



## **SKILLS COMMITTEE**

**Wednesday 21 November 2018**

**14:00p.m. – 16:00p.m**

**Meeting Room 1 - Incubator 2, Alconbury Weald Enterprise Campus,  
Huntingdon, Cambs PE28 4WX**

### **AGENDA**

**Open to Public and Press**

<b>Number</b>	<b>Agenda Item</b>	<b>Mayor/ Lead Member/ Chief Officer</b>		<b>Pages</b>
	<b>Part 1 – Governance Items</b>			
1.1	Apologies and Declarations of Interests	Chair		-
1.2	Petitions	Chair		-
1.3	Public Questions	Chair		-
1.4	Membership and Terms of Reference	Chair		3 - 12
	<b>Part 2 – Reports to Combined Authority Board</b>			
2.1	University of Peterborough - Recommendation to Combined Authority Board – 28 November 2018	Chair/John T Hill - Director of Business & Skills		13 - 16
2.2	Adult Education Budget Devolution - Recommendation to Combined Authority Board - 28 November 2018	Chair /John T Hill - Director of Business & Skills		17 - 34

Number	Agenda Item	Mayor/ Lead Member/ Chief Officer		Pages
2.3	Skills Prioritisation Plan - Recommendation to Combined Authority Board - 28 November 2018	Chair/John T Hill - Director of Business & Skills		35 - 38
	<b>Part 3 – Delivery</b>			
3.1	Skills Strategy Update	Chair/John T Hill - Director of Business & Skills		39 - 42
3.2	Performance Report – November 2018	Chair/John T Hill - Director of Business & Skills		43 - 47
	<b>Part 4 – Date of next meeting</b>			
4.1	Date: Wednesday 6 February 2019 – Incubator 2, Alconbury Weald Enterprise Campus, Huntingdon, Cambs PE28 4WX			-

The Skills Committee currently comprises the following members

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

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

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

<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 1.4</b>
<b>21 NOVEMBER 2018</b>	<b>PUBLIC REPORT</b>

## **TERMS OF REFERENCE AND MEMBERSHIP**

### **1.0 PURPOSE**

- 1.1. The purpose of the report is for the Committee to note its terms of reference, and its procedural arrangements.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill – Director of Business and Skills</b>
<b>Forward Plan Ref: N/A</b>	<b>Key Decision: No</b>
The Skills Committee is recommended to note its terms of reference and procedural arrangements (Appendix 1 and 2)	<b>Voting arrangements</b>  No vote required

### **2.0 BACKGROUND**

- 2.1. The Combined Authority Board agreed to set up three committees and agreed the terms of reference and membership for each. The terms of reference of the Skills Committee are set out in Appendix 1 and the procedure rules for executive committee meetings is set out in Appendix 2.

#### **Operation of Committees**

- 2.2. The development of the committees is based upon the following principles:

- (a) The Board will reserve all decisions which approve the strategic framework, the key projects and the budget framework. This retains the primary role of the Board in creating the overarching framework within which the committees will operate for significant matters;
- (b) Once approved by the Board, the delivery of those strategic approvals, development of processes and procedures and monitoring of projects will be delivered by the committees. The committees will therefore work within the remit of the decisions approved by the Board.
- (c) Reports to Board which approve significant programmes of work will therefore outline the levels of delegation to committees for delivery of those programmes;
- (d) The committees will act within limits agreed by the Board decision or contained within their terms of reference;
- (e) The Monitoring Officer will monitor the reports being taken to committees to ensure that the committees act within the bounds of their delegations and refer any decisions to the Board which exceed the delegated powers;
- (f) The Board will retain the right to call in committee decisions.

### **Call-in**

- 2.3. The Board will retain the right to call-in decisions of the committees. The call in process is set out in Appendix 1 and is based upon 3 voting Combined Authority members being able to call a decision in to the Board at any point from the date the committee report is published up to a period 5 clear calendar days following the Board meeting.
- 2.4. Should the Board decide to call-in a decision of the Committee, the decision is either not taken or suspended until the Board has considered the decision. If a key decision is suspended, it is not available to be called in by the Overview and Scrutiny Committee until the Board has considered the call-in.

### **Timetable of meetings**

- 2.5. It has been agreed the committees shall meet once every two months on 21 November (due to the Christmas timetable), 6 February and 3 April. The committees meet approximately 3 weeks before Board meetings in the first six months. Once the committees are established and working effectively the Board and committee timetable can be reviewed.

### **Review process**

- 2.6. In order to ensure that the committees are functioning appropriately in this first year of creation, the Board asked for a 6 month review of the committee

process to be brought back to Board in March 2019. This will allow the Board to be satisfied that the new governance structure is performing as expected.

### **Declaration of Interests at meetings**

- 2.9 Other parts of the constitution apply to members of the committee chapter 19 of the Member Code of Conduct and Complaints Procedure and declaring interests at meetings. Declaration of Interests in Meetings (Chapter 5, para 12) states;
- 2.10 Where a Member attends a meeting of the Combined Authority Board, Committees or Sub-Committees they must declare personal interests and disclosable pecuniary interests not already notified in the register of interests as defined in the Members' Code of Conduct either at the start of the meeting, or otherwise as soon as the interest becomes apparent in the course of the meeting.
- 2.11 All Members and their Substitute Members, Non-Constituent Members and Co-opted Members and their Substitute Members shall also complete a Declaration of Interest form.
- 2.12 In addition, where in relation to any meeting a Member has declared a disclosable pecuniary interest in a matter, the Member must leave the room for the duration of the discussion on that matter.

## **3.0 FINANCIAL IMPLICATIONS**

- 3.1. In accordance with the Cambridgeshire and Peterborough Combined Authority Order 2017 no remuneration is to be payable by the Combined Authority to its members.

## **4.0 LEGAL IMPLICATIONS**

- 4.1. The responsibilities of committees are set out in the Constitution. Committees must comply with the Combined Authority constitution.

## **5.0 SIGNIFICANT IMPLICATIONS**

- 5.1. N/A

## 6.0 APPENDICES

6.1. Appendix 1 – Skills Committee Terms of Reference

6.2. Appendix 2 – Procedure rules of Executive Committee meetings

<u>Source Documents</u>	<u>Location</u>
Cambridgeshire and Peterborough Combined Authority Board meeting on Wednesday 26 September 2018 Agenda Item 1.7	<a href="http://cambridgeshirepeterborough-ca.gov.uk/meetings/cambridgeshire-and-peterborough-combined-authority-board-4/?date=2018-09-26">http://cambridgeshirepeterborough-ca.gov.uk/meetings/cambridgeshire-and-peterborough-combined-authority-board-4/?date=2018-09-26</a>
Cambridgeshire and Peterborough Combined Authority Board meeting on Wednesday 25 July 2018 Agenda Item 1.6	<a href="http://cambridgeshirepeterborough-ca.gov.uk/meetings/cambridgeshire-and-peterborough-combined-authority-board-3/?date=2018-07-25">http://cambridgeshirepeterborough-ca.gov.uk/meetings/cambridgeshire-and-peterborough-combined-authority-board-3/?date=2018-07-25</a>

## **Appendix 1**

### **Chapter 9 - Skills Committee**

#### **1. Governance**

- 1.1. The Combined Authority has appointed a Skills Committee. The committee is an executive committee of the Combined Authority Board.

#### **2. Introduction**

- 2.1. The Skills Committee operates within the terms agreed by the Combined Authority Board.
- 2.2. The Combined Authority Board retains responsibility for agreeing key strategies (Skills Strategy, and other key strategies as it determines). These are known as the 'reserved matters'.
- 2.3. The Combined Authority Board will determine all matters requiring a budget allocation, which may then be delegated to the committee to deliver.
- 2.4. The Combined Authority will determine all business cases, which may be delegated to the committee to deliver.
- 2.5. The Combined Authority Board may request the committee to assist in the development of key strategies to carry out and manage delivery of those key strategies including consultation processes and preparation of draft strategies.
- 2.6. The Combined Authority Board may further decide to refer any individual matters to the committee within its remit.
- 2.7. The Committee will have a key role in monitoring and evaluating the delivery of programmes and projects for the purposes of the Monitoring and Evaluation Framework.
- 2.8. The Committee can initiate proposals for the Combined Authority Board to approve.

#### **3. Terms of Reference**

## Functions

- 3.1. The Skills Committee may make recommendations on the following matters to the Combined Authority Board (reserved matters):
  - (1) Skills Strategy
  - (2) The skills budget, innovation fund and the Adult Education Fund
- 3.2. The Skills Committee shall exercise the Combined Authority's functions for the following:
- 3.3. Assisting in policy development, particularly in the development of the Industrial Strategy and the Skills Strategy;
- 3.4. Approving actions within business cases approved by the Board and the release of funds for the University of Peterborough project within the agreed budget;
- 3.5. Approving the commissioning of delivery partners, and authorising budget release for strategic skills projects;
- 3.6. Monitoring the skills budget;
- 3.7. Approving and overseeing the delivery of the Skills Strategy Framework and Action Plan;
- 3.8. Approving the process to deliver the adult education functions and the devolution of the Adult Education Budget;
- 3.9. Assisting the development of employer-focused schemes, approving projects and overseeing delivery;
- 3.10. Approving projects to be funded from the Innovation fund and the Health and Care Sector Work Academy;
- 3.11. Monitoring the 16 plus Area Review outcomes;
- 3.12. Monitoring the delivery of projects by delivery partners;
- 3.13. Monitoring the delivery of the Apprenticeships and Pathways to Employment Scheme;
- 3.14. Monitoring the establishment of the coordinated Employer-focused Skills System;
- 3.15. Overseeing consultation with key stakeholders;



- 3.16. Coordination with the Department for Education on the Opportunity Area programme;
- 3.17. Overseeing delivery of Centre for Skills (in conjunction with the Business Board)
- 3.18. Overseeing coordination with Department of Work and Pensions and the Work and Health Programme;
- 3.19. Matters initiated by the committee can be referred to the Board

#### **4. Strategic and Budget Framework**

- 4.1. The Committee should ensure schemes contribute and meet the targets in the 2030 Ambitions, the four year plan and specific strategies. The committee must act within existing budgets and strategic frameworks. Any decisions must be within the parameters agreed by the board.

#### **5. Accountability**

- 5.1. The Committee is accountable to the Combined Authority Board.

#### **6. Membership**

- 6.1. The Skills Committee shall comprise four members:
  - (a) Chair
  - (b) Two Board members
  - (c) Board Member from Cambridge City Council or South Cambridgeshire District Council
- 6.2. The Combined Authority Board shall appoint the committee and substitute members. Board members may nominate their substitute member on the Board or another member from a constituent council to be a member of the committee. The Board member shall also nominate a named substitute member. Nominations are subject to approval by the Board.
- 6.3. Co-opted Members of the Combined Authority Board should receive an open invite to all three executive committees to enable them to attend for items of interest. If a co-opted member wishes to attend and speak at the meeting, they should notify the relevant Chair prior to the meeting.

#### **7. Lead Director**

- 7.1. The Lead Director for the Committee is:
  - (a) Director of Business and Skills
  - (b) Assistant Director, Skills

## Appendix 2

### Chapter 11 - Procedure rules of Executive Committee meetings

#### 1. Access to meetings

- 1.1. The Transparency Rules, Forward Plan and Key Decisions apply to all committees, sub-committees and joint committees. [Error! Reference source not found.](#)

#### 2. Membership

- 2.1. The membership of committees is set out in its terms of reference.
- 2.2. If a member fails throughout a period of six consecutive months from the date of their last attendance to attend any meeting of the committee, then, subject to certain exceptions, they cease to be a member of the committee.
- 2.3. A person will cease to be a member or a substitute member of an Executive Committee if they cease to be a Member of the Constituent Council that nominated or appointed them. The Combined Authority Board Member shall appoint or nominate a replacement as soon as possible.
- 2.4. A member or substitute member may resign by giving written notice to the Monitoring Officer, and the resignation takes effect on the receipt of the notice.
- 2.5. The relevant Combined Authority Board Member shall at any time be entitled to terminate the appointment of a member or substitute member nominated by them and replace that member or substitute Member, subject to the approval of the nomination by the Combined Authority Board.
- 2.6. The Combined Authority Board Member must give written notice of the new nomination and the termination of the previous nomination to the Monitoring Officer. The termination will take effect immediately. The new appointment shall take effect after the nomination has been approved by the Combined Authority Board.

#### 3. Quorum

- 3.1. No business is to be transacted at a meeting of the Committee unless at least two-thirds of the total number of Members on the Committee are present.

#### 4. Chair and Vice-Chair

- 4.1. The Combined Authority Board shall appoint the Chair on the recommendation of the Mayor and he/she shall be the lead portfolio holder for the functions of the committee. No vice-chair shall be appointed. The committee shall appoint a chair for the meeting when the chair is absent.
- 4.2. Portfolio holders have a strategic role in leading the development of future policy and budget allocations for approval at Board. They work directly with officers to give guidance in the development of future policy. A chair shall fulfil this same role and has an additional responsibility of chairing a committee to operate within the agreed delegations for matters approved by the Board.

## **5. Voting**

- 5.1. Each member of the committee is to have one vote and no member (including the Chair) is to have a casting vote.
- 5.2. Any questions that are to be decided by the committee are to be decided by a simple majority of the Members present and voting unless special voting rules apply. If a vote is tied on any matter it is deemed not to have been carried. Special voting arrangements are set out in [Error! Reference source not found.](#), paragraph 16.

## **6. Minutes and Call-in of Committee Decisions**

- 6.1. The Monitoring Officer shall publish details of decisions of the committee on the Combined Authority website and to all Members of the Committee, the Board Members and the Overview and Scrutiny Committee. Where the decision is made at a meeting, this shall be no later than the close of business on the third clear working day following the day of the meeting at which the decision was made.
- 6.2. Three Members of the Board may call-in a decision of the committee by notifying the Monitoring Officer. The decision will not be implemented and will be referred to the Combined Authority Board for review and decision.
- 6.3. On receipt of a call-in request, the Monitoring Officer shall:
  - (a) notify the Mayor, Members of the Combined Authority Board, Members of the Committee and Members of the Overview and Scrutiny Committee, of the call-in; and
  - (b) either call a meeting of the Board or refer the matter to the next scheduled Board meeting.

- 6.4. If a key decision is suspended, it is not available to be called in by the Overview and Scrutiny Committee until the Board has met and reviewed the committee's decision and either confirmed, amended or rescinded the decision. The Overview and Scrutiny Committee shall have five days after publication of the Board decisions to call in a key decision, in accordance with the Overview and Scrutiny Committee's call in arrangements set out in [Error! Reference source not found.](#).



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.1</b>
<b>21 NOVEMBER 2018</b>	<b>PUBLIC REPORT</b>

## **UNIVERSITY OF PETERBOROUGH – REVIEW AND EVALUATION FOR PHASE 1 AND 2 OF THE PROGRAMME**

### **PURPOSE**

- 1.1. To inform the Skills Committee of the next steps in the delivery of the University of Peterborough programme and outline the scope of work of both the Financial and Technical/Partnership Approach reviews of the work that has been carried out to date/is being carried out on the University of Peterborough programme. This period of review creates an opportunity of pause and reflection to ascertain how the CPCA investment in the programme has supported the advancement of this project.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref: N/A</b>	<b>Key Decision: No</b>
The Skills Committee is recommended to:  (a) Note that the CPCA has commissioned both a Financial Review with Pinsent Masons and a Technical/Partnership approach review with Gleeds.  (b) Note the timetable for delivery and reporting back.  (c) Recommend to the Combined Authority Board that authority be delegated to the	<b>Voting arrangements</b>  Simple majority of all members

Director of Business and Skills, in consultation with the Chairman of the Skills Committee, to use the evidence base of the reviews to support future decisions on collaborative delivery models, and direction of travel.	
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## 2.0 BACKGROUND

- 2.1. The CPCA has the establishment of an independent University of Peterborough (UoP) as a key ambition of its Devolution agreement with Government, a major priority of the Mayor's manifesto. It is envisaged that the University will be a technical university supporting progression from FE/Apprenticeships/Business related qualifications to HE for the people of Peterborough. Early in its formation, CPCA agreed to support the development of the University of Peterborough. In July 2017, £13.64m of capital funding was allocated. The funding was to be used to develop the University with £10m of it to the contribution to building new facilities on the basis, of a detailed business case. Previously the LEP had granted UCP £720,000 of funding to support project management of the programme - £120K,000 and £600,000 for Taught Degree Awarding Powers (TDAP). TDAP is required if UCP are to become an independent University. The University of Peterborough programme has currently reached a stage of pause and reflection creating an opportunity for the CPCA to review progress and expenditure to date.
- 2.2. The Financial Review with Pinsent Mason will advise/reflect on the expenditure from the investment to date and progress made towards the development of a full business case to establish a University. Progress has been made from the combined investment of £1.4m. The Review will ensure the funding is being commissioned against an agreed set of deliverables, aligned to a new Funding Agreement and against defined outcomes. The original programme had a large requirement for capital funding for developing physical assets. This element was originally predicated on Peterborough City Council "donating" land and CPCA gifting funding. This element has now moved on and the capital expenditure for the land and buildings has been separated as part of a proposed SPJV between PCC and CPCA.
- 2.3. The Gleeds' Technical and Partnership Review will support future decisions to be taken on collaborative delivery models and how we address outstanding issues, manage expectations and assess whether the UoP is likely to be delivered on time. It will provide a robust assessment of options for establishing a University of Peterborough in suggesting a way forward to develop a specification and recommendations to progress a University and to inform a business case. As part of the proposed review processes the development of the curriculum will be assessed to fit with the Visioning Document produced by David Marlow, the CPCA Skills Strategy and the CPIER/LIS. Assurance that the curriculum offer is sufficiently focused and academically robust as well as employer-led is to be sought and options for innovative delivery addressed. Reflection on whether the strategic advisory and

governance capability for the university development project could be improved, and other university figures/advisors included, may be required.

#### 2.4. The timetable for the Reviews are:

- Gateway Review 21<sup>st</sup>- 23<sup>rd</sup> November 2018 with report available on 23<sup>rd</sup> November 2018.
- The Gleeds' Review will commence end November 2018 with an initial report/preliminary findings available before Christmas. The final report will be available by mid-January 2018.
- The Pinsent Mason Review will take place over the next month.

It is envisaged that the Reviews will be complimentary to each other avoiding overlap to provide supplementary evidence to establish best practice, progress to date, partnership arrangements, use of funding and make recommendations for the future. The findings of the Reviews will be shared at the next Skills Committee meeting on 6<sup>th</sup> February 2018.

#### 2.5. **CPCA/PCC Investors and UCP/PRC “Lead Organisation” delivery model**

As part of the Gleeds' review evaluation of the UCP/PRC “lead organisation and the client” and PCC/CPCA as the desired delivery model will be addressed. Impact to date, focus and strategic fit will also be evaluated.

##### Impact to date

It is important to establish the impact of current activity in relation to the development of a new University. Have student numbers grown sufficiently in line with the ambition of 2,000 students in 2020 and can we deliver the new University within the proposed timeframe?

##### Focus and USP of UoP

Co-investment opportunities with current partners to support both property and infrastructure costs will also be explored further as well as the need to define the “USP” for the University. We fully understand the vision for HE qualifications to be business/employment focussed and the need for the USP of a Technical University to be related to creating jobs from degree apprenticeships and a curriculum that supports the economy of Peterborough.

##### Strategic fit of curriculum to business

As well as the need for the curriculum to meet the need of local businesses, it also needs to be aligned to the CPCA's Skills Strategy and the CPIER/LIS.

### **3.0 FINANCIAL IMPLICATIONS**

- 3.1. CPCA has paid £668,602 to the UCP. £480,000 has been spent to date leaving £188,000 to fund the revised programme. From the TDAP allocation of £720,000 - £200,000 has been paid with £240,000 of claims expected soon.

The remaining funding will meet the programme deliverables.

- 3.2. A revised funding agreement and outcomes has been agreed to continue the work on the University project until March 2019 whilst the reviews are complete and an action plan is brought together. A new funding profile will come from that review. However, additional funding drawdown of around £300K will be required.
- 3.3. The funding for the University from CPCA was identified as capital in the initial plans. However, a significant element of the work is revenue in nature as it is used to pay for staff and marketing. The initial funding paid over recognised this for the early elements of work and was made from CPCA revenue resources. Moving forward the CPCA has demands exceeding the level of revenue resources available over the next 4 years. Future plans will need to be mindful of the types of funding available from the CPCA to support the programme successfully.

#### **4.0 LEGAL IMPLICATIONS**

- 4.1 There are no specific legal implications arising from this report.

#### **5.0 SIGNIFICANT IMPLICATIONS**

- 5.1. There are significant implications in continuing with the programme without a full-scale review of current operations. The HE landscape is changing, and we need to ensure we future-proof our investment and ambitions for the University. A full review, however, will enable us to navigate a changing landscape as well as offer up recommendations and options to achieve the vision.

#### **6.0 APPENDICES - NONE**

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





<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.2</b>
<b>21 NOVEMBER 2018</b>	<b>PUBLIC REPORT</b>

## **ADULT EDUCATION BUDGET DEVOLUTION**

### **1.0 PURPOSE**

- 1.1. This report informs the Skills Committee of the current state of the devolution of the Adult Education Budget (“**AEB**”) from the Department for Education to the Cambridgeshire and Peterborough Combined Authority (“**CPCA**”) in 2019.
- 1.2. The report seeks to secure support to the proposal for progressing with the next steps of the Devolution of the AEB and its implementation by agreeing to the proposal for financial sustainability in AEB delivery, the progress towards the devolution programme, and the role of the Skills Committee in governing the AEB programme post 2019.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref:</b> KD2018/037	<b>Key Decision: Yes</b>
<p>The Skills Committee is asked to:</p> <ol style="list-style-type: none"> <li>a) note progress on the devolution of the AEB Programme in Cambridgeshire &amp; Peterborough</li> <li>b) comment on the proposed options for governance of the AEB as outlined in paragraphs 2.14 – 2.16</li> <li>c) endorse and recommend the Combined Authority Board approve business case requesting a top slicing allocation up to</li> </ol>	<p><b>Voting arrangements</b></p> <p>Simple majority of all members</p>

<p>4.9% to ensure the delivery of the AEB is resourced appropriately.</p> <p>d) endorse and recommend the Combined Authority Board approve the proposed commissioning approach for the CPCA devolved AEB</p> <p>e) recommend the Combined Authority Board authorise officers to enter into a negotiated grant commissioning process to develop and work with the 15 indigenous and contiguous Cambridgeshire and Peterborough Colleges and Local Authority providers currently grant funded by the Education Skills Funding Agency. (This will mean disinvestment in the remaining 120 Grant funded providers spatially distant from Cambridgeshire &amp; Peterborough.)</p> <p>f) recommend the Combined Authority Board agree to procure contracts for services for all other providers, including Independent Training Providers, Further Education Institutions based outside of the CPCA area and other organisations (which may include the voluntary &amp; community sector). Further to give delegated authority to the Director of Business &amp; Skills to award contracts.</p> <p>g) note the procurement timeline for contracts for services.</p>	
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## 2.0 BACKGROUND

- 2.1. Since 2014, devolution deals between government and regions in England have been announced, supporting economic growth, public service reform and improved local accountability. The deals transfer certain powers and funding previously held by central government.
- 2.2. As outlined in the [Adult Education Budget Changing Context and Arrangements for 2016 to 2017](#) and the [Industrial Strategy](#), from the 2019/20 funding year, the CPCA will take on more responsibility for commissioning quality adult education provision in its local areas, when adult further education funding is devolved. This means that the ESFA will, from Academic Year 2019/20, no longer be accountable for the totality of the AEB, which it currently allocates and

manages.

- 2.3. Once the CPCA takes on the role it will, within the agreed conditions of its devolution deal, be responsible for commissioning AEB-funded provision in the local area and have the freedom to set its own priorities and funding rates, whilst still being subject to the statutory duties of the Secretary of State (“**SoS**”). This will allow the CPCA to focus on meeting local area need, delivering local economic objectives and developing a sustainable local provider base. The opportunity to engage with Business through the Business Board will allow the CPCA to take a leadership role in delivering skills to adults in a bespoke way, utilising the economic data to provide solutions in a focused and targeted way.
- 2.4. In May 2018, the CPCA submitted the Readiness Assessment to the Department for Education (DfE), and in June 2018 the assessment was approved and a grant to prepare for the devolution of the AEB was provided by the DfE to the CPCA. Officers have now been working to deliver the necessary systems and processes to deliver the AEB Programme, this includes developing a Skills Strategy, Commissioning & Procurement Plan, Governance and Assurance, Funding Rules and a Monitoring & Evaluation Plan. There is a requirement to make payments to providers and to create a system that will allow upload of data for payments to proceed.

To date the following key milestones have been achieved:

- Creation of an AEB Skills Plan
- Readiness Assessment
- Statutory Orders
- Engagement with Providers
- Data Analysis

However, there are still significant steps to undertake, including:

- Procurement of Providers / Commissioning
- Allocations Policy for Grant Providers
- Securing Capacity and Financial Resource
- Systems Build
- Strategies & Plans Creation

## **Cambridgeshire and Peterborough AEB Devolution**

### **Understanding AEB:**

#### **What is the purpose of the Adult Education Budget?**

- 2.5. The AEB currently includes all Education Skills Funding Agency (ESFA) participation and support funding for eligible learners aged 19 and over. It enables adults to achieve qualifications, as well as tailored programmes of learning that do not need to include a qualification, to help those furthest from

learning or employment. The principle purpose of the AEB is to engage adults and provide them with skills and learning needed for work, apprenticeships or further learning.

### **What is included within AEB devolution?**

- 2.6. The draft Orders for each MCA were laid before Parliament (23 July 2018) and debated in late October 2018. These Orders set out the functions that will be transferred.

### **Which functions are being transferred/delegated to MCAs/GLA?**

- 2.7. The draft Orders and the Delegation agreement provide for the transfer (delegation in the case of the GLA) to each specified MCA and GLA of the following adult education functions from the Apprenticeships, Skills, Children and Learning Act 2009 ('the 2009 Act'):
- section 86 which relates to education and training for persons aged 19 or over;
  - section 87 which relates to learning aims for such persons and provision of facilities; and
  - section 88 which relates to the payment of tuition fees for such persons.
- 2.8. Excluded from the transfer/delegation are functions relating to apprenticeships training, persons subject to adult detention or any power to make regulations or Orders.
- 2.9. The transferred/delegated functions will be exercisable by the CPCA instead of the SoS in relation to the area. In addition, functions of the SoS which relate to the encouragement of education and training for persons aged 19 or over, and the provision of financial resources, are transferred/delegated to the CPCA and will be exercisable concurrently with the SoS.
- 2.10. In each Order the following conditions are set on the exercise of the transferred functions:
- the CPCA must adopt learner eligibility rules for awards by an institution to which it makes grants, loans or other payments in accordance with any direction given by the SoS; and
  - in exercising the transferred functions, the CPCA must have regard to guidance issued by the SoS.
- 2.11. The Orders include functions necessary for the delivery of adult education provision for people aged 19+ only and does not include the following:
- Anything related to apprenticeships;
  - Anything related to adult offender learning;
  - Anything related to training or education for young people aged 16-18.
  - Anything related to Traineeships;
  - Anything related to Advanced Learner Loans;
  - Anything related to loan bursary funds.

- 2.12. The CPCA will be responsible for outlining its priority provision through The Skills Strategy. The CPCA will, however, also need to continue to secure provision of free study for learners who qualify under the 'Statutory Entitlements' Section 2 of the [Funding Rules](#).
- 2.13. There will also be a responsibility on the CPCA to have regard to [Statutory Guidance](#), as well as for people with learning difficulties and disabilities when carrying out those duties under section 115 of the Apprenticeships, Skills, Children and Learning Act 2009.

### **Role of the Skills Committee in the AEB Programme**

- 2.14. In July 2018 the Combined Authority Board approved that the Business Board would lead on a Skills Board and report into the Skills Committee of the CPCA. In order to ensure that Business and Industry play a prominent role in the skills agenda within the Cambridgeshire and Peterborough area, and that both providers and customers of AEB have a voice in designing and shaping the AEB programme locally, an inclusive governance structure is required. One option is that an Adult Education Programme Board (AEPB) be created that includes members of the Business Board, CPCA Skills Committee, Providers and Customers.
- 2.15. The second option is that the Skills Committee is adapted to include both representation from Business and the Provider base. This could be structured whereupon the Business and Provider members are co-opted on to the Skills Committee but have no vote on matters not relating to the Adult Education Programme.
- 2.16. There are issues around the creation of a separate AEPB within the governance of the AEB. At present there is a governance structure that identifies a role for the CPCA Board, The Business Board and the Skills Committee. The creation of the AEPB would create a 4<sup>th</sup> Governance role that decisions would have to be inclusive of. Another option would be to review the role of the Skills Committee in such a way as to become the AEB Governing body and reduce the need for an AEPB. Officers will prepare an options paper to explore the benefits of both options for the next Skills Committee Meeting.

### **Operational AEB post 2019; Financial Sustainability**

- 2.17. In May 2018, the DfE approved a 50% grant offer of up to £204,000 for the 2018/19 year for the purpose of creating the necessary policy and system structures to take over the responsibility of the AEB programme in Cambridgeshire & Peterborough in April 2019. The grant was utilised matching both in kind support and a small allocation of £40,000 approved by the Combined Authority Board in November 2017.
- 2.18. In July 2018 the Programme Manager (Skills) presented a paper to the Combined Authority Board that indicated that a Business Case for the

operational and system costs of the AEB may require up to 4.9% top slicing from the devolved allocation provided by the DfE. This would mean that up to £592,900 would be available to provide the resource to administer, operate the data monitoring and payment systems, and provide governance and assurance in the provision of the service.

### **Operational Requirements for 2019 Onwards:**

2.19. The utilisation of the grant provided by the DfE from May 2018 to October 2018 has allowed officers the opportunity to provide the appropriate foundation stones in creating the AEB Programme. This included the creation of the necessary policies and strategies for the operationality of the service, the recruitment of dedicated staff, and an agreement with Cambridge Insight to provide Data Processing and Analytical Support, coupled with a payment system with finance to ensure that providers are paid for delivery. It also required back office support and additional capacity in service areas such as Procurement. A contract is being negotiated with a local authority service provider to engage dedicated capacity to support the procurement programme for the provision of new providers or new courses in the Cambridgeshire and Peterborough area.

2.20. However, in order to (a) make the AEB Programme financially sustainable, and (b) provide the necessary systems and support to continue delivery post April 2019, a sum of 4.9% of top slicing is required from the AEB budget provided. The allocation for 2019/20 is estimated to be £12.1m, therefore 4.9% would provide a maximum of £592,900 to the CPCA to operate in a 'steady state'. The projected actual costs are as set out in Table 1 below; (Staffing costs include pension contributions and employer's national insurance)

<b>Table 1: AEB Programme Costs April 2019/20</b>	
<b>Activity</b>	<b>Yearly Cost</b>
AEB Strategy Executive	£71,115
AEB Partnership Executive	£64,650
AEB Finance Manager	£64,650
AEB Programme Officer	£54,180
AEB Administration Assistant	£30,000
Procurement Support Costs	£55,000
Data Processing provided by Cambridgeshire Insight	£49,000
Administration Costs	£12,000
Management On-Costs	£55,000
System & Software Build Costs	£30,000
Building and Service Costs	£40,000
Marketing & Promotional Costs	£25,000
Staff Costs inc. Travel, Training, Insurance etc	£20,000
<b>Total</b>	<b>£570,595</b>

## **Implications & Considerations**

- 2.21. The DfE did not provide any new financial resources to the CPCA post April 2019. The allocation of £12.1m was provided as a block payment to the CPCA in April 2019.
- 2.22. The DfE are content for the CPCA to top slice to enable the local delivery of AEB, and in June 2018 Greater London Authority ("GLA") undertook to top slice 1% of the £315m allocated AEB, creating a resource of £3.15m to provide the necessary resources to deliver the programme. GLA has created over 60 posts to undertake the AEB Programme including a dedicated Assistant Director, 5 Senior Managers, 16 Policy Officers and 12 Project Officers; this engendered criticism from providers and specialist press for creating additional bureaucracy in the devolution of the AEB.
- 2.23. However, the additional requirements for administration and localised systems development are a requirement for the freedoms and flexibilities in the creation of a local industry focused adult education skills system. Through engagement with providers in Cambridge and Peterborough opportunities are created in focusing on an outcomes approach to delivery, payments and monitoring & evaluation. Furthermore, securing a tenure period beyond the current one (1) year period, will enable (a) provider stability in terms of course provision, and (b) greater agility in the delivery mode and mechanism.
- 2.24. The main criticism for expenditure on skills courses within Cambridgeshire & Peterborough is that the top slicing allocation could result in less money being available for Adult Education within the area. However, this view does not take into consideration the fact that by focusing on skills locally and allowing industry to design the process, outcomes for employment, productivity and business creation, should be considerably improved, thereby achieving a 'do more for less' approach to skills based economic development. There is also a counter criticism that some of the courses currently provided are 'life style' courses that do not provide a versatile, adaptable well skilled workforce, but may be beneficial for social inclusion

## **Financial Cost Break Down of Need for 2019/20, 2020/21 and 2021/22**

- 2.25. To enable the sustainable delivery of the AEB in Cambridgeshire & Peterborough the following posts must be filled and services obtained:
- 1) The post of AEB Strategy Executive; This post is responsible for the delivery of the necessary strategies and policies associated with the programme, including the Funding Rules, Commissioning Strategy, Procurement Strategy, Market Entry and Exit Policy, Monitoring & Evaluation Strategy. This post also has a joint responsibility in the delivery of procurement exercises to select new providers or new course provision.
  - 2) The post of AEB Partnership Executive; This post is responsible for engagement and relationship management with providers of adult education. The post is jointly responsible for the delivery of procurement activity in the purchasing of new skills provision. The post holder will client manage

providers ensuring that (i) they meet the criteria outlined within the strategic plans; and (ii) the delivery of outputs and outcomes are achieved. The role will have an active relationship with wider stakeholders including Ofsted, DfE and ESFA. The post holder will also (a) work with Cambridge Insight to ensure the delivery of outputs into the ILR; and (b) contract manage Cambridge Insights and the database analysis toolkit utilised and built.

- 3) The post of AEB Finance Manager; this post is required to engage with Cambridge Insight to ensure the efficient and effective payment run to providers based on returns of data on achievements. The post will work with Cambridge Insight and the AEB Partnership Executive to create a system that connects and provides assurance to the CPCA that the right payments are going to the right providers at the right time.
- 4) The post of AEB Programme Officer, which will provide the support structure for the Strategy Executive and Partnership Executive to operate effectively. The role is integral to identifying changing policies, economic or social changes locally and creating solutions within the team to adapt the AEB programme to deliver a bespoke service in the CPCA area. This is a role not currently included within the staffing structure, the existing post holder is on secondment from Cambridgeshire County Council and has proved invaluable in delivering the AEB Programme to date. The costs would be entirely funded from the top slice as set out above thus putting no pressure on the CPCA's core revenue funding.
- 5) The post of AEB Administration Assistant will provide the necessary administration support for the team. This role is not currently included within the staffing structure.
- 6) Data Processing & Analytical Support; Cambridge Insight have been commissioned to design a system that undertakes the delivery of a) a dashboard to provide business intelligence b) a tool to analyse data asks c) a system to perform the calculations for payments to providers based on data returns. This is estimated at £49,000 per annum and is a necessary piece of systems infrastructure to allow monitoring of success and payments to providers.
- 7) Procurement Support Costs; Officers have sought quotes from suppliers to provide procurement support to the CPCA in engaging with new providers. Peterborough City Council and Cambridge County Council have provided quotes to utilise their procurement systems, processes and templates, as well as provide the necessary capacity and professional support to undertake procurement exercises for the AEB Programme.
- 8) Management on Costs; The CPCA has, and will, continue to defray time and expenditure by other officers within the existing staffing structure on the AEB Programme. This cost includes a proportional amount of time allocated to officers within management and support, i.e. existing Director, Assistant Director, Programme Manager, Legal Manager, Finance Team,



Communications Team, and Governance Team to ensure the effective roll out of the team.

- 9) **System and Software Build Costs;** this cost is required for 2019/20 onwards for the redevelopment and upgrade of system and software builds for data and finance system to operate with providers. The current system is supported by the DfE, and in 2020 this agreement will end and the CPCA will have to operate a system of its own.
- 10) **Building & Service Costs;** This cost is attributed to the value that the AEB team will require in building and support costs for operation at the Alconbury and other CPCA sites.
- 11) **Marketing & Promotional Costs;** this will allow the AEB Team to promote the programme locally.

2.26. Table 2 below outlines the costs for the three financial years 2019/20-2021/22. The Programme Manager has outlined that each year a 3% inflationary increase is to be applied; however, if the costs fall below this, an in-year saving will be created.

<b>Table 2: AEB Programme Costs April 2019/20</b>				
Activity	2019/20	2020/21	2021/22	2022/23
<b>AEB Strategy Executive</b>	£71,115	£73,248	£75,446	£77,709
<b>AEB Partnership Executive</b>	£64,650	£66,590	£68,587	£70,645
<b>AEB Finance Manager</b>	£64,650	£66,590	£68,587	£70,645
<b>AEB Programme Officer</b>	£54,180	£55,805	£57,480	£59,204
<b>AEB Administration Assistant</b>	£30,000	£30,900	£31,826	£32,782
<b>Procurement Support Costs</b>	£55,000	£56,650	£58,350	£60,100
<b>Data License with CCC</b>	£49,000	£49,000	£49,000	£49,000
<b>Administration Costs</b>	£12,000	£12,360	£12,730	£13,113
<b>Management On-Costs</b>	£55,000	£56,650	£58,350	£60,100
<b>System &amp; Software Build Costs</b>	£30,000	£30,000	£15,000	£5,000
<b>Building and Service Costs</b>	£40,000	£41,200	£42,436	£43,708
<b>Marketing &amp; Promotional Costs</b>	£25,000	£25,750	£26,523	£27,318
<b>Staff Costs inc. Travel, Training &amp; Insurance etc</b>	£20,000	£20,600	£21,218	£21,855
<b>Total</b>	<b>£570,595</b>	<b>£585,343</b>	<b>£585,533</b>	<b>£591,179</b>

2.27. Table 2 further outlines that, given the allocation for AEB is payment reduced each year in value, the systems and administration costs will increase. As a consequence, the requested 4.72% in 2019/20 may increase to 4.89% by 2023. This assumption allows for a 3% growth in annual figures and may be

reduced if pay awards and costs are at a lower percentage.

- 2.28. In order to (a) make the AEB Programme financially sustainable, and (b) provide the necessary systems and support to continue delivery post April 2019, a sum of 4.9% of the allocated grant is required from the AEB provided. The allocation for 2019/20 is estimated to be £12.1m, therefore 4.9% will provide £592,900 to the CPCA to operate in a 'steady state.' This will allow the CPCA to manage and mitigate the risk of poor performance due to the relative lack of experience of a new organisation undertaking the delivery of adult education locally. This percentage is in line with the 4.9% in the report considered in July 2018.
- 2.29. Officers will continually review the top slicing allocation of 4.9% with a view to reducing this percentage after managing the process, mitigating operational risks and reviewing the potential for a larger or further resource.
- 2.30. The Skills Committee are asked to support the report to the Combined Authority Board seeking to approve 4.9% top slicing of the £12.1m allocation.

### **Commissioning Strategy**

- 2.31. The CPCA has set out the strategic ambition for Skills in the Ambition 2030 Strategy; there will also be role specifically identified for AEB within the Cambridgeshire & Peterborough Skills Strategy when published. Local devolution of AEB will help to ensure providers' skills offers meet local employer and learner needs, including those furthest from the labour market. Devolution will enable adult skills provision and learning to be more flexible and agile in its application.
- 2.32. A soft market testing exercise to inform the commissioning of AEB provision was undertaken during October 2018 when a short questionnaire was published on a government e-tendering portal. This allowed all interested parties to respond to an open invitation and attracted responses from a range of Colleges, Local Authorities and Independent Training Providers. In addition, a Market Engagement workshop was held on the 17<sup>th</sup> October 2018 for providers and stakeholders to learn more about the plans for AEB devolution and understand the CPCA skills priorities. This event was well attended with over 40 attendees representing 22 organisations.
- 2.33. The commissioning approach is underpinned by a clear set of delivery principles designed to convey clarity, transparency and quality and provide the basis on which healthy dialogue and challenge can exist between the CPCA (as Commissioner) and providers. These are:
- Local skills investment priorities will be aligned to Skills Strategy outcomes;
  - The CPCA will align, where possible, with national policy on funding eligibilities, rates and entitlements and will seek to improve or enhance these in support of local priorities as appropriate;

- The CPCA will encourage new market developments to ensure there is a mixed economy of commissioned services and innovation that strengthens the local provider base and responds to needs and opportunities;
- Sub-contracting will be agreed where this adds value to the mix and balance of provision locally and enriches the learning offer; and
- Allocations and details of commissioned provision will be openly published to ensure transparency of process.

2.34. It is proposed that the CPCA adopts a dual approach to commissioning the devolved AEB. This will involve a combination of grant funding agreements and procured contracts for services. The key considerations for each approach are set out below.

2.35. **The CPCA establishes grant funding agreements with Further Education (FE) Colleges which are either based in, or are contiguous with, Cambridgeshire and Peterborough Region and the Cambridgeshire & Peterborough Region Local Authorities** which currently deliver AEB funded provision, on the grounds that:

- They form part of Cambridgeshire & Peterborough state-maintained system of public education and its associated asset base and infrastructure which is funded wholly, or mainly, from the public purse and which has Cambridgeshire & Peterborough Region residents as the primary focus of their activity;
- They are geographically close or serve the residents of Cambridgeshire and Peterborough.
- These providers cannot choose not to engage with policy changes, nor can they substantially shift their core business focus or suddenly cease operating; the FE regulatory framework and FE insolvency regime recognise the particular position/status of colleges and provide additional protection for learners which does not apply to learners in other institutions;
- A Memorandum of Understanding between DfE and the CPCA will explicitly require the CPCA to “*minimise the risk of insolvency of any further education institution in the CPCA area*”; and
- They will be subject to stronger performance management arrangements than currently set out via the ESFA.

2.36. **All other providers that wish to deliver CPCA funded provision to Cambridgeshire & Peterborough Region residents from 2019/20 will be required to participate in a competitive tender in accordance with the Public Contract Regulations for a contract for services.** Whilst we do not want to limit learner choice or exclude valuable specialist providers and niche provision from the market, it would be difficult for the CPCA to work with the current provider base of 174 in its entirety from an efficiency perspective. Managing a high number of contracts of this order would not provide value for money from public funding. Procurement will encompass (but is not limited to):

- **Independent Training Providers (ITP) and voluntary and community sector organisations:**

- Currently these tend to operate under contracts for services with the ESFA, to which the Public Contracts Regulations 2015 applies;
  - Whilst recognising that these providers are subject to Ofsted inspection and that some operate on a 'not for profit' basis, they generally have different commercial status and more autonomy over their policy/business focus than colleges and local authorities; and
  - Different regulatory arrangements apply, in that non-FE institutions are outside of the purview of the FE Commissioner and the new FE insolvency regime.
- **Grant Funded organisations whose main base of operations is outside of Cambridgeshire & Peterborough Region.**

2.37. A total of 135 grant funded organisations based outside of Cambridgeshire & Peterborough Region received circa £2m of grant funding from the ESFA to deliver AEB provision to Cambridgeshire & Peterborough Region residents in 2016/17, but not as their core business and sometimes this is delivered through sub contracted arrangements. Procuring this provision will allow the CPCA to realign the funding currently spread across a vast national provider base and refocus it for Cambridgeshire & Peterborough Region residents, as well as maximising the impact for learners by reducing management fees and unnecessary subcontracting.

### **Recommended Commissioning Approach**

2.38. The CPCA is recommended to enter into a negotiated grant commissioning process for 2019/20 with the indigenous Cambridgeshire & Peterborough Region Colleges and Local Authorities currently funded through an ESFA grant funding agreement. This approach will secure provision estimated to be circa £7.5 - £8m of an expected £12.1m budget and makes up the largest proportion of activity funded through the devolved AEB.

2.39. Discussions will commence from November 2018 with the identified grant funded providers. They will be asked to submit delivery plans as part of the allocations process, setting out their curriculum offer, including how this meets the CPCA identified skills priorities, delivery models etc. Indicative allocations will be issued by the CPCA in early 2019, with final allocations agreed by the CPCA and confirmed in April 2019.

2.40. Circa £3-4m will be available to competitively tender for AEB contracts using the Public Contracts Regulations 2015. This approach, operated alongside the negotiated grant funding approach with indigenous Colleges and Local Authorities, minimises risk to continuity of provision for learners in the short term, whilst offering providers an opportunity to apply for funding. It also provides the opportunity to assess provider capability and capacity to deliver the CPCA's skills priorities.

2.41. The commissioning approach will include two themes of activity for each College, Local Authority and Independent Training Provider to consider:

- Theme 1: Comprehensive skills support to all residents including statutory entitlements (this is expected to form the majority of the providers' AEB funding allocation); and
- Theme 2: Innovative, smaller test and learn pilots.

2.42. Any residual funding which remains following commissioning will provide a small reserve which might support activity such as, responding to in-year growth requests or urgent need based on sudden changes in the employment landscape

2.43. As noted earlier, 174 providers across England currently deliver AEB funded provision to Cambridgeshire & Peterborough residents. Therefore, the introduction of a minimum contract value will ensure that economies of scale can be applied and the CPCA staff resources can effectively manage the provider relationships required. £100k is a well-recognised minimum contract value benchmark currently adopted by the ESFA in their contracting approach. This threshold was also supported as part of our recent market testing. However, it is anticipated that the majority of provider allocations will be higher than the proposed £100k minimum contract value.

2.44. Discussions are also underway with ESFA to plan for and minimise the impact of any issues arising in relation to Cambridgeshire & Peterborough learners who have enrolled at providers which will not have funding arrangements with the CPCA in the future. These will mainly be cross border areas, in particular Bedfordshire, Lincolnshire, Suffolk, Hertfordshire and Rutland.

### **Sub-Contracting Arrangements**

2.45. Sub-contracting has an important role to play in the delivery of the AEB. Subcontractors can help widen participation amongst niche groups that would otherwise be hard to reach. Subcontracting also provides an entry point to funding for smaller voluntary and community sector (VCS) and niche providers, where they may not otherwise be able to meet the minimum contract value.

2.46. The fees charged by lead providers to those they sub-contract with should be transparent. Fees should be proportionate to the services offered by the lead provider, recognising there may be a sliding scale for varying levels of support for managing the sub-contract relationship and associated risks, data processing, access to internal audit support, quality assurance and improvement, classroom observations and accreditation support. The market engagement event widely supported the view that 20% of the sub-contractor's earnings from learning should be a maximum amount charged by lead providers. Any sub-contracting proposals will be reviewed by the CPCA both as part of the negotiated grants discussions and provider responses to the tendered provision. We will also monitor the value for money and quality of such provision as part of our approach to performance management.

2.47. All sub-contracts must be agreed with the CPCA prior to any learning commencing as part of lead provider due diligence arrangements. This will enable the CPCA to understand the learning it funds and better ensure the level of funding spent on sub-contract support infrastructure is proportionate to costs.

## **Transformational Change of the AEB**

2.48. The CPCA has set out the strategic ambition for Skills in the Cambridgeshire & Peterborough 2030 Ambition, and the CPCA Skills Strategy. However, moving from this strategic intent to implementing tangible outcomes for learners is an ambitious, long-term journey and will require changes in behaviours and practice of providers.

2.49. Key actions planned for 2019/20 will include evaluating and sharing local good practice of monitoring learner journeys, with a focus on tracking positive outcomes for individuals and learner progression alongside the achievement of learning aims. This will require the CPCA to adopt a more proactive approach to provider relationship management than is currently the case from the ESFA. Other changes will include creating a strategic dialogue with grant funded providers for whom the current ESFA regime is generally focused on financial management rather than on strategic planning.

2.50. The initial impact of AEB will be to begin the cultural and systemic shift which lays the foundations for future transformation by:

- Focusing on positive outcomes for individuals and tracking learner progression, rather than simply measuring delivery and achievement of learning aims;
- Focusing on key industry sectors, (as identified in the Skills Strategy and Independent Economic Review), geographies and specific support programmes bespoke or of importance to Cambridgeshire & Peterborough.
- Beginning the shift towards funding learning on a forward-looking basis rather than on the basis of historical activity;
- Testing new flexibilities and innovation through 'test and learn' projects which could, for example, trial new payment models, rates and eligibility for specified activity, pilot niche provision or delivery models, and scale up existing activity for particular cohorts of priority learners/employment sectors.
- Understanding the different Community Learning models of delivery across the area in delivering first step informal learning to those furthest away from the labour market; and
- Promoting stability of the area's FE sector, within a post-16 skills system which has absorbed significant changes in the period leading to AEB devolution, recognising the impact on providers of the forthcoming rollout of technical education reforms and the ongoing embedding of apprenticeship reforms.

2.51. For any type of change to succeed, especially the step change outcomes required through devolution, there needs to be significantly better engagement from employers; greater synergies, strategically, between funding streams and greater collegiate working at both a strategic and operational level between all providers. Building a strong relationship management function into the CPCA's AEB team will help to provide the impetus and knowledge to make this possible.

## **Innovation and Local Flexibility**

2.52. A number of local flexibilities and innovations are being consulted upon for inclusion within local AEB funding rules from 2019/20 as 'test and learn' activity. They are intended to deliver positive outcomes detailed in our Skills Strategy, such as the need for greater inclusion of those aged over 50 and unemployed in the labour market or to better stimulate a market response from providers to employer need. The flexibilities are also intended to help build a package of wrap-around support that goes beyond qualifications for those residents with complex needs and ensure a stronger emphasis on progression to further learning or employment.

2.53. In all cases, these local pilots would need to demonstrate that they do not duplicate existing provision, such as that being delivered through 'mainstream' skills funding, Jobcentre Plus or ESF, including the Ways to Work programme. Areas for change include:

- Preparations for the digital entitlement;
- Progression
- Low Skills
- Priority sectors
- Sustainable Employment
- English for Speakers of Other Languages;
- English and maths pilots;
- Sector based work academies / Pre-employment routeways;
- Fully funded learning for individuals in receipt of low wage;
- Impartial independent skills brokerage with employer grants;
- Enterprise skills;
- Capacity building providers through continuous professional development; and
- Changes to funding rates and funding new qualifications and learning.

## **Procurement**

2.54. The procurement exercise to award contracts for services will be an evaluation process in accordance with the Public Contract Regulations 2015. Organisations that pass the selection stage will be invited to submit their proposals for delivering a quality service.

2.55. The Invitation to Tender (ITT) will be split into two themes:

- **Theme 1: Comprehensive skills support across Cambridgeshire & Peterborough to support all residents to:**
  - Acquire basic skills;
  - Progress into/within learning;
  - Acquire and sustain employment/apprenticeship/traineeship;
  - Progress in employment; and
  - Gain employment in sector specific learning.

- **Theme 2: Innovative smaller projects that secure positive outcomes and test innovative delivery models for priority cohorts and sectors.** Provision under this theme will provide more targeted support for cohorts such as residents aged 50 plus, hard to reach groups, those looking to retrain and return to the labour market after an absence or learners from black and minority ethnic backgrounds. This provision must add value to, rather than duplicate, other services targeting these cohorts.

## Timeline

2.56. Key dates for the procurement of contracts for services are:

Activity	Date
Publish OJEU Notice (Restricted Process)	December 2018
Launch of Standard Qualification Questionnaire (SQ)	January 2019
Closing date for return of SQ	Early February 2019
Issue Invitation to Tender on the Chest	February 2019
Closing date for return of procured tenders	Late March 2019
Evaluation	Early April 2019
Issue OJEU award notice	April 2019
Contracting/on-boarding with providers	May-July 2019
Contract commences	1 August 2019

2.57. The Skills Committee are asked to endorse the principals of the Commissioning approach and note the timescale for procurement between November 2018 and April 2019 for operation post July 2019.

## Next Steps

2.58. To progress the delivery of the devolved AEB, the Programme Team need to continue to develop the necessary capacity, capability, systems and processes to ensure that providers of AEB can undertake a service for Cambridgeshire and Peterborough. The agreement to fund the Programme Team through a percentage top slicing is in line with other Mayoral Combined Authorities ability to fund the AEB system and will allow for financial sustainability and management for the CPCA.

2.59. The Programme Team are continuing to deliver the programme plan, which includes the development of the system to make payments and upload performance returns, procure new service delivery, maintain existing valuable services, and create a governance structure that involves industry in designing a local bespoke adult education system for Cambridgeshire & Peterborough

## 3.0 FINANCIAL IMPLICATIONS

3.1. The resource requirement for administration of the AEB function is covered by the topslice from the funds as set out in the paper. The level of future AEB



allocations is not guaranteed; were it to decrease there is no guarantee that the level of resource required to administer the grant would reduce in line, if this were to occur the percentage topslice would either need to be increased or other revenue funds available to the CA would need to be utilised to support the delivery of the grant.

- 3.2. Devolution of the AEB includes responsibility for the provision of access to statutory courses (English, Maths and ICT) for all residents who require them. As such the CA will be responsible for ensuring alternative provision in the case of supplier failure. We will seek to minimise the CA's exposure both by, where possible, structuring payment terms to focus on results and by sharing the risk with providers who will be subcontracting.

#### **4.0 LEGAL IMPLICATIONS**

- 4.1. Funding must solely be used for the purpose for which it is intended.
- 4.2. Complete and accurate records must be kept in order to show how funding has been utilised.
- 4.3. Providers must be procured in accordance with EU procurement regulations.
- 4.4. Any, and all data must be obtained, processed, stored and used, in strict accordance with GDPR.
- 4.5. CPCA must ensure that if the Providers sub-contracts any part of the delivery of the Services, such sub-contracts contain provisions that enable the CPCA to enforce the terms of the contract awarded by the provider to the sub-contractor.

#### **5.0 SIGNIFICANT IMPLICATIONS**

- 5.1. For Equality and Diversity the AEB aims to improve opportunities for people who are in need of new skills and learning opportunities. Many potential AEB learners also have protected characteristics. The AEB commissioning proposals will support a range of under-represented groups, particularly the most disadvantaged residents, including those without basic skills, unemployed people, over 50s, single parents, black and minority ethnic groups and disabled people. The pilots outlined in this report also seek to support residents in low paid/low skilled jobs.
- 5.2. Colleges, Local Authorities and providers delivering devolved AEB funded provision will be expected to report on equality and diversity impact measures. These will focus on narrowing gaps in skills participation and achievement for black and minority ethnic groups, under-represented genders in particular sector subject areas, and learners with learning difficulties and/or disabilities. The CPCA will ensure participation, retention and achievement for underrepresented learners is proportional to local area demographics.

<b><u>Source Documents</u></b>	<b><u>Location</u></b>
CPCA Board Paper on AEB, July 2018  CPCA Board Paper on AEB, November 2017	The Incubator 2, First Floor, Alconbury Weald Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4WX



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 2.3</b>
<b>21 NOVEMBER 2018</b>	<b>PUBLIC REPORT</b>

## **SKILLS PRIORITISATION PLAN - CAREERS ENTERPRISE COMPANY**

### **PURPOSE**

- 1.1. To inform the Skills Committee of the next steps in the delivery of the Careers Enterprise Company (CEC) contract.
- 1.2. To seek support for the proposed ways of working in the delivery of the contract post March 2019.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref: N/A</b>	<b>Key Decision: No</b>
<p>The Skills Committee is recommended to endorse the following and forward to the Combined Authority Board for approval:</p> <p>(a) that the CPCA cease resourcing the Careers Enterprise Company contract for delivery</p> <p>(b) that delegated authority be provided to the Portfolio Holder and Director of Business and Skills to engage with the CEC to identify potential local partners to undertake the remaining CEC Delivery Contract</p>	<p><b>Voting arrangements</b></p> <p>Simple majority of all members</p>

## 2.0 BACKGROUND

The purpose of this report is to confirm that the Careers Enterprise Company (CEC) contract will be de-prioritised as part of the focused CPCA Skills Prioritisation programme. The current contract with the Careers Enterprise Company was inherited from the Local Enterprise Council and has been operational since 2017. The contract is due to complete in August 2020.

The senior management team at the CPCA have undertaken to review all of the operational services currently undertaken, and evaluated against the requirements of the devolution deal, mayoral commitments, and interventions that achieve our 2030 ambition. The CEC operational contract is to be considered not to be resourced by the CPCA post March 2019.

### 2.1. CEC Contract:

As part of the evaluation of the CEC Contract, Officers reviewed a number of key issues, including additionality, impact with business, focus and strategic fit.

Additionality – Cambridgeshire & Peterborough are above the national average on meeting Gatsby Benchmarks whilst this programme is still new, therefore the intervention is not required as much as it is in other more deprived or in need areas (i.e. Opportunity Area).

Impact with businesses – our local businesses are aware of the programme with 65 businesses actively involved of which 33 are undertaking a role as an Enterprise Adviser. This figure is representative of 0.16% of Cambridgeshire and Peterborough businesses (6,900 businesses in Peterborough and 28,400 in Cambridgeshire – ONS data from UK Business activity – Size and Location 2017 (data from Jo G)) actively involved. In our “current geography” there are 111 schools – currently 30% of the schools in our area have an Enterprise Advisor. As a result of having an Enterprise Advisor, Schools participated in a National Survey reported: “nearly a fifth of schools and colleges report that they have increased the allocation of time in the school timetable for careers and enterprise activities” and “schools and colleges report an average of 3 new employers working with them”. *The Careers and Enterprise Company, Fuelling Young People’s Futures, November 2017.*

Focus – CEC focus is on secondary school and FE/Sixth Form Colleges, and there is evidence from the CPIER that the key point of influence is on primary children at 8-10 years old. The key point of influence is on both primary and secondary, as Secondary are ready to step into the workplace; either in an Apprenticeship or after University. *“Unsurprisingly, there is extensive literature on how important early years education is both to the success of young people in later life and to the prevention of health problems. We must not underestimate the impact that early years provision can have on economic and social well-being” CPIER.*

Strategic Fit – CPCA focus is to use University of Peterborough, Adult Education Budget and Apprenticeships to influence providers to shift course provision to promote and influence secondary schools towards new courses and STEM. The Enterprise Adviser Network has been a great strategic business voice in schools in guiding those discussions in STEM, and curriculum development as well as awareness for teachers (CPD) in the jobs now and in the future. This has been seen as a game changer in education with support from business leaders across different sectors. The schools who took up value the EA's. *"To promote success in today's labour market, one needs to invest early and then invest in the relevant skills. Above all countries need to invest smartly, by promoting attention to the 3As, Autonomy, Accountability and Assessment. They need to pay attention to Teachers, early childhood development and culture"* The World Bank, Why Education Matters for Economic Development.

Officers are working with the CEC to engage potential service providers whom may be able to undertake the remaining CEC contract terms, utilising the offer of grant support from the CEC to operate within Cambridgeshire and Peterborough. This would allow the service to be maintained within the area, but will not cost the CPCA any resource, and will ensure that schools can still access the CEC offer. The Skills Committee is asked to endorse the recommendation that the Portfolio Holder for Skills and Director of Business and Skills are provided delegated authority to enter into negotiation, and agreement with a local partner should one be found that satisfies the terms and conditions outlined by the CEC. If no agreement is found then the Skills Committee are asked to confirm and support the recommendation that no further investment is provided by the CPCA towards the CEC contract.

## **CONCLUSION**

If no delivery partner can be identified, then the CEC contract will cease. If this occurs, then it is anticipated that the contract will be stop at the end of March 2019.

### **3.0 FINANCIAL IMPLICATIONS**

- 3.1. The CEC contract covers five roles. £150k of the costs of these posts is recouped via grant claims to CEC, with the balance met from CPCA's core funds. By finding an alternative provider, or by discontinuing our delivery of the CEC contract, CPCA would therefore reduce its overall staffing costs.
- 3.2. At present the CPCA is hosting one Senior Enterprise Co-ordinator role, one Opportunity Area Enterprise Co-ordinator Role, and three Enterprise Co-ordinators (EC). One of the three EC roles is currently funded with Opportunity Peterborough through a sub contract to the end of February 2019. At present the only role with a current incumbent at the CPCA is the Opportunity Area Enterprise Co-ordinator role. In the case of redundancy there would only be one CPCA Officer affected by redundancy. The contract with Opportunity Peterborough would cease and the organisational change implications would be the business of Opportunity Peterborough.

#### **4.0 LEGAL IMPLICATIONS**

- 4.1. The CPCA must ensure that “local providers” have been sourced and engaged well before March 2019, so as to ensure (i) a seamless transition; and (ii) that all outstanding CEC commitments and obligations will be fulfilled. Failure to do so could negatively impact the CPCA, both financially and reputationally.
- 4.2. CPCA also needs to consider (i) the effect that terminating the contract would have on CPCA employee currently working on the CEC contract; (ii) what their redundancy entitlement would be; and (iii) whether said employee could be found a role within the CPCA

#### **5.0 SIGNIFICANT IMPLICATIONS**

- 5.1. There are no significant implications in the delivery of the CEC contract being passed over to another accountable body in the administration of the programme. There will be an implication of lack of provision if the contract is not undertaken. As stated within the report, the CPCA has undertaken a prioritisation exercise and deemed that this activity should be disinvested in.

<b><u>Source Documents</u></b>	<b><u>Location</u></b>
None	Not applicable



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 3.1</b>
<b>21 NOVEMBER 2018</b>	<b>PUBLIC REPORT</b>

## **SKILLS STRATEGY UPDATE**

### **1.0 PURPOSE**

- 1.1. The devolution of skills budgets and the constitutional framework of the Combined Authority represents a unique opportunity to reform the way in which skills programmes are commissioned and delivered locally. Delivering a Skills system which meets the needs of our employers and residents is an integral part of growing the local economy, providing better life chances and outcomes for our residents.
- 1.2. The Combined Authority will look to provide stability within the skills system through clearly articulating its long-term priorities, adopting robust processes for commissioning work and the basis in which it contracts with providers. Activity should be targeted on what makes the most difference to our people and economy.
- 1.3. This report updates the Skills Committee on the process to be adopted to shape the Skills Strategy document.

<b><u>DECISION REQUIRED</u></b>	
<b>Chair of the Committee:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business and Skills</b>
<b>Forward Plan Ref: N/A</b>	<b>Key Decision: No</b>
<p>The Skills Committee is recommended to:</p> <ul style="list-style-type: none"> <li>(a) Agree the process for shaping the Skills Strategy.</li> <li>(b) Note the timeline for collating feedback, to inform the development of the Skills Strategy.</li> <li>(c) Endorse the next steps in the process.</li> </ul>	<p><b>Voting arrangements</b></p> <p>Simple majority of all members</p>

## **2.0 BACKGROUND**

- 2.1. The Cambridgeshire and Peterborough Skills Strategy Review was commissioned by the (then GCGP LEP) and the Combined Authority (CA). It was developed by Hatch Regeneris and Stephen Rosevear – Interim Director of Skills. The Review was delivered to the CPCA on 29<sup>th</sup> October 2018. It was consulted on by local providers, stakeholders and businesses to form the evidence-based document. In order to produce the Skills Strategy, wider consultation is being sought and engagement is now continuing, focussing in on local priorities that can have most impact on productivity and skills. The Skills team will hold a series of roundtables to directly discuss input into the early stages of the Skills Strategy.
- 2.2 The significant evidence and analysis brought forward through the Skills Strategy Review paper provides a baseline for the skills landscape throughout the CPCA region, and evidence-based recommendations for the short, medium and long term actions. This evidence will assist shaping the Skills Strategy and be used to inform further stakeholder engagement and policy development.

## **3.0 PRODUCING THE SKILLS STRATEGY**

- 3.1 The Skills Strategy must add real value to the way we shape what we do both Strategically and Operationally (delivery plan). This Strategy needs to align to the Ambition 2030, CPIER and Local Industrial Strategy (LIS) documents within the CA.

### **Emerging priorities**

- 3.2 CPCA's strategic growth sectors within the LIS seek to boost productivity, innovation, employment and skills. The emerging priorities within the Skills Strategy Review include:
  - a) Incentivising stakeholders to create a more sustainable provider base through AEB.
  - b) Facilitating government to drive investment and provide leadership for major projects to address long-term skills deficit noted in the CPIER including skills gaps and increasing apprenticeship take-up through a Skills Hub.
  - c) Improving links in the skills system and aggregate learner/employer demand in creating high level qualifications through a new Technical University of Peterborough linked to job outcomes.
  - d) Preparing young people for the world of work by developing the practical skills to function in the modern workplace and pupils lack knowledge of vocational career pathways. The Work Readiness Pilot seeks to address this by introducing a targeted three-year pilot programme in two pilot institutions.
  - e) The need to grow the number of Apprenticeships within SMEs and supply chain organisations can be supported by the development of Phase 1 of the Skills Hub which is to develop an Apprenticeship Hub which will support



providers, businesses and schools to offer world-class apprenticeships. The Apprenticeship Ambassador network and AGE Grant will assist the development of this hub.

- f) Continue working with the Opportunity Area in Fenland East Cambridgeshire through representation on the programme board.
- g) DWP Work and Health Programme continue to support Cambridgeshire council to increase the employability and life changes of those currently unable to work.
- h) The Health and Care Sector Work Progression academy – CPCA to test a new intervention that addresses a specific local labour and skills shortage in the Health and Care Sector.
- i) AEB devolution to engage adults and provide them with the skills and learning they require for work or life-long learning.
- j) To create an outstanding University of Peterborough to address the issue of low HE participation numbers, poor aspirations and lack of employer confident in the Eastern regions of the CPCA.

#### **Next steps for producing the Skills Strategy Framework and High level Action Plan**

3.3 The timetable for producing the Skills Strategy is:

- a) Skills Strategy Review Paper from Stephen Rosevear shared with CPCA Skills team for feedback – 14.11.18.
- b) Skills Strategy Review Paper shared with Portfolio holder for Skills for information and feedback – 15.11.18.
- c) Skills Strategy Update paper for Skills Committee – 21.11.18.
- d) Skills Strategy to be develop by Skills Team, key stakeholders through roundtable events – 22nd November to 19th December 2018.
- e) Draft Skills Strategy to be shared with Business Board in January 2018.
- f) Draft Skills Strategy to be shared with the Skills Committee in January 2018 for comment and feedback.
- g) Final Skills Strategy to be proposed to the Skills Committee – 6.2.18.
- h) Final Skills Strategy to be approved by Combined Authority Board in March 2018.

3.4 As described above, there is a process of further stakeholder engagement running from November to mid-December. The draft Skills Strategy will be shared with the Business Board for information in January 2019. The final Skills Strategy is to be tested with the Skills Committee and refined in order to be presented to the Combined Authority Board in March.

#### 4.0 FINANCIAL IMPLICATIONS

4.1. There are no financial implications put forward in this report.

#### 5.0 LEGAL IMPLICATIONS

5.1. There are no legal implications put forward in this report.

#### 6.0 SIGNIFICANT IMPLICATIONS

6.1 There are no significant implications put forward in this report.

<u>Source Documents</u>	<u>Location</u>
<b><i>None</i></b> at this stage but subject to Change prior to the 26 <sup>th</sup> November 2018.	



<b>SKILLS COMMITTEE</b>	<b>AGENDA ITEM No: 3.2</b>
<b>21 NOVEMBER 2018</b>	<b>PUBLIC REPORT</b>

## **PERFORMANCE REPORT – NOVEMBER 2018**

### **1.0 PURPOSE**

1.1. To share the Skills Dashboard with the Skills Committee.

<b><u>DECISION REQUIRED</u></b>	
<b>Lead Member:</b>	<b>Councillor John Holdich – Portfolio Holder for Skills and Chairman of Skills Committee</b>
<b>Lead Officer:</b>	<b>John T Hill, Director of Business &amp; Skills</b>
<b>Forward Plan Ref: N/A</b>	<b>Key Decision: No</b>
The Skills Committee is advised to:  (a) Note the current activity within the Skills Team and be aware of status and progress to date.	<b>Voting arrangements</b>  Simple majority of all Members.

### **2.0 BACKGROUND**

2.1. The Skills Dashboard is produced in line with the CPCA's strategic policy to give an overview of current projects/programmes within the Skills Portfolio. The project highlight reports completed by Officers on a weekly/monthly basis are reported to Directors and CA Boards/Committees.

#### **Reporting arrangements**

2.2. Please see appendix 1, the Skills October dashboard, which includes the following:

- (a) Informing strategic investment.
- (b) Overview progress of projects to deliver outcomes,
- (c) Measure impacts of projects aligned to strategic delivery plans.

(d) Inform all members of current project status.

### **3.0 FINANCIAL IMPLICATIONS**

3.1. None.

### **4.0 LEGAL IMPLICATIONS**

4.1 It is a condition of the Devolution Deal that we have proportionate performance monitoring arrangements in place.

### **5.0 SIGNIFICANT IMPLICATIONS**

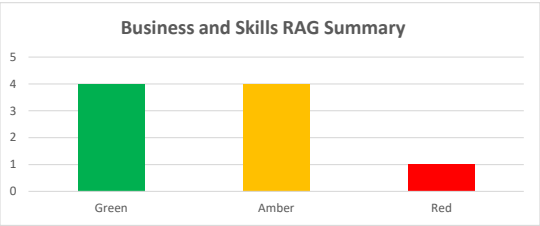
5.1 None not mentioned above.

### **6.0 APPENDICES**

6.1. Appendix 1 – October Skills Dashboard

<b><u>Source Documents</u></b>	<b><u>Location</u></b>
List background papers:  Cambridgeshire & Peterborough Devolution Deal	<a href="http://cambridgeshirepeterborough-ca.gov.uk/home/devolution/">http://cambridgeshirepeterborough-ca.gov.uk/home/devolution/</a>

Combined Authority Board - Dashboard Report										
Directorate	Business and Skills									
Programme Information										
AEB DEVOLUTION PROGRAMME	Project Manager	Neil Cuttell	Director	John T Hill	Theme	A workforce for the modern world founded on investment in skills & education	Reporting Month	October	Project Start and completion date	01/01/2018 01/03/2021
	Agreed Budget	£244,000	Actual Spend	£161,732	Total projected spend	TBC	Outturn Variance	TBC	Overall RAG status and direction of travel	Amber -
	Project Summary & Key Activities									
	The AEB Programme provides the systems and processes to devolve the Adult Education Budget from the Department for Education and Education Skills Funding Agency (ESFA) to the Cambridgeshire & Peterborough Combined Authority. This will provide £12.1m to the CPCA in 2019/2020. The project is currently an amber status due to the procurement aspect of the programme requiring additional capacity  The AEB Programme is moving at pace and likely to require more action and speed in the run up to delivery from April 2019. A soft market testing exercise was undertaken on the 17th October with over 40 participants representing approximately 20 organisations attending. This allowed the CPCA the opportunity to test core principles and promote a critical path for procurement to the market. The AEB Team are also working on developing a Commissioning Strategy and Procurement Plan. Officers are also working on creating a bespoke grant and procurement contract for the CPCA AEB programme. The CPCA now have procurement support as provided by the City Council, who will be working with officers in November 2018 to develop a procurement plan, and provide advice and guidance on correct procurement path.									
Apprenticeship Grant for Employers (AGE)	Project Manager	P Carrington/ Fiona McGonigle	Director	John T Hill	Theme	A workforce for the modern world founded on investment in skills & education	Reporting Month	October	Project Start and completion date	2016/17 2018/19
	Agreed Budget	£1,487,333	Actual Spend	£1,021,050	Total projected spend	£1,142,550	Outturn Variance	-£344,783.00	Overall RAG status and direction of travel	Amber
	Project Summary & Key Activities									
	The AGE Grant is an employer grant to support SME's of up to 250 employees to take an Apprentice on. The AGE Grant is a lever to support Colleges/Providers to increase take-up of Apprentices. Utilisation of funds is significantly lower than what is available including that from 2016/17. Admin processes are being introduced to enable much earlier identification of underutilised funds, so that more employers will claim the availabel grant they applied for after the 13 week period. Due to unclaimed grant funding and national downturn in Apprenticeships there is an underspend in the grant pot. Within the current landscape the promotion of the AGE Grant has sat with the Colleges/ Providers. Therefore the RAG status is currently amber.  Activites this period include a complete analysis and reporting of current situation. Full extent of underutilised funds against previously reported figures identified. Total Grants Available: £1,487,333 Total Applicants for Grant & Administration costs: £1,239,000 Excess Funds: £235,283 Applicants from 2016/17 not yet paid: £109,500 Estimated potential underutilisation of available funds at 30th October 2018 £344,783 not including newly completed claims. There are 2 challenges; 1. Not all Providers are aware of the existence of the AGE Grant as a lever to support SME's to take on an Apprentice. This is because the AGE Grant has an administrator but no resources or funding has been allocated to promote the AGE Grant. 2. Those Colleges/ Providers that are aware of the AGE Grant are not actively promoting this to employers as the system has changed for applying for the Grant, which now sits with the employer applying and not the Provider. This change was implemented in order to give businesses direct access to the funding instead of applying and waiting for the Provider. This has resulted in some businesses forgetting to draw down the funding within the timeframe.									
Apprenticeships	Project Manager	Fiona McGonigle	Director	John T Hill	Theme	A workforce for the modern world founded on investment in skills & education	Reporting Month	October	Project Start and completion date	03/09/2018 Ongoing
	Agreed Budget	None - will become clear following completion of the Skills Strategy	Actual Spend	£0	Total projected spend	TBC	Outturn Variance	TBC	Overall RAG status and direction of travel	Green -
	Project Summary & Key Activities									
	PM is working across the whole CA area to understand which partners/ Local Authorities are creating Apprenticeship Hubs. PM is establishing a Regional Apprenticeship Ambassador Network with ESFA to use Employers/ Apprentices to help increase Apprenticeships/AGE Grant actively within their companies/ networks. Working with external partners to support them in establishing Sector Apprenticeship Hubs. PM is working with Pat Carrington to develop a new Apprenticeship Skills Hub to incorporate AEB/ UoP/SME support/ The 25% Levy Transfer/ T-Levels/Sector Pilots/ Talent Portal /Re-training  • Increasing apprenticeship opportunities – working with employers to understand the business benefits of the apprenticeship offer. • Supporting potential apprentices – to ensure they understand the benefits of apprenticeships and are of the required calibre for business and are supported into work. Project Manager is involved in the national discussions about Apprenticeships with the National Apprenticeship Service and their partners the Learning and Work Institute to review impact of policy & funding changes on the Apprenticeship market. Currently establishing a new business led Apprenticeship Ambassador Network and a Young Apprenticeship Ambassador Network. I have sourced a new Chair for each of these and the first meeting will be on the 8th November. We will use the Network to assist us with working with the Ambassadors personal and business networks to promote Apprenticeships more widely in their organisations. We will use the AGE Grant as a lever and do a campaign to promote the availability of the AGE Grant to support employers. This should help with increasing the number of Apprenticeship take-up. We are involved in the conversation about future focus on quality and how this should be managed as well as focusing on the preparation of T Levels and the impact this will have on our businesses. Project Manager is working closely with the Education Skills Funding Agency (ESFA) to ensure our area is better supported and will be working to ensure that Governments partner organisations are actively working in our area. These companies are ASK; who are contracted to work with schools to promote Apprentieships with young people in the form of talks, events and drop in sessions. We have a number of partners in the area who are looking to develop Apprenticeship Hubs. I will be working closely with them all to connect them into the work we are doing to develop an Apprenticeship Skills Hub. These partners recognise that more support is needed to stimulate demand for both employers and schools. • Urban & Civic in partnership with IMET have put a bid into CITB to create a Construction Apprenticeship Hub with their Housebuilders across all 3 of their strategic sites. They would run this Hub out of IMET. It has been confirmed that they have won the bid for an Apprenticeship Construction Hub. • A partnership of College of West Anglia, Form the Future, and Edge (Huntingdon) have put in a collaborative bid to ESIF for an Apprenticeship Hub called 'Target Apprenticeships' to support 3 strands; business, schools and the individual. • Greater Cambridge Partnership; working with Form the Future to develop an Apprenticeship Hub in partnership with Cambridge Regional College. • Heidi Allen MP, is wanting to create a new Construction Apprenticeship Hub in Northstowe in partnership with Homes England, CITB, CRC, GCP and some schools. All of these partners are looking to the Combined Authority to support them in carrying out these activities, as these are all short-term measures. This also demonstrates the collaboration beginning to happen in the area to support Apprenticeships. We could do this to promote our new collaborative model of bringing all partners together as an Apprenticeship Hub.									



COSMOS	<b>Project Manager</b>	Fiona McGonigle	<b>Director</b>	John T Hill	<b>Theme</b>	A workforce for the modern world founded on investment in skills & education	<b>Reporting Month</b>	October	<b>Project Start and completion date</b>	01/12/2015 30/11/2018
	<b>Agreed Budget</b>	£275,000	<b>Actual Spend</b>	£274,999.93	<b>Total projected spend</b>	£274,999.93	<b>Outturn Variance</b>	-£0.07	<b>Overall RAG status and direction of travel</b>	Green -
	<b>Project Summary &amp; Key Activities</b>									
	<p>CPCA contributing £275k of Growing Places funding (revenue) towards this project. Run by Cambridge Science Centre, COSMOS takes interactive roadshows into schools and around the GCGP LEP area to engage children in STEM in a more exciting way. Project on track and due to complete in November 2018, with all funding drawn down. The status is therefore green.</p> <p>Programme Activities Final claim submitted and paid by CPCA. Project closure process to take place next month and ongoing monitoring requirements to be agreed.</p> <p>Project Activities Roadshows to continue.</p>									

Health & Care Sector Work Academy (HCSWA)	<b>Project Manager</b>	P Carrington/Fiona McGonigle	<b>Director</b>	John Hill	<b>Theme</b>	A workforce for the modern world founded on investment in skills & education	<b>Reporting Month</b>	October	<b>Project Start and completion date</b>	01/02/2018 01/09/2021
	<b>Agreed Budget</b>	£5.21m	<b>Actual Spend</b>	£184,341	<b>Total projected spend</b>	£5.21m	<b>Outturn Variance</b>	Nil	<b>Overall RAG status and direction of travel</b>	Green -
	<b>Project Summary &amp; Key Activities</b>									
	<p>The academy will enable an informed progression career pathway for 2100 learners over 3 years to address the local labour and skills shortage in health and care, supporting in-work progression for those currently employed in the sector; and entry into jobs in health and care for those outside the sector.</p> <p>The project continues to make good progress and status therefore remains green. Milestone still behind target, and major risk, is linked to the £2m apprenticeship funding where work to support this is being undertaken in the combined authority.</p> <p>Apprenticeship process defined and put into place. Referral process now in place.</p> <p>Employer Engagement Strategy defined and implemented, with 74 employers contacted and 8 face-to-face meetings scheduled in the month of October 2018.</p> <p>Solid increase in Job Centre Plus referrals for the month of October = 100</p> <p>4 Courses commenced in the month of October: March, Huntingdon, Peterborough and Cambridge Central.</p> <p>External evaluators appointed: Hatch Regeneris. This enables the formulative evaluation to commence and brings this element of the project back on track</p> <p>Progress is being made in developing the marketing tools, social media and website through an external agency: Speed</p>									

IMET Phase 3	<b>Project Manager</b>	Kim Cooke CPCA / Jo Sainsbury MD IMET	<b>Director</b>	John T Hill	<b>Theme</b>	A workforce for the modern world founded on investment in skills & education	<b>Reporting Month</b>	October	<b>Project Start and completion date</b>	01/05/2015 31/10/2018
	<b>Agreed Budget</b>	£10,500,000	<b>Actual Spend</b>	£9,878,880	<b>Total projected spend</b>	£10,500,000	<b>Outturn Variance</b>	£0.00	<b>Overall RAG status and direction of travel</b>	Green -
	<b>Project Summary &amp; Key Activities</b>									
	<p>CPCA has provided £10.5m from Growth Deal towards the construction and fit-out of this new skills facility on Alconbury Weald Enterprise Zone. Construction was completed in January 2018 and facility handed to CRC in February 2018. The first cohort of apprentices in composites have started this month and all claims are on track, therefore the status remains green.</p> <p>The facility is a Joint Venture between Cambridge Regional College and Peterborough Regional College, with apprenticeships and courses developed in conjunction with local employers.</p> <p>Project activities: Continued fit out of final equipment. First apprentices started in October - Composites Technicians.</p> <p>Programme activities: The Growth team has gone through a reconciliation exercise with the MD of iMET to ensure financials are up to date as we are nearing final claim, due after project completion in October. Claim 25 for August approved and paid. Claim 26 (penultimate claim) received and awaiting authorisation/payment.</p>									

Skills Strategy	<b>Project Manager</b>	Kim Cooke	<b>Director</b>	John Hill, Director of Business and Skills	<b>Theme</b>	A workforce for the modern world founded on investment in skills & education	<b>Reporting Month</b>	October	<b>Project Start and completion date</b>	01/05/2018 01/11/2018
	<b>Agreed Budget</b>	None written as part of Interim Director of Skills (SR) job role	<b>Actual Spend</b>	TBC	<b>Total projected spend</b>	TBC	<b>Outturn Variance</b>	TBC	<b>Overall RAG status and direction of travel</b>	Amber -
	<b>Project Summary &amp; Key Activities</b>									
	<p>The Skills Strategy has been designed to consolidate the Combined Authority's (CA) approach to skills. It will frame how we engage with employers, providers and learners – creating a framework for investment in our region. The report will come forward to the Skills Committee in November 2018 (update) and February 2018 (for approval), the CA Board in February and BB in March. This will enable recent developments in the University and other workstreams to be properly reflected. Completion of the Skills Strategy and engaging with internal/external colleagues on the emerging recommendations and action plan are underway through independent reviews, internal reviews and Roundtable events in November and December. Status is Amber awaiting Skills Strategy report.</p> <p>1. Confirmation from SR that the first draft of the Skills Strategy will be delivered to the CPCA on 31.10.18. 2. Outline structure communicated by email. 3. The report is out for proof-reading and finalisation. 3. Agreement with the Portfolio Holder for Skills and Director for Business and Skills to the process for sharing the report with internal experts, staff and key stakeholders. 4. Finalising timescales for papers to go to Skills Committee, CA Board and BB.</p>									

University of Peterborough	<b>Project Manager</b>	Kim Cooke	<b>Director</b>	John T Hill	<b>Theme</b>	A workforce for the modern world founded on investment in skills & education	<b>Reporting Month</b>	October	<b>Project Start and completion date</b>	01/09/2017 01/08/2025
	<b>Agreed Budget</b>	£3,880,000	<b>Actual Spend</b>	£688,602	<b>Total projected spend</b>	£3,880,000	<b>Outturn Variance</b>	£0.00	<b>Overall RAG status and direction of travel</b>	Red -
	<b>Project Summary &amp; Key Activities</b>									
	<p>The University of Peterborough programme has reached a stage of pause and reflection creating an opportunity for the CPCA to review progress. CPCA investment will be reviewed and aligned through a new Funding Agreement set against specific deliverables and outcomes. The capital expenditure for the land and buildings has been separated as part of a proposed SPJV between PCC and CPCA. Co-investment opportunities with current partners to support both property and infrastructure costs will also be explored further. Governance models have been tabled by PRC/UCP. Reflection on whether the strategic advisory and governance capability for the university development project could be improved, and other university figures/advisors included, may be required. Decisions remain to be taken on collaborative delivery models and how we address outstanding issues, manage expectations and develop a consistent message as part of a Comms. strategy. As part of the proposed review processes the development of the curriculum will be assessed to fit with the Visioning Document produced by David Marlow, the CPCA Skills Strategy and the CPIER/LIS. Assurance that the curriculum offer is sufficiently focused and academically robust as well as employer-led is to be sought and options for innovative delivery addressed. Potential changes to national funding regimes may well have an impact on the current forecast and direction of travel.</p> <p>Continues to be RED awaiting outcomes of reviews.</p> <p>1. Engagement with Local Partnerships to deliver Gateway Review - setting up meetings with all key stakeholders involved in this project, namely members of the HESG plus Chair of Business Board and representatives from both education and investment organisations. 2. Development of Skills Committee Board papers to agree the Commissioning of both Financial and Technical/Partnership Approach reviews to run concurrently in November/December. 3. HESG and Estates Meetings attended. 4. Finance meeting at UCP attended to discuss ongoing financial expenditure and investments. 5. CPCA governance dates for forward planning submissions confirmed. 6. Funding Agreement agreed and aligned to specific deliverables and outcomes sent to UCP/PRC.</p>									

University of Peterborough - TDAP	Project Manager	Kim Cooke	Director	John T Hill	Theme	A workforce for the modern world founded on investment in skills & education	Reporting Month	October	Project Start and completion date	01/09/2017 01/08/2020
	Agreed Budget	£600,000	Actual Spend	£199,993	Total projected spend	£600,000	Outturn Variance	£0.00	Overall RAG status and direction of travel	Amber
	<b>Project Summary &amp; Key Activities</b> The University of Peterborough programme has reached a stage of pause and reflection creating an opportunity for the CPCA to review progress. CPCA are recording the TDAP activity for the GCGPLEP investment on a separate highlight report. TDAP (Growth Funds) Claim 7 onwards is linked to Deliverable 1 of the new funding agreement. Intellectual property for TDAP with UCP. 1. Meeting with Dan Cole to discuss status of TDAP progress to date. Claims 1-5 authorised, paid and claimed. Claim 6 - authorised awaiting payment.									