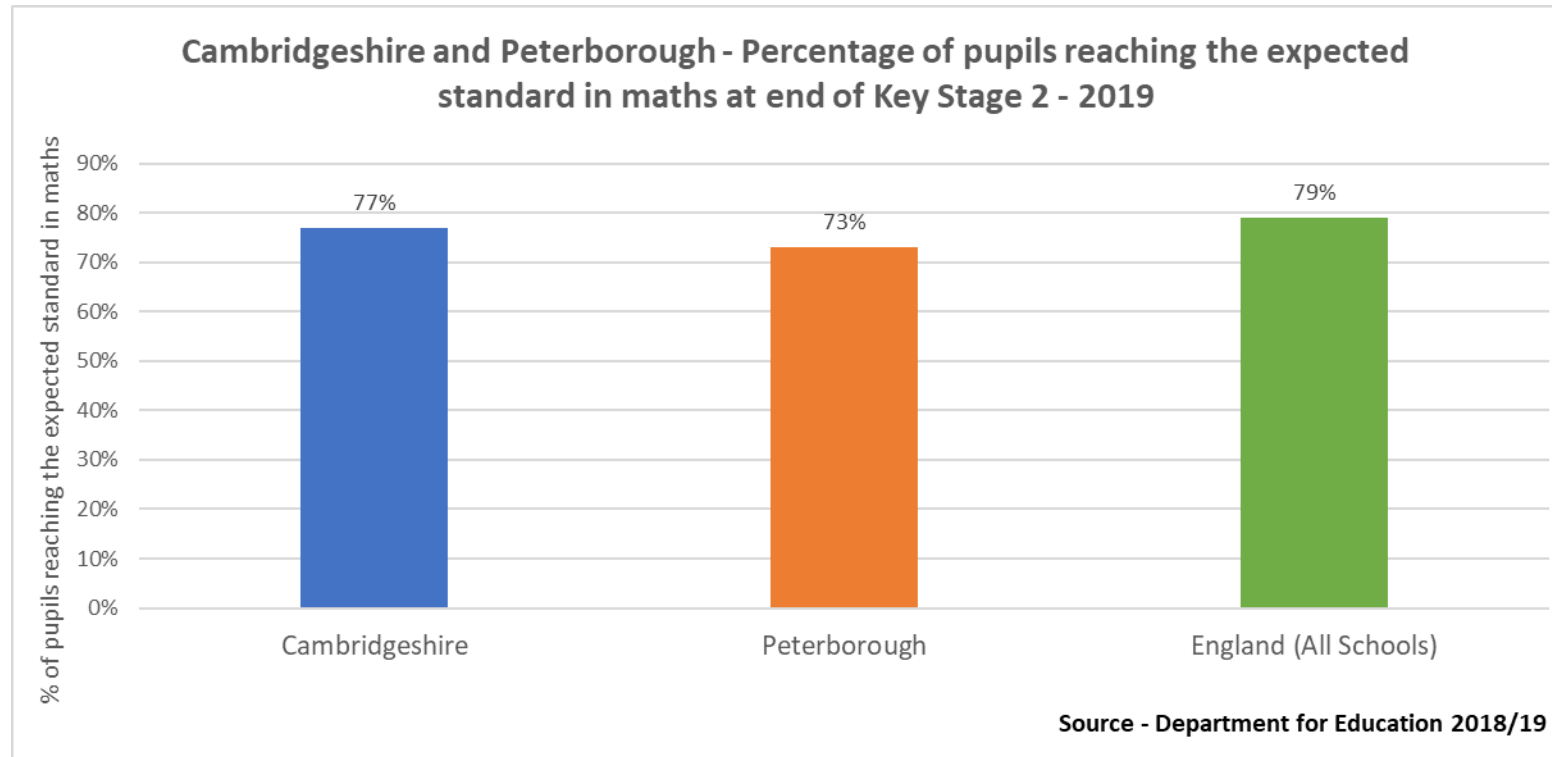
- [Source Link](#)



- ❖ The 2011 Skills for Life Survey was a national survey of adult literacy, numeracy and ICT skills carried out the then Department for Business, Innovation and Skills
- ❖ In England, overall, the proportion of people with Entry Level and Below Numeracy Skills was 49%. In the East of England this is slightly lower at 45%
- ❖ Out of the Cambridgeshire and Peterborough local authorities **Fenland** and **Peterborough** are the only ones where the proportion of residents Entry Level and Below numeracy skills was higher than in the East of England as a whole and nationally. **East Cambridgeshire** also had a higher proportion lower skilled residents when compared to the East of England.
- ❖ Looking just at the estimated numbers **Peterborough** also had the highest estimated number of residents in Cambridgeshire and Peterborough with lower numeracy skill levels

Key Stage 2 - Percentage of Pupils Reaching Expected Numeracy Standard (Local Education Authority)

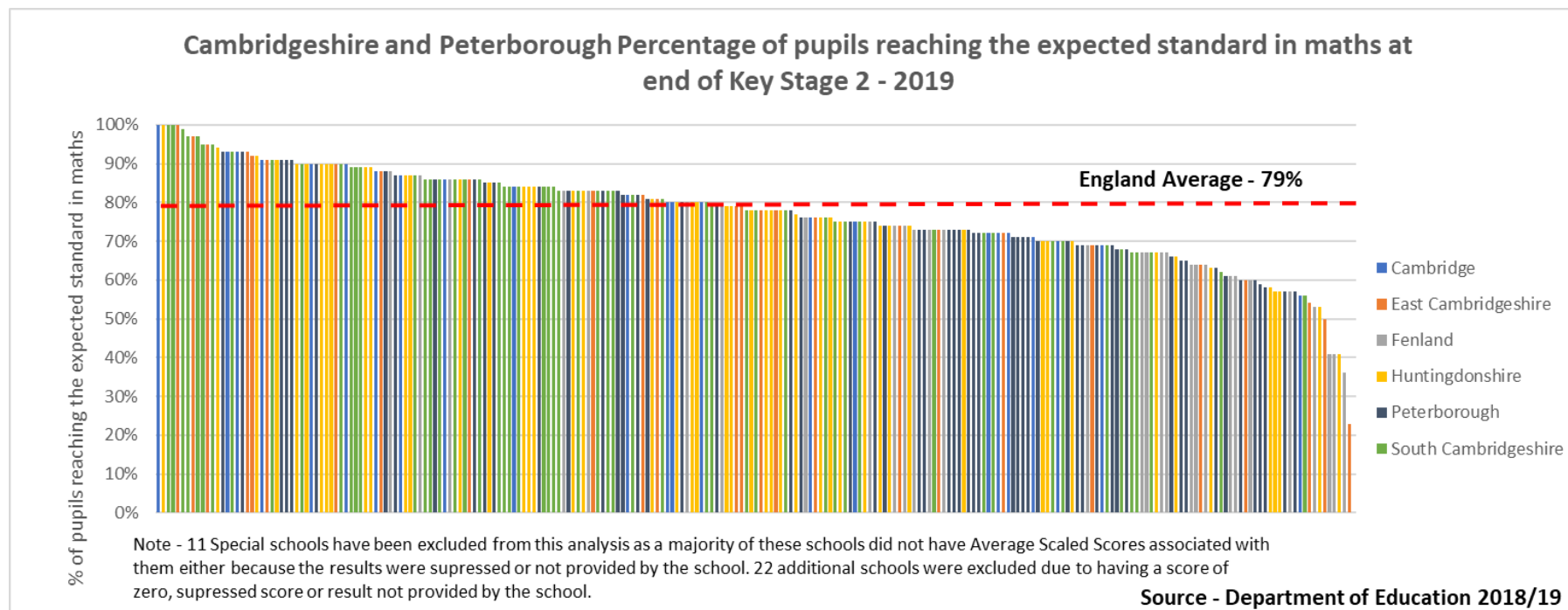
- [Cambridgeshire Source Link](#)
- [Peterborough Source Link](#)



- ❖ The chart above shows the proportion of pupils reaching the expected standard in maths at the end of Key Stage 2 in 2019, the latest data available.
- ❖ Whilst Cambridgeshire has a higher proportion of pupils reaching the expected standard than Peterborough, both local authorities have a lower proportion of pupils reaching the expected standard than England as a whole

Key Stage 2 - Percentage of pupils reaching the expected standard in maths (By School)

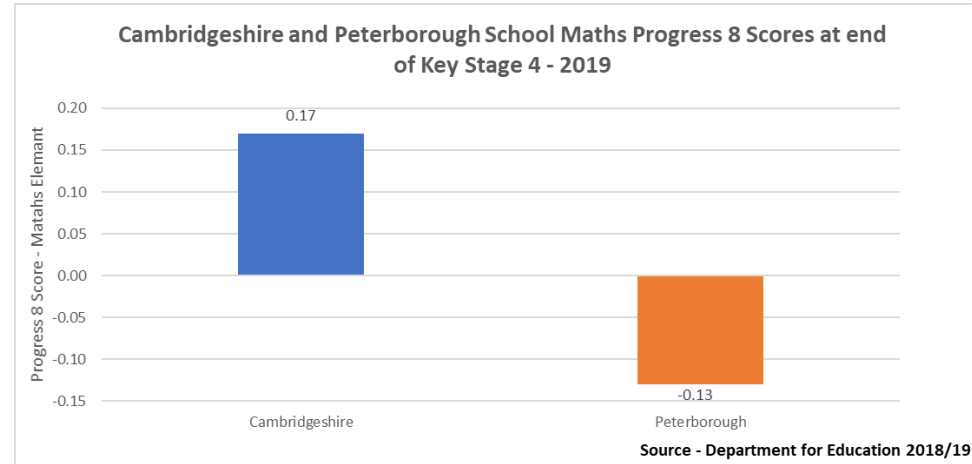
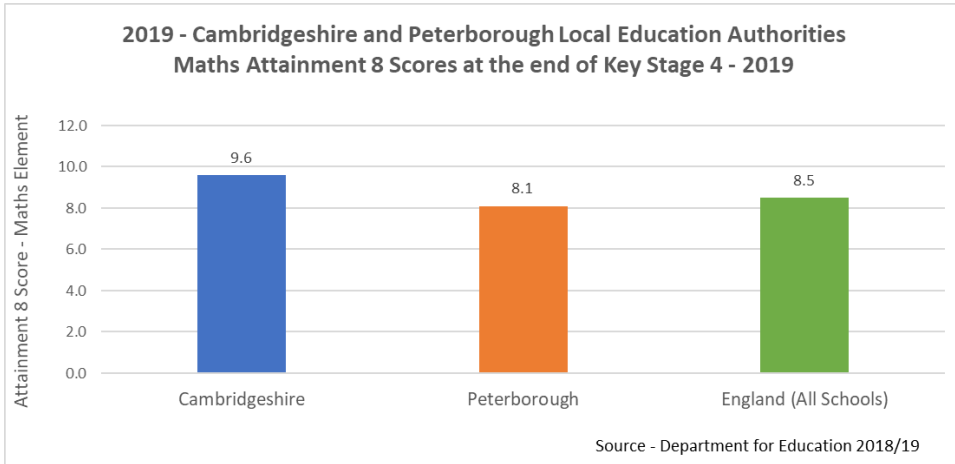
- [Cambridgeshire Source Link](#)
- [Peterborough Source Link](#)



- ❖ The chart above shows the proportion of pupils reaching the expected standard in maths at the end of Key Stage 2 students in 2019, the latest data available on individual school performance. It should be noted that Special schools were not included in this analysis as the majority did not provide a percentage for expected standard for 2019
- ❖ 51% of the schools listed had a lower percentage of pupils reaching the expected standard than the England average of 79%
- ❖ The majority of schools with the proportion of pupils reaching the expected standard above the English average of 79% are situated in Cambridge, South Cambridgeshire and Huntingdonshire
- ❖ In two local authorities more than half of schools had a percentage of pupils reaching the expected standard below the England average: Fenland (77% of schools) and Peterborough (64% of schools)
- ❖ In two local authorities more than half of schools had a percentage of pupils reaching the expected standard above the English average: Cambridge (61%) and South Cambridgeshire (64%)

Key Stage 4 - Maths Attainment 8 Scores (Local Education Authority)

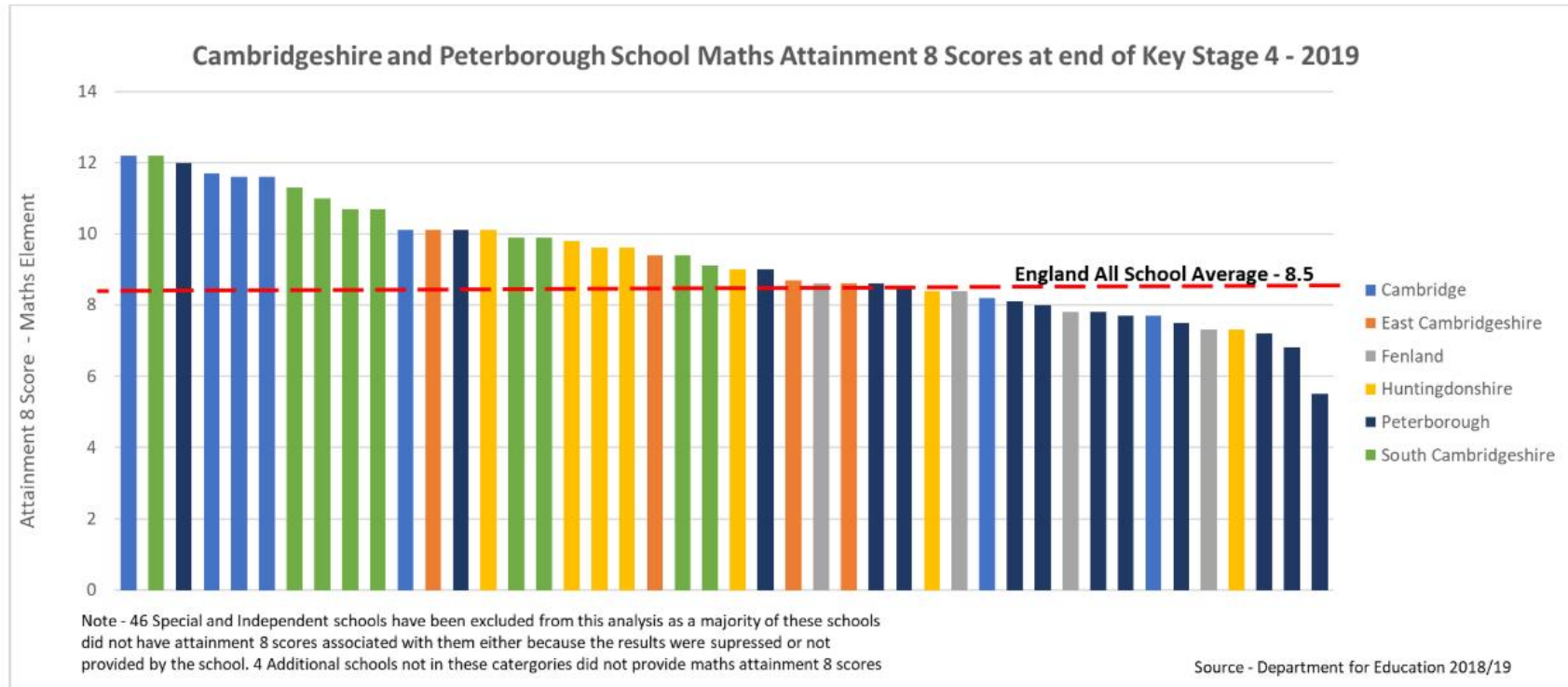
- [Cambridgeshire Source Link](#)
- [Peterborough Source Link](#)



- ❖ The charts above shows the Maths Attainment 8 and Progress 8 scores for Key Stage 4 students in 2019, the latest data available.
- ❖ Attainment 8 is a measure of academic performance in a secondary school. It is calculated by adding together a pupil's highest scores across eight government approved school subjects.
- ❖ Progress 8 is a type of 'value-added' measure that indicates how much pupils at a secondary school have improved over a five year period when compared to a government-calculated expected level of improvement.
- ❖ Whilst Cambridgeshire has a better attainment 8 score than the England (All Schools) average, Peterborough's is slightly lower.
- ❖ Cambridgeshire has a better progress 8 score than Peterborough which has a negative progress 8 score overall

Key Stage 4 - Maths Attainment 8 Scores (By School)

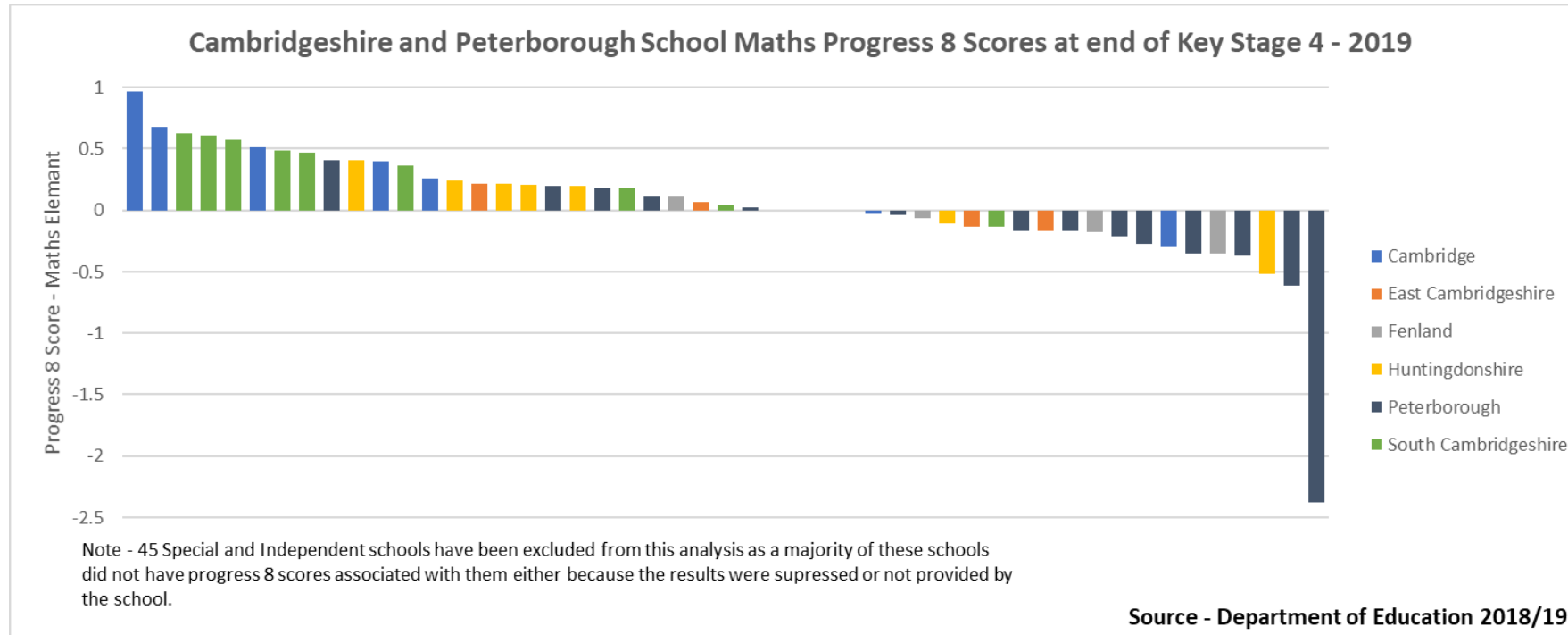
- [Cambridgeshire Source Link](#)
- [Peterborough Source Link](#)



- ❖ The chart above shows the Maths Attainment 8 scores for Key Stage 4 students in 2019, the latest data available on individual school performance. It should be noted that Independent and Special schools were not included in this analysis as the majority did not provide a numeracy attainment 8 score for 2019
- ❖ The only local authorities where all the schools listed were above the England average were South Cambridgeshire and East Cambridgeshire
- ❖ In two local authorities more than half of schools were below the England average: Fenland (75% of schools) and Peterborough (62% of schools)

Key Stage 4 - Maths Progress 8 Scores (By School)

- [Cambridgeshire Source Link](#)
- [Peterborough Source Link](#)



- ❖ The chart above shows the Maths Progress 8 scores for Key Stage 4 students in 2019, the latest data available on individual school performance. It should be noted that Independent and Special schools were not included in this analysis as the majority did not provide a numeracy progress 8 score for 2019
- ❖ The majority of schools with positive progress 8 scores are situated in Cambridge and South Cambridgeshire
- ❖ In two local authorities more than half of schools had a negative maths progress 8 score: Fenland (75% of schools) and Peterborough (60% of schools)
- ❖ 80% of schools across South Cambridgeshire had a positive maths progress 8 score

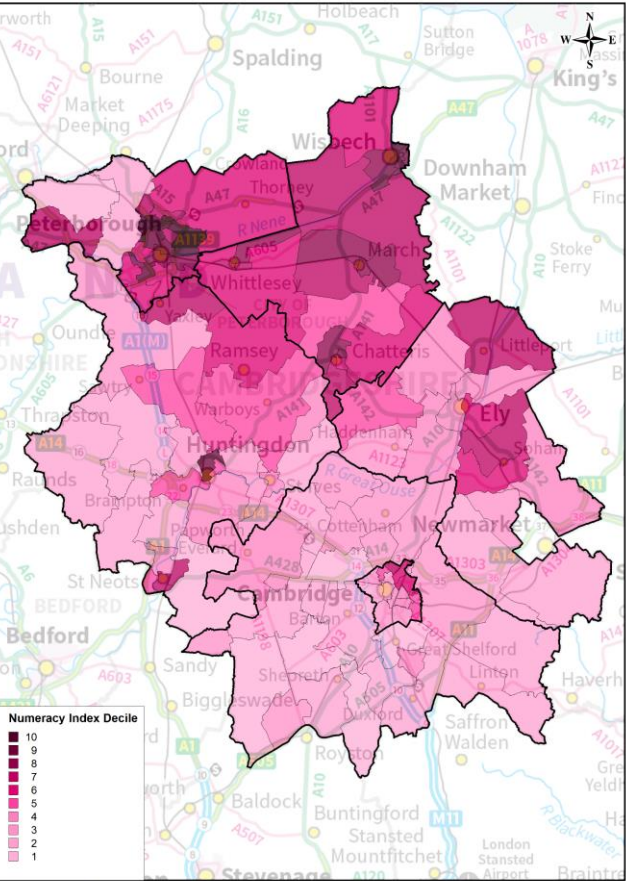
National Numeracy Index

[- Source Link](#)

- ❖ National Numeracy is an independent charity established in 2012 to help raise low levels of numeracy among both adults and children and to promote the importance of everyday maths skills
- ❖ National Numeracy and Experian have collaborated to build the UK Numeracy Index which predicts and ranks areas by numeracy skills and confidence. The index combines data available National Numeracy's own '*National Numeracy Challenge*' education tool and Experian's existing datasets on Numeracy proficiency
- ❖ The following maps present this index by wards across Cambridgeshire and Peterborough as a whole and then by each local authority
- ❖ Deciles were calculated by using the provided Numeracy Index percentiles. For example a ward with a percentile of 1-10 would be given a decile of 1, a ward with a percentile of 11-20 would be given a decile of 2 and so on.
- ❖ Darker areas in the maps represent wards with higher deciles and therefore lower estimated levels of numeracy skills and confidence. Lighter areas in the maps represent wards with lower deciles and therefore higher levels of estimated skills and confidence

Cambridgeshire and Peterborough

Cambridgeshire and Peterborough National Numeracy Index by Ward

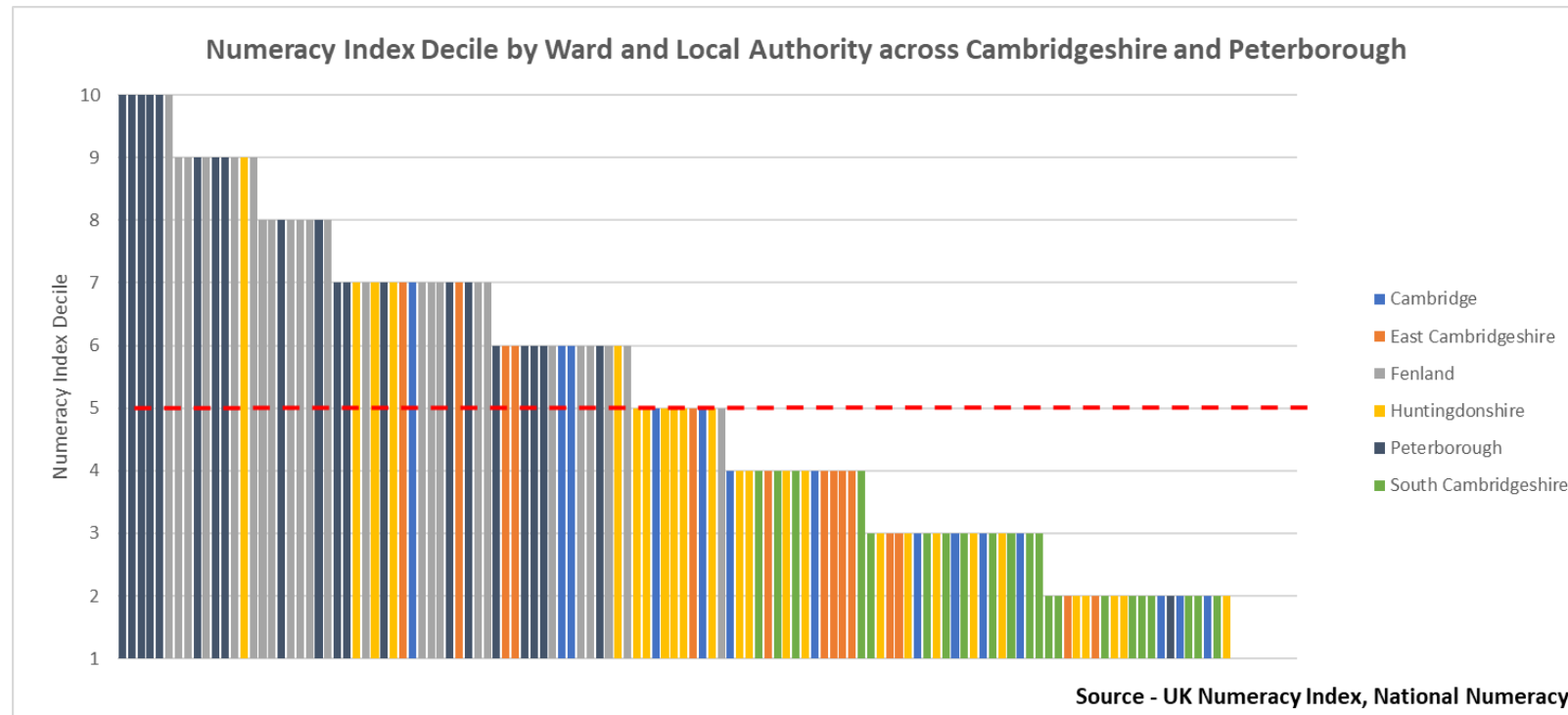


Source - UK Numeracy Index, National Numeracy © Crown copyright and database rights 2022 OS 100023205

Top 10 wards with lowest estimated numeracy skills and confidence across Cambridgeshire and Peterborough		
Local Authority Ward		Numeracy Index Decile
Fenland	Waterlees Village	10
Peterborough	North	10
Peterborough	Bretton	10
Peterborough	Dogsthorpe	10
Peterborough	Paston & Walton	10
Peterborough	East	10
Peterborough	Orton Longueville	9
Fenland	Clarkson	9
Fenland	Octavia Hill	9
Peterborough	Central	9

- ❖ When looking at Cambridgeshire and Peterborough overall there is a north/south divide with the wards of lowest estimated numeracy skills and confidence concentrated in the north of the region across Peterborough and Fenland
- ❖ All 10 wards with the lowest estimated numeracy skills and confidence in Cambridgeshire and Peterborough are in either Fenland or Peterborough (7 in Peterborough, 3 in Fenland)
- ❖ The south of the region has higher estimated numeracy skills and confidence compared to the north but there are pockets of wards in higher deciles in Huntingdon, St Neots, northeast Cambridge and around Ely, Littleport and Soham in East Cambridgeshire

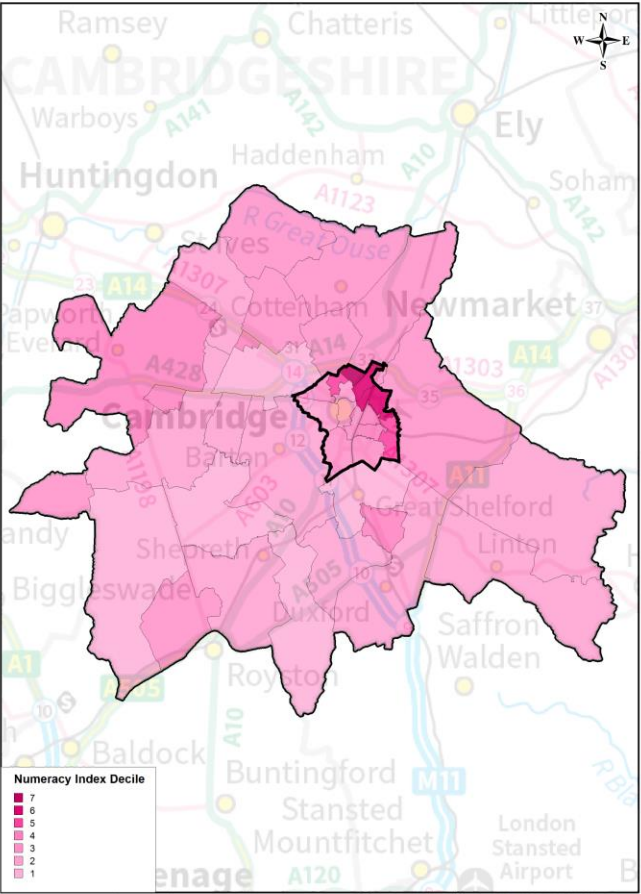
National Numeracy Index - Cambridgeshire and Peterborough



- ❖ The above bar chart shows wards by decile across Cambridgeshire and Peterborough by the local authority each ward is in. The red line shows the decile of 5 which is the average decile of all wards across Cambridgeshire and Peterborough
- ❖ 78% of wards with a decile higher than 5, and therefore lower estimated numeracy skills and confidence are within Peterborough and Fenland
- ❖ For both Peterborough and Fenland, only one ward are in a decile of 5 or lower
- ❖ Over half (54%) of wards in South Cambridgeshire have a decile of 1 or 2 with no wards with a decile of greater than 4

Greater Cambridge

Greater Cambridge National Numeracy Index by Ward



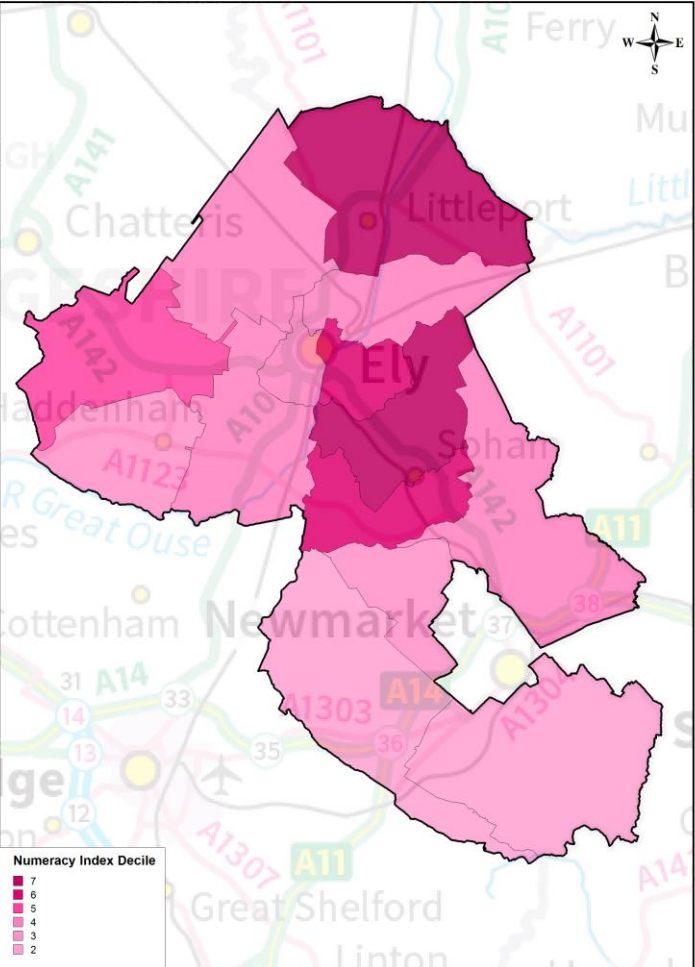
Source - UK Numeracy Index, National Numeracy © Crown copyright and database rights 2022 OS 100023205

Top 10 wards with lowest estimated numeracy skills and confidence across Greater Cambridge		
Local Authority	Ward	Numeracy Index Decile
Cambridge	King's Hedges	7
Cambridge	Abbey	6
Cambridge	East Chesterton	6
Cambridge	Arbury	5
Cambridge	Cherry Hinton	5
South Cambridgeshire	Cambourne	4
South Cambridgeshire	Bar Hill	4
South Cambridgeshire	Sawston	4
South Cambridgeshire	Caxton & Papworth	4
Cambridge	Coleridge	4

- ❖ When looking at Greater Cambridge South Cambridgeshire stands out as a region of higher estimated numeracy skills and confidence with no ward with a decile greater than 4 across the local authority
- ❖ The majority of wards in Cambridge City have higher estimated numeracy skills and confidence but there are wards of lower estimated numeracy skills and confidence concentrated in the north east of the city such as King's Hedges with a decile of 7

East Cambridgeshire

East Cambridgeshire National Numeracy Index by Ward



Source - UK Numeracy Index, National Numeracy

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Top 10 wards with lowest estimated numeracy skills and confidence across East Cambridgeshire		
Local Authority	Ward	Numeracy Index Decile
East Cambridgeshire	Littleport	7
East Cambridgeshire	Soham North	7
East Cambridgeshire	Ely East	6
East Cambridgeshire	Soham South	6
East Cambridgeshire	Sutton	5
East Cambridgeshire	Ely North	4
East Cambridgeshire	Ely West	4
East Cambridgeshire	Fordham & Isleham	4
East Cambridgeshire	Stretham	4
East Cambridgeshire	Downham Villages	4

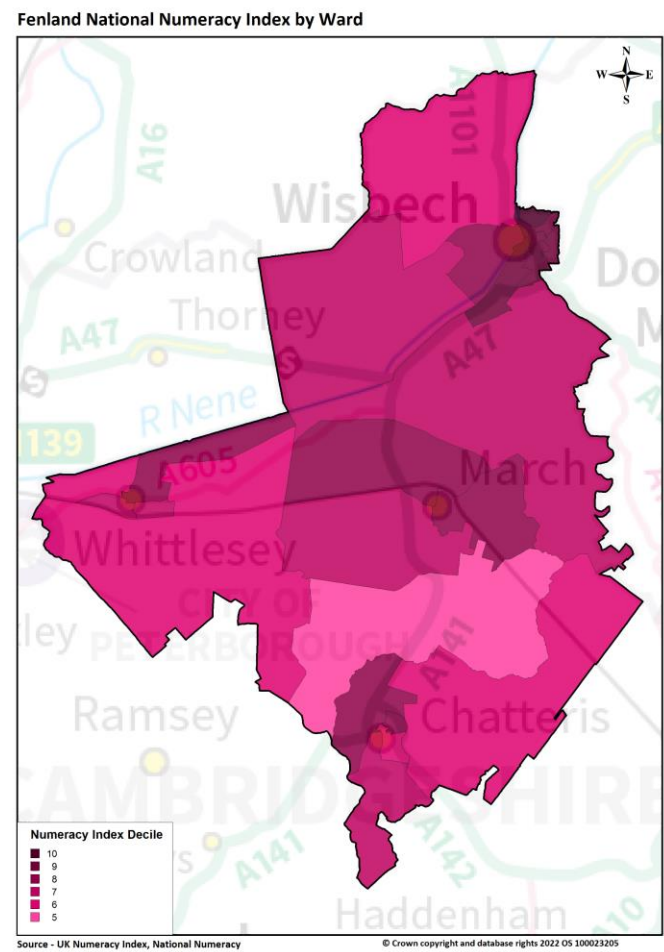
- ❖ When looking at East Cambridgeshire wards in and around Littleport and Ely have the lowest estimated numeracy skills and confidence such as Littleport and Soham North, both with a decile of 7
- ❖ Rural areas in East Cambridgeshire have higher estimated numeracy skills and confidence with multiple wards with a decile of 2 and 3

Huntingdonshire National Numeracy Index by Ward



- ❖ When looking at Huntingdonshire wards of lower estimated numeracy skills and confidence are located in the north west of the region with wards of the lowest estimated numeracy skills and confidence located in and around Huntingdon such as Huntingdon North with a decile of 9
- ❖ The West and South of the region generally has higher estimated numeracy skills and confidence but St Neots stands out as an area with lower estimated numeracy skills and confidence with St Neots East and St Neots Eynesbury having a decile of 7

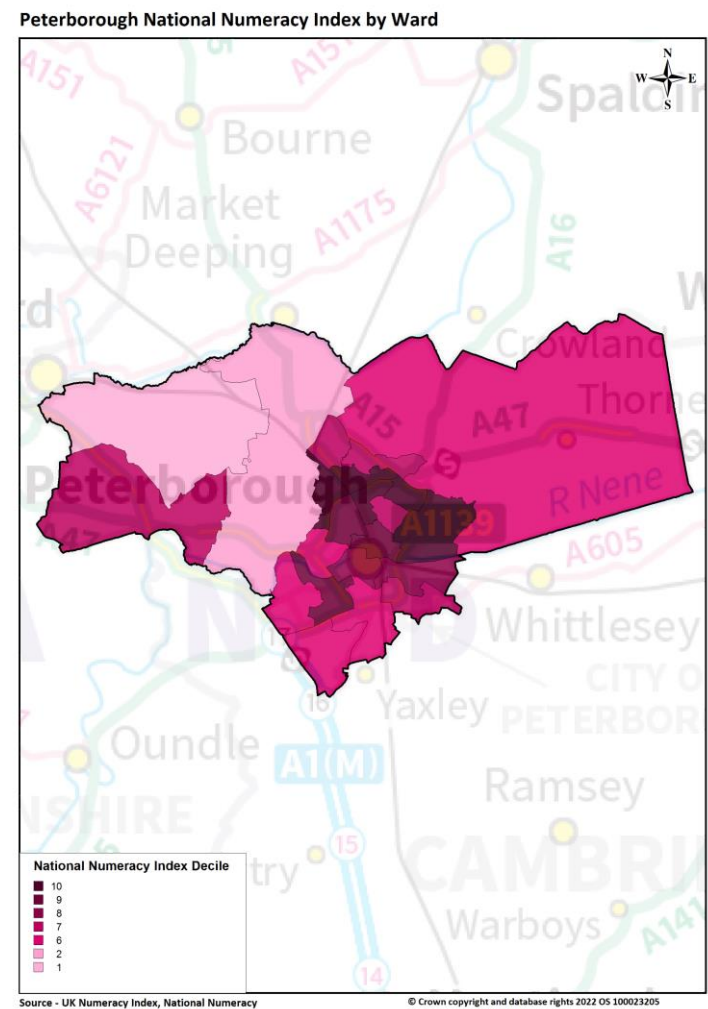
Fenland



Top 10 wards with lowest estimated numeracy skills and across Fenland		
Local Authority	Ward	Numeracy Index Decile
Fenland	Waterlees Village	10
Fenland	Clarkson	9
Fenland	Octavia Hill	9
Fenland	Medworth	9
Fenland	Staithe	9
Fenland	Kirkgate	9
Fenland	March East	8
Fenland	Slade Lode	8
Fenland	Birch	8
Fenland	March North	8

- ❖ When looking at Fenland, the majority of wards have lower estimated numeracy skills and confidence with no ward with a decile of less than 5 in this local authority
- ❖ Wards with the lowest estimated numeracy skills and confidence are located in and around urban areas such as Waterlees Village in Wisbech with a decile of 10

Peterborough



Top 10 wards with lowest estimated numeracy skills and confidence across Peterborough		
Local Authority Ward		Numeracy Index Decile
Peterborough	North	10
Peterborough	Bretton	10
Peterborough	Dogsthorpe	10
Peterborough	Paston & Walton	10
Peterborough	East	10
Peterborough	Orton Longueville	9
Peterborough	Central	9
Peterborough	Ravensthorpe	9
Peterborough	Fletton & Stanground	8
Peterborough	Fletton & Woodston	8

- ❖ When looking at Peterborough the south and east of the local authority stand out as having the lowest estimated numeracy skills and confidence. Wards with the lowest estimated numeracy skills and confidence are located in and around central Peterborough with five wards having a decile of 10. This makes Peterborough the only local authority in the CPCA region with more than one ward with a decile of 10
- ❖ The west of the region has much higher estimated numeracy skills and confidence compared to the east with wards here having a decile of 1 and 2

Devolved Adult Education Budget - Numeracy Basic skills

- ❖ The following slides look at numeracy provision via Cambridgeshire and Peterborough's Devolved Adult Education Budget. The data is taken from Cambridgeshire and Peterborough's Individualised Learner Records for 2019/20 and 2020/21
- ❖ Within the Adult Education Budget, Numeracy basic skills are adult skills numeracy qualifications or learning up to an NVQ Level 2
- ❖ They can include:
 - ❖ Functional skills qualifications
 - ❖ GCSEs
 - ❖ Non-Regulated Adult Skills Funded Provision
- ❖ Under the current funding rules (both devolved and nationally) a learner who has not previously attained a GCSE grade A*-C/Grade 4 or a higher can be fully funded to take these qualifications.

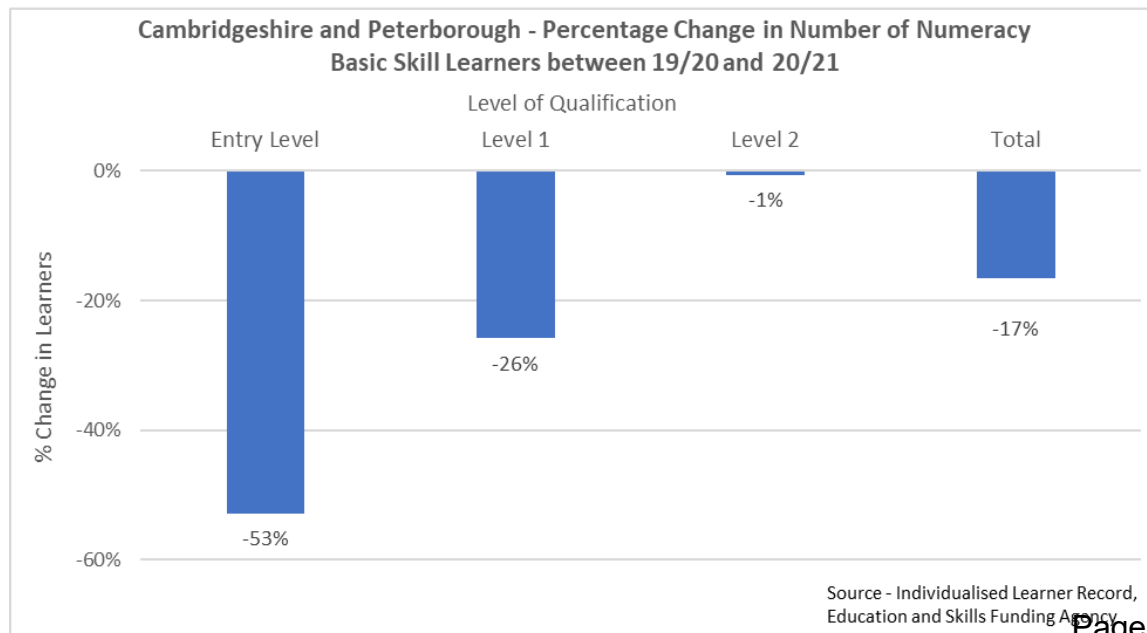
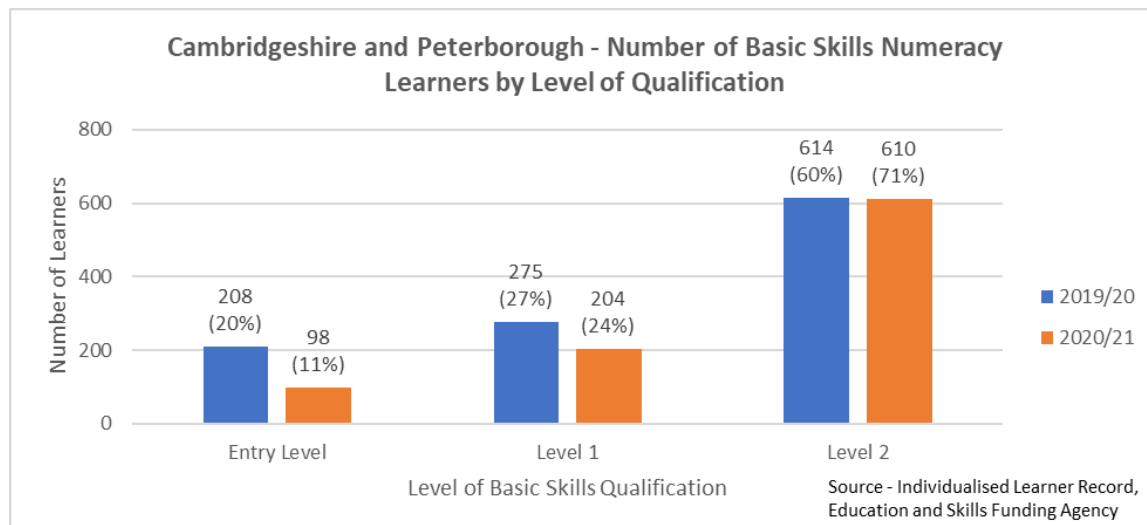
Numeracy Basic Skills – Learner Residential Location

Local Authority of Learner Residence	2019/20		2020/21		% Change
	Learners	% of Total	Learners	% of Total	
Cambridge	156	15%	118	14%	-24%
East Cambridgeshire	84	8%	64	7%	-24%
Fenland	120	12%	105	12%	-13%
Huntingdonshire	141	14%	109	13%	-23%
Peterborough	400	39%	355	41%	-11%
South Cambridgeshire	106	10%	106	12%	0%
Unknown	23	2%	2	0%	-91%
Total	1,028		857		-17%

Source – Individualised Learner Record, Education and Skills Funding Agency

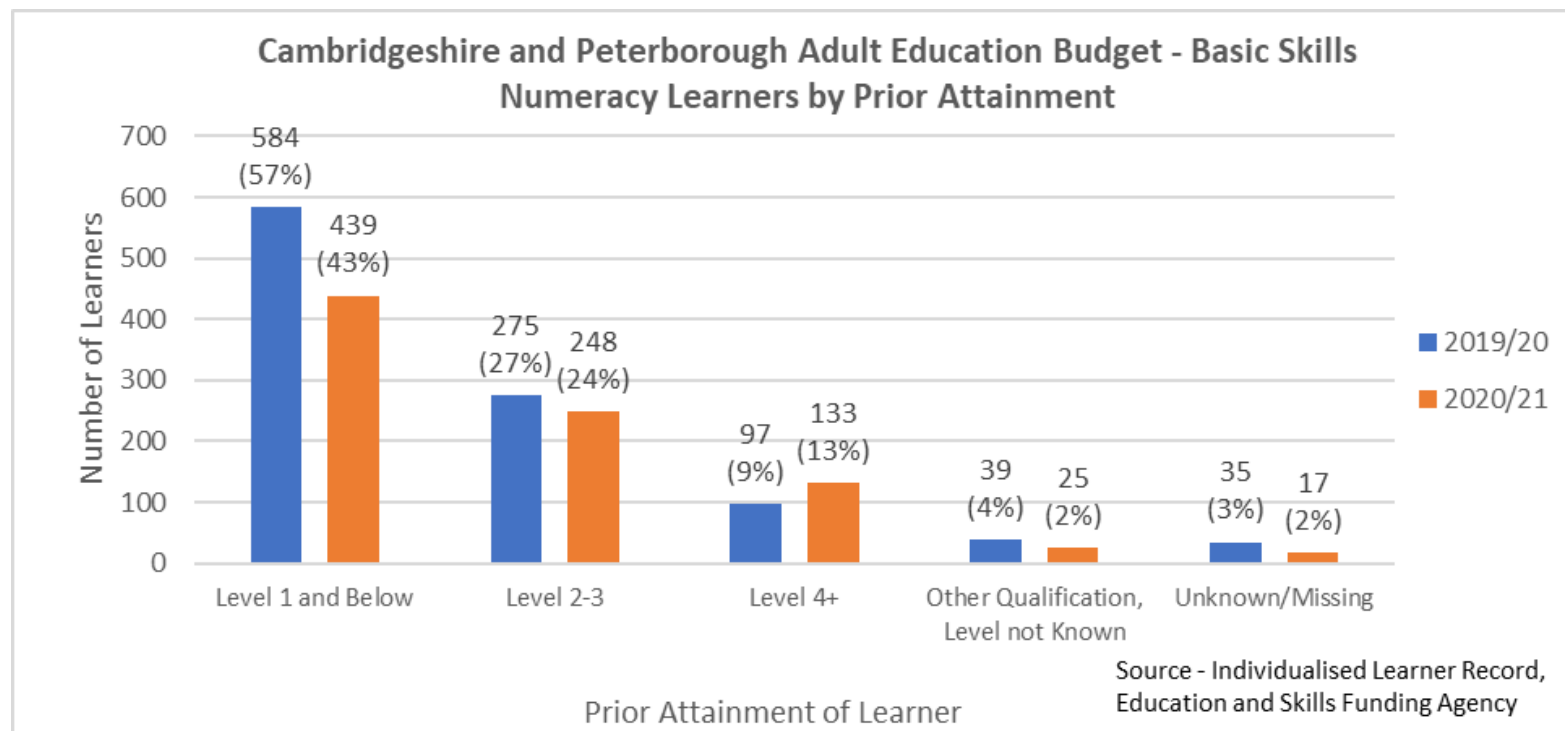
- ❖ In both 2019/20 and 2020/21 the largest proportion of learners taking a numeracy basic skills qualification across the CPCA area lived in **Peterborough**
- ❖ Between 2019/20 and 2020/21 there was a 17% decrease in the number of Numeracy Basic Skills learners
- ❖ The highest proportion decreases were in **Cambridge (-24%)**, **East Cambridgeshire (-24%)** and **Huntingdonshire (-23%)**

Numeracy Basic Skills - Qualification Level



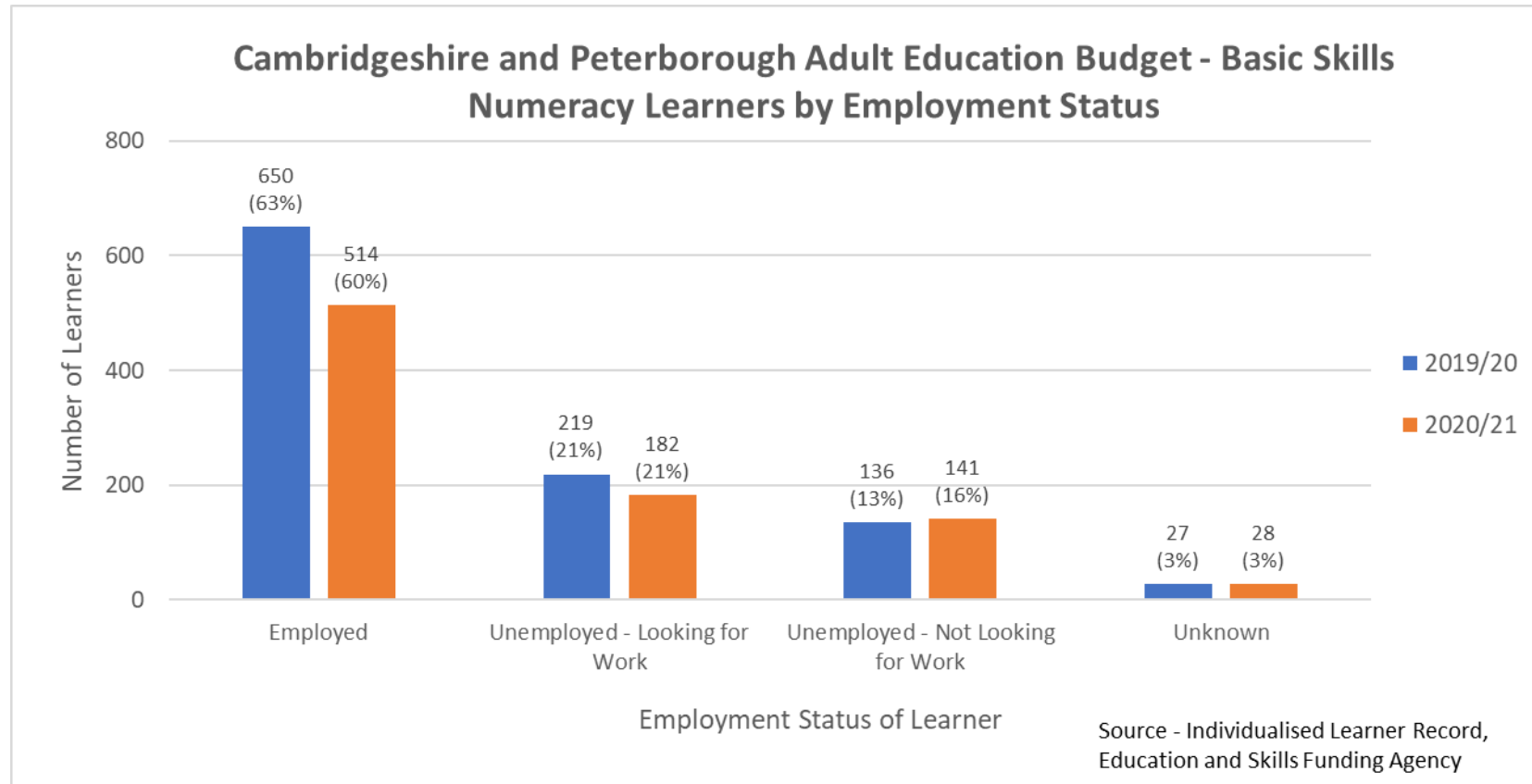
- ❖ In both 2019/20 and 2020/21 the majority of learners studying basic skills undertook a Level 2 qualification
- ❖ Between 2019/20 and 2020/21 the decrease in Numeracy Basic Skills learning was driven by a decrease in lower level qualifications, a 53% decrease in learners taking an entry level qualification and a 26% decrease in those taking a level 1 qualification

Numeracy Basic Skills – Prior Attainment



- ❖ In both 2019/20 and 2020/21 the largest proportion of learners had a prior attainment level of 1 and below
- ❖ Between 2019/20 and 2020/21 there was a drop in the number of learners in every prior attainment group apart from Level 4+ which saw a 37% increase. The largest single drop was for those learners with a prior attainment level of 1 or Below (-25%)

Numeracy Basic Skills - Employment Status



- ❖ In both 2019/20 and 2020/21 the majority of learners were employed
- ❖ Between 2019/20 and 2020/21 there were drops in the numbers of learners who were employed (-21%) or unemployed and looking for work (-17%). In the same period, there was 4% increase in the number of learners who were unemployed and not looking for work.

Community Learning

Cambridgeshire and Peterborough Adult Education Budget - Numeracy - Non-Regulated Community Learning Learners				
Equivalent Level	2019/20		2020/21	
	Learners	% of Total	Learners	% of Total
Entry Level	41	66%	16	17%
Level 1	!	!	21	23%
Level 2	19	31%	63	68%
Total	62		92	
Source – Individualised Learner Record, Education and Skills Funding Agency				
*! – These values have been suppressed owing to the number of learners being less than 10				

- ❖ Within the Adult Education Budget, Community Learning funding can be used to deliver Non-Regulated Basic Skills provision, including Numeracy.
- ❖ Between 2019/20 and 2020/21 there was a 48% increase in the number of learners taking part in numeracy learning. This was driven by increases in both level 1 and level 2 enrolments.
- ❖ In the same period, there was a 61% decrease in entry level learning.



Agenda Item No: 3.1

Department for Education (DfE) Funding and Accountability Consultation

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Lead Member for Skills
From:	Parminder Singh Garcha, Senior Responsible Officer – Adult Education
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is requested to:</p> <p>a) Note the Department for Education’s second Funding and Accountability Consultation and the implications for the Combined Authority.</p>
Voting arrangements:	No vote required.

1. Purpose

- 1.1 This report aims to update members on the latest funding and accountability consultation being undertaken by the Department for Education (DfE) and the potential risks and opportunities for the Combined Authority's devolved skills programme.
- 1.2 The consultation closes on 21 September 2022 and members are invited to provide input into the Combined Authority's response in writing, to the Skills Team following discussion at today's committee.

2. Background

- 2.1 In July 2021, the DfE consulted on proposals for a reformed adult funding and accountability system to help deliver on this vision. There were 142 responses from a range of organisations and individuals, including Combined Authorities. Cambridgeshire and Peterborough Combined Authority as well the Local Government Association, submitted responses. The Skills and Post 16 Education Act (2022) received Royal Assent and the DfE is tasked with implementation of the reforms that were set out in the Skills for Jobs Whitepaper (2021) of which funding and accountability have implications for the whole skills system.
- 2.2 This second consultation sets out proposals for simplification of funding and strengthening of accountability in the further education (FE) sector, the consultation closes on 21 September 2022. The DfE state that their intention is for the reforms to change the incentives in the FE system by focussing accountability on outcomes and simplifying the funding system, so providers have the flexibility that they need to deliver in the most effective way.
- 2.3 A summary of the reforms are provided below:
 1. **Simplifying the funding system** through a single **Skills Fund** starting in 2023/24. The new fund will include Adult Education Budget (AEB) including Community Learning and Free Courses for Jobs (FCFJ) – Level 3
 - simplifying funding for new investments – moving to a single funding stream for all development funding in the next spending review
 - working with Mayoral Combined Authorities (MCAs) and any new authorities with devolved responsibilities for adult skills to develop a new strategic relationship with them, exploring they are **best held to account** for skills outcomes in their area
 - explore how a national funding model can help to ensure an effective longer-term devolved system which learners, employers and providers can effectively navigate and a multi-year funding allocation to give both MCAs and providers more certainty
 - improving data quality by investing in better collection, storing, and sharing systems, reducing the administrative burdens for providers
 2. **Developing a fairer funding system that spreads opportunity across England:**
 - A new needs-based funding formula for distributing funding in the new Skills Fund that supports levelling up
 - exploring how our available resources can support those areas most in need to boost the level of adult skills in those parts of England where opportunity is lowest,

and support levelling up

3. A system focussed on delivering good outcomes for learners, employers, and the taxpayer:

- creating a new set of funding rates for adult skills to both simplify funding and boost funding for training in areas of greatest skills need from 2023/24
- in non-devolved areas, refocussing non-qualification provision (such as Community Learning) so it is clearer what outcomes this is intending to achieve
- supporting providers in developing new, innovative provision by giving more flexibility in how they use their Skills Fund allocation
- introducing a statutory duty to regularly review provision and asking providers to set out how they are meeting local skills needs in new Accountability Agreements
- developing a Performance Dashboard to help providers measure their performance and benchmark against peers
- introducing enhanced Ofsted inspections, which will consider how well providers are responding to skills needs
- designing an accountability system that will apply to providers both in devolved and ESFA-funded areas, covering all post-16 provision, with Ofsted and with the FE Commissioner continuing to play a national role
- resetting our relationship with colleges by providing more strategic support so that they can thrive in this new system
- giving the FE Commissioner a leading role in supporting colleges in intervention to improve, through a Single Improvement Plan.

2.4 On balance, the reforms do not seek to roll-back any of the devolved functions of MCAs and in some respects, seek to strengthen our role, particularly with regards to:

- the accountability system - working closer with the FE Commissioner to support colleges in intervention through a Single Improvement Plan
- informing College governors on their Governance Review and Ofsted on the new judgement around meeting skills needs
- Local Skills Improvement Plans - the duty placed on Employer Representative Bodies to engage with MCAs and take their views into account, providing a statement to confirm this.

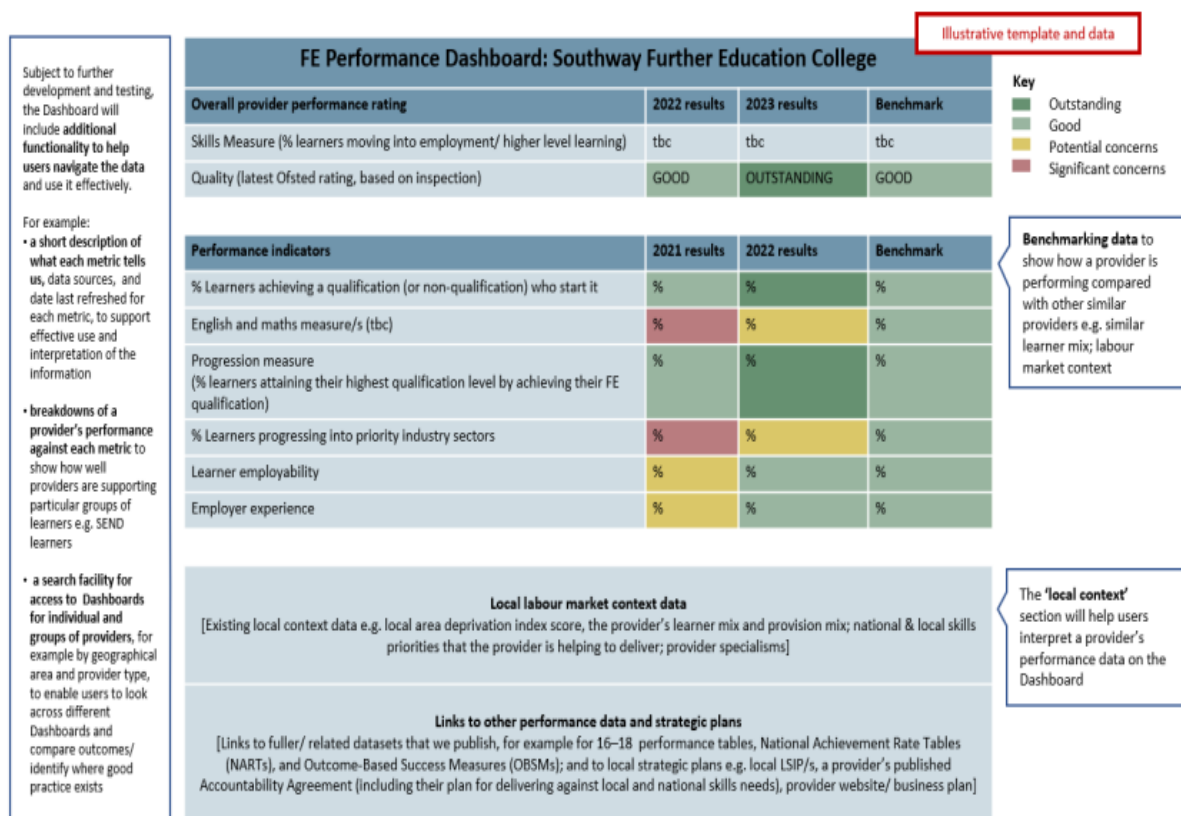
Officers welcome many of the proposals such as:

- Publication of the new Performance Dashboard which will allow benchmarking and provide visibility across all programmes delivered by colleges
- Multi-year funding settlements for MCAs will allow better planning, commissioning and delivery of the local strategy with greater confidence. Multi-year budgets will be aligned to the government's Spending Review cycle. MCAs will receive their budgets for 2023/24 and 2024/25 at the same time. Funding for 2024/25 will be an indicative figure.
- Simplification of funding and creating a new Skills Fund, however DfE should go further and consolidate 19-24 Traineeships and Skills Bootcamps into the Skills Fund. This will allow greater local flexibility to maximise the funding.
- Excluding devolved areas from the changes to Community Learning and potential loss of local flexibility and excluding MCAs from the introduction of 'lagged' funding for providers

- Reforming qualification funding rates according to a new set of funding bands to boost funding for provision which meets labour-market needs. For example, Net Zero, including Construction, Manufacturing, Digital, Agriculture and Environmental Sustainability as well as for Health and Social Care
- Accountability Agreements - will incorporate and replace Funding Agreements and include a delivery 'Plan'. Devolved provision is included in these agreements. Colleges will develop their first Accountability Agreement for the 2023/24 academic year. The opportunity is to look at how this dovetail with greater local accountability as per devolution agreements. Colleges will need to demonstrate how they meet national and local skills needs, aligned to the LSIP.
- The new Skills Measure in the Performance Dashboard will measure the percentage of learners moving into sustained employment or higher-level learning after achieving their FE. The measure will allow each provider to compare an 'expected' progression rate (considering learner characteristics) with their 'actual' progression rate. Where feasible, the measure will consider differences in learner and provider characteristics, for example free school meal status and prior attainment, as well as local economic context.

In the Consultation document, Figure 4 below, shows what the FE Performance Dashboard will look like:

Figure 4: Outline of proposed metrics and key features in the FE Performance Dashboard



2.6 Concern among the wider M10 group of MCAs has been raised as follows:

- Accountability arrangements for MCAs - this is referenced in the consultation, but no details are provided. For the M10, existing assurance arrangements are already in

place via our Local Assurance Framework.

- The new DfE national provider list is not being consulted on but is referenced in the document. The risk is that smaller local providers cannot be commissioned as they are not on the DfE list
- Detail of the new 'needs-based' funding formula are vague, and this has not been provided in this consultation. The DfE expects to detail their approach in 2023. Previously, population density, rurality and deprivation had been proposed as factors for the new 'needs-based' funding formula. Cambridgeshire and Peterborough may benefit from this approach, given the growing population, relative deprivation in the north and rurality.

2.7 The table below sets out the timeline for each proposal:

Figure 3: Implementation timeline for each proposal

	Academic Year 2021 / 22	Academic Year 2022 / 23	Academic Year 2023 / 24	Academic Year 2024 / 25
Skills Fund	Consulting	Implementing	Live	
Non-qualification funding	Consulting		Live	
New funding rates	Consulting		Live	
Local Skills Improvement Plans	Trailblazers	In development	Live	
Performance Dashboard	Consulting	Building	Live	
Accountability Agreements	Consulting / Piloting	In development	Live	
Ofsted enhanced inspections	Consulting / Piloting	Live		
Single improvement plans	Consulting / Piloting	Live		
Last resort powers	Legislating	Live		
Improved data	Discovery phase	Alpha phase	Public beta phase	Live

Significant Implications

3. Financial Implications

- 3.1 There are no immediate financial implications. The multi-year funding allocation that is proposed for 2023/24 and 2024/25 is welcomed. Further detail on the new 'needs-based' funding methodology for MCAs is awaited.

4. Legal Implications

- 4.1 The recommendations in this paper are for noting and so there are no immediate legal implications or proposed changes to the Devolution Agreement.

5. Public Health implications

- 5.1 The report recommendations are for noting and have **neutral** implications for Public Health.

6. Environmental and Climate Change Implications

- 6.1 The report recommendations are for noting and have neutral implications for the environment.

7. Other Significant Implications

- 7.1 The recommendation in this report is for noting and therefore has a neutral impact with regards to the Combined Authority's Equalities duties under the Equality Act 2010 in implementing funding policies and projects which seek to widen participation and make learning opportunities more accessible for all citizens including all protected characteristics.
- 7.2 The DfE consultation provides an opportunity for respondents to input on groups with protected characteristics under the Equalities Act 2010 and comment on the impact of the proposed changes.

8. Background Papers

- 8.1 [DfE Funding and Accountability Consultation July 2022](#)

Skills Bootcamps

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Chair of the Skills Committee
From:	Fliss Miller – Interim Associate Skills Director
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee are recommended to:</p> <p>Note the update of contracts awarded to Training Providers following a competitive Procurement exercise.</p>
Voting arrangements:	No vote required.

1. Purpose

- 1.1 The purpose of this paper is to inform the Skills Committee of the contracts awarded to Training Providers for the delivery of the Wave Three Skills Bootcamp project following a competitive procurement exercise since grant funding was secured for the Cambridgeshire and Peterborough area funded by the Department for Education (DfE) through the National Skills Fund. This paper outlines the Skills Bootcamps which will be delivered.
- 1.2 The Skills Committee are asked to note the paper approved by the Combined Authority Board on 30 March 2022 to accept the grant funding in accordance with the Grant Funding Agreement, to create a new budget line and to delegate authority to the Chief Executive to be able to enter in to, sign and award grant agreements and awards to training providers to delivery on Wave Three Skills Bootcamps following an appropriate procurement exercise.

2. Background

- 2.1 The Department for Education via the National Skills Fund has invested in the delivery of Skills Bootcamps across the country to meet the skills needs of local areas. Skills Bootcamps form part of the Lifetime Skills Guarantee announced by the Prime Minister in September 2020.
- 2.2 The Combined Authority have been delivering Digital Skills Bootcamps since September 2021 following a successful competitive bid to the DfE for delivery across the East of England. This Wave 2 funding concluded for new starts on 31 March 2022.
- 2.3 Skills Bootcamps are intensive, Level 2-5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (in the case of a new job), which equip adults with technical skills that enable them to access in demand jobs, apprenticeships, new opportunities and an increased level of income over time (including for the self-employed).
- 2.4 Skills Bootcamps rely on local knowledge of skills shortages and employer needs, and the ability to attract and train local learners and to help them achieve better job outcomes.
- 2.5 Following a proposal submitted by the Combined Authority to DfE on the 28 January 2022, the Combined Authority received notification on the 8 March 2022 of award for the full amount proposed; £4,891,985 in grant funding to deliver Wave 3 Skills Bootcamps to 1,780 learners, for the first year period from 1 April 2022 to 31 March 2023. Within the grant award £342,439 has been allocated to management costs.
- 2.6 The Combined Authority has been approved to deliver Skills Bootcamps in the following sectors; Digital, Technical (including engineering and advanced manufacturing) Construction, Green and a number of Pathways to Accelerated Apprenticeships. Furthermore, up to 10% of the value of the Funding is being allowed to test the value and effectiveness of Skills Bootcamps in the sectors defined by the Combined Authority in addition to the sectors outlined above.
- 2.7 The DfE may extend the funding period of this agreement for 12 months, by giving written notice to The Combined Authority no later than 31 March 2023 and a further 12 months, by giving written notice to The Combined Authority no later than 31 March 2024.

2.8 Following a competitive tender and evaluation process whereby Training Providers were required to submit a full tender response by the 27 May 2022, a total of 7 Training Providers were successful and have now been issued with contracts. This includes the following:

Training Provider	Bootcamp Title	Price Per Learner	Number of Learners	Contract Value
Capita PLC	Level 3 Software Developer	£4,100.00	100	£410,000.00
Duplex Business Services Ltd	IMI Level 2 Award in Electric/Hybrid Vehicle Hazard Management for Emergency and Recovery Personnel	£2,600.00	100	£260,000.00
Duplex Business Services Ltd	IMI Level 3 Award in Electric/Hybrid Vehicle System Repair and Replacement / IMI Level 4 Award in Diagnosis Testing and Repair of Electric Hybrid Vehicles and Components	£2,700.00	100	£270,000.00
Imeta Training and Solutions Ltd	Level 3 Digital Marketing	£1,600.00	40	£64,000.00
Imeta Training and Solutions Ltd	Level 3 Cyber Security	£2,500.00	40	£100,000.00
Inspire Education Group	Level 2 Bricklaying	£1,700.00	120	£204,000.00
Purple Beard	Level 3 Front End Web Development	2,400.00	30	£72,000.00
The Construction Skills People Ltd	Level 3 Construction Supervisory	£2,500.00	120	£300,000.00
The Skills Network	Level 3 Data Analysis	£2,250.00	100	£225,000.00
The Skills Network	Level 3 Digital Marketing	£1,440.00	120	£172,800.00

2.8 The procurement exercise contained 5 main Lots and a total of 21 sub-lots for Training Providers to submit a tender response to. Of these, 12 sub-lots did not receive any bids, therefore in addition to the completed competitive tender exercise, CPCA is exploring Direct Award contracts for further Skills Bootcamps provision with Training Providers to enable funds to be maximised, whilst continuing to link this to local skills needs and employer demand.

Significant Implications

3. Financial Implications

- 3.1 There are no direct financial implications as this is reporting a decision already taken by the Combined Authority. For the Committee's reference the implications of the decision taken by the Board are set out below.

"This project is not currently reflected in the 2022-23 budget, so the Board are recommended to approve the addition of £4,891,985 expenditure, fully funded by the DfE grant, to the 2022-23 budget. All CPCA resourcing costs incurred by this project will be covered by the £342,439 management fee, resulting in a net zero impact on current budgets."

4. Legal Implications

- 4.1 There are no significant legal implications.

5. Public Health implications

- 5.1 The recommendation of this report is for members to note, therefore the recommendation is neutral for public health implications.

6. Environmental and Climate Change Implications

- 6.1 The report recommendation has a neutral implication for the environment and climate change as it is for members to note.

7. Other Significant Implications

- 7.1 The recommendations in this report have due regard to the Combined Authority's Equalities duties under the Equality Act 2010 in implementing funding policies which seek to widen participation and make learning opportunities more accessible for all citizens including all protected characteristics.

8. Appendices

- 8.1 None

9. Background Papers

[Skills Bootcamps Wave 3 Combined Authority Board Report 30 March 2022](#)



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY

Agenda Item No: 3.3

Employment and Skills Strategy Implementation Plan - Final Draft

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Chair of the Skills Committee
From:	Fliss Miller, Interim Associate Skills Director
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is recommended to:</p> <p>Approve the draft Employment and Skills Strategy implementation Plan</p>
Voting arrangements:	A simple majority of all Members present and voting.

1. Purpose

- 1.1 Following the paper to the Skills Committee on the 4th July, informing the Committee of the development of the Employment and Skills Strategy Implementation plan this paper now includes the final draft of the implementation plan
- 1.2 The Skills Committee are asked to approve the Employment and Skills Strategy Implementation Plan. This plan will be taken into consideration as the Implementation plan for the Economic Growth Strategy Implementation Plan is developed in the Autumn.

2. Background

- 2.1 On the 26th January 2022 the Combined Authority Board unanimously approved the Employment and Skills Strategy.
- 2.2 This strategy builds on the ambition for Cambridgeshire and Peterborough set out in the 2019 Skills Strategy. The updated vision is for:

A successful, globally competitive economy offering high-skilled, well-paid, good quality jobs, delivering increased productivity and prosperity to support strong, sustainable and healthy communities and enabled by an inclusive, world-class local skills system that matches the needs of our employers, learners and communities.

- 2.3 The Employment and Skills Strategy focuses on four core themes:
 - Pre-work learning and formal education
 - Employer access to talent
 - Life-wide and lifelong learning
 - Support into and between work
- 2.4 For each of these themes long-term outcomes have been identified, underpinned by a subset of core short-term priorities and objectives that will move forward the process of delivering the long-term outcomes.
- 2.5 To ensure the Employment and Skills Strategy delivers on its ambition a comprehensive implementation and delivery plan has been developed.

3. The Employment and Skills Strategy Delivery Plan

- 3.1 The Employment and Skills Strategy Implementation plan sets out the path for change for the longer term system change projects which will include a narrative on why they are needed. (based on desk-based research and engagement with skills stakeholders)
- 3.2 The Implementation Plan also outlines the proposed additions to the management and governance structure and how the proposed functions will engage with the existing governance structure;
- 3.3 The plan sets out the findings of the mapping and gapping exercise and provides analysis of any gaps and where changes are needed and further outlines a timeline of activity which

highlights implementation plan review points.

- 3.4 The Implementation Plan also updates the progress measures indicators with the latest data. A table for each district is provided in the annex which compares the baseline and 2022 data.
- 3.5 The Skills Committee are asked to approve the Employment and Skills Strategy Implementation Plan. (Appendix A).

Significant Implications

4. Financial Implications

- 4.1 There are no financial implications at this stage

5. Legal Implications

- 5.1 There are no legal implications at this stage.

6. Public Health implications

- 6.1 The report recommendations have positive implications for public health. Participation in adult learning improves the health and wellbeing of participants and wider society. In addition, some of the actions identified in the strategy are to develop skills in the health care sector.

7. Environmental and Climate Change Implications

- 7.1 The report recommendations have positive implications for net-zero as significant focus is given to green skills and careers.

8. Other Significant Implications

- 8.1 There are no significant implications as the recommendation is for members to note.

9. Appendices

- 9.1. Appendix 1 - The Employment and Skills Strategy Implementation Plan



Cambridgeshire & Peterborough Combined Authority

Employment and Skills Strategy Implementation Plan

Final Draft – August 2022

Contents

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1 Introduction

Employment and Skills Strategy

In January 2022 Cambridge and Peterborough Combined Authority (CPCA) published an updated Employment and Skills Strategy (ESS).

Developed over the second half of 2021 in collaboration with stakeholders across the six local authority areas, the strategy builds on the 2019 Skills Strategy by providing an updated vision for skills and employment in the area, and what this means for each of the groups interacting with the skills ecosystem - people, employers, providers and place leaders.

Figure 1. CPCA Vision for Employment & Skills

A successful, globally competitive economy offering high-skilled, well-paid, good quality jobs, delivering increased productivity and prosperity to support strong, sustainable and healthy communities and enabled by an inclusive, world-class local skills system that matches the needs of our employers, learners and communities.

In which...



People experience fulfilment and good physical and mental health with productive, quality working lives. They drive their own learning and career journeys and feel confident to enter and re-enter the labour market over the course of their lives. They can access support and learning to meet their personal and work ambitions when and how they need.



Employers are providing good quality jobs; have the skills they need in their staff and can recruit the right person for the right job. They understand their skills needs and their inputs shape an agile, responsive skills system that delivers a regional pipeline of talent, matched to job opportunities to support strong businesses and enable business growth.



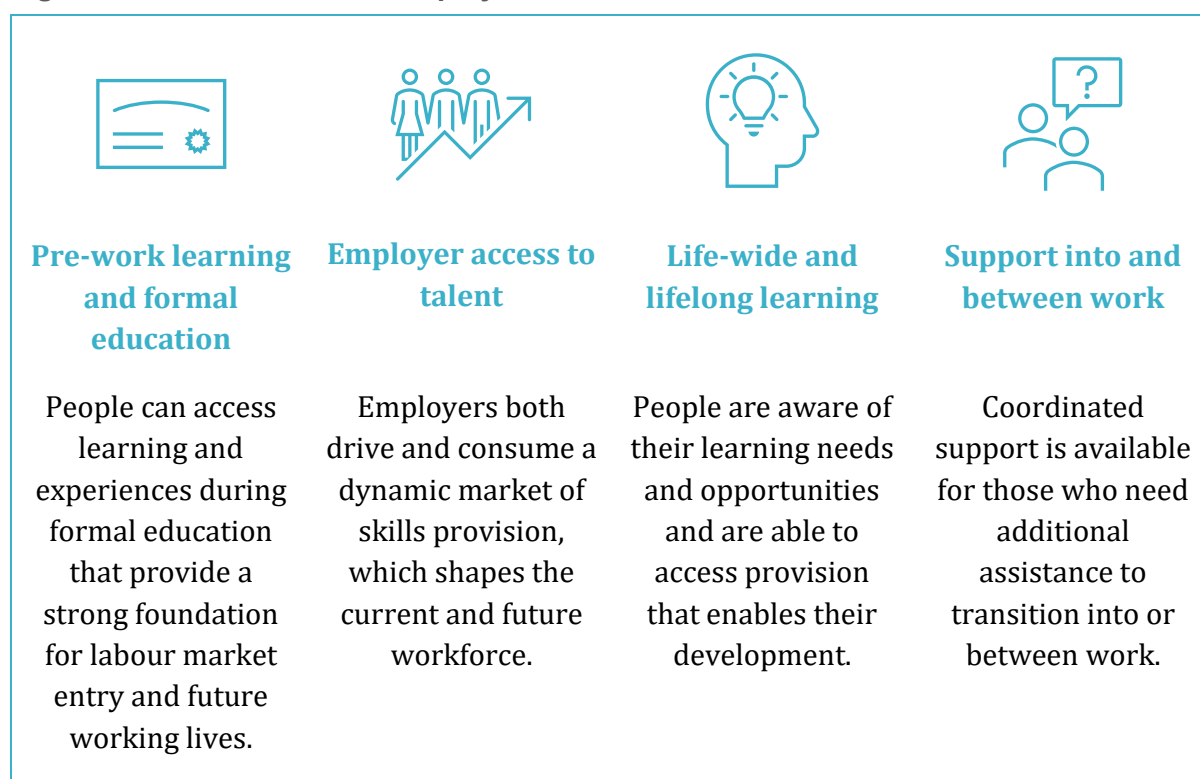
Providers work collaboratively across Cambridgeshire and Peterborough in an integrated education and skills system to deliver learning, qualifications, careers education and support to enable people to enter the labour market in the ways that suit individual's needs and ambitions.



Place leaders secure outcomes for the whole place, convening and supporting collaboration between employers and the integrated skills system, as well as linking into other local services for people across Cambridgeshire and Peterborough to lead healthy lives and fulfilling careers.

These vision statements are underpinned by series of short-term priorities and longer-term outcomes categorised under the four strategic themes:

Figure 2. Core themes for employment and skills



This Document

The development of this Implementation Plan signals a key milestone in realising CPCA's vision for employment and skills. It is a vehicle that supports the transition of the strategy from an articulation of evidence and aspirations for the Cambridgeshire and Peterborough's skills systems into a live document that provides a practical road map for realistic and achievable delivery.

The purpose of the Implementation Plan is to guide the first stage of strategy delivery and to cement a shared understanding of what is to be delivered, how, when and by who in order to realise longer term strategic ambitions. In reiterating the objectives for the region's employment and skills pathways, the Implementation Plan also acts as a call to action for local employers and anchor organisations to work collaboratively and constructively to generate meaningful impact.

The document is split into four sections:

- **Vision, outcomes & priorities:** a brief reiteration of the objectives of the Employment and Skills Strategy and alignment with the local and national strategic context.

- **Delivering the vision:** identification of the key actors within Cambridge and Peterborough's skill system and their role in supporting the successful delivery of the strategy, as well as a review of the current and planned initiatives that contribute to short term priorities and long-term outcomes and an action plan for addressing gaps in implementation.
- **When we will get there:** a timeline of activity and milestone reviews of implementation progress.
- **Monitoring our progress:** an outline of measures of success and our approach to monitoring and evaluation.

2 Vision, outcomes & priorities

Wider Strategic Context

The ESS sits within a busy national and regional policy landscape which CPCA and skills system stakeholders must be keep abreast of to maximise opportunities to leverage funding into the region. The ESS has strong links between the long-term outcomes and short-term priorities and recommendations set out in other strategic plans, as indicated by the brown shading in Figure 3 below.

Several strategically important documents have been published and legislation has been passed since the creation of the ESS:

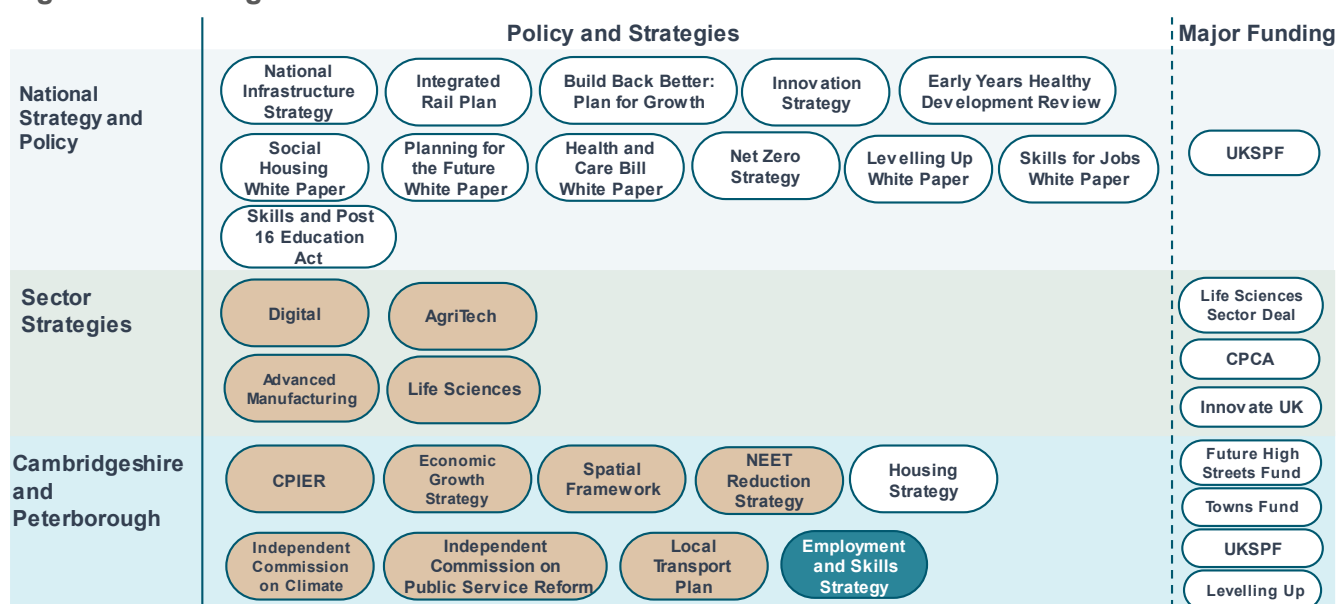
- The Skills and Post 16 Education Act (2022) has important implications for how colleges and the CA will work with Employer Representative Bodies in producing Local Skills Improvement Plans (LSIP). There are reforms to adult skills funding, FE accountability arrangements and an acceleration of the technical education reforms.
- The Levelling Up White Paper, published in February 2022, has substantial synergy with the Employment and Skills Strategy. Education and skills at the forefront of the Levelling Up agenda, with a focus on ensuring opportunities are accessible to all and placing employers at the heart of local skills systems.

The Levelling Up White Paper contains several relevant missions, including education and skills – and reaffirms pledges such as the introduction of a Lifelong Loan Entitlement, Skills Bootcamps and the creation of Education Investment Areas – and the deepening of devolution which are aligned to CPCA’s life-wide and lifelong learning priority.

The Levelling Up and Regeneration Bill is currently passing through parliament and is at committee stage and its aims include, making provision for the setting of levelling-up missions and reporting on progress in delivering them and increasing local democracy through devolution.

- The UK Shared Prosperity Fund similarly focuses on people and skills as one of its key priorities as exemplified by the creation of the Multiply adult numeracy programme. An allocation of £4m of Multiply funding over three-years, presents CPCA and partners with an opportunity to increase engagement of adults with low numeracy skills and number-confidence in the workforce, while giving adults who don’t already have maths qualifications at Level 2, the opportunity to build their confidence, skills to support employment, in-work progression and wider number skills such as financial literacy.

Figure 3. Strategic Context

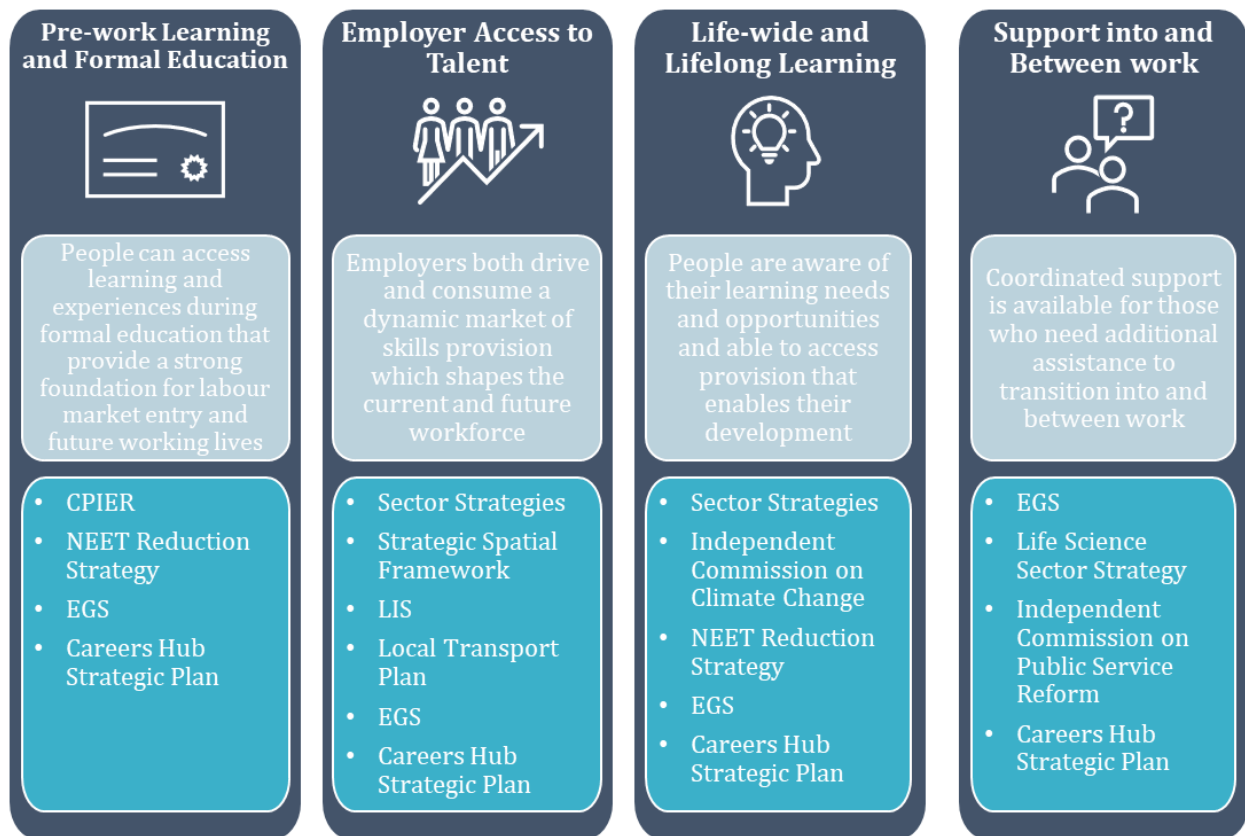


At a regional level, Cambridgeshire County Council and Peterborough City Council have developed a NEET (Not in Education, Employment or Training) Reduction Strategy which articulates the importance of reducing the number of NEET young people in the region. It calls on partners to take a collaborative approach to focus on early intervention and prioritizing opportunities to sustain NEET reduction, which is well-aligned to the Pre-Work Learning and Formal Education and Support into and Between Work Employment and Skills Strategy themes. To support this, CPCA has commissioned a new Youth Offer for 19 to 24-year-olds, to ensure that 'older' NEETS have the right support to re-engage in training and employment. This commences in September 2022 and will support an additional 600 young adults, adding to our core funded provision in colleges. In addition, it is the intent of the Careers Hub to support effective work transitions for young people as a preventative measure for residents becoming NEET.

Education and employment outcomes for Care leavers in Cambridgeshire and Peterborough are below the national average for England and so a new Care Leavers Bursary was introduced for 19 to 22-year-olds, to encourage and support them to continue in post-19 education and training. To date, 60 Care Leavers have benefited from the scheme in 2021/22 and it will continue with additional 'wrap-around' support into 2022/23.

An overview of the local strategies alignment to the core themes of the Employment and Skills Strategy is shown in Figure 4 below. A more detailed analysis of the specific recommendations within wider CPCA policy links to the Employment and Skills Strategy is provided in Appendix 1.





Figure 4. CPCA Strategic Alignment



Employment and Skills Strategy

The vision for the skills system in Cambridgeshire & Peterborough is a long-term project. The starting point is ensuring that short-term strategic priorities are approached as a step in the right direction towards longer-term change. With this in mind, the strategy sets out a series of long-term outcomes and short-term priorities to steer the work of partners, as shown in Figure 5.

Figure 5. CPCA long-term outcomes and short term priorities for employment and skills

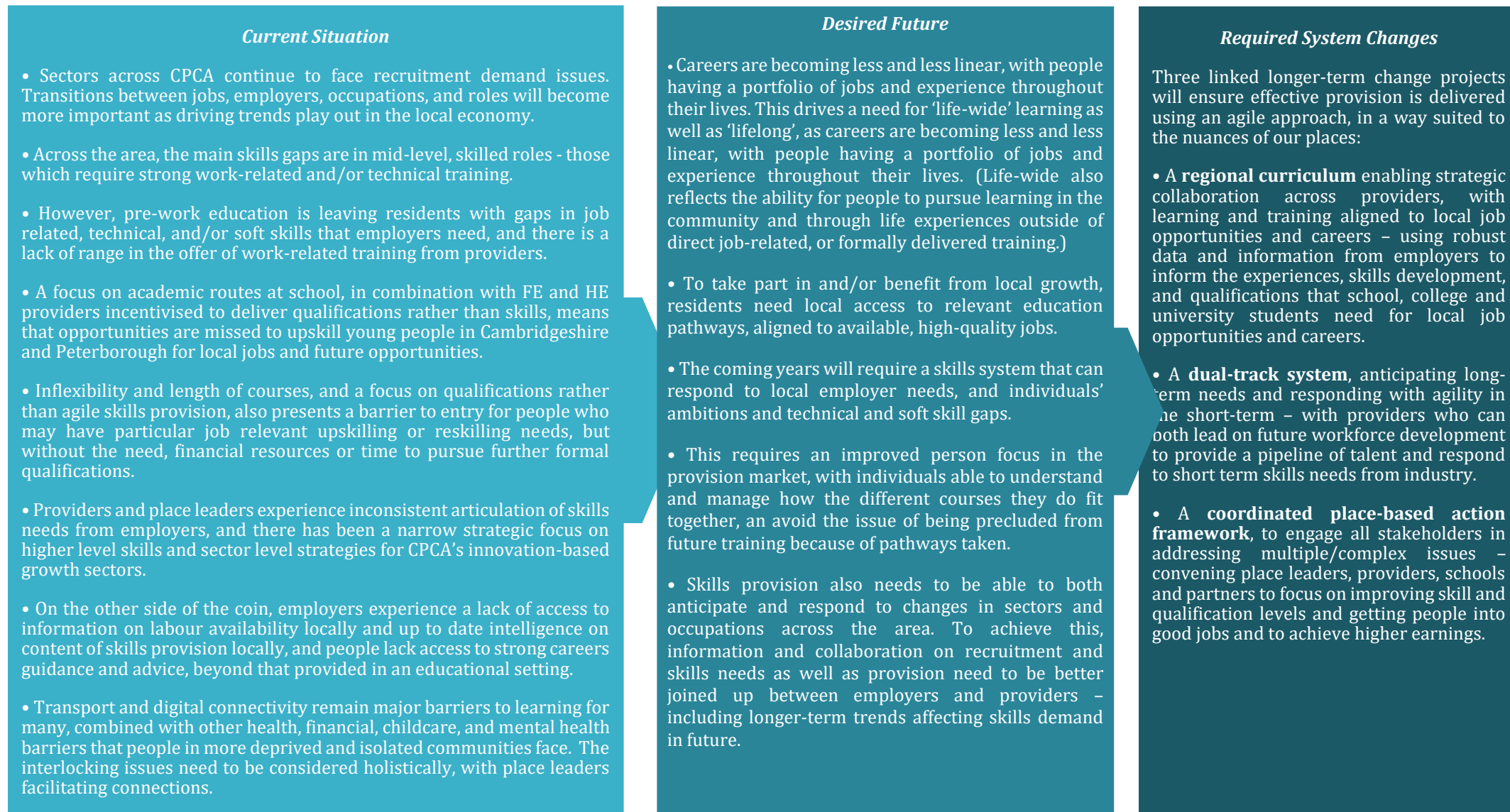
Core themes	Long-term outcomes	Short-term priorities
 <p>Pre-work learning and formal education</p> <p>People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives.</p>	<ul style="list-style-type: none"> • People understand how their ambitions can be realised through learning and training and are connected to opportunities, experiences and role models. • Providers have increased numbers of students taking courses and apprenticeships aligned both to local job opportunities and their interests and ambitions. • Providers are outcomes driven, progressing learners into and between jobs and careers with the skills – from basic employability to soft skills, to technical capabilities – that employers need. • Skills system drives social mobility with access to advice, skills, and opportunities. 	<ul style="list-style-type: none"> • Improving careers education, specifically around STEM and green skills, as well as information, advice and guidance. • Widening education access and participation to make education more inclusive and the student body (and future workforce) more diverse. • Enhancing exposure to role models, work experience, and understanding of various training routes into sectors and occupations. • Capital investment to improve teaching facilities and kit, particularly for providers of FE, alongside support for staff capacity building.
 <p>Life-wide and lifelong learning</p> <p>People are aware of their learning needs and opportunities and able to access provision that enables their development.</p>	<ul style="list-style-type: none"> • People are drivers of their own learning and work journey, making informed decisions about the selection of training, development and work activities that are right for them. • People are equipped with the soft and technical skills to respond to opportunities in the labour market and see clear pathways into and between a variety of occupations and careers. • People can access - physically and digitally – and navigate an agile and responsive skills system to upskill and reskill throughout their careers. • Providers are outcomes driven, progressing learners into and between jobs and careers with the skills – from basic employability to soft skills, to technical capabilities – that employers need. 	<ul style="list-style-type: none"> • Improving access to careers information, advice and guidance at any age. • Providing support to upskill and reskill in response to economic restructuring (e.g. following covid-19, Brexit, further digitisation, as net-zero transition intensifies). • Increasing work-based learning, particularly apprenticeships, and introducing more accessible formats (e.g. short courses/ online/blended learning). • Ensuring inclusion in continued and community learning and support for disadvantaged people, adults with SEN, care leavers and ex-offenders.
 <p>Employer access to talent</p> <p>Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce.</p>	<ul style="list-style-type: none"> • Employers can access a pipeline of skilled people seeking to move into the workforce and the right skills development training for their current staff. • Employers can easily access – physically and digitally - and navigate support to adapt their workforce planning in response to structural changes in the economy. • Employers can and do articulate their skills needs both in terms of long-term workforce planning/strategy (skills for which they have consistent/repeating demand over time) and short-term workforce demand (skills which for which they have an immediate, unmet need). • Employers have well defined and designed jobs, for which the skills requirements and development prospects are clear to staff and candidates. • Providers collectively plan, design and deliver learning and training provision responding to employers' long-term needs and can respond with agility to short-term demand. 	<ul style="list-style-type: none"> • Supporting covid recovery, growth and net-zero transition by developing priority skills and responding to acute issues. • Driving up and sustaining employers' engagement with and influence on education and training. • Embedding modern work practices and conditions and improving job quality.
 <p>Support into and between work</p> <p>Coordinated support is available for those who need additional assistance to transition into or between work.</p>	<ul style="list-style-type: none"> • People can access support into education and employment how and when they need it, at any point in their lives and whatever their starting point. • Place leaders collectively reduce barriers – health, mental health, digital and connectivity – for people to access learning, training and employment. 	<ul style="list-style-type: none"> • Supporting unemployed and NEETs into training and employment. • Providing support for disadvantaged groups to access the labour market. • Targeting support for Covid-19 recovery and transitions for displaced workers

System change

The vision set out in the Employment and Skills Strategy cannot be delivered without achieving real change in the skills system across the area, enabling partners to resolve entrenched issues, tackle those which have arisen more recently and mitigate the risks posed by current circumstances.

Figure 6, below, sets out the case for change in the system. Together partners across the area need to start preparing the ground for this bigger change project, ensuring that short-term delivery against strategic priorities facilitate incremental steps towards a new way of working.

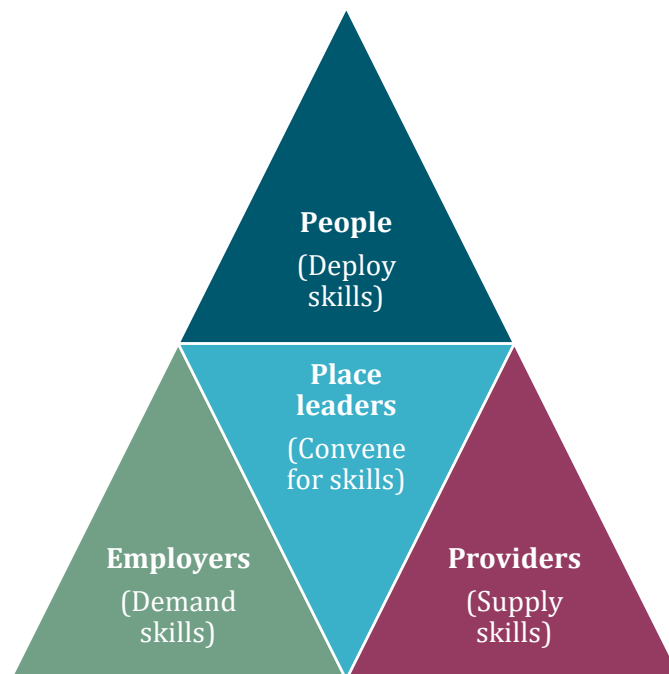
Figure 6. Logic underpinning system change



3 Delivering the vision

Who will act

The updated ESS places the four key interrelated anchors of the skills infrastructure – people, employers, providers and place leaders – at the heart of the vision for skills in Cambridgeshire and Peterborough. If delivered successfully, the strategy should result in a skills model whereby people are empowered to take charge of their learning and career journeys, providers work collaboratively across the patch to offer inclusive and high-quality employment pathways, employers have access to a diverse talent equipped with the right skills for the future and place leaders effectively convene to leverage opportunities for all.



Each must act purposefully to translate this vision and drive a truly dynamic local system that meets the differing needs of the region's communities. Action cannot happen in isolation but must be cohesive and collaborative, with effective structures in place to ensure each pillar is represented and has a voice in shaping change and reaching strategic objectives.

Under CPCA's existing governance, management and delivery structures (see Appendix 2) People and Employers currently have limited representation in the skills context. To curate the skills system for Cambridgeshire and Peterborough envisioned in the ESS, structures need to be adapted to give a greater voice to employers and people to enable them to drive the local agenda. There is also an opportunity to enhance communication between different committees and advisory panels to ensure that all places and people are considered in strategic decision making. This is about adding value to Cambridgeshire and Peterborough's

existing governance structures to work in a more informed and integrated way, to successfully support the strategy transition from development to implementation, rather than creating complex governance and reporting systems.

Governance for effective implementation

The proposed governance structure for the skills function of CPCA is shown in Figure 7, in which the new entities are indicated by a star. All proposals outlined below are in line with the recommendations of the CPCA governance review.

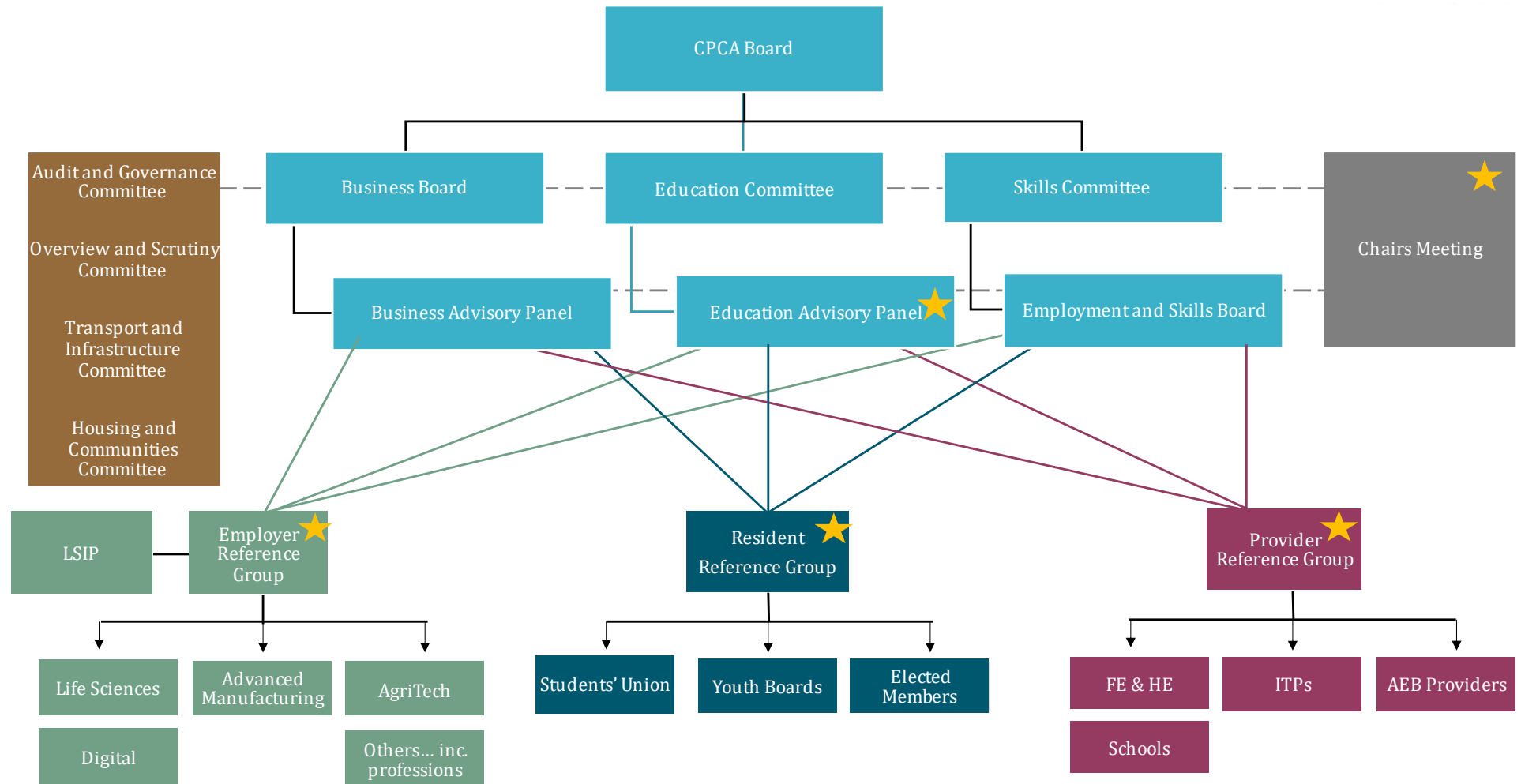
As part of the early implementation of the ESS, Terms of Reference (ToR) should be coproduced for each new function which outlines the remit, membership, governance (accountability and reporting lines) and meeting frequency of the group.

Consideration should be given to the creation of an **Education Advisory Panel (EAP)** to support the work of, and be accountable to, the Education Committee. The EAP should have a similar remit to the Business Advisory Panel (BAP) and Employment and Skills Board (ESB), providing evidence to support strategic decision making as well as responsibility for implementation of assigned elements of the ESS.

The creation of the **reference groups**, categorised by Employer, People and Provider representation, should also be considered to support strategy implementation. Thematic reference bodies are common forums within Combined Authority Governance structures. They are designed to be multi-functional: their thematic composition allows them to provide evidence-based insight and recommendations and existing operational focus of the membership makes them well placed to be a key delivery mechanism of strategic activity. Existing Committees within CPCA, including those beyond a core skills focus, may commission the reference groups to engage appropriate partners and stakeholders and build up an evidence base to assist in the development of key strategy relevant to their thematic area.

A **Chairs Meeting** is suggested to ensure the flow of information between CPCA's different governance functions. Membership to the Chairs Meeting should be composed of the Chairs of the committees shown in Figure 7 and should meet every six months (with the option to increase frequency to quarterly) to review strategic progress across CPCA's policy platform and identify opportunities to collaborate and inform future decisions.

Figure 7. Proposed Governance Structure



A well-functioning governance system must be underpinned by both a shared commitment to delivery and understanding of the role and remit of each function. Table 1 provides an overview of the broad functions of the different governance elements, with RACI designations assigned:

- **Responsible:** persons/group charged with delivering an activity.
- **Accountable:** persons/group accountable for the delivery of strategic activity.
- **Consulted:** persons/group which provides feedback and contributes to a decision or activity.
- **Informed:** persons/group which should be kept informed of activity milestones and key decisions.

Table 1. RACI Analysis

Entity/Group	Representation	Responsible	Accountable	Consulted	Informed
CPCA Board	Place leaders	✓			✓
Business Board	Employers			✓	✓
Cambridge Public Service Board	Place leaders				✓
Skills Committee	Place leaders	✓	✓		
Education Committee	Place leaders	✓	✓		
Transport and Infrastructure Committee	Place leaders				✓
Housing and Communities Committee	Place leaders				✓
Employment & Skills Board	Employers/People / Providers	✓	✓		
Business Advisory Panel	Employers				✓

Entity/Group	Representation	Responsible	Accountable	Consulted	Informed
Education Advisory Panel	Providers/People	✓	✓		
Chairs Meeting	Place leaders				✓
LSIP	Employers	✓	✓		
Digital Sector Group	Employers	✓	✓	✓	
Life Sciences Sector Group	Employers	✓	✓	✓	
AgriTech Sector Group	Employers	✓	✓	✓	
Advanced Manufacturing Sector Group	Employers	✓	✓	✓	
CPCA Growth Hub	Employers/ People	✓			
AEB Grant Fund Providers	Providers	✓		✓	
College Principals Group	Providers	✓		✓	
ITPs	Providers	✓		✓	
Youth Board	People			✓	
Students' Union Representatives	People			✓	
Elected Representatives (Resident Reference Group)	People			✓	

Action already being taken

The shared understanding of who will fulfil the delivery, advisory and oversight functions of implementation must be complemented by a comprehensive overview of the full portfolio activity being delivered across the CPCA geography as well as planned initiatives. This will enable the identification of interventions which are well aligned to the short-term priorities and anticipated longer term outcomes of the Employment and Skills Strategy and therefore should be continued and intensified, and which activities do not contribute to strategic ambitions and as such should be adapted, curtailed or stopped. The mapping of current and future interventions will also help decision makers identify gaps in activity and will support ongoing monitoring of implementation progress.

A comprehensive mapping tool has been developed to support implementation. Each current and future intervention has been reviewed against the scoring matrix shown in Table 2 to assess, its delivery effectiveness and strategic alignment.

Table 2. Mapping Scoring Matrix

Score	Deliverability	Strategic Fit
0	Delivery of intervention has not started.	N/A
1	Intervention is not delivering against any anticipated outcomes, and it is unlikely/unrealistic that changes can be made to improve delivery.	The intervention does not align to any of the strategic priorities or outcomes, and it is unlikely/unrealistic that changes can be made to increase strategic fit.
2	Intervention is consistently underperforming against anticipated outcomes and would require significant adaption to improve delivery.	The intervention has minimal alignment to strategic priorities or outcomes and would substantive changes increase strategic fit.
3	Mixed performance to date however changes could stabilise and improve delivery against outcomes (e.g., more, sooner, better quality).	The intervention is partially aligned to strategic priorities or outcomes however substantive changes could improve strategic fit.
4	Intervention is delivering well, however minor changes would improve delivery against outcomes (e.g., more, sooner, better quality).	Intervention is well aligned to strategic priorities and outcomes; however minor changes could further enhance strategic fit.
5	Intervention is consistently delivering strongly against anticipated outcomes.	Intervention is strongly aligned to strategic priorities and outcomes and requires no refinement.

This dual approach to activity monitoring provides CPCA and delivery partners with an appropriate level of detail to inform strategic decision making. For example, in instances where activity scores poorly on deliverability and strategic fit, decision makers may decide to stop the intervention and reallocate resource to other initiatives. Instances where there is a strong strategic fit but a low delivery score – or vice versa – decision makers may decide to adjust elements of activity to ensure it effectively contributes to implementation.

As part of the development of the implementation plan, a master spreadsheet was created which maps and scores each current and planned interventions. This will be an instrumental tool for CPCA and skills system partners for both strategic planning and monitoring implementation progress. It will be important that action plans taken forward at district level (already developed for South Cambridgeshire, aligned to the ESS, and in progress in East Cambridgeshire) can be linked into this to capture and evaluate activity across the area.

The below table demonstrates an overview of the progress made and current average strategic fit and delivery quality scores for each short-term priority, as well as the number of projects currently in the pipeline. It is important to note that in this overview, projects which have not started yet (and so received a deliverability score of 0) have not been included in the average score.

Table 3. Employment and Skills Strategy activity mapping analysis

Theme	Short-term priority	Average deliverability score	Average strategic fit score	Projects in Pipeline	Overall assessment
Pre-work learning and formal education	Improving careers education, specifically around STEM and green skills, as well as information, advice and guidance	3.5	4	7	Most projects are undeveloped as they have not started yet or are still in the pipeline. Despite there being a number of projects in the pipeline, refinement and clarification is needed to ensure they deliver ESS strategic ambitions.
	Widening education access and participation to make education more inclusive and the student body (and future workforce) more diverse	2.75	4.1	7	Most projects are underdeveloped, though with strong alignment with the ESS but lack of available funding and clarification of project scopes, and a more focused effort will be required.
	Enhancing exposure to role models, work experience, and understanding of various training routes into sectors and occupations	3.6	4.25	4	Projects are more developed and some align strategically with the ESS, however, more clarification and drive is needed to deliver these projects.
	Capital investment to improve teaching facilities and kit, particularly for providers of FE, alongside support for staff capacity building	0	5	3	There are four projects that align with this theme's short-term priority. More can be done to further support this priority as the current projects have either not started yet or are still in feasibility stage.
Life-wide and lifelong learning	Improving access to careers information, advice and guidance at any age	3	4	2	These projects are well aligned with the ESS and will deliver against the strategic ambitions, though more focus is needed on refining the delivery and ensure targets will be met.
	Providing support to upskill and reskill in response to economic restructuring (e.g., following Covid-19, Brexit, digitisation, as net-zero transition intensifies)	2.8	3.6	9	Projects are generally aligned with the ESS, but delivery outcomes are lower than expected or projects have not started yet. More information and resource is needed to measure impact and delivery effectiveness for most projects.
	Increasing work-based learning, particularly apprenticeships, and introducing more accessible formats (e.g., short courses/ online/blended learning)	2	3	1	The project is underway however apprenticeship uptake in the Combined Authority is consistently behind national profile. More needs to be done to improve outcomes.
	Ensuring inclusion in continued and community learning and support for disadvantaged people, adults with SEN, care leavers and ex-offenders	3.5	4	2	Projects are well aligned with the ESS short-term priority. Positive outcomes have resulted from one project, while the other is still in the pipeline.
Employer access to talent	Supporting covid recovery, growth and net-zero transition by developing priority skills and responding to acute issues	2.3	4.5	4	Projects are strongly aligned with the ESS, but delivery is slow and underperforming. Support is needed to improve delivery outcomes.
	Driving up and sustaining employers' engagement with provision	3.2	4.3	16	Several projects supporting the ESS short-term priority with strong strategic alignment. Some projects have not started yet and need resource to find available funding or drive improvement of outcomes.
	Embedding modern work practices and conditions and improving job quality	0	5	1	Good employment charter project is still in the pipeline so support will be needed to deliver this effectively in a way which will benefit and support the ESS.
Support into and between work	Supporting unemployed and NEETs into training and employment	3	4	2	Both projects are strongly aligned to the ESS. Delivery is happening, however insufficient monitoring is in place to fully understand quality and impact though one project is consistently underspending and will need support to increase this.
	Providing support for disadvantaged groups to access the labour market	3	4	1	Project is well aligned to the ESS short-term priority and delivery is underway but needs additional resource to improve outcomes.
	Targeting support for Covid-19 recovery and transitions for displaced workers	n/a	n/a	0	<i>Currently there are no projects specifically supporting this short-term priority, as the covid response period has passed.</i>

Additional action required

Table 3 illustrates that the current portfolio of skills activity is well aligned to the ESS, yet improvement in deliverability (quality, pace and scale) is required across the board. Whilst many interventions contained in activity tracker fall under Business as Usual for CPCA and partners, they form integral stepping stones on the path to system change and provide useful mechanisms for strengthening collaborative working across geographies and the skills system.

Short-term priorities with low deliverability scores should be prioritised for action, notably under the 'capital investment to improve teaching facilities and kit' and 'embedding modern work practices and condition and improving job quality' strands, the latter of which only has one project identified as supporting strategic realisation. Early tasks include:

- Expedite the feasibility stage of the development of the additional FE centres to address cold spots (East Cambridgeshire and Huntingdon) and the Net Zero Centre (Wisbech); and,
- Begin development of the Good Employment Charter, which cuts across both skills and business outcomes for the CA. A CPCA lead should be identified for this project, as well as delivery partner(s) that will have responsibility for development and delivery.

To enhance the deliverability score of remaining interventions, CPCA and partners should then focus on the planned activity which is yet to begin delivery. Where this has not already been established, decisions must be made to prepare for delivery such as assigning delivery responsibility, identifying appropriate funding sources, securing funding and agreeing timelines and geographies for implementation. The following activities are noted as requiring action to begin delivery:

- Flexi-Job Apprenticeships;
- Exploring Higher Technical Qualifications (HTQ'S) with local providers to understand future provision requirements;
- Creating working groups within ESB members to inform and support the development of technical and vocational skills projects;
- Investigating the role feasibility of an Institute of Technology within the CPCA area;
- Foresight analysis of in-demand sectors and occupations within CPCA area;
- Creating a fully funded youth offer for 19-24 years old through CPCA funded provision;
- Implementing climate education, including Education for Sustainable Development (ESD) and Carbon Literacy;

- Establishing a Local Digital Skills Partnerships (DSP) programme;
- Creation of the Green Skills Centre; and,
- All skills-related strategic objectives outlined in CPCA's sector strategies.

Many of the initiatives contained in the mapping spreadsheet will be delivered over the next two years. Regular review and planning sessions are therefore required over the longer term to ensure there is appropriate volume and blend of activity.

System change

There has already been a commitment to the development of five-year delivery plans across the area. Delivering the long-term change projects also requires the development of a mechanism that brings together providers of different types in meaningful engagement about the provision on offer – to negotiate and reach agreement on what people will and will not deliver.

The aim is for this to enable a fusion of provision – a series of 'T-shaped' offers, which together combine to form a whole, with limited duplication, providers able to focus on specific strengths and the ability to act as a connected network providing access to education and training across the area.



Providers with specialisms will take responsibility not only for provision, but also convening and distributing foresight on future developments in their specialist areas – connecting to local businesses, employers and research functions within institutions *and* looking nationally and internationally at relevant trends, to design course content.

Clarity on specialisms will simplify access to the system for employers, both as consumers of training and co-designers of it. The importance of employers' contribution in this respect cannot be understated. Enabling them to provide insights on requirements to shape design *and* skilled capacity to underpin delivery, will be critical to ensuring training supply is truly responsive to industry needs. Ensuring this can happen in a way that works for employers, providers and participants will be a key part of the long-term change projects.

These changes are no small ambitions. Realising them will require confident collaboration and purposeful action. Over the short-term this will involve:

- Forthcoming work on the areas Strategic Development Fund (SDF) project provides a first step on purposeful collaboration across FE. This should be evaluated during delivery to learn lessons along the way on what has worked well/could be done better to agree who will do what.
 - Where other cross-disciplinary projects are happening, ensure 'what works' is captured and shared. E.g., Centre for Green Technology, Changing Futures – making every adult matter, DWP – collaborative Individual Placement

Support in Primary Care, Public Sector Skills Academy, Integrated Care System

- An options analysis and selection of a preferred model for collaborative planning. This will require identification a task and finish group with representation from Further Education, Higher Education and Independent Training Providers.
- Formalising a proposed structure for the five-year delivery plans, ready to be in place for the next academic year. This to include:
 - A 'Skills Investment Framework' to separate out established, recurring core skills needs, from temporal, short-term, responsive skills and emerging/future skills needs.
 - Analysis of participation by subject across the area to understand cross-cutting versus specialisms – aligned to workforce activity.
- Bring together a wider pool of sector expertise/strategic advice– plus pan-sectoral occupational insights (Sector Reference Group).
- Explore options for a Strategic Investment Fund with discretionary flexibility on spending, using AEB as an initial pilot.

4 Next steps

As noted in the introduction, the purpose this plan is to guide the first stage of strategy delivery and to cement a shared understanding of what is to be delivered, how, when and by who to realise longer term strategic ambitions. Any plan is a live document, against which progress should be monitored, and revisions issued as objectives are delivered.

The first formal review and revision of this document will take place at the end of this financial year, in April 2023. By that time, the following should be in place/have been delivered/be in progress for each group:

The area's Providers should:

- Have independent representation of common interest and a means of engaging as one, whilst respecting individual differences. I.e. a provider representative organisation - similar to an Employer Representative Organisation.
- Have had positive experiences of collaborating on development and delivery of training, addressing perceptions around dis-benefits of collaborating. Providers should be able to communicate the advantages of collaboration and be in a positive mode for doing more.
- Have agreed a shape for 5-year delivery plans and signed-up to an outline of areas of specialism and cross-cutting delivery to pursue in the first 5-year plan.

The area's Place Leaders should:

- Have aligned the future LSIP with existing governance and operational arrangements.
- LAs should have developed district level Skills Action Plans, linked to the ESS
- CPCA in partnership with LAs, should have developed a Skills Investment Framework, which can be used to guide the specialisms and core training required by local training provision, aligned to the needs of employers across the area.
- CPCA should be operating an outcomes led Strategic Investment Fund, which can enable pilot of 'rapid response' provision of training aligned to employer demand
- CPCA should have co-ordinated the development of a 5-year plan (life of first plan would be academic years 2023/24 - 2028/2029).
- CPCA should have adapted governance and operational mechanisms to
 - convene training provider input (provider reference group)
 - convene broader employer input (sector reference group)
 - take in 'people' perspectives on demand for education and training (resident reference group)
 - enable sideways communication across specialist groups (chairs group)
 - enable cross-department/discipline interaction around skills issues.
- CPCA has drawn down funding & influenced shape of existing provision to ensure people of any age, are able to receive careers information, advice and guidance to support work transitions.

The area's Employers:

- Should be able to input into the design, development and delivery of provision, via the LSIP and in partnership with the CA.
- Are convened by the CA provide input into sector groups/sector reference group.

The area's People:

- Have contributed perspectives on the skills system in the area and their education and training needs
- Can see the routes available to them through technical education
- Are able, at any age, to careers information, advice and guidance to support work transitions.

By timeline these actions are:

By November 2022
<ul style="list-style-type: none">• CPCA operating an outcome-led Strategic Investment Fund• CPCA developed ToR for any additional/adapted governance entities• CPCA have established a mechanism for updating the activity tracking tool developed alongside this document
By January 2023
<ul style="list-style-type: none">• CPCA has adapted governance and operational mechanisms and convened any additional members• Task and finish group reported with a recommended model for provider collaboration• Interim evaluation of SDF progress undertaken• CPCA has developed a Monitoring and Evaluation framework for ESS implementation.• People can see the routes available to them through technical education
By April 2023
<ul style="list-style-type: none">• Providers signed-up to an outline of areas of specialism and cross-cutting delivery to pursue in drafting the first 5-year plan.• LSIP aligned existing arrangements.• All LAs developed District level Skills Action Plans, linked to the ESS.• CPCA in partnership with LAs developed Skills Investment Framework,

<ul style="list-style-type: none"> • Final evaluation SDF and learning shared across partners. • CPCA has drawn down funding & influenced shape of all age careers provision. • CPCA has evaluated ESS progress over year 2022/23 and updated implementation plan.
By September 2023
<ul style="list-style-type: none"> • CPCA has co-ordinated the development of 5-year plan (Life of first plan would be 2023/24 - 2028/2029). • LSIP finalised and employers inputting into the design and development of provision, in partnership with the CA.
April 2024
<ul style="list-style-type: none"> • Year 2 (2023-24) of ESS evaluated & implementation plan updated • Interim evaluation of year 1 of 5-year plan

5 Monitoring our progress

Approach to monitoring and evaluation

Rigorous monitoring and evaluation processes provide a powerful instrument for holding the CPCA and partners to account, assessing implementation progress and communicating the impact of strategic working to a range of stakeholders.

Each intervention delivered as part of the Employment and Skills Strategy implementation should be assigned relevant Key Performance Indicators (KPIs) as well as a longer-term measure of success to which the activity will contribute. The approach to monitoring and evaluation will then operate at two levels.

The first will be at the intervention level, whereby KPIs specific to a project or activity will be reported on at pre-agreed milestones by the responsible delivery partner by updating the spreadsheet owned and monitored by the CPCA skills team. Delivery partners can utilise this information to monitor progress and refine project design or delivery models as required to meet KPIs. When combined, the progress reporting of interventions contributing to strategic delivery will provide a useful tool for CPCA and partners to understand what is working well and could be intensified or replicated in other geographies, as well as what projects are underperforming and require corrective action. Intervention level reporting will result in a rich evidence base for CPCA and partners that gives insight into what works, where and for who, that can be utilised to inform the design of future interventions. The monitoring and evaluation approach for the Employment and Skills Strategy must therefore include a mechanism for sharing key lessons across the local skills system.

The second level of reporting will be at a portfolio level to assess the impact of strategic delivery. This will involve monitoring core success measures (see Table 4) to help communicate the story of change in the Cambridgeshire and Peterborough system and the actors that operate within it. It will be the responsibility of Cambridgeshire Insights to update the measures of success indicators for each CPCA district. Consideration should be given to producing a publicly available annual impact report which presents the updated longer term progress measures and shares stories of success from across the sub-region. As well as helping to trace the longer-term impact of strategic activity, CPCA and delivery partners will be able to use reporting outputs to leverage further investment in the region to support the longer-term system change projects.

The progress measures to watch

The Employment and Skills strategy highlights the following indicators (Table 4) as the cross-cutting core measures that CPCA and partners will report on as part of implementation.

Table 4. Measures of Success





Group	Indicator	Pre-work learning and formal education	Employer access to talent	Life-wide and lifelong learning	Support into and between work
People 	Economic activity (increasing)				✓
	Low or no qualifications (decreasing)	✓	✓	✓	
	In work universal credit (decreasing)				✓
Employers 	Median wages (increasing)		✓	✓	
	Productivity (increasing)		✓		
	Skilled jobs (increasing)		✓		
Providers 	Participation rates (increasing)	✓		✓	
	Progression at 18 into FE, Vocational and HE (increasing)	✓			
	Skill levels (increasing)	✓	✓	✓	
Place Leaders 	Employment levels (increasing)		✓		✓
	Economic inactivity (decreasing)				✓
	Travel to work and learn times (improving)	✓		✓	✓

Figure 8 presents an updated place-based score card for the measures of success using the latest data releases. Figure 9 shows the changes in measures of success between 2021 and 2022. Place-based scorecards are provided in Appendix 3.

Analysis of the updated measures of success tells a story of mixed performance across Cambridgeshire and Peterborough. The most significant increase between 2021 and 2022 has been in Fenland for pupils progressing at 18 into Higher Education which increased by +21.59%, while the other districts saw a decline or a small increase. The most significant decrease was seen in the same indicator in East Cambridgeshire, which declined by -14.48%. However, we can see a slight shift in progression routes for young people, as for South Cambridgeshire (+7.30%) and Peterborough (+4.50%) more pupils were progressing at 18 into Further Education than Higher Education.

This highlights the importance of place-based interventions, tailored to the specific resident needs within CPCA districts. Consistent and rigorous monitoring will help identify where additional resource should be directed by partners.

To note:

- School participation and NEET data is only collated at Upper Tier Local Authority level and is therefore not available broken down by District in Cambridgeshire.
- A new data release for the overall IMD score, productivity change and total GVA change metrics has not been published. These measures therefore have not been updated.

Figure 8. Measures of Success 2022









Group	Indicator	South Cambridgeshire	Peterborough	Fenland	East Cambridgeshire	Huntingdonshire	Cambridge	National
People 	Economic activity (increasing)	85.2%	76.8%	80.7%	87.0%	79.1%	82.5%	78.3%
	Low or no qualifications (decreasing)	9.9%	18.3%	22.7%	18.6%	19.6%	6.5%	16.2%
	In work universal credit (decreasing)	7.2%	21.0%	15.1%	8.2%	9.0%	8.7%	13.8%
Employers 	Median wages (increasing)	£33,797	£24,406	£23,805	£27,333	£28,405	£31,180	£25,971
	Productivity (increasing)	-5.4%	+7.9%	-11.6%	-6.0%	+2.9%	-4.8%	+1.2%
	Skilled jobs (increasing)	47.9%	24.9%	14.6%	28.2%	29.1%	49.3%	31.3%
Providers 	Participation rates (increasing)	20.6%	20.1%	29.9%	22.5%	24.2%	17.5%	18.3%
	Progression at 18 into FE, Vocational and HE (increasing)	38.1%	49.4%	62.2%	21.8%	47.4%	52.2%	53.2%
	Skill levels (increasing)	62.7%	36.0%	17.4%	34.9%	37.6%	63.4%	43.5%
Place Leaders 	Employment levels (increasing)	81.2%	74.9%	74.7%	83.6%	77.4%	80.5%	74.7%
	Economic inactivity (decreasing)	14.8%	23.2%	19.3%	13.0%	20.9%	17.5%	21.7%
	Travel to work and learn times (improving)	Data currently unavailable						

Figure 9. Changes in progress measures between 2021 and 2022

Group	Indicator	South Cambridgeshire	Peterborough	Fenland	East Cambridgeshire	Huntingdonshire	Cambridge	National
People 	Economic activity (increasing)	+6.2%	-1.7%	+5.3%	+3.9%	-1.8%	+0.8%	-0.5%
	Low or no qualifications (decreasing)	+0.1%	-1.3%	+8.8%	+5.1%	+2.3%	-3.3%	-0.1%
	In work universal credit (decreasing)	+2.5%	+7.5%	+5.9%	+2.9%	+2.9%	+2.1%	+4.6%
Employers 	Median wages (increasing)	+7.6%	+1.8%	-0.7%	+0.3%	-1.8%	-1.6%	+0.7%
	GVA and productivity (increasing)	-5.4%	+7.9%	-11.6%	-6.0%	+2.9%	-4.8%	+1.2%
	Skilled jobs (increasing)	+1.7%	+0.2%	+0.5%	-0.2%	-8.5%	-4.5%	+0.3%
Providers 	Participation rates (increasing)	+7.3%	-5.3%	+2.1%	+4.0%	+8.5%	+5.6%	—
	Progression at 18 into FE, Vocational and HE (increasing)	-2.3%	+0.9%	+18.0%	-19.7%	-2.9%	+3.4%	-0.3%
	Skill levels (increasing)	+6.5%	+3.9%	-9.6%	-3.2%	-4.5%	+3.4%	+0.5%
Place Leaders 	Employment levels (increasing)	+5.1%	+0.8%	+4.6%	+0.4%	+0.2%	+3.3%	-0.6%
	Economic inactivity (decreasing)	-6.2%	+1.7%	-5.3%	-3.9%	+1.8%	-0.8%	+0.5%
	Travel to work and learn times (improving)	Data currently unavailable						

Appendices

Appendix 1: Detailed Strategic Landscape Mapping

Independent Commission on Public Service Reform (2020)
The Whole Person: The CPCA should engage employers around their teams' health, particularly mental health, given its proven relationship with productivity.
The Whole System: Build on existing Further Education and Higher Education activity in the region to create new pathways of education and development and a growing supply of home-grown skills to health and social care, with a particular focus on social care. Proactively recruit to fill vacancies, using a targeted campaign across health and care sectors.

Agri-Tech
Recommendation 3: Ensuring a fit-for-purpose workforce for AgriTech-enabled industry, providing life-long learning opportunities, re-skilling, and up-skilling. Development of a bespoke AgriTech skills plan to sit alongside a wider skills plan for food, drink, and agriculture. Structured support for new learners with employers to help provide industry placements, apprenticeships, internships, and studentships.

Advanced Manufacturing
Recommendation 2: Support the CPCA's manufacturing skills programmes and those of partner organisations.
Recommendation 6: Produce a review and gap analysis of existing supply and demand for skills to inform where future provision should be targeted.
Recommendation 7: Over the long-term implement the findings of the skills review.
Recommendation 13: Implement a sector skills and careers programme based on the findings of the sector skills review.

Digital
Recommendation 1: Collaborate on high-quality digital training for young people and teachers, and reskilling for adults. Develop a region-wide culture of employer engagement in education.
Recommendation 4: Ensure high-quality digital training for young people and teachers, and reskilling for adults. Develop a region-wide culture of employer engagement in education. Attract talent into the region with affordable housing and high-quality local amenities.
Recommendation 8: While the digital sector grows, other industries are also digitalizing their processes. Encouraging the adoption of digital technologies in key sectors for CPCA such as life sciences, manufacturing and agriculture will increase the number of skilled jobs in the region.

Life Science
Recommendation 1: Building the Financial & Management Capacity for Growth - Create a "Future Leaders Programme" to build commercial management skills of the sector.
Recommendation 3: Building Talent & Skills Capacity for Growth -
 > Create new technical education programmes to support skills required by life sciences firms
 > Support for alternative routes into life sciences employment
 > Create new programmes to upskill in the tech life science convergence

Independent Commission on Climate Change (2021)
Recommendation 7: The CPCA should review training and upskilling plans to ensure that these are designed to support the scale and nature of the required transition, maximise high quality job opportunities in the region and contribute to reducing inequalities and deprivation.

Strategic Spatial Framework (2018)
Spatial objective 1: The Combined Authority will work with the local planning authorities and new Business Board to ensure the effective delivery of the strategic employment locations identified in Local Plans and economic strategies, including the designated Alconbury and Cambridge Compass Enterprise Zones.

Economic Growth Strategy (2022)
Business intervention 4: Interventions to support people to start and grow their own business as a means of creating stronger local supply chains for all our major sectors, and to generate opportunities, wealth and social mobility including in deprived communities
People intervention 1: A package of place-specific interventions in the C&P Employment and Skills Strategy to improve careers advice and guidance, widen education inclusion and participation, promote work experience, and invest in capital to support teaching facilities and staff capacity building, including addressing FE cold spots.
People intervention 2: A package of place-specific interventions in the C&P Employment and Skills Strategy to support Covid-19 recovery and net zero transition through upskilling and reskilling, raise HE participation in Greater Peterborough and The Fens, increase employers' influence in education and training, and improve the quality of work.
People intervention 3: A package of place-specific interventions in the C&P Employment and Skills Strategy to improve life-long careers guidance, provide upskilling and reskilling support in places such as through a new Green Skills Centre in Peterborough, increase work-based learning and ensure ongoing inclusive learning and support for disadvantaged people.
People intervention 4: A package of place-specific interventions in the C&P Employment and Skills Strategy to support unemployed and NEETs into training and employment, support disadvantaged groups to access the labour market, and target Covid-19 recovery for displaced workers.

NEET Reduction Strategy (2021)
Strategic objective 4: Ensuring the right mix of opportunities, at the right level, type and time for young people to take advantage of is the basis for ensuring sustainable NEET reduction. From the mapping work done in Peterborough and Cambridgeshire we know that there are not enough personal development or entry level opportunities with the flexibility to support young people throughout the year.

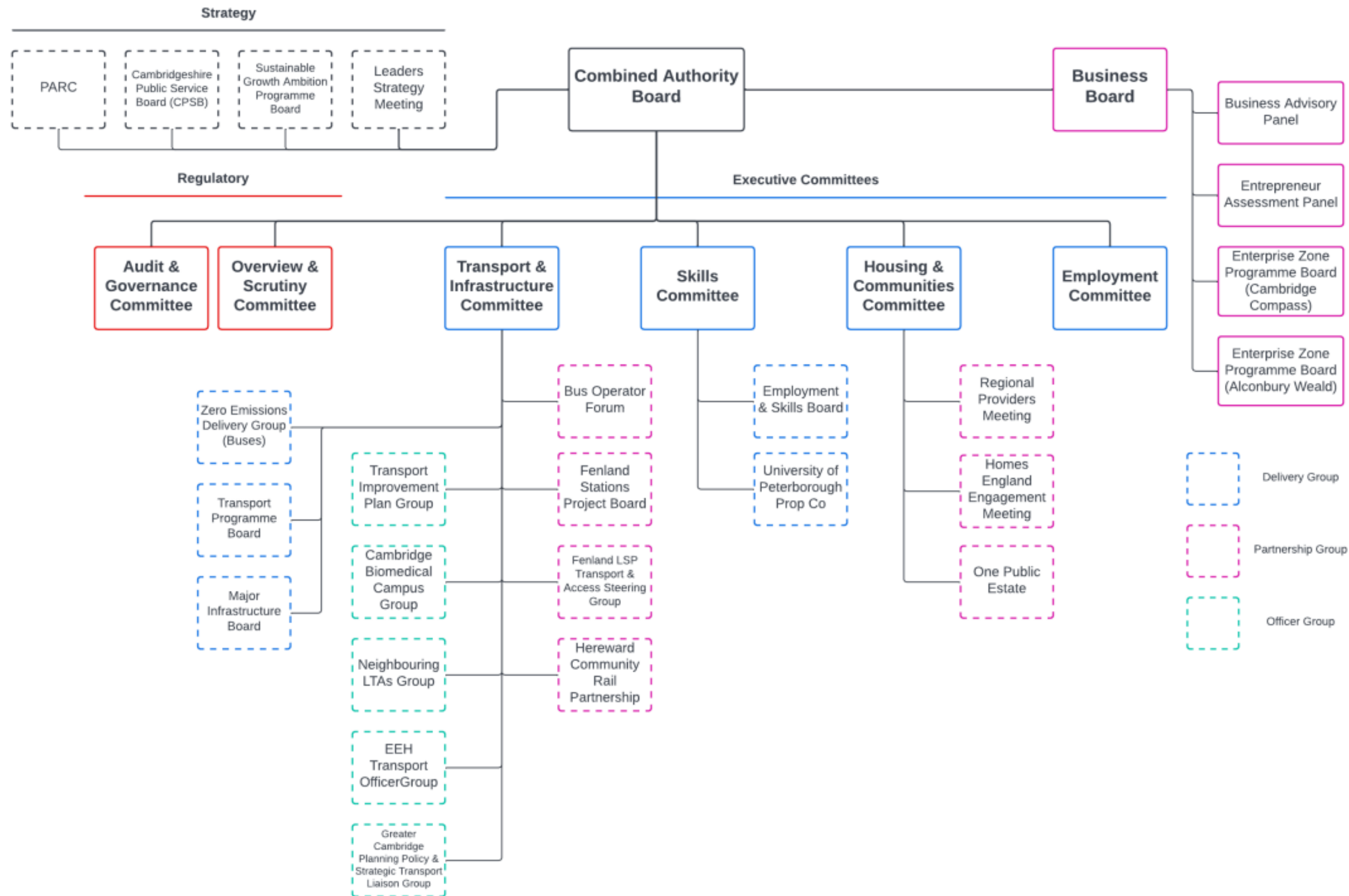
CPIER (2018)
Recommendation 10: Further research should be undertaken on the potential impact that increased Surestart-style provision could have, particularly in more deprived communities and with hard-to-reach groups. Similarly, further research on the nature and availability of preschool education is important and we would recommend that a further Commission be undertaken in this area.
Recommendation 11: The government should enter into meaningful conversations with the Mayor and the Combined Authority early in this parliament and that devolution of all skills funding be agreed as part of a second stage devolution deal.
Recommendation 11.xi: The Mayor and the Combined Authority should jointly support pilot initiatives with one or more key sectors of the economy to encourage employers to bring forward new and innovative proposals for increasing the skills supply with public funding used to pump prime new employer-led provision.

Local Transport Plan (2020)
Policy 7.3: Promoting health and wellbeing by increasing the amount of physical activity undertaken, reducing air pollution, improving the public and urban realm and increasing access to healthcare, leisure, employment and social activities.



Appendix 2: CPCA Current Governance Structure

Figure 10. CPCA Governance Structures (2022)



Source: Governance First Limited, Review of Governance and Ways of Working at Cambridgeshire and Peterborough Combined Authority (2022) <[Document.ashx \(cmis.uk.com\)](#)>.

Appendix 3: District Indicator Summaries

Figure 11. South Cambridgeshire





Group	Indicator	Previous	Updated	Trend
People 	Economic activity (increasing)	79.0%	85.2%	↑
	Low or no qualifications (decreasing)	9.8%	9.9%	↑
	In work universal credit (decreasing)	4.7%	7.2%	↑
Employers 	Median wages (increasing)	£31,425	£33,797	↑
	Productivity (increasing)	+13.1%	-5.4%	↓
	Skilled jobs (increasing)	46.2%	47.9%	↑
Providers 	Participation rates (increasing)	13.3%	20.6%	↑
	Progression at 18 into FE, Vocational and HE (increasing)	40.4%	38.1%	↓
	Skill levels (increasing)	56.2%	62.7%	↑
Place Leaders 	Employment levels (increasing)	76.1%	81.2%	↑
	Economic inactivity (decreasing)	21.0%	14.8%	↓
	Travel to work and learn times (improving)	Data currently unavailable		

Figure 12. Peterborough





Group	Indicator	Previous	Updated	Trend
People 	Economic activity (decreasing)	78.5%	76.8%	↓
	Low or no qualifications (decreasing)	19.6%	18.3%	↓
	In work universal credit (decreasing)	13.5%	21.0%	↑
Employers 	Median wages (increasing)	£23,973	£24,406	↑
	Productivity (increasing)	+7.9%	+7.9%	—
	Skilled jobs (increasing)	24.7%	24.9%	↑
Providers 	Participation rates (increasing)	25.4%	20.1%	↓
	Progression at 18 into FE, Vocational and HE (increasing)	48.5%	49.4%	↑
	Skill levels (increasing)	32.1%	36.0%	↑
Place Leaders 	Employment levels (increasing)	74.1%	74.9%	↑
	Economic inactivity (increasing)	21.5%	23.2%	↑
	Travel to work and learn times (improving)	Data currently unavailable		

Figure 13. Fenland





Group	Indicator	Previous	Updated	Trend
People 	Economic activity (increasing)	75.4%	80.7%	↑
	Low or no qualifications (decreasing)	13.9%	22.7%	↑
	In work universal credit (decreasing)	9.2%	15.1%	↑
Employers 	Median wages (increasing)	£23,972	£23,805	↓
	Productivity (increasing)	-11.6%	-11.6%	—
	Skilled jobs (increasing)	14.2%	14.6%	↑
Providers 	Participation rates (increasing)	27.8%	29.9%	↑
	Progression at 18 into FE, Vocational and HE (increasing)	44.2%	62.2%	↑
	Skill levels (increasing)	27.0%	17.4%	↓
Place Leaders 	Employment levels (increasing)	70.1%	74.7%	↑
	Economic inactivity (decreasing)	24.6%	19.3%	↓
	Travel to work and learn times (improving)	Data currently unavailable		

Figure 14. East Cambridgeshire





Group	Indicator	Previous	Updated	Trend
People 	Economic activity (increasing)	83.1%	87.0%	↑
	Low or no qualifications (decreasing)	13.5%	18.6%	↑
	In work universal credit (decreasing)	5.3%	8.2%	↑
Employers 	Median wages (increasing)	£27,238	£27,333	↑
	Productivity (increasing)	-6.0%	-6.0%	—
	Skilled jobs (increasing)	28.3%	28.2%	↓
Providers 	Participation rates (increasing)	18.5%	22.5%	↑
	Progression at 18 into FE, Vocational and HE (increasing)	41.5%	21.8%	↓
	Skill levels (increasing)	38.1%	34.9%	↓
Place Leaders 	Employment levels (increasing)	83.2%	83.6%	↑
	Economic inactivity (decreasing)	16.9%	13.0%	↓
	Travel to work and learn times (improving)	Data currently unavailable		

Figure 15. Huntingdonshire












Group	Indicator	Previous	Updated	Trend
People 	Economic activity (decreasing)	80.9%	79.1%	↓
	Low or no qualifications (decreasing)	17.3%	19.6%	↑
	In work universal credit (decreasing)	6.1%	9.0%	↑
Employers 	Median wages (increasing)	£29,911	£28,405	↓
	Productivity (increasing)	+2.9%	+2.9%	—
	Skilled jobs (increasing)	37.5%	29.1%	↑
Providers 	Participation rates (increasing)	15.7%	24.2%	↑
	Progression at 18 into FE, Vocational and HE (increasing)	50.3%	47.4%	↓
	Skill levels (increasing)	42.1%	37.6%	↓
Place Leaders 	Employment levels (increasing)	77.2%	77.4%	↑
	Economic inactivity (increasing)	19.1%	20.9%	↑
	Travel to work and learn times (improving)	Data currently unavailable		


Figure 16. Cambridge

Group	Indicator	Previous	Updated	Trend
People 	Economic activity (increasing)	81.7%	82.5%	↑
	Low or no qualifications (decreasing)	9.8%	6.5%	↓
	In work universal credit (decreasing)	6.6%	8.7%	↑
Employers 	Median wages (increasing)	£31,673	£31,180	↓
	Productivity (increasing)	-4.8%	-4.8%	—
	Skilled jobs (increasing)	53.8%	49.3%	↓
Providers 	Participation rates (increasing)	11.9%	17.5%	↑
	Progression at 18 into FE, Vocational and HE (increasing)	48.8%	52.2%	↑
	Skill levels (increasing)	60.0%	63.4%	↑
Place Leaders 	Employment levels (increasing)	77.2%	80.5%	↑
	Economic inactivity (decreasing)	18.3%	17.5%	↓
	Travel to work and learn times (improving)	Data currently unavailable		

Appendix 4: Indicator Data and Sources

Figure 17. Indicator data and sources

Group	Indicator	Measure and data source	
People 	Economic activity (increasing)	Economically active population (rate)	ONS Annual Population Survey
	Low or no qualifications (decreasing)	% of all people ages 16-64 with NVQ1 % of all people ages 16-64 with no qualifications	ONS Annual Population Survey
	In work universal credit (decreasing)	Universal credit claimant count (% of working age population)	ONS, DWP
Employers 	Median wages (increasing)	Resident annual earnings	ONS Annual Survey of Hours and Earnings
	Productivity (increasing)	Productivity change	ONS GVA by ITL Regions
	Skilled jobs (increasing)	Population employed at occupation skill level 4	ONS Annual Population Survey
Providers 	Participation rates (increasing)	% of working age population that received job related training in last 13 weeks	ONS Annual Population Survey
	Progression at 18 into FE, Vocational and HE (increasing)	% of pupils progressing at 18 into HE % of pupils progressing at 18 into FE % of pupils progressing at 18 into apprenticeships	DfE progression data
	Skill levels (increasing)	% of all people aged 16-64 with NVQ4+	ONS Annual Population Survey
Place Leaders	Employment levels (increasing)	Employment rate (16-64)	ONS Annual Population Survey
	Economic inactivity (decreasing)	Economically inactive population (rate)	ONS Annual Population Survey

Group	Indicator	Measure and data source	
	Travel to work and learn times (improving)		

A Summary of the Employment and Skills Board Meeting 12 July 2022

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Lead Member for Skills
From:	Fliss Miller, Interim Associate Skills Director
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is recommended to:</p> <p>a) Note the paper which provides an overview of the recent Employment and Skills Board held on 12 July 2022.</p>
Voting arrangements:	No vote required

1. Purpose

- 1.1. This paper provides the Skills Committee a summary of the recent meeting of the Cambridgeshire & Peterborough Combined Authority Employment & Skills Board (ESB), which includes the role of The Combined Authority's Skills Advisory Panel (SAP).

2. Background

- 2.1 The last meeting of the ESB was held on the 12 July 2022. Twelve members were in attendance.

3. Meeting Overview

- 3.1 The Board received a number of presentations about current programmes of work and new initiatives being taken forward.
- 3.2 Martin Lawrence gave a presentation on the new North Cambridgeshire Training Centre, members of the Board were encouraged by the vision for the centre. The Board were asked to promote the new centre through their networks.
- 3.3 Members received an update on AEB commissioning, including how the Combined Authority was intending to deliver the new Multiply programme funded via the UK Shared Prosperity Fund.
- 3.4 Cambridgeshire Insight informed the Board of the emerging data from the Census carried out in 2021. It was agreed that when more data was available that a further presentation of the data would be scheduled at a future Board meeting.
- 3.5 The Board were consulted on the proposal to create a subgroup of the ESB- A Careers Hub Steering Group. The proposal was well received and a number of the Board indicated that they would like to be considered when creating the membership of the Group.
- 3.6 The Board received a presentation on T-Levels, both informing on policy and provision in the Combined Authority.

Significant Implications

4. Financial Implications

- 4.1 There are no financial implications.

5. Legal Implications

- 5.1 There are no legal implications.

5. Other Significant Implications

5.1 There are no other significant implications.

6. Appendices

6.1 There are no appendices.

7. Background Papers

7.1 N/A

Budget and Performance Report

To:	Skills Committee
Meeting Date:	5 September 2022
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Chair of the Skills Committee
From:	Julia Hoban, Finance Manager
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is recommended to:</p> <ul style="list-style-type: none">a) Note the updated 2021/22 forecast outturn position for Skills related budgets.b) Note the 2022/23 Skills related budgets
Voting arrangements:	No vote required.

1. Purpose

- 1.1 To provide an update of the outturn position for 2021/22 and to provide a first analysis of the 2022/23 budgets.
- 1.2 The paper also provides a performance update on Skills projects and a trajectory of expected performance against devolution deal objectives.

2. Background

- 2.1 At the July meeting, the Committee received an update of the expected 2021/22 outturn position. This paper provides an update to that position and confirms any unspent balances that the CPCA Board approved to carry forward into the new (2022/23) financial year. The Committee is asked to note that these year-end balances are still subject to final audit.

This report also provides the Committee with a first analysis of the 2022/23 Skills budgets.

3. Revenue Income & Expenditure

- 3.1 A breakdown of the Business and Skills Directorate 'Skills Revenue' income for the period to 31 March 2022, is set out in Table 1 below.

	Year-end Budget £'000	Outturn Position £'000	Outturn Variance £'000
<u>Skills Grant Income</u>			
Adult Education Budget	-13,174	-13,004	170
Careers Enterprise Company Funding	-211	-114	97
Digital Skills Bootcamp	-1,826	-140	1,686
Mid-Life MOT	-40	-40	0
Skills Advisory Panel Grant	-75	-75	-
Total Skills Grant Income	-15,326	-13,372	1,954

- 3.2 A breakdown of the Business & Skills Directorate 'Skills Revenue' expenditure for the period to 31 March 2022, is set out in Table 2 below.

<u>Skills Revenue Expenditure</u>	Revised Budget £'000	Outturn Expenditure £'000	Outturn Variance £'000
-			
AEB Devolution Programme	11,368	10,584	-784
AEB High Value Courses	237	38	-199
AEB Innovation Fund - Revenue	500	395	-105
AEB Level 3 Courses	809	418	-391
AEB National Retraining Scheme	40	40	0
AEB Programme Costs	442	457	15
AEB Sector Based Work Academies	233	116	-117
AEB Provider Capacity Building	250	94	-156
AEB Strategic Partnership Development	250	48	-202
Careers and Enterprise Company (CEC)	222	99	-123
Digital Skills Bootcamp	1,826	41	-1,785
Health and Care Sector Work Academy	730	566	-164
Mid-Life MOT	40	40	-0
Skills Advisory Panel (SAP) (DfE)	112	66	-46
Skills Rapid Response Fund	115	88	-27
Total Skills Revenue Expenditure	17,174	13,090	-4,084

3.3 The expected outturn position as set out in the table above shows an outturn variance for the year of £4,084k compared to budget. The majority of this variance relates to the AEB programme and to Digital Skills Bootcamp:

3.4 AEB Programme

AEB programme (combined)			
2021-22 Budget	£14,128k	Variance	-£1,938k
Outturn Expenditure	£12,189k	Requested Slippage	£285k
		Savings/Overspend	-£1,653k

A large amount of work is being carried out with both existing and potential providers to improve the delivery of the various projects within the programme, and whilst improvements are being made, these will not necessarily impact the current fiscal year. They will, however, improve the academic year outturn.

Some of the actions that are being implemented to reduce the underspend, particularly by the end of the academic year include:

- Inviting providers to submit cases for in-year 'growth' and increasing grant and contract values where realistic proposals have been agreed. £0.5m of additional funding has been approved for in-year growth.
- Introducing a new grant-funded adult learning institute, the Workers Education Association (WEA) in-year to commence delivery from March.

- Payments for level 3 courses to grant providers are made in arrears.

- We expect to increase the number of Independent Training Providers, through our upcoming commissioning round from eight to at least 15 for the 2022/23 academic year. Doubling the capacity and funding that is contracted

The funding for AEB is ring-fenced, and whilst it is not ideal that there will be an underspend, this funding will be held in a ringfenced reserve available in future fiscal years to ensure it is spent on learners in our region.

3.5 Digital Skills Bootcamp

Digital Skills Bootcamp (Wave 2)			
2021-22 Budget	£1,826k	Variance	-£1,785k
Outturn Expenditure	£41k	Requested Slippage	£1,785k
		Increase/Decreased income	-

As reported to the March Skills Committee, a change control notice was agreed with the Department for Education (DfE) which allowed enrolment of students to continue later into the year as 80% of course delivery could continue into 2022-23.

As payments to providers are made after the courses complete, and in line with payment milestone evidence, payments against this budget are expected to continue until December 2022.

Based on enrolments to the end of March Combined Authority have committed £1.4m against the total allocation of £1.8m; as a fully grant funded project any underspend will result in less funding being drawn down from DfE and so has no effect on the wider Combined Authority budget.

As the Combined Authority submits claims for this grant in arrears the grant income associated with this project is also now expected in 2022-23.

3.6 **Update to the 2022/23 Skills Revenue Budget**

The July CPCA Board approved a number of requests to carry forward unspent budget from 2021_22 into 2022_23. The impact on Skills budgets is shown in the tables below. Expenditure against these revised budgets will be reported on to the Committee at future meetings.

	MTFP Budget £'000	Adjustments £'000	Approved Carry Forwards £'000	Revised Budget £'000
<u>Grant Income</u>				
Adult Education Budget	-11,989.0			-11,989.0
Careers Enterprise Company Funding	-125.0	-75.0		-200.0
Digital Skills Bootcamp	-		-1,686.5	-1,686.5
Skills Advisory Panel Grant	-75.0			-75.0
Skills Bootcamp Wave 3	-	-4,892.0		-4,892.0
Total Grant Income	-12,189.0	-4,967.0	-1,686.5	-18,842.5

<u>Skills Revenue Budget</u>	MTFP Budget £'000	Adjustments £'000	Approved Carry Forwards £'000	Revised Budget £'000
-				
AEB Devolution Programme	10,449			10,449
AEB Innovation Fund - Revenue	500		129	629
AEB Programme Costs	367			367
AEB Provider Capacity Building	-		156	156
AEB Strategic Partnership Development	-		196	196
Careers and Enterprise Company (CEC)	50	25		75
Digital Skills Bootcamp			1,785	1,785
Health and Care Sector Work Academy	2,302		165	2,467
Skills Advisory Panel (SAP) (DfE)	-		40	40
Skills Bootcamp Wave 3	-	3,914		3,914
Skills Rapid Response Fund	-		27	27
Total Skills Revenue Budget	13,667	3,939	2,498	20,104

4. Performance Reporting

- 4.1 The Cambridgeshire and Peterborough Devolution Deal is about delivering better economic outcomes for the people of our area and commits us to specific results.
- 4.2 Appendix 1 shows the Skills Performance Dashboard, with an update on delivery against the following growth outcomes at the heart of the Devolution Deal (of which outcomes are embodied in the business cases which the Board and Committee consider):
- Prosperity (measured by Gross Value Added (GVA))
 - Housing
 - Jobs
- 4.3 These metrics are updated to align with the Board Performance Reports.
- 4.4 Future performance reporting arrangements in support of the new Business Plan and Sustainable Growth Ambition Statement are being developed to adopt new metrics with a stronger outcome focus.
- 4.5 Appendix 1 also shows the RAG status for Skills projects as of the end of July 2022.

Significant Implications

5. Financial Implications

- 5.1 There are no financial implications other than those included in the main body of the report.

6. Legal Implications

- 6.1 The Combined Authority is required to prepare a balanced budget in accordance with statutory requirements.

7. Public Health implications

- 7.1 N/A

8. Environmental and Climate Change Implications

- 8.1 N/A

9. Other Significant Implications

- 9.1 N/A

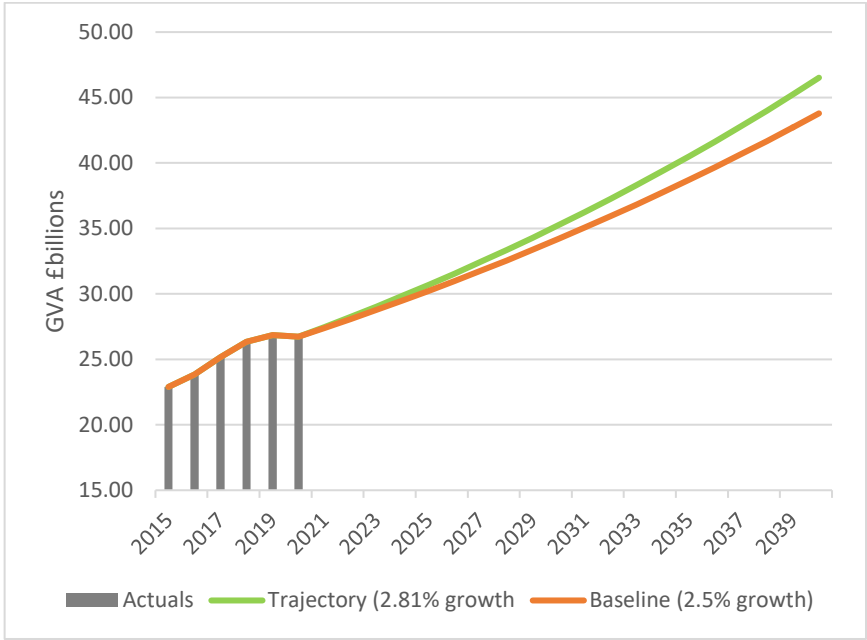
10. Appendices

- 10.1 Appendix 1 – Performance Dashboard

Sources:
Baseline: Current trend without Devolution Deal interventions
Outturn data source: GVA and Jobs - Office of National Statistics (ONS);
Housing - Council Annual Monitoring Reports/CambridgeshireInsights.

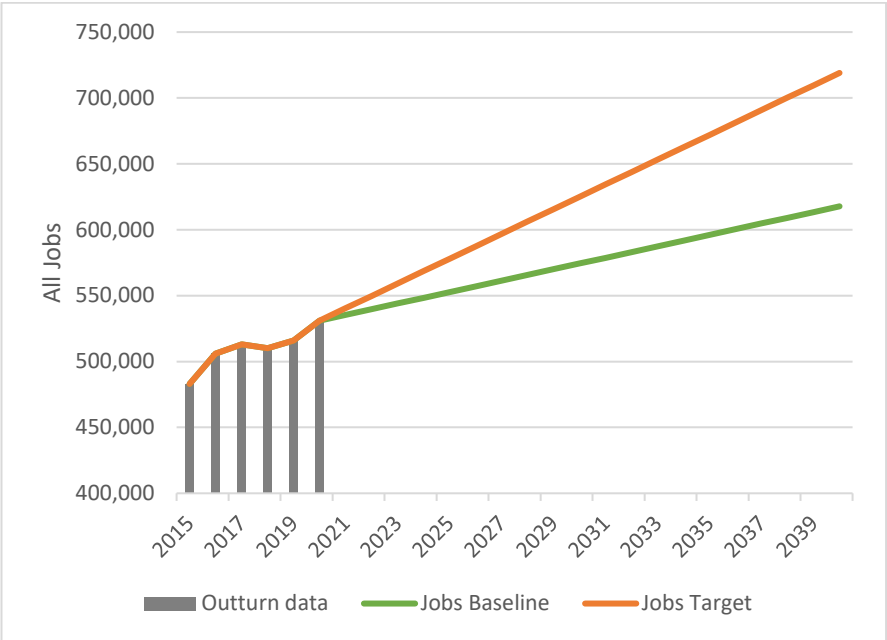
SKILLS COMMITTEE
COMBINED AUTHORITY PERFORMANCE DASHBOARD
DEVOLUTION DEAL TRAJECTORY

GVA TRAJECTORY V BASELINE



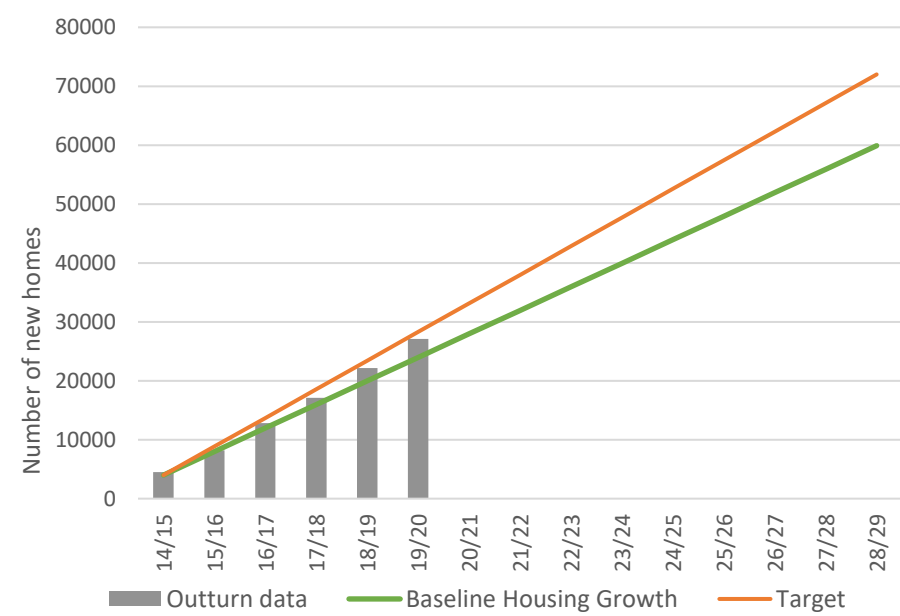
This has been updated in line with National Reporting standards. The CPCA Devolution Deal committed to doubling GVA over 25 years with 2014 as the baseline. To achieve this target the CPIER identified the region would require annual growth of 0.31% on top of the 2.5% baseline growth.

JOBS TRAJECTORY V BASELINE



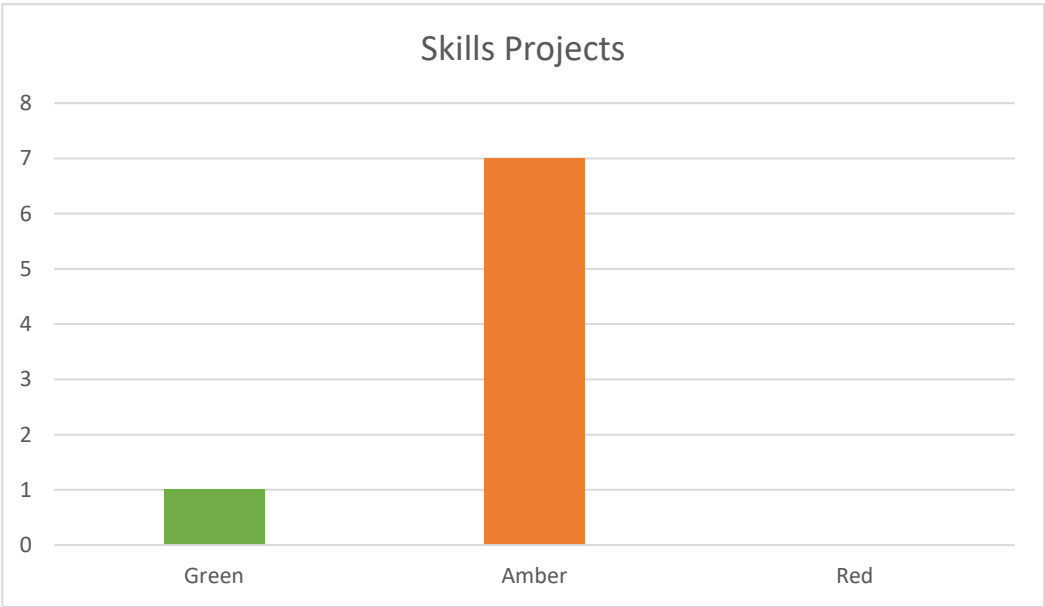
Target is derived through the CPIER by the GL Hearn report with a high growth scenario of 9,400 additional job growth per annum and a baseline of 4,338 jobs per annum.

HOUSING PERFORMANCE (*cumulative figures)




Devolution Deal target to deliver 72,000 new homes over a 15-year period. £170m affordable homes programme is expected to deliver over 2,500 additional homes.

Combined Authority Skills Project Profile:



Skills projects	
Project	RAG status
Adult Education Budget (AEB)	Green
Growth Works (Business Growth Service)	Amber
University of Peterborough Phase 1	Amber
University of Peterborough Phase 2	Amber
University of Peterborough Phase 3	Amber
Skills Bootcamps	Amber
Skills Bootcamps Wave 3	Amber
Health & Care Sector Work Academy (HCSWA)	Amber

Data as at the end of July 2022

SKILLS COMMITTEE AGENDA PLAN	Updated 24 August 2022	 <p>CAMBRIDGESHIRE & PETERBOROUGH COMBINED AUTHORITY</p>
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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:

1. **Minutes of previous meeting and Action Log**
2. **Agenda Plan**
3. **Budget and Performance Report**
4. **Employment and Skills Board Update**

Committee date	Agenda item	Report Purpose	Lead officer	Report to CA Board for decision	Reference if key decision	Agenda despatch date
05/09/22	To approve Adult Education Budget Contract Awards for 2022-23 and delegate authority to enter into contracts.	To consider and approve AEB Contract Awards for 2022-23 and Multi-year Funding allocations for Grant-holders.	Parminder Singh Garcha	Yes	2022/013	25/08/2022
	Multiply adult numeracy programme: Grant and Contract Awards	To consider proposals on the Multiply grant funding allocations to Further Education Colleges and local authority Institutes of Adult and Community Learning and the programme management approach and make recommendations to the Combined Authority Board.	Parminder Singh Garcha	Yes	2022/042	
	Addressing Further Education 'Cold-Spots' in East Cambridgeshire and St Neots	To consider recommendations to create a new budget-line for 'Addressing Further Education Coldspots Projects - East Cambs and St Neots' and the allocation of £4.8m from Gainshare over three years and a request to draw-down £225,000 and procure consultants to develop the Business Cases.	Parminder Singh Garcha	Yes	2022/047	
	Bootcamps Contract Award	To notify the Committee of the contracts to be awarded to Training Providers, including the types of Bootcamps to be delivered, following successful bids to the CPCA Wave 3 Skills Bootcamp procurement opportunity.	Fliss Miller	No		

Committee date	Agenda item	Report Purpose	Lead officer	Report to CA Board for decision	Reference if key decision	Agenda despatch date
	Employment and Skills Strategy Implementation	To approve the Employment and Skills Strategy Implementation Plan.	Fliss Miller	No		
	DFE Funding Consultation		Parminder Singh Garcha	No		
07/11/22	University of Peterborough – Programme Business Case	To consider the Programme Business Case for the University of Peterborough and make recommendations to the Combined Authority Board.	Roger Thompson	Yes		28/10/22
	AEB Innovation Fund Review and proposals for 2022-23	To consider the impact and lessons learnt of the Innovation Fund projects for 2020/21 and 2021/22	Parminder Singh Garcha	No		
	Skills and Labour Market Insights Bi- Annual Report		Rachel Hallam	No		
	NEETS Strategy including an update on apprenticeships	To consider the progress made on the NEET Strategy and review current performance and uptake of apprenticeships and technical education in the Combined Authority	Fliss Miller			
	SDF – programme of work	To inform the Committee of the successful Strategic Development Fund Bid and to note progress	David Pomfret			
	Bootcamps – current performance and direct awards	To note performance of the Wave Three Contract for Skills Bootcamps	Melissa Gresswell			
09/01/23	AEB Annual Return to DfE	To note	Parminder Singh Garcha	No		22/12/22

Committee date	Agenda item	Report Purpose	Lead officer	Report to CA Board for decision	Reference if key decision	Agenda despatch date
	ESOL Local Planning Partnerships - Annual Report	To note	Parminder Singh Garcha	No		
	FE Coldspots – report on progress	To note	Parminder Singh Garcha			
	Basic Skills Review		Parminder Singh Garcha			
	Development of skills procurement DPS and changes to contracts		Liss/Parminder			
	Review of current Green Skills provision and future plans		Fliss Miller			
	Skills Bootcamps Wave two – end of contract review		Melissa Gresswell			
06/03/23	AEB Funding and policy changes for 2023-24		Parminder Singh Garcha	Yes		24/02/23
	AEB Three-year Evaluation Report – impact and findings		Parminder Singh Garcha	No		
	Skills and Labour Market Insights Bi- Annual Report		Rachel Hallam	No		
05/06/23	AEB Contract Awards to Independent Training Providers for 2023-24		Parminder Singh Garcha	Yes		26/05/23