Cambridgeshire & Peterborough Combined Authority

Employment and Skills Strategy Implementation Plan

Final Draft – August 2022

Metro —— Dynamics

Contents

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

Pre-work learning and formal education	Employer access to talent	Life-wide and lifelong learning	Support into and between work
People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives.	Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce.	People are aware of their learning needs and opportunities and are able to access provision that enables their development.	Coordinated support is available for those who need additional assistance to transition into or between work.

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:
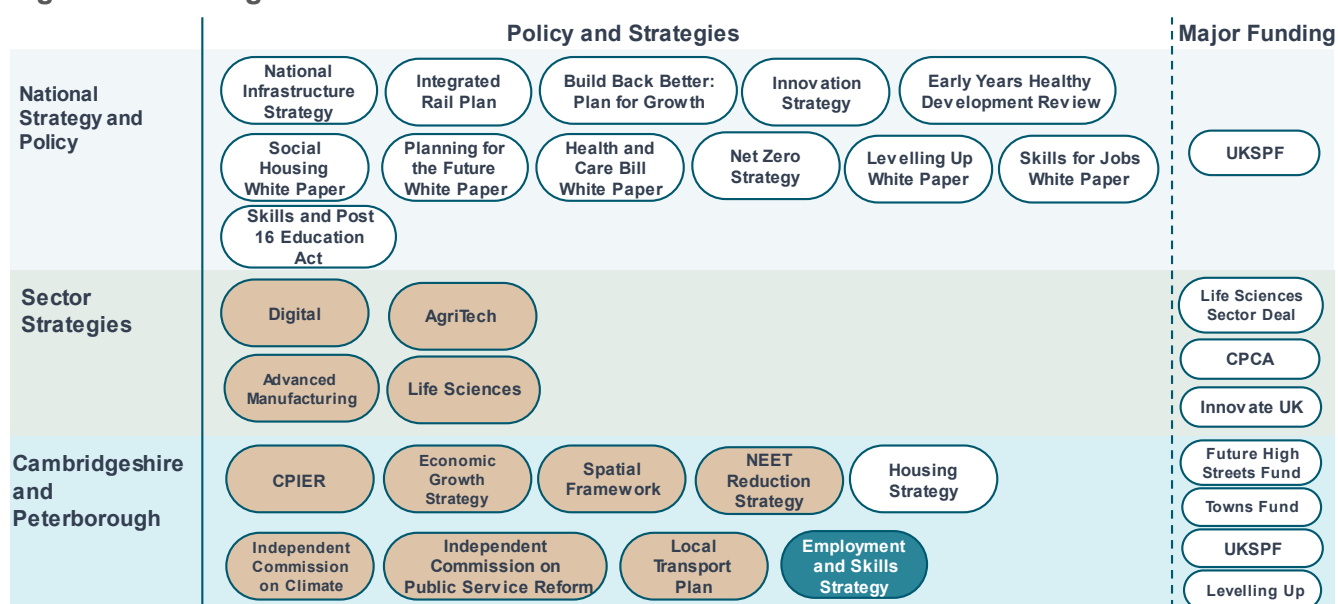
- The Skills and Post 16 Education Act (2022) has important implications for how colleges and the CA will work with Employer Representative Bodies in producing Local Skills Improvement Plans (LSIP). There are reforms to adult skills funding, FE accountability arrangements and an acceleration of the technical 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

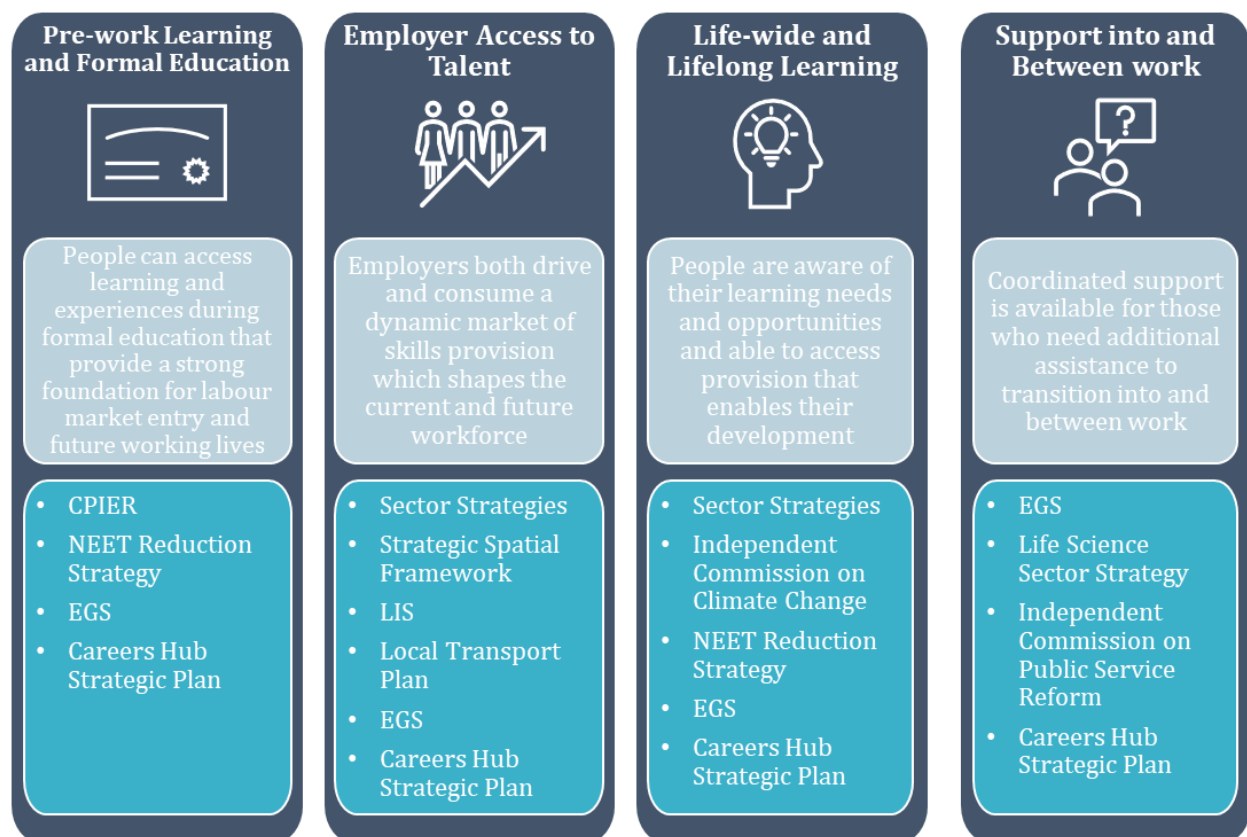|	Policy and Strategies					Major Funding
National Strategy and Policy	National Infrastructure Strategy	Integrated Rail Plan	Build Back Better: Plan for Growth	Innovation Strategy	Early Years Healthy Development Review	UKSPF
	Social Housing White Paper	Planning for the Future White Paper	Health and Care Bill White Paper	Net Zero Strategy	Levelling Up White Paper / Skills for Jobs White Paper	
	Skills and Post 16 Education Act					
Sector Strategies	Digital	AgriTech				Life Sciences Sector Deal / CPCA / Innovate UK
	Advanced Manufacturing	Life Sciences				
Cambridgeshire and Peterborough	CPIER	Economic Growth Strategy	Spatial Framework	NEET Reduction Strategy	Housing Strategy	Future High Streets Fund / Towns Fund
	Independent Commission on Climate	Independent Commission on Public Service Reform	Local Transport Plan	Employment and Skills Strategy		UKSPF / Levelling Up

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

Pre-work Learning and Formal Education	Employer Access to Talent	Life-wide and Lifelong Learning	Support into and Between work
People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives	Employers both drive and consume a dynamic market of skills provision which shapes the current and future workforce	People are aware of their learning needs and opportunities and able to access provision that enables their development	Coordinated support is available for those who need additional assistance to transition into and between work
• CPIER • NEET Reduction Strategy • EGS • Careers Hub Strategic Plan	• Sector Strategies • Strategic Spatial Framework • LIS • Local Transport Plan • EGS • Careers Hub Strategic Plan	• Sector Strategies • Independent Commission on Climate Change • NEET Reduction Strategy • EGS • Careers Hub Strategic Plan	• EGS • Life Science Sector Strategy • Independent Commission on Public Service Reform • Careers Hub Strategic Plan

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.

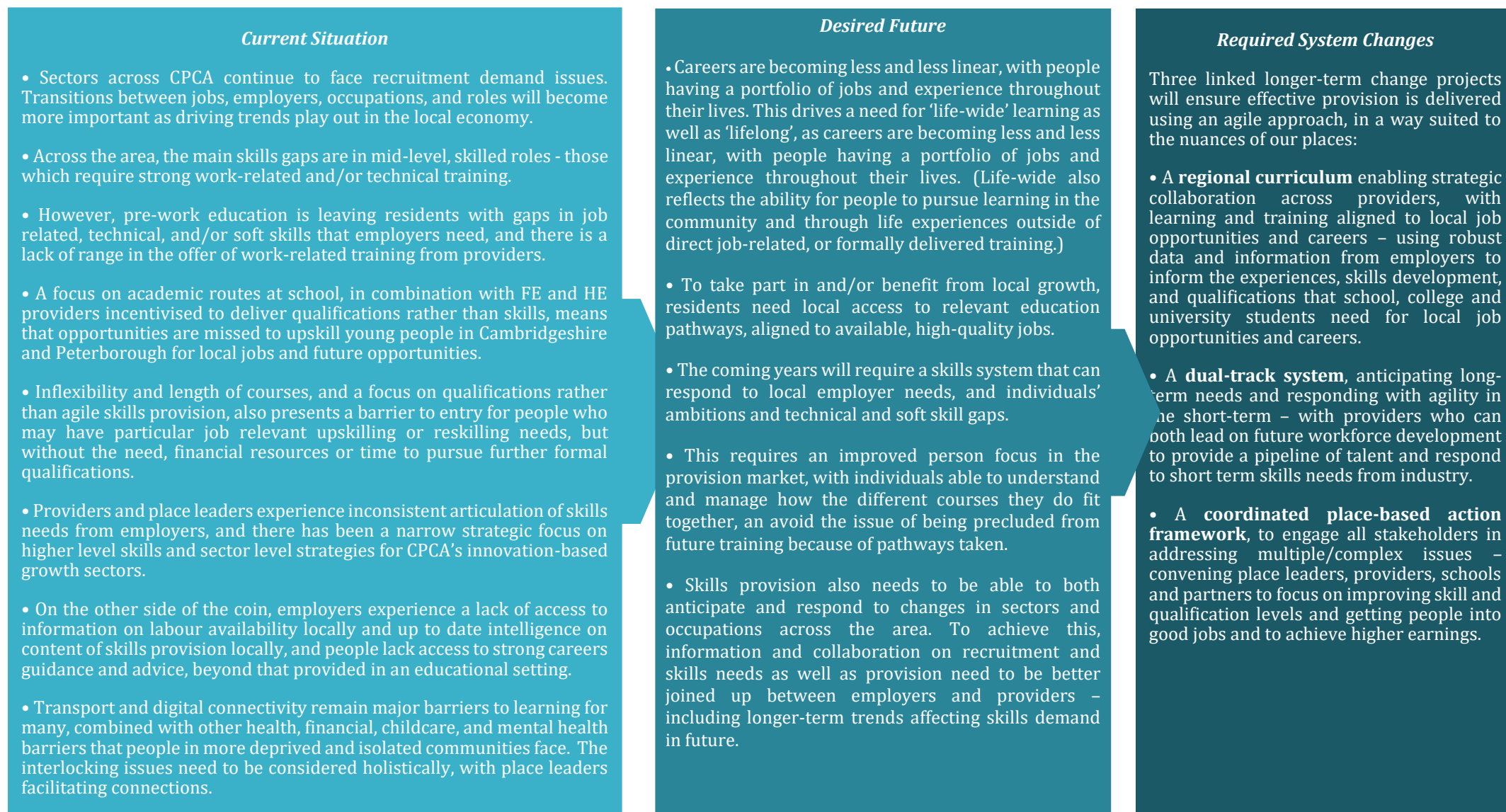**Figure 5. CPCA long-term outcomes and short term priorities for employment and skills**

Core themes	Long-term outcomes	Short-term priorities
Pre-work learning and formal education People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives.	• 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.	• 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.
Life-wide and lifelong learning People are aware of their learning needs and opportunities and able to access provision that enables their development.	• 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.	• 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.
Employer access to talent Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce.	• 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.	• 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.
Support into and between work Coordinated support is available for those who need additional assistance to transition into or between work.	• 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.	• 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.
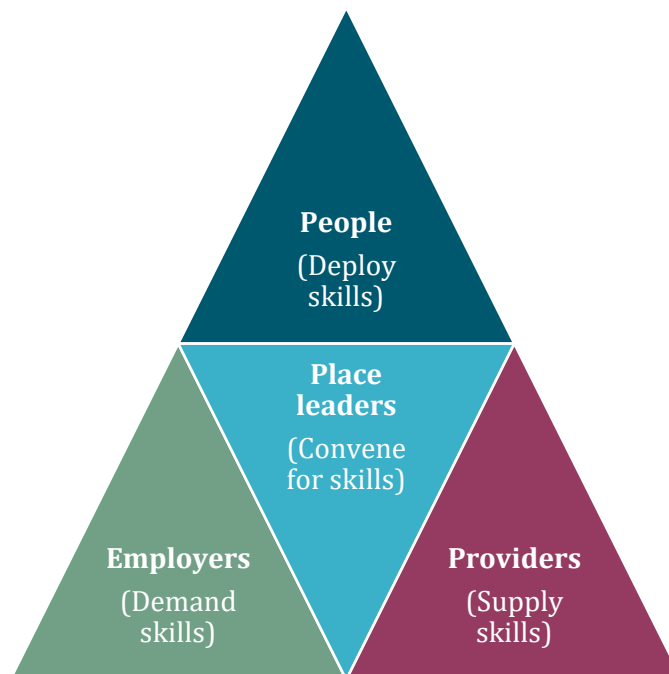
Figure 6.   Logic underpinning system change

Current Situation

• Sectors across CPCA continue to face recruitment demand issues. Transitions between jobs, employers, occupations, and roles will become more important as driving trends play out in the local economy.

• Across the area, the main skills gaps are in mid-level, skilled roles - those which require strong work-related and/or technical training.

• However, pre-work education is leaving residents with gaps in job related, technical, and/or soft skills that employers need, and there is a lack of range in the offer of work-related training from providers.

• A focus on academic routes at school, in combination with FE and HE providers incentivised to deliver qualifications rather than skills, means that opportunities are missed to upskill young people in Cambridgeshire and Peterborough for local jobs and future opportunities.

• Inflexibility and length of courses, and a focus on qualifications rather than agile skills provision, also presents a barrier to entry for people who may have particular job relevant upskilling or reskilling needs, but without the need, financial resources or time to pursue further formal qualifications.

• Providers and place leaders experience inconsistent articulation of skills needs from employers, and there has been a narrow strategic focus on higher level skills and sector level strategies for CPCA's innovation-based growth sectors.

• On the other side of the coin, employers experience a lack of access to information on labour availability locally and up to date intelligence on content of skills provision locally, and people lack access to strong careers guidance and advice, beyond that provided in an educational setting.

• Transport and digital connectivity remain major barriers to learning for many, combined with other health, financial, childcare, and mental health barriers that people in more deprived and isolated communities face. The interlocking issues need to be considered holistically, with place leaders facilitating connections.

Desired Future

• Careers are becoming less and less linear, with people having a portfolio of jobs and experience throughout their lives. This drives a need for 'life-wide' learning as well as 'lifelong', as careers are becoming less and less linear, with people having a portfolio of jobs and experience throughout their lives. (Life-wide also reflects the ability for people to pursue learning in the community and through life experiences outside of direct job-related, or formally delivered training.)

• To take part in and/or benefit from local growth, residents need local access to relevant education pathways, aligned to available, high-quality jobs.

• The coming years will require a skills system that can respond to local employer needs, and individuals' ambitions and technical and soft skill gaps.

• This requires an improved person focus in the provision market, with individuals able to understand and manage how the different courses they do fit together, an avoid the issue of being precluded from future training because of pathways taken.

• Skills provision also needs to be able to both anticipate and respond to changes in sectors and occupations across the area. To achieve this, information and collaboration on recruitment and skills needs as well as provision need to be better joined up between employers and providers – including longer-term trends affecting skills demand in future.

Required System Changes

Three linked longer-term change projects will ensure effective provision is delivered using an agile approach, in a way suited to the nuances of our places:

• A **regional curriculum** enabling strategic collaboration across providers, with learning and training aligned to local job opportunities and careers – using robust data and information from employers to inform the experiences, skills development, and qualifications that school, college and university students need for local job opportunities and careers.

• A **dual-track system**, anticipating long-term needs and responding with agility in the short-term – with providers who can both lead on future workforce development to provide a pipeline of talent and respond to short term skills needs from industry.

• A **coordinated place-based action framework**, to engage all stakeholders in addressing multiple/complex issues – convening place leaders, providers, schools and partners to focus on improving skill and qualification levels and getting people into good jobs and to achieve higher earnings.

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 show 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 increased 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	*Currently there are no projects specifically supporting this short-term priority, as the covid response period has passed.*

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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.

Cross-cutting provision

Specialis Specialis Specialis Specialis Specialis Specialis

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 capture 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 presentative 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
- 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
- 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
- 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,

• 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
• 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
• Year 2 (2023-24) of ESS evaluated & implementation plan updated
• Interim evaluation of year 1of 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.

Employment and Skills Strategy

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.

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.
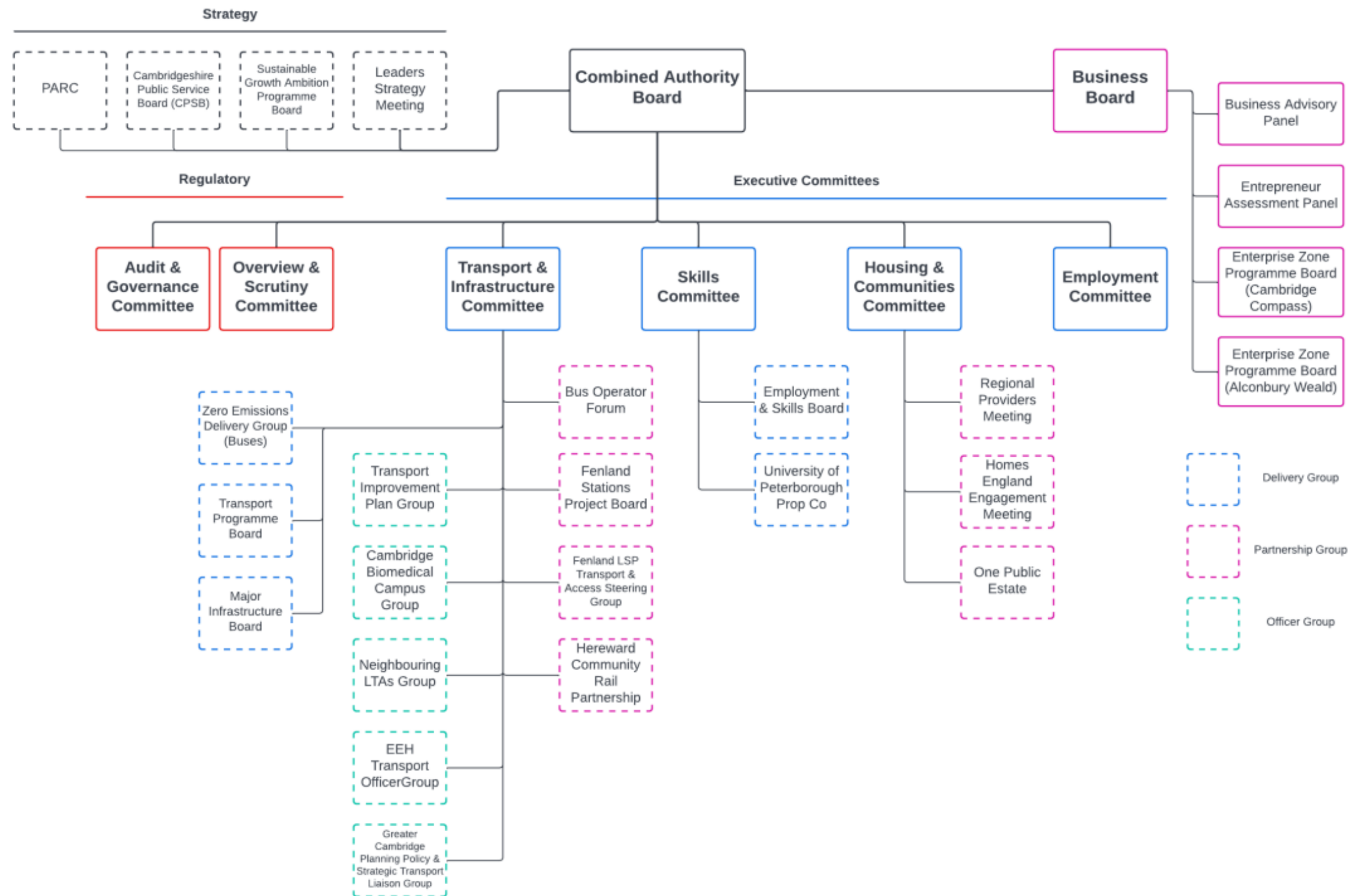
Appendix 2: CPCA Current Governance Structure

Figure 10. CPCA Governance Structures (2022)

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)	