



CPCA Employment and Skills Strategy:

ESB: October 2021

Where are we in the process?

- CPCA is developing a new Employment and Skills Strategy for the region
- We have reviewed a robust data and evidence base across the CPCA area and each of the six local authority areas, and through engagement and further analysis have identified priorities for outcomes and objectives
- We are now developing the strategic framework, and with your insights and views, will finalise a set of outcomes and objectives, with emerging actions for CPCA and partners to take forward, drawn together in the Employment and Skills Strategy in November



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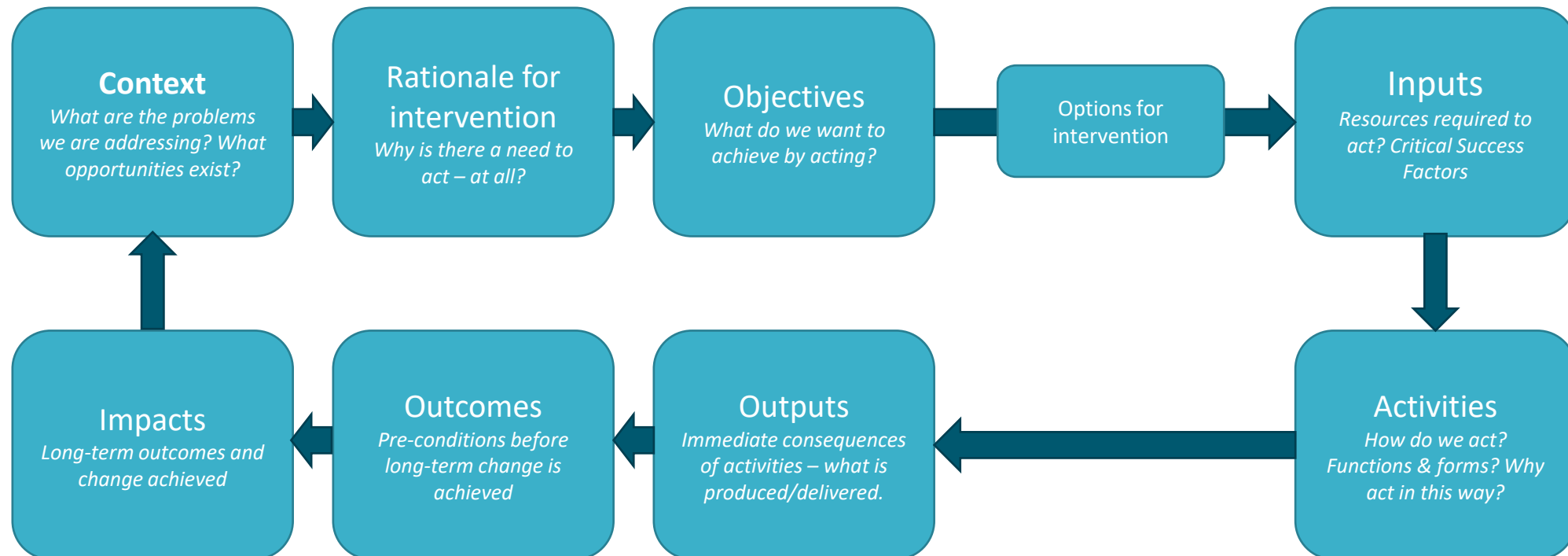
Approach and context

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Using a theory of change

- The project is following a logic model approach, developing a strategic framework of outcomes and objectives based on robust evidence of local labour market strengths and weaknesses, identifying priority areas and potential actions to take forward with partners.
- In stakeholder discussions in July, partners fed into understanding the context and the priorities for outcomes across the six local authority areas



Matrix approach

We started our evidence review and SWOT analysis using the below matrix:

		Labour market pillars		
		Learning	Working	Worklessness
Cross cutting themes	Place			
	Covid impact			
	Brexit impact			
	Levelling up			
	Digitalisation			
	Green growth			
	Infrastructure			

Matrix approach

Since our last engagement discussions, we have developed our approach to pillars and cross cutting themes, incorporating partners’ feedback, and have applied the pillars and cross cutting themes below to SWOT analysis and the strategic framework

Labour market pillars

Cross cutting themes

	Pre-work and formal education	Employer access to talent	Life-wide learning and training	Support into and between work
Place				
Covid impact				
Brexit impact				
Net zero				
Industry 4.0				
Infrastructure				

SWOT analysis

- Using partner and stakeholder insights, we have developed our analysis of the strengths, weaknesses, opportunities and threats in each local authority area across the pillars and cross cutting themes set out in the matrix
- Below shows a sample of the detailed SWOT analysis – with one pillar and one cross cutting theme – developed from the evidence and stakeholder insights

		Peterborough	Fenland	Huntingdonshire	East Cambridgeshire	Cambridge	South Cambridgeshire	
Pillars	Life-wide learning and training	Relatively high workplace training rates at 25.4% suggest residents can access up to date work experience and skills – including digital, technical and soft skills at work	Relatively high workplace training rates at 27.8% and levels of 16-18 year olds entering apprenticeships at 10.7% suggest residents are accessing up to date work experience and skills – including digital, technical and soft skills at work	Opportunity to utilise Covid impact of digital by default to increase digital learning and upskilling	Opportunity to utilise Covid impact of digital by default to increase digital learning and upskilling in a rural area and FE cold spot	Lowest levels of in work training – with 11.9% of people reporting having had in work training in the last 13 weeks	Low levels of in work training – with 13.3% of people reporting having had in work training in the last 13 weeks	Strength
	Education estate and access	Two colleges – City College Peterborough and Peterborough College – operating over same geography and serving students across the region along with Cambridge Regional College	Rural access barriers to FE and HE – longer travel times to learning	Cambridge Regional College campus in Huntingdon – serving students across the region along with two Peterborough colleges	FE provision cold spot	Cambridge Regional College based here – serving students across the region along with two Peterborough colleges	South Cambridgeshire is a net importer of apprentices from other districts	Opportunity
Cross cutting themes								Weakness
								Threat

Key challenges

From the SWOT analysis and stakeholder insights, we identified key challenges for the Strategy to address:

Pre-work and formal education	Employer access to talent	Life-wide learning and training	Support into and between work
<ul style="list-style-type: none"> • Slower pace of increase in higher level skills than nationally • Qualifications up to level 3 are growing at 2.3% compared with a fall of 0.1% nationally • Apprenticeship levels struggling under initial impact of levy + covid • Patchy engagement with post-16/18 education, exacerbated by education cold-spots and access challenges (digital and physical) • Gaps in experience and exposure restrict ambition - people don't see a range of opportunities available (they need role models) 	<ul style="list-style-type: none"> • Recovery, digitisation, net zero drive new ways of working and demand for new technical skills – provision needs to both anticipate and respond to this • Inconsistent articulation of skills needs from employers; sector strategies for priority sectors without clear skills links and convening of wider sector/occupational skills • Providers are competing for the same cohorts of people across the area • Positive growth in priority sector employment is not experienced across the area • Main skills gaps in mid-level skilled roles, requiring work-related and/or technical training 	<ul style="list-style-type: none"> • With an ageing society, people will be working for longer and changing jobs more throughout their careers • There is a lack of lifelong access to careers guidance and advice beyond a school setting • The main skills gaps are in mid-level, skilled roles, these require strong work-related and/or technical training 	<ul style="list-style-type: none"> • Sustained support required for people experiencing multiple/complex barriers to education/labour market entry • Covid has triggered significant increases in Universal Credit claimants – weakening the past strength of CPCA area being below average on claimants • A recent rise in economic inactivity in the area (19.7% vs. - 4.4% nationally) - support needed for people outside DWP system

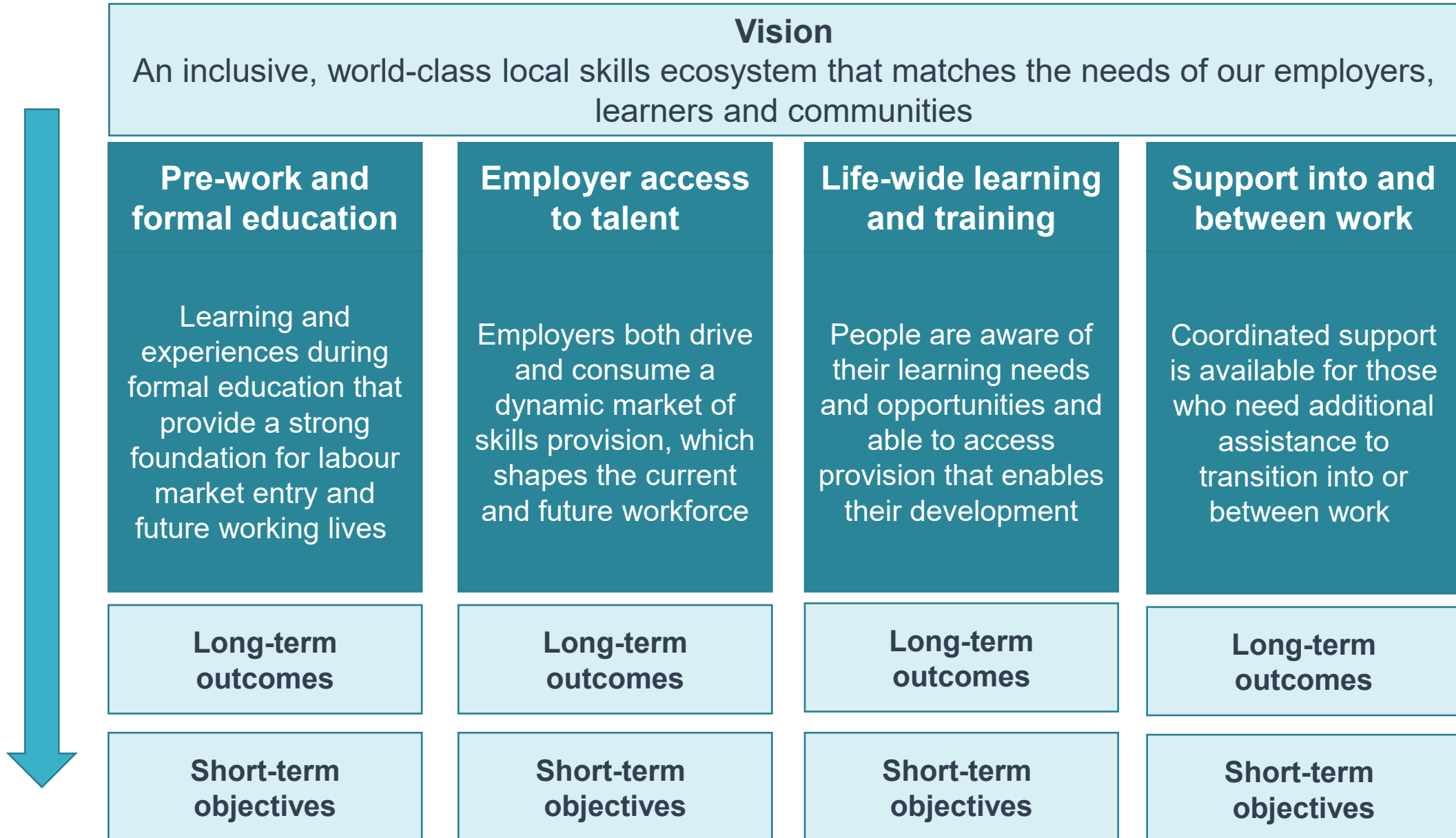
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Emerging strategic framework


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Strategic framework structure



Long-term outcomes



Pre-work and formal education	Employer access to talent	Life-wide learning and training	Support into and between work
<ul style="list-style-type: none"> • People understand how their ambitions can be realised through learning and training • Providers have increased numbers of learner activity aligned to local job opportunities and ambitions • Providers are outcomes driven, progressing learners into and between jobs and careers 	<ul style="list-style-type: none"> • Employers can access a pipeline of skilled people • Employers can easily access – physically and digitally - support to adapt workforce planning in response economic change • Employers articulate their skills needs both in long-term workforce planning and short-term workforce demand • Providers collectively plan, design and deliver learning and training provision responding to employers' needs • Employers have well designed jobs, with clear skills requirements and development prospects 	<ul style="list-style-type: none"> • People are drivers of their own learning and work journey • People are equipped with the soft and technical skills to respond to opportunities with clear pathways • Providers are outcomes driven, progressing learners into and between jobs and careers • People can access - physically and digitally – an agile and responsive skills system throughout their careers 	<ul style="list-style-type: none"> • People can access support into education and employment how and when they need it • Place leaders collectively reduce barriers for people to access learning, training and employment

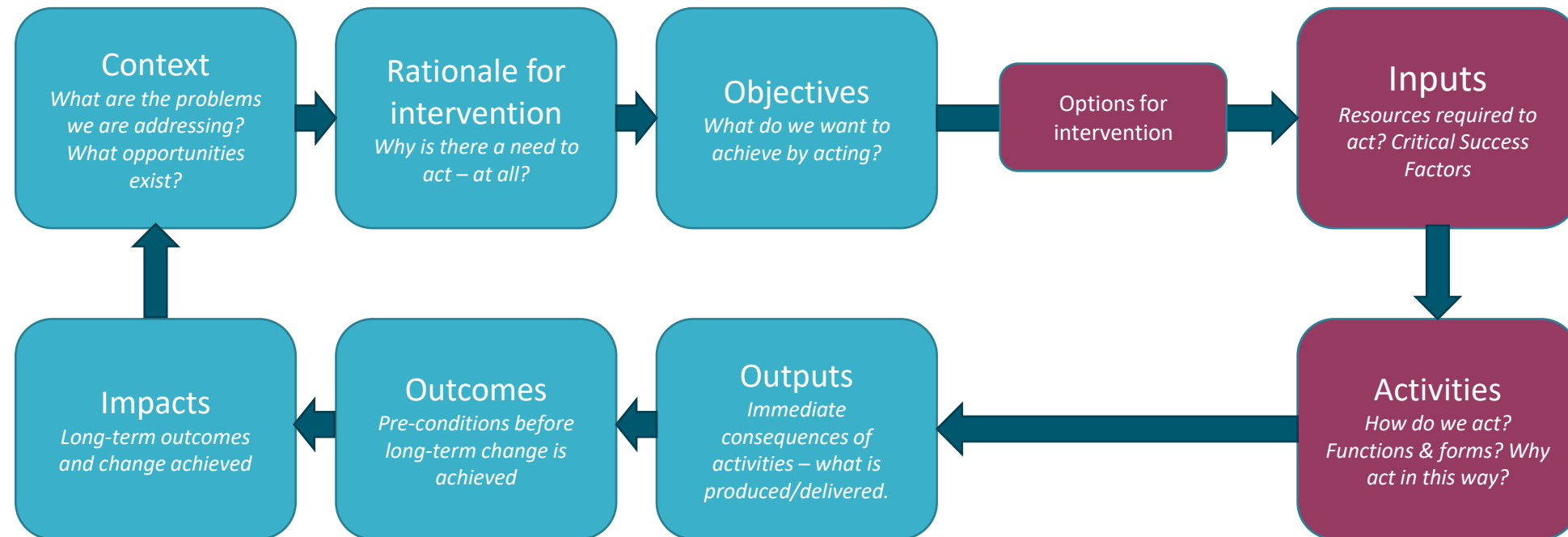
Short-term objectives



Pre-work and formal education	Employer access to talent	Life-wide learning and training	Support into and between work
<ul style="list-style-type: none"> Improving careers education, specifically around STEM and green skills, information, advice and guidance Widening education access and participation Capital investment to improve teaching facilities, particularly at FE 	<ul style="list-style-type: none"> Supporting recovery, growth and net-zero transition by developing priority skills Increasing employers' engagement and influence on education and training Embedding modern work practices and conditions and improving job quality 	<ul style="list-style-type: none"> Improving careers information, advice and guidance Upskilling and reskilling learners Increasing work based learning, particularly apprenticeships, and introducing more accessible formats 	<ul style="list-style-type: none"> Reducing longer-term unemployment Reducing NEETs Inclusive growth and support for disadvantaged groups Supporting Covid-19 recovery and transitions

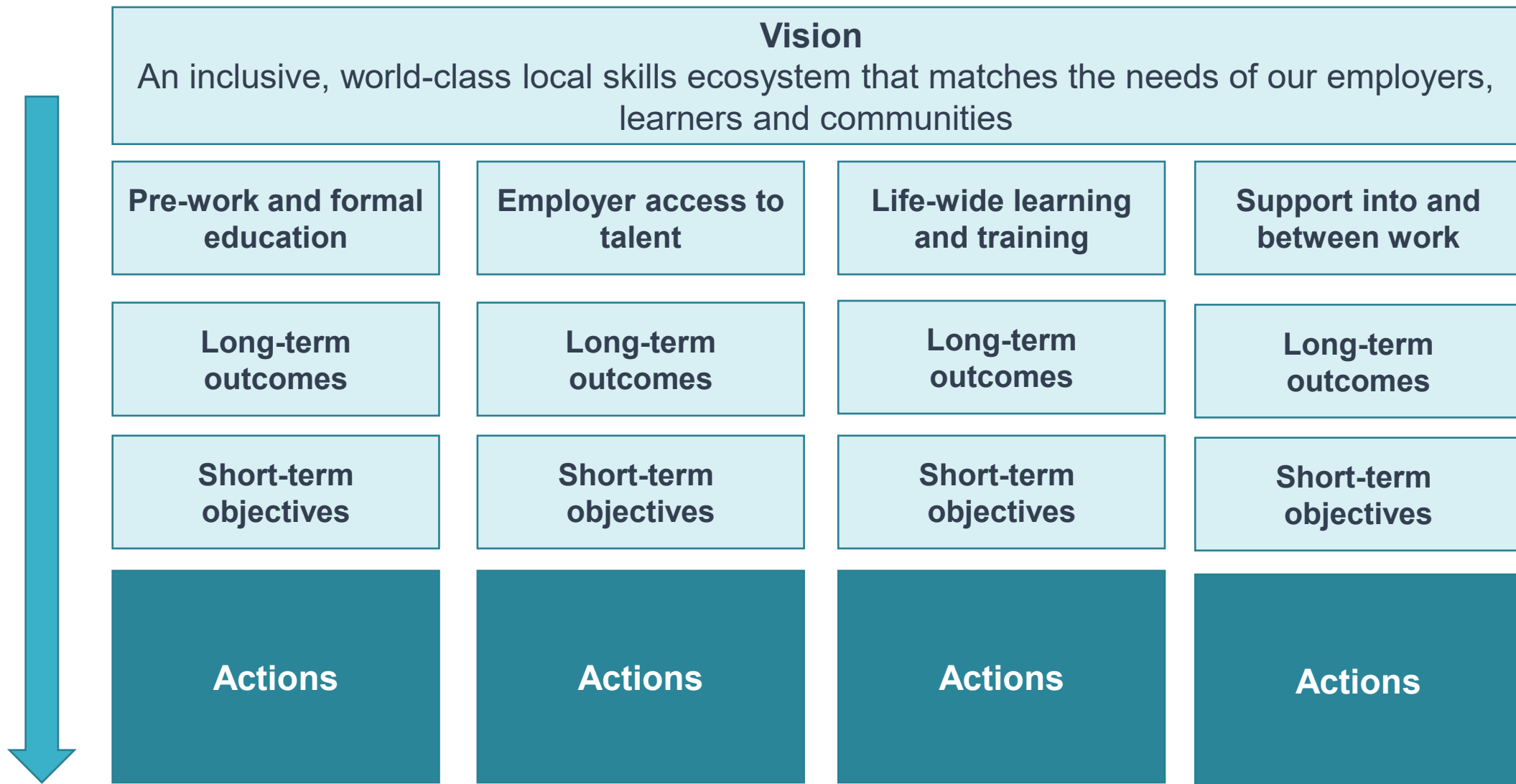
Progressing to actions

- The next stage for the Strategy is to propose actions that CPCA and partners can take forward, focusing now on this section of the logic model..



- From agreed long-term outcomes and short-term objectives, we have a rationale to act, and we now want to bring together existing activity, actions that can be delivered in the near term, and longer-term changes we want to make.
- Some of the vehicles for acting in the short-medium term include bids for LUF, CRF, UKSPF, and Gainshare; building on AEB and apprenticeships delivery and Growth Works; and provider – employer collaboration.

Developing actions



Discussion questions

1. To what extent do you recognise and agree with the proposed framework?
 - a. What other perspectives would be helpful?
 - b. Are there further objectives you would like to see?
 - c. Are the outcomes fair and reasonable?
2. For the framework as a whole, what would be your group's top three short term actions on the ground – more than business as usual?
3. For the longer-term change projects, what would be your early actions to set the right path?

Next steps

