

ESB Meeting 11.12.19

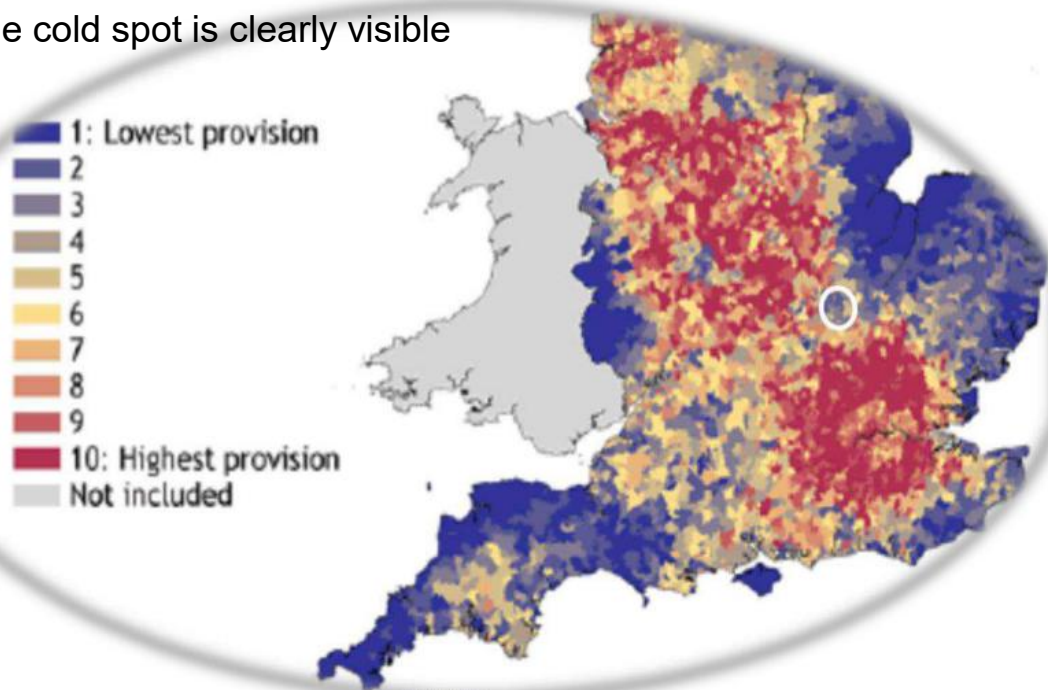
Cambridge and Peterborough Combined Authority

The New University of Peterborough



The Opportunity in Peterborough

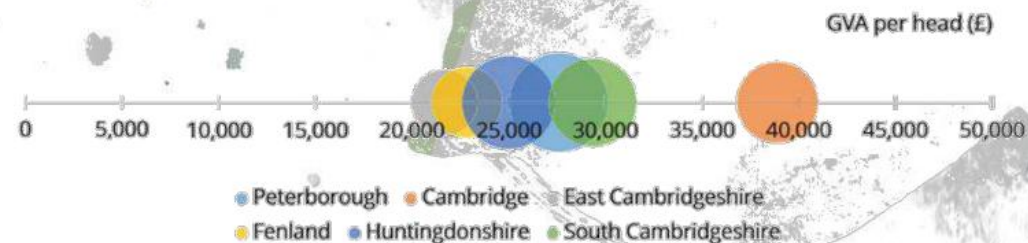
1. The cold spot is clearly visible



2. This creates a higher level skills gap of 13% & 18% of the working population

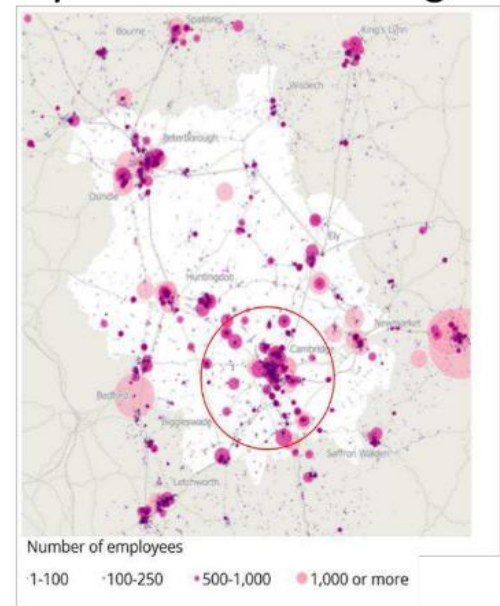


3. And that drags down productivity

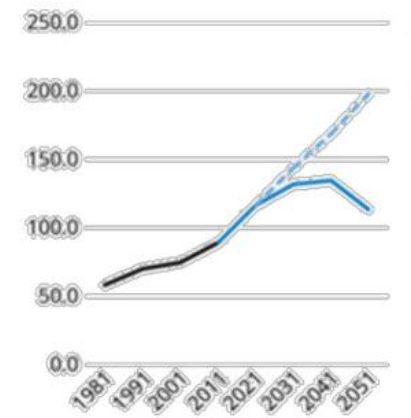


The New University of Peterborough – the Economic challenge set out

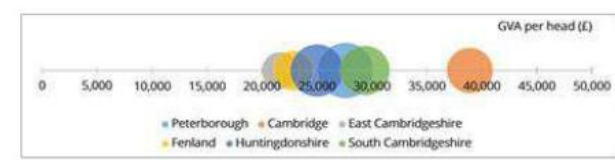
Growth is Dominated by Greater Cambridge



Housing Supply & Congestion Risk Stalling Growth in Cambridge

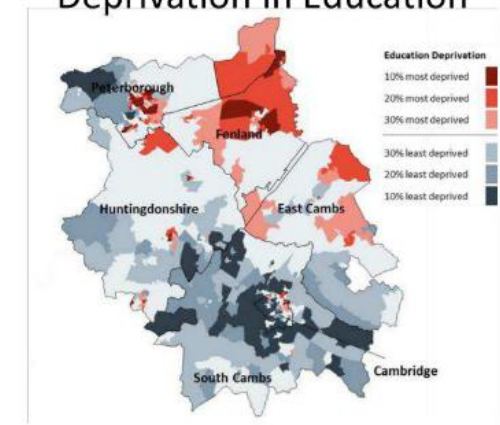


But More Inclusive Growth Is Held Back By Low Productivity



...And Employment Based Growth Cannot Be Sustained

And Productivity Cannot Rise Without Addressing Relative Deprivation in Education



Curriculum Development

4. Faculty phasing

Sector	Immediate need	In the future	Priority in Phase 1?
Business	Leadership Practice	Business management	Yes, clear evidence of need
	Accountancy & Finance	Accountancy & Finance	
	Computing (FinTech?)	Leadership practice	
Engineering	Mechanical	Software	No, demand is less clear and specialisation is a significant risk factor
	Electronic & Electrical	Electronic & Electrical	
	Software	Mechanical	
IT & Digital	Software development	Artificial Intelligence	Yes, subject to clarification of specialisation
	Cybersecurity	Cybersecurity	
	Data Science	Data Science	
Life Sciences	Microbiology	Biochemistry	No, demand is unclear and specialisation is a significant risk factor
	Biochemistry	Microbiology	
	Ecology	Ecology	
Science	Environmental Science	Environmental Science	Yes, subject to clarification of specialisation
	Combined Stem	Combined STEM	
	Geography and Environmental Science	Geography and Environmental Science	
Mathematics	Data Analysis and Science	Data Analysis and Science	Yes, subject to clarification of specialisation
	Statistics	Statistics	
	Economics	Economics	
Sustainability	Sustainable Development	Renewables and Environmental Technology	Yes, subject to clarification of specialisation
	Renewables and Environmental Technology	Environmental Management	
	Environmental Management	Sustainable development	
Arts and Creative	Media Studies	Media Studies	Potentially, but with care to avoid "me too" provision
	Design	Design	
	Politics	Architecture	
Health and Social Care	Health and Social Care	Health and Social Care	Contingent on provider and workforce planning/funding assumptions
	Adult Nursing	Healthcare Practice	
	Healthcare Practice	Education Studies	



Target Market & Delivery Models

Max Impact & Optimum Viability

5. Delivery models by faculty

Delivery Model & Faculty Discipline	On-Campus FT/PT	Apprenticeships & In-Company	Blended Learning	Distance learning	Small Bite Participation
Business, Innovation & Entrepreneurship	●	●	●		●
Creative and Digital Arts & Sciences	●		●	●	
Agriculture, Environment & Sustainability		●			●

6. Target market segments by delivery model

Target Segment	Matched to Tailored Provision	Build Phasing
18-24 year olds	Campus-based programmes	Initial Intake to Embankment Site
Under- and unemployed	Outreach programmes leading to campus-based experiences	Phase 2 intakes to the Embankment Site
Large Corporates	Degree Apprenticeships, in-work provision and life-long learning opportunities for existing staff	Phase 1 provision but off-campus in orientation
First Generation HE Students (all ages)	Outreach programmes at least initially (and possibly exclusively) especially for those in Fenland	Further segmentation required to avoid one size fits all/none approaches



The Team



Delivery of the Physical Infrastructure - Master Programme

