



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY

SKILLS COMMITTEE

Date: Monday, 11 November 2019

10:00 AM

Democratic Services
Dermot Pearson
Interim Monitoring Officer

The Incubator
Alconbury Weald
Cambridgeshire
PE28 4WX

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

AGENDA

Open to Public and Press

Part 1: Governance

1.1 Apologies for Absence and Declarations of Interest

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Part 3 - Date of Next Meeting

8 January 2020

The Skills Committee comprises the following members:

Councillor John Holdich

Councillor David Ambrose-Smith

Councillor Mike Davey

Councillor Lis Every

Cllr Jon Neish

Cllr Chris Seaton

Councillor Eileen Wilson

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

Clerk Name: Tamar Oviatt-Ham

Clerk Telephone: 01223 715668

Clerk Email: Tamar.Oviatt-Ham@cambridgeshire.gov.uk

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CAMBRIDGESHIRE & PETERBOROUGH COMBINED AUTHORITY
SKILLS COMMITTEE: MINUTES

Date: Wednesday, 10 July 2019

Time: 10:00am to 11:30am

Present: Councillors John Holdich (Chairman), Graham Bull, Lis Every and Eileen Wilson.

Apologies: None

30. APOLOGIES AND DECLARATIONS OF INTERESTS

No apologies received. Councillor Every declared an interest in item 3.2 on the agenda as she sat on the Steering Group of the Health and Social Care Academy.

31. MINUTES – 5 APRIL 2019 AND ACTION LOG

A Member noted that at the bottom of page seven of the papers the minute should read that 'One Member commented that she has worked on the development of the policy for this scheme' not 'pilot'.

The minutes of the meeting held on 5 April 2019 were agreed as a correct record subject to the change and signed by the Chairman. The action log was noted.

32. PUBLIC QUESTIONS

No public questions received.

33. AGENDA PLAN

The agenda plan was noted.

34. UNIVERSITY OF PETERBOROUGH (UoP) – TRANSITION FUNDING

The Committee received a report that provided the Combined Authority Board with the information required to support the transitional funding of University Centre Peterborough to continue working on the University project until the bidding process began on 1 August 2019.

In presenting the report officers explained that following the meeting of the Combined Authority Board on the 29 May 2019, a University Action Plan had been agreed and approved to deliver the University on time on the embankment site, opening its doors to 2,000 students by September 2022. The University of Peterborough Action Plan would be delivered by expert Project Management Consultants working alongside the Cambridgeshire and Peterborough Combined Authority Programme team to allow the delivery of a curriculum to meet the needs of both students and employers, with new and progressive delivery models, such as degree apprenticeships and two-year degree programmes. The plan also included strategies to potentially raise the amount of

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revenue and capital funding currently available for the project (£13.83 million from the Combined Authority) to as much as £20 million. To achieve these goals the plan included a market comparison of potential academic partners to work with the Combined Authority and Peterborough City Council to deliver the University, between July 2019 and September 2022 and beyond to 2030. To that end, University Centre Peterborough could not continue to be considered the preferred or exclusive Academic Partner without challenge and comparison with the market. University Centre Peterborough as a wholly owned subsidiary had expressed an interest to tender to be part of the mini-competition to select the Higher Education Partner through a procurement process that started on 1 August 2019.

In discussing the report Members

- Queried the involvement of Anglia Ruskin University in the project. A Member commented that the relationship between Anglia Ruskin University and Peterborough Regional College was unclear. Officers explained that University Centre Peterborough had been a joint venture between Anglia Ruskin University and Peterborough Regional College and that it would have always been necessary for Anglia Ruskin University to sever links from Peterborough Regional College at the point when University Centre Peterborough applied for degree awarding powers. From the various reviews of the project that had been undertaken, it had been highlighted that Peterborough Regional College could not provide a comprehensive offer to match the Combined Authority ambitions so a procurement process had been initiated to select a Higher Education partner to deliver the University. Anglia Ruskin University had the opportunity to bid separately in this process. The transition funding would allow Peterborough Regional College to maintain a minimum viable product so that they would not be disadvantaged in the competition and so that they could develop their offer and complete their work on degree awarding powers and curriculum development.
- Sought reassurance that students would be awarded their degrees, with Anglia Ruskin University stepping away from University Centre Peterborough. Officers explained that the Combined Authority could influence and fund Peterborough Regional College so that they could take on students whilst they commissioned a new University partner. The Combined Authority would continue to work with Anglia Ruskin University and Peterborough Regional College to validate degrees.
- Questioned who held the Intellectual Property Rights for the curriculum for University Centre Peterborough. Officers explained that the rights were shared. If Peterborough Regional College found themselves in a position where they could not offer the required services then the Combined Authority would take the Intellectual Property Rights to another provider.

Before the Committee approved the recommendations of the report the Interim Monitoring Officer highlighted that the voting arrangements were incorrect on the report and that the vote was by a simple majority.

It was resolved unanimously to:

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- 1) note the findings of the request from University Centre Peterborough (UCP) to continue to fund the activity for the University of Peterborough up until the 31st July 2019.
- 2) recommend that the Combined Authority Board :
 - (i) approve the release of £148,304 from the Skills Strategy Implementation budget for 2019/20 to support University Centre Peterborough through the transitional phase.

35. SKILLS STRATEGY IMPLEMENTATION

The Committee received a report outlining the detail of how the Combined Authority would deliver the interventions contained within the Skills Strategy through individual implementation plans for each of the five interventions, namely the Adult Education Budget, Careers Advice, Skills Talent Apprenticeship & Recruitment Hub, Health & Care Sector Work Academy and University of Peterborough.

In presenting the report officers explained that the process for the development of the implementation plans covered a timeline of activity from April 2019 to March 2020 and would be produced as individual interventions scoped and developed to meet the needs of the local areas within the three sub-economies, namely Greater Cambridge, Greater Peterborough and the Fens. Officers explained that the implementation plans would be bound together going forwards through the proposed Cambridgeshire and Peterborough Growth Company which was currently subject to an outline business case. Delivery and implementation of the plans would be in consultation with the Members of the Skills Committee, the Mayor's Office Combined Authority staff, an expert author's group, Cambridgeshire and Peterborough Public Service Board Chief Executive Officers and officers groups as well as the Employment and Skills Board, business and employers, the majority of the Adult Education Budget providers and a range of key stakeholders through on-going stakeholder engagement. A series of nine workshops were being held throughout the summer to develop the plans.

In discussing the report Members:

- Commented that the development of the Combined Authority Skills Strategy had been a positive move and that this had given the constituent authorities much more involvement in the process.
- Queried the provision for lifelong learning courses and courses targeted at 'softer' skills, that focused on wellbeing, particularly in the village colleges and requested more guidance on how funding could be pursued. Officers explained that there would be provision for these courses and that there were a number of providers that had subcontracted these courses. There was a need to encourage local providers to market themselves with the village colleges. The Combined Authority had reviewed and shifted the balance between softer courses and vocational learning as there was a need to focus on economic impact and getting individuals back in to work. Officers clarified that there would be a report on the commissioning strategy

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at the next committee meeting and Members would decide on how the split was balanced out.

- Questioned whether the Government's recent review of Higher Education and recommendation to reduce tuition fees and increase standard entry requirements had been factored in to the design of the new University as there were risks associated with these potential changes. Officers explained that there were many risks associated with the project and that they had designed the business model to take these risks into account. One of the experts working on the design team was also a highly experienced University business model expert.
- Requested further information on apprenticeship levy pooling. Officers explained that they were working with the Department for Education and that there were four components that would work towards utilising the funding that the Combined Authority would be raising with the Apprenticeships Minister at a meeting in August.
 1. Identifying who had the levy and how much of it was free, which required data gathering.
 2. Companies currently continued to be responsible for the levy when individuals moved on. The Combined Authority now had a letter that could go to the employer that absolved them from this responsibility, and this would be passed on to the new employer.
 3. It was complicated to go into large companies levy accounts and access the levy from them. The Department of Education had put in place an Account Manager to smooth the transition for companies.
 4. Brokers were now in place to identify Small and Medium Size Enterprises with the right talent that would benefit from the levy.

Officers advised that they already had Levy Advisors in East Cambridgeshire and Fenland. The Skills Talent and Apprenticeship Recruitment Hub was funded by the Combined Authority and European Skills Fund and there would be brokers across the whole area. Officers had been speaking to large employers across Cambridgeshire and Peterborough

- Queried 3.3.1 paragraph two in the report in terms of the Greater Cambridge Partnership Apprenticeship Service and what this would involve. Officers explained that 'Form the Future' were receiving funding from the Greater Cambridge Partnership for the next two years to provide a joint service with Cambridge Regional College to connect students and businesses as part of a new apprenticeships service within Cambridge and South Cambridge. This process would then be subject to procurement following the two year funding.
- Commented that the report had been difficult to follow and requested that reports be shorter and easier to read.

It was resolved unanimously to:

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- a) note the background information that informs the timeline for producing and sharing the implementation plans for the interventions contained within the Skills Strategy

36. **SECTOR ACADEMIES - HEALTH & CARE SECTOR WORK ACADEMY (HCSWA) AND EDGE CONSTRUCTION HUB – UPDATE**

The Committee received a report giving an update on the Health and Care Sector Work Academy and outcomes to date and an update on the Edge Construction Hub.

In presenting the report officers explained that the Academy commenced in March 2018 as part of a three year pilot and aimed to tackle the local shortage of skilled workers in the health and care sector to meet current and future labour demands and reduce the reliance on work-related benefits. The pilot aimed to train 2100 learners. So far there had been 322 learners with a 67% positive outcome so far. The Department for Work and Pensions had been working with the Combined Authority to look at reprofiling the objectives of the pilot due to the gap in participant numbers linked to apprenticeships and review the way the Combined Authority worked with 'In-Work' learners. Officers explained that the hub had been given permission to accept learners that lived just over the borders of the scheme. In the last month there had been seven different courses run with 37 courses run so far. The Department for Work and Pensions had commented that out of the five hubs nationally the Cambridgeshire and Peterborough Hub was one of the better performing academies.

In discussing the report Members:

- Commented on the need for a long term strategy in schools for teaching health and social care as there was a requirement to develop skills within schools. A Member explained that she sat on Cambridgeshire County Councils Children and Young Persons Committee and she had raised this issue there too. Officers explained that this was being offered in some areas with day release from schools but there was a need to develop this further. The Chairman commented that there would be a report at the next Committee meeting on the Hamptons Pilot, mobilising partners into schools to prevent young people not in education, employment or training (NEETs) **ACTION**
- Noted that there were a number of individuals completing the course but then not going into the sector and there was a need to understand why this was happening. Officers explained that there were 169 individuals still in training and they would be collating the figures on where these learners went at the end of the course.
- Queried why there was no one from the Edge Construction Hub present at the meeting to give the update. Officers explained that they had included the Edge Construction Hub in the report as they had wanted to highlight the good work in this area and that Huntingdonshire District Council had been driving the initiative and they had been successful in the continuation of the Edge. There was a target of 680 learners going through the hub in a year and so far 150 learners had gone through which was 24% of the target.

It was resolved unanimously to:

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- a) note the background information and outcomes for the Health & Care Sector Work Academy.
- b) note the background information and the outcomes of the Edge Construction Skills Hub.

37. CAREERS AND ENTERPRISE COMPANY (CEC) – UPDATE

The Committee received a report that outlined the new way the Combined Authority would be managing the Careers and Enterprise Company contract approved by the Combined Authority Board at its annual meeting on 29 May 2019.

In presenting the report officers explained that the contract would be delivered by different partners as the Combined Authority did not have capacity internally to deliver the contract, due to the Local Enterprise Partnership being merged with the Combined Authority. The delivered partners that had been identified were the Skills Service and Form the Future.

It was resolved unanimously to:

- a) note the new management and reporting structure of the Careers and Enterprise Company (CEC) contract.
- b) note the update regarding the delivery Partners for the CEC contract.

38. PERFORMANCE REPORT – JULY 2019

The Committee received a report summarising the performance of key projects within the Combined Authorities Skills team for July 2019.

In presenting the report officers explained that there was one project highlighted as Amber, the Health and Care Sector Work Academy, but the rest were currently on target.

In discussing the report Members:

- Queried why the Apprenticeships project was showing as green when apprenticeship numbers were low. Officers explained that the status did not relate to numbers or targets presently as a lot of the projects key objectives had not yet been mobilised and were in the preparation phase. Once the outcomes were mobilised the Committee would receive more detailed data on performance against outcomes, which it was envisaged would be from the next financial year.

It was resolved unanimously to:

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- a) note the current activity within the Skills Team and be aware of status and progress to date.

39. DATE OF THE NEXT MEETING

Members noted the date of the next meeting as 2 October 2019.

Chairman



SKILLS COMMITTEE	AGENDA ITEM No: 1.4
11 NOVEMBER 2019	PUBLIC REPORT

THE TERMS OF REFERENCE OF THE SKILLS COMMITTEE

1.0 PURPOSE

- 1.1. At its meeting on 25 September 2019 the Combined Authority Board agreed amendments to the Constitution which created new governance arrangements for the Combined Authority. The new arrangements took effect on 1 November 2019 and include significant delegation of decision making to the Skills Committee. This report sets out the new arrangements as they affect the Committee.

<u>DECISION REQUIRED</u>	
Lead Member:	Councillor Holdich
Lead Officer:	Dermot Pearson, Interim Legal Counsel
Forward Plan Ref: N/a	Key Decision: No
The Skills Committee is recommended to: (a) Note the new governance arrangements for the Committee.	Voting arrangements Simple majority of all Members

2.0 BACKGROUND

- 2.1. At its meeting on 25 September 2019 the Combined Authority Board agreed amendments to the Constitution which created new governance arrangements for the Combined Authority. The new arrangements took effect on 1 November 2019. The new arrangements work by reserving some matters to the Combined Authority Board and delegating decision making on other matters to

the Skills Committee, subject to the Mayor's powers. The information set out below is limited to issues relevant to the Skills Committee.

Matters Reserved to the Combined Authority Board

- 2.2. The adoption of certain plans, strategies and frameworks, and their amendment or withdrawal is reserved to the Combined Authority Board. Those plans and strategies include:
 - 2.1.1 The Business Plan and business cases for key priority projects identified in the Business Plan;
 - 2.1.2 The Skills Strategy;
 - 2.1.3 The Assurance Framework; and
 - 2.1.4 The Monitoring & Evaluation Framework.
- 2.3. This means that while the Committee may make recommendations on those reserved matters to the Combined Authority Board, the final decision on those matters is reserved to the Board. Key projects within the Business Plan include the University of Peterborough and responsibility for the devolved Adult Education funding.
- 2.4. Other matters reserved to the Combined Authority Board which relate to the work of the Committee include:
 - 2.4.1 Approving budget allocations for feasibility work from the non-transport feasibility fund;
 - 2.4.2 Approving business cases and loans to third party businesses including wholly owned subsidiaries;
 - 2.4.3 Approving applications to bid for external funding where there are wider budgetary implications, or the bid relates to a matter outside the strategic framework.
 - 2.4.4 Establishment of Trading Companies;

Matters Delegated to the Skills Committee

- 2.5. The Committee has responsibility for agreeing education and skills programmes and projects within the budget and policy framework. This includes responsibility for ensuring all programmes and projects comply with the Assurance Framework and that they are monitored and evaluated in accordance with the Monitoring and Evaluation Framework. In any case where a proposal which the Committee would like to pursue does not fall within its delegated powers it can initiate proposals for the Combined Authority Board to approve. The committee is also responsible for overseeing the work of the Employment and Skills Board, an advisory panel of the Skills Committee, and any subgroups set up by the Board.
- 2.6. The main limitation upon the delegated powers of the Committee is that it must ensure all programmes and projects are within the scope of the strategic and

budget framework approved by the Combined Authority Board. Subject to that limitation the Committee's responsibilities include:

- 2.6.1 Approving the commissioning of delivery partners where this is required and authorise the staged release of budget for education and skills projects in the Business Plan and funded from the Medium Term Financial Plan.
 - 2.6.2 Overseeing the development of and approving all other education and skills programmes and projects not reserved to the Combined Authority Board.
 - 2.6.3 Ensuring effective engagement and consultation is in place and can be evidenced.
 - 2.6.4 Overseeing coordination with the Department of Work and Pensions on the Work and Health Programme and the Department for Education on the Opportunity Area programme.
 - 2.6.5 Overseeing the delivery of the Health and Care Sector Work Academy (Innovation Pilot)
- 2.7. Chapter 9 of the Constitution (Skills Committee) is set out in full in the Appendix to this report.

3.0 FINANCIAL IMPLICATIONS

- 3.1. As set out in the body of the report, expenditure by the Committee must be within the Business Plan and funded from the Medium Term Financial Plan.

4.0 LEGAL IMPLICATIONS

- 4.1. The legal implications are set out in the body of the report. If decisions are made which are not in accordance with the Constitution they may be subject to legal challenge on that basis.

5.0 APPENDICES

- 5.1. Appendix 1 – Chapter 9 of the Constitution (Skills Committee)

<u>Background Papers</u>	<u>Location</u>
Report to the meeting of the Combined Authority Board on 25 September 2019 – Governance (Decision Making) Review – and Decision Summary	Report 25 September 2019 Decision Summary [Item 1.7]

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. It takes decisions within the strategic and budgetary framework agreed by 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 its strategies, key priorities and the budget as set out in Chapter 4 of the Constitution (for example Annual Business Plan, Medium Term Financial Strategy and Skills Strategy). These are known as 'reserved matters' or "the budget and policy framework".

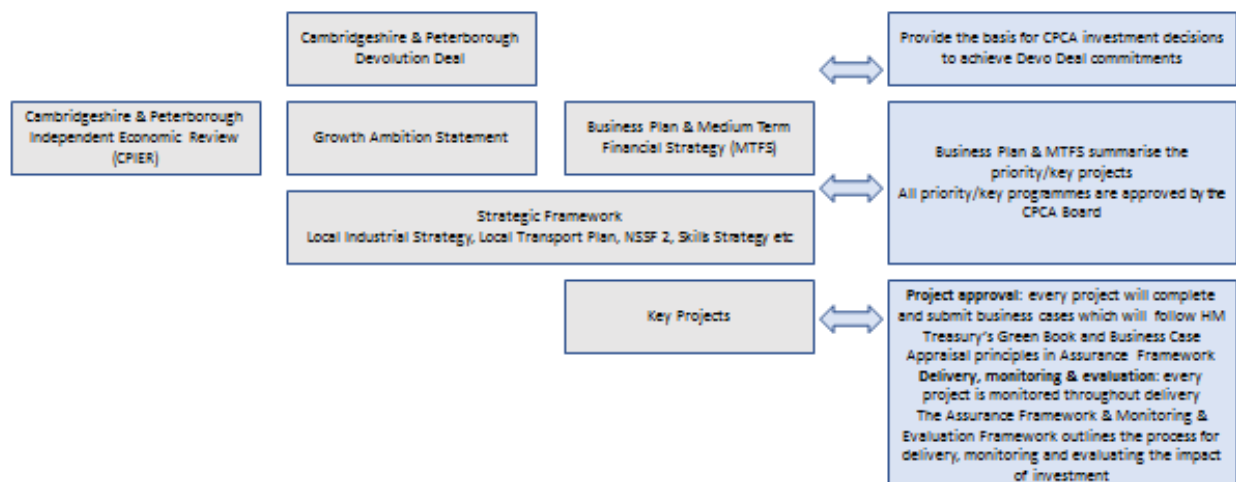
2.3. The committee has responsibility for agreeing education and skills programmes and projects within the budget and policy framework.

2.4. The committee shall have responsibility for ensuring all programmes and projects comply with the Assurance Framework, and that they are monitored and evaluated in accordance with the Monitoring and Evaluation Framework.

2.5. The committee can initiate proposals for the Combined Authority Board to approve.

2.6. The committee is responsible for overseeing the work of the Employment and Skills Board, an advisory panel of the Skills Committee, and any subgroups set up by the Board.

2.7. The budget and policy framework is summarised below:



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) Projects to be included in the Business Plan and Medium Term Financial Plan
- (3) Business cases for key priority projects identified in the Business Plan or
- (4) Any other matters reserved to the Combined Authority Board

3.2. The Skills Committee shall exercise the Combined Authority's functions for the following:

- 3.2.1. Oversee the development and maintenance of the Skills Strategy and any other strategies reserved to the Combined Authority Board, including overseeing consultation processes, and making recommendations to the Board.
- 3.2.2. Oversee the development and approve all business cases for key priority projects identified in the Business Plan.
- 3.2.3. Ensure all programmes and projects are within the scope of the strategic and budget framework approved by the Board.
- 3.2.4. Approve the commissioning of delivery partners where this is required and authorise the staged release of budget for education and skills projects in the Business Plan and funded from Medium Term Financial Plan.
- 3.2.5. Oversee the development and approve all other education and skills programmes and projects not reserved to the Combined Authority Board.
- 3.2.6. Ensure effective engagement and consultation is in place and can be evidenced.
- 3.2.7. Ensure all programmes and projects comply with the Assurance Framework and are monitored and evaluated in line with the Monitoring and Evaluation Framework.
- 3.2.8. Oversee coordination with
 - (a) Department of Work and Pensions on the Work and Health Programme and
 - (b) Department for Education on the Opportunity Area programme.
- 3.2.9. Oversee the delivery of the Health and Care Sector Work Academy (Innovation Pilot)

3.2.10. Matters initiated by the committee can be referred up to the Board for decision.

3.2.11. The Combined Authority Board may decide to refer further individual matters to the committee.

4. Strategic and Budget Framework

4.1. The Committee should ensure schemes contribute and meet the targets in the agreed strategic and budget framework. 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 eight members to include the Mayor or his/her nominee and a Board Member from each of the seven constituent councils or their nominee. The Chair must be a Board member.

6.2. Where the Mayor does not take up his/her appointment on a committee. The membership shall be seven members comprising a Board member from each of the seven constituent councils or their nominees.

6.3. The Combined Authority Board shall appoint the committee and substitute members. With the exception of the Chair, Board members may nominate another member from their constituent council to be a member of the committee in their place. The Board member shall also nominate a named substitute member. Nominations are in consultation with the Mayor and subject to approval by the Board. In principle, neither the Mayor nor the Board will seek to exercise their voting rights to veto or vote against the appointment of constituent council members to executive committees. See also Chapter 11, paragraph 2 of the procedure rules of executive committees and Chapter 4 paragraph 4.4.

6.4. Co-opted Members of the Combined Authority Board should receive an open invite to all 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. The rights and responsibilities of co-opted members as set out in the relevant paragraphs in chapter 2 paragraph 5 of the constitution apply to committees.

7. Lead Director

7.1. The Lead Director for the Committee is:

(a) Director Business and Skills

8. Working Groups

8.1. The Committee may establish informal working groups to assist with the delivery of its objectives. These groups are non-decision making groups of Officers and Members.

8.2. The remit and terms of reference for any such subordinate body shall be approved by the committee.

8.3. The following group has been established:

(a) Employment & Skills Board

8.4. The terms of reference are set out below:

9. Employment & Skills Board

Governance

9.1. The Combined Authority has appointed an Employment and Skills Board. The Board is an advisory board to the Skills Committee and is the Skills Advisory Panel for the purposes of the governance arrangements for the devolution of the Adult Education Budget. This reflects the requirement to provide an inclusive, advisory role for the Combined Authority, Employers, Providers and Customers.

Terms of Reference

9.2. Provide strong leadership on skills in the local area, engaging with employers and providers and providing skills advice to the accountable board of the Combined Authority's Skills Committee.

9.3. Advise on the strategic direction, determine priorities and monitor progress of the devolved Adult Education Budget.

9.4. Develop a clear understanding of current and future local skills needs and the local labour market as well as the present skills and employment support provision in the local area.

9.5. Focus on the needs of future learners and employers which have been identified by local partners, including colleges, university providers and employers.

9.6. Establish systems to ensure the student voice is heard.

9.7. Raise the profile of apprenticeships with local employers and providers.

9.8. Work closely with careers advisory services to ensure that learners are informed about potential career routes within a local area, and that all careers information and guidance is informed by up-to-date local labour market information.

9.9. Be underpinned by a stakeholder group including all providers.

9.10. Produce robust, authoritative evidence-based skills & labour market analysis and skills provision in Cambridgeshire & Peterborough.

9.11. Build knowledge of the range of both local, regional and national employment provision that exists or is planned.

9.12. Present data analysis and share it with the wider employer and provider communities to ensure that their perspective on the local labour market and local employment and skills system is reflected.

9.13. Provide analysis to inform the development and the implementation of the 'People' element of the Local Industrial Strategy.

Task & Finish Groups

9.14. From time to time it may be necessary to establish a skills task and finish group, and other skills specialists may be invited to join these meetings. Any group would need to be sponsored by an Employment and Skills Board member, who may or may not chair the group, depending on the issues under consideration. Any discussions or agreed actions will be reported back to the Employment and Skills Board.

Membership

.15. There will be a maximum of 20 members including the Chair. The Chair shall be a private sector member of the Cambridgeshire and Peterborough Combined Authority Business Board or a member of the Skills Committee.

9.16. The Board will comprise of at least 10 business people from across the Cambridgeshire and Peterborough Combined Authority area who between them will represent a variety industry sectors, different sizes of businesses, profit, and social enterprise businesses, The Board shall consist of

- (a) employers, those with knowledge and experience of skills and education, and Cambridgeshire & Peterborough representatives;
- (b) at least three to represent the publicly funded sector of the economy including but not limited to government, NHS, education and training and skills providers;
- (c) One position will be retained for the Community and Voluntary sector.

9.17. When a member is unable to attend a meeting, they may provide a substitute, provided such substitute has delegated authority to represent their organisation. Members are expected to attend at least 70% of meetings.

Role of Employment & Skills Board Members

18. The specific role of a Board Member is to:

- (a) Use their experience and knowledge to help shape strategy and policy on learning and skills development.
- (b) Influence the prioritisation, planning and investment in skills supply and the shape of delivery.
- (c) Support the strategic aims of the Cambridgeshire & Peterborough Business Board.

(d) Represent a range of people, organisations or views, not just their own or that of their organisation.

9.19. The Board will adopt good practise and its members will act within the General Duties and Obligations set out in its terms of reference and adopt the following values:

- (a) Championing to influence and lead by example
- (b) Developing enterprising solutions that are creative
- (c) Partnership working across the private, public and third sector
- (d) Sharing best practise
- (e) Being inclusive of each locality and community across Cambridgeshire & Peterborough.

9.20. All board members and observers shall be required to comply with the Combined Authority's Code of Conduct and all members and substitute members shall also be required to complete a Declaration of Interest form.

Observers

9.21. Specialists may be invited by the Chair to attend specific Board meetings or Agenda items where expertise is required.

9.22. Occasional observers may request to attend a meeting through the Chair.

Specialist Forums & Groups

9.23. The Cambridgeshire & Peterborough Education and Skills Board has a number of specialist advisory groups that will feed into the decision-making processes. This includes:

- (a) Existing Provider Forums; there are a number of existing forums operating within the Cambridgeshire & Peterborough Combined Authority area, and these can be supported to articulate a voice on skills to the Employment and Skills Board.
- (b) An Adult Education Budget Skills Group; a specialist group for Adult Education Budget funding only with the twelve (12) identified grant funded institutions indigenous or contiguous to the Cambridgeshire & Peterborough Combined Authority area.
- (c) A Data Analysis Group; formed to provide an analysis of the local skills and labour markets to develop robust Labour Market Intelligence.

These Forums will be working groups of the Cambridgeshire & Peterborough Education and Skills Board. These forums are advisory and non-decision making.

9.24. The Forum(s) will:

- (a) Provide a voice about the Skills Funding system.

(b) Advise the Education and Skills Board on matters of vocational training and employment scheme delivery.

(c) Advise the Employment and Skills Board on short, medium and longterm strategies associated with skills funding.

(d) Identify freedoms, flexibilities, and improvements that could be made to government and local funded training provision so that the Employment and Skills Board can promote changes that will improve local provision.

SKILLS COMMITTEE AGENDA PLAN

Updated on 31 October 2019



Notes

Committee dates shown in bold are confirmed.
Committee dates shown in italics are TBC.

The definition of a key decision is set out in the Combined Authorities Constitution in Chapter 6 – Transparency Rules, Forward Plan and Key Decisions, Point 11 <http://cambridgeshirepeterborough-ca.gov.uk/assets/Uploads/CPCA-Constitution-.pdf>

- * indicates items expected to be recommended for determination by Combined Authority Board
- + indicates items expected to be confidential, which would exclude the press and public.

Draft reports are due with the Democratic Services Officer by 10.00 a.m. eight clear working days before the meeting.
The agenda dispatch date is five clear working days before the meeting.

The following are standing agenda items which are considered at every Committee meeting:

- Minutes of previous meeting and Action Log
- Agenda Plan
- Budget and Performance Report

Committee date	Agenda item	Lead officer	Report to CA Board for decision	Reference if key decision	Deadline for reports	Agenda despatch date
11.11.19	Adult Education Budget Commissioning Strategy & Principles of Redistribution of Underspend	Neil Cuttall	No	2019/055	29.10.19	01.11.19
	Local Industrial Strategy Business Plan – The Business Growth Service	John T Hill	Yes	2019/061		

Committee date	Agenda item	Lead officer	Report to CA Board for decision	Reference if key decision	Deadline for reports	Agenda despatch date
	University of Peterborough Progress Update Paper	Kim Cooke	Yes	N/A		
	Skills Committee – Terms of Reference	Dermot Pearson	No	N/A		
	Employment & Skills Board Creation and Recruitment Update paper	Fiona McGonigle	No	N/A		
	Apprenticeship Levy Pooling Service – Update Paper	Fiona McGonigle	No	N/A		
08.01.20	Adult Education Budget - Data to Payments System Business Case	Neil Cuttall	No	N/A	17.12.19	23.12.19
	Careers Progression and Work Readiness (Hampton Academies Trust pilot) – Update Paper	Kim Cooke	No	N/A		
	Skills Brokerage Extension	Fiona McGonigle	No	TBC		
09.03.20	Adult Education Budget Allocations for Academic Year 2020/21	Neil Cuttall	No	2020/007	25.02.20	28.02.20
27.04.20					14.03.20	17.03.20

To be programmed:



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY

SKILLS COMMITTEE	AGENDA ITEM No: 2.2
11 NOVEMBER 2019	PUBLIC REPORT

UNIVERSITY OF PETERBOROUGH – PROGRESS UPDATE PAPER

1.0 PURPOSE

- 1.1 The purpose of this update paper is to highlight progress made to date following approval by the Combined Authority Board on the 29th May 2019 to adopt the University Action Plan to deliver the University of Peterborough (UoP). There is a 3 year window to deliver Phase 1 of this project, on time and within budget, to achieve opening the doors to 2,000 students by September 2022 in an iconic building. The UoP Action Plan is being managed by Mace via a team of expert Project Management Consultants, the Combined Authority programme management team and the Peterborough City Council (PCC) project team. Mace were appointed to lead on project delivery, feasibility and delivery management. Mace are providing Project and Cost Management support lead to a consortium of consultants consisting of Architects (Murdoch Cameron Williams), Planning Consultants (Pegasus), Civil and Structural Engineers (Smith and Wall work), Curriculum/HE experts (CPB Projects), IT consultants (PTS), Landscape design Consultants (Landscape Use Consultants) and Mechanical, Electrical and Environmental Consultants (Couch Perry Wilkes).
- 1.2 To achieve the goals set out in the Action Plan a number of activities/deliverables are linked to the RIBA stages and workstreams, namely the design and build of the physical infrastructure and the education element through the HE partner and curriculum. A copy of the project plan detailing the whole programme is at Appendix A.
- 1.3 This report provides the Board with the information required to update members of the progress made thus far and confirm delivery is on track and compliant with the Combined Authority/PCC constitutions, legal and financial obligations.

<u>DECISION REQUIRED</u>	
Portfolio Holder for Skills:	Councillor John Holdich
Lead Officer:	John T Hill – Director of Business & Skills
Forward Plan Ref: N/A	Key Decision: No
<p>The Skills Committee are recommended to:</p> <ol style="list-style-type: none"> 1. Note the progress made to date on the programme of delivery for the New University of Peterborough. 2. To approve the release of £364,854.85 from the 2019/20 budget to mobilise activities and services. The £364,854.85 is made up of £294,110.55 capital and £70,744.30 revenue. 	<p>Voting arrangements</p> <p>Simple majority of all Members</p>

2.0 BACKGROUND AND CONTEXT TO DATE

- 2.1 The new University of Peterborough will deliver a step-change in life-chances for young people in Peterborough and beyond. Key to the success of the new University will be our ability to grow and retain local talent alongside attracting and retaining the area. The new University of Peterborough will support the raising of personal and community aspirations along with improving social mobility as well as contributing to inclusive social and economic growth. It will collaborate with business and industry to promote and support employer demand to motivate learners and their families to build prosperous futures for themselves and their communities as well as bringing wealth and prosperity to the region in the scope of new jobs and opportunities.
- 2.2 Significant efforts have been made over 15 years to establish a University in Peterborough. The planned model for the new University will be ‘genetically’ similar to that of the University partner selected but adapted to be appropriate for the CPCA economy and our economic growth ambitions (to attract more companies offering high value jobs and improving productivity and prosperity).

- 2.3 Currently levels of skills in Peterborough are in the bottom 10% in the UK. Skills growth has not kept up with rapid employment and population growth, and this lack of skills has discouraged companies to Peterborough offering high value jobs. As a result, GVA per head has declined as has overall prosperity in the city and surrounding areas.
- 2.4 A market comparison of potential academic partners to work with the Combined Authority and PCC to deliver the University, between now, September 2022 and beyond to 2030 has commenced. It is imperative that the delivery of a curriculum that meets the needs of both students and employers, with new and progressive delivery models, such as degree apprenticeships and two-year degree programmes is embedded within the curriculum offer – see Appendix B - Shadow Curriculum Model.
- 2.5 The Action Plan also includes strategies to potentially raise the amount of revenue and capital funding currently available for the project (£12.6M from the Combined Authority) to as much as £20M.

3.0 SELECTION OF THE HIGHER EDUCATION PARTNER

- 3.1 Procurement to select the HE Partner for the new University of Peterborough began in August 2019. It is envisaged that the procurement process will be concluded by February 2020 with the HE Partner being awarded the contract in March 2020; this will be dependent on the negotiated procedure progression and should be considered as a long stop date by which this is concluded. The University project was successful in attracting more than 10 registrations for further information in a “Call for Competition” including interest from 5 Universities. This resulted in a shortlist through the Expressions of Interest and Due Diligence/SSQ phase which ran to the end of September 2019. Based on the current target procurement programme, the Invitation to Tender went live on 24th October 2019 and we are expecting to commence open dialogue with the interested parties at the beginning of November to negotiate further the terms of the contract and the model of delivery for the University before entering into the final stage in December 2019. A full curriculum specification has been produced based on academic research from the CPIER and Skills Strategy, backed up by robust survey results from businesses in Peterborough.

4.0 EMBANKMENT SITE

- 4.1 The original Embankment site covers approximately 55 acres. It was envisaged that Phase 1 of the University campus will be developed around the Wirrana

car park next to the Bishops Road Car Park within an initial 6 acre site. Work has been carried out through the various land use surveys commissioned on the whole site – see Appendix C for the list of surveys commissioned. Peterborough City Council own the land, however, there are various covenants and leases within the entire site resulting in a draft Masterplan of the development for the campus currently being produced. The Combined Authority are working with PCC to obtain full planning permission for the initial plot of land for phase one (size to be determined) by June 2020. As part of the planning strategy we are undertaking an external stakeholder event for public consultation to share the conceptual drawings and proposals with the people of Peterborough will be held at the Cathedral week commencing 2nd December 2019. It is envisaged that the planning application will be made in February/March 2020 dependent on consultation events and outcome of the land use surveys. Monthly planning meetings are held to achieve this timeframe.

5.0 DESIGN AND BUILD OF PHASE 1

5.1 The first phase will include the preparation of an area of land for development of phase one building to support 2,000 students by September 2022 in a “Signature” building, a collection of campus buildings (teaching and learning space) and student accommodation will follow.

- The Architects are now starting to design a building based on a £20M cost envelope.
- Meetings have been held between Pegasus, the Combined Authority and PCC. PCC are key to project success process and have agreed to assemble an in-house project team working with and lead by the Head of Planning for the City Council to ensure that all aspects of this planning process are covered off.

Currently, the Combined Authority has committed £12.6M of funding to support the development of this project. The land identified along Bishops Road on the Embankment site will be PCC’s contribution, with the land associated with the Phase 1 build being valued at around £4M. In addition, we are preparing an application to the Business Board’s Local Growth Fund for £12.5M as an equity investment into a Joint Venture. Investing the LGF as equity, provides the opportunity to include revenue as part of the total £25.1M fund, rather than just capital. Our designers are confident that for a £20M build budget we can realise a “signature building” of around 3,500 – 4,000 sqm. The master plan identifies all the Phases, namely, 1, 2 & 3 of the campus. The drawings of the Phase 1

building will be available in November ahead of the external stakeholder event in December.

6.0 Governance and Legalities

6.1 In order to govern and develop the University project further it is proposed Joint Venture. Initially this will consist of the Combined Authority as investors and PCC as capital investors through land value as capital. It is envisaged that investors into the project going forward will seek equity investments. Members will be required to make decisions around the relative shares and levels of investment in the JV to build the university premises and lease them to the University partner. The subscription agreement will be the pre-cursor to the JV in the formation of a company limited by shares. Initially the shareholders within the company will be the CPCA and PCC, however, it is envisaged that the HE Partner will be invited to be part of the company as will potential investors, including the Business Board's Local Growth Fund.

7.0 Funding Strategy for Phase 2

7.1 It is proposed that a much larger project, of at least twice the size will be developed for a Phase 2 build to progress the university towards 12,500 students. This is likely to include;

1. CPCA investment through the impending Shared Prosperity Fund from 2023.
2. Business and other commercial private sector investment
3. Possible HMT funding via the 2020 Spending Review to fund new universities in both Peterborough and Milton Keynes

8.0 FINANCIAL AND INVESTMENT IMPLICATIONS

8.1 In May 2019 the CPCA authorised the release of £449,000 for the Project Management Contract with Mace. The sum of £449,000 approved relates to the Consultant Project management work only and not the activities and services required to mobilise the agreed action plan for the project. Therefore in order to mobilise the activities and deliverables within is financial year, it is necessary to approve the request to draw down £364,854.54 from the 19/20 budget to mobilise activities and services. The £364,854.85 is made up of £294,110.55 capital and £70,744.30 revenue – see Appendix C for Finance and Fees Schedule.

9.0 LEGAL IMPLICATIONS

9.1 The Combined Authority have instructed private practice solicitors to act on their behalf to draw up the Subscription document, Heads of Terms and draft the Joint Venture documents. This paperwork is fundamental to the progression of the project and will form part of the negotiated procurement process for the selection of the HE Partner.

10.0 SIGNIFICANT IMPLICATONS

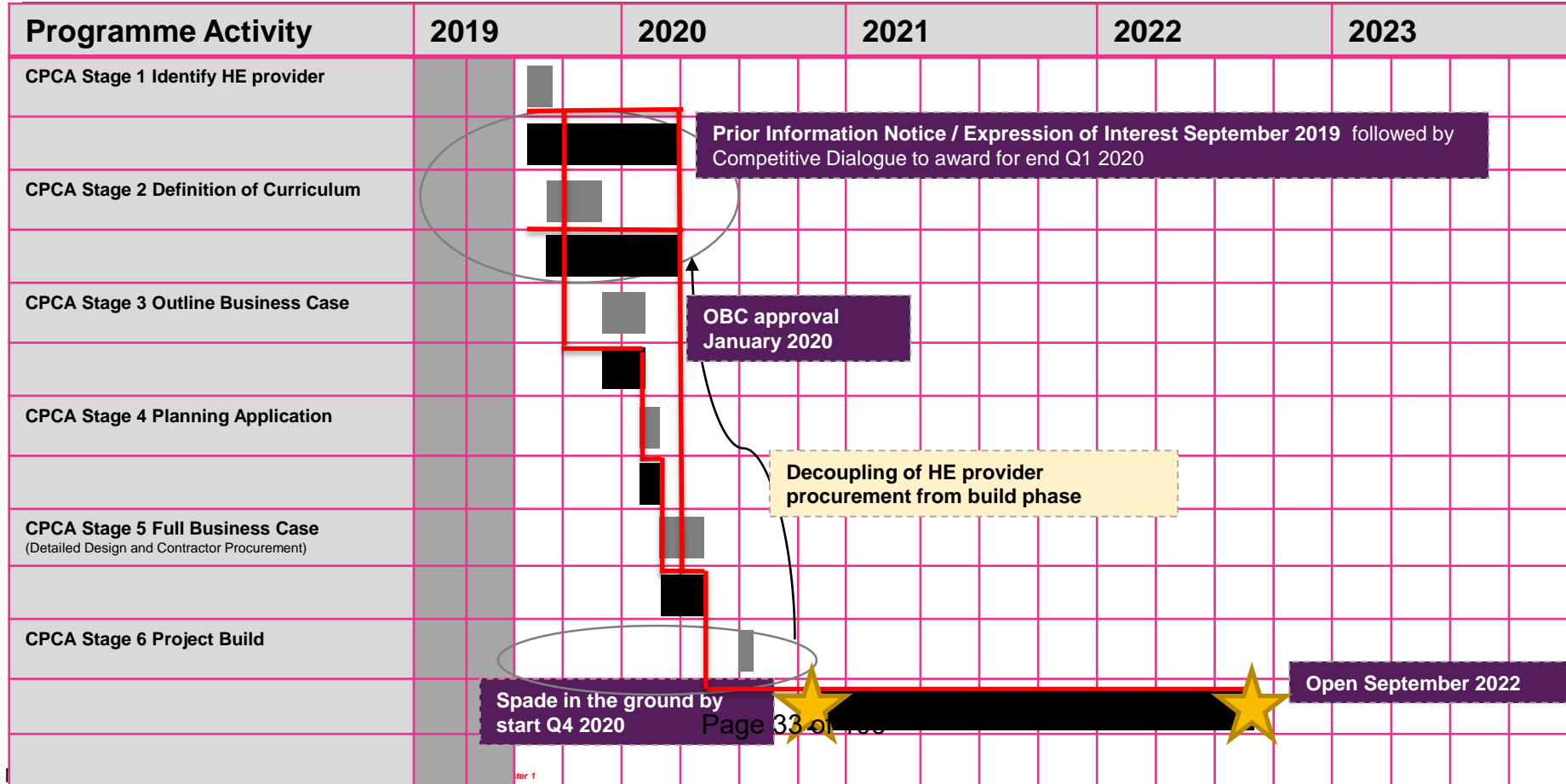
10.1 There are no other statutory matters to bring to the Board's attention, however the governance arrangements will be set out in the Subscription document.

11.0 APPENDICES

11.1 Appendix A - Project Plan
Appendix B - Shadow Curriculum Model
Appendix C (I) and (II) - List of Surveys and Finance & Fees Schedule

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

CPCA – Master Programme



Shadow Curriculum Model - The University Business Plan

The university campus Phase 1 is being custom-designed by an expert team of educationalists and university build architects, to accommodate a **sustainable portfolio of taught courses** that include:

1. Business, Innovation, Entrepreneurship and Professional Services
2. Creative & Digital Arts and Sciences
3. Agriculture, Environment and Sustainability
4. Health and Social Care
5. Engineering
6. Manufacturing and Advanced Materials
7. Logistics and Distribution;

As an operating principle therefore, the University will focus on a limited number of initial discipline choices; 1-3, expanding out between 2022 and 2028 to 4-7. This will create a portfolio of courses which can achieve critical mass. This will ensure that:

- Each discipline area is underpinned by a minimum scale staff team – this will avoid the challenge of having staff spread over too many disciplines and being too few in number in some disciplines to build a kernel of teaching and research capability - referred to the “minimally viable dept size”;
- Each discipline will be able to recruit a viable cohort of students such that steady state numbers (the numbers of students recruited when all years of provision are running) will be economically viable and capable of supporting an efficient staff:student ratio. As a principle, this approach is as much to do with providing a robust student experience as it is to do with the fundamental economics of running taught courses – referred to as the “minimally viable intake”;
- Each discipline is supported by the physical resources necessary to maintain the quality of the experience and to enable the University to establish a very clear funding model to underpin investment in, and maintenance of, its facilities.

It is clear from the early analysis that there are several critical markets to address:

Segment	Match Provision	Notes
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

It is notable that the feedback on delivery models strongly suggests that the need for campus-based provision on a traditional model is immensely limited and that to be successful the new University will need to reach out and work extensively in employment settings. The precise nature and scope of the portfolio outside of the Embankment Site will be co-developed between the CPCA and HE Delivery Partner by February 2020, but it is clear the Campus will need to provide the infrastructure to support a diverse range of delivery models.

Prioritisation of Needs for Phase 1

Sector	Immediate need	In the future
Business	Leadership Practice Accountancy & Finance Computing (FinTech?)	Business management Accountancy & Finance Leadership practice
Engineering	Mechanical Electronic & Electrical Software	Software Electronic & Electrical Mechanical
IT & Digital	Software development Cybersecurity Data Science	Artificial intelligence Cybersecurity Data Science
Life Sciences	Microbiology Biochemistry Ecology	Biochemistry Microbiology Ecology
Science	Environmental Science Combined Stem Geography and Environmental Science	Environmental Science Combined STEM Geography and Environmental Science
Mathematics	Data Analysis and Science Statistics Economics	Data Analysis and Science Statistics Economics
Sustainability	Sustainable Development Renewables and Environmental Technology Environmental Management	Renewables and Environmental Technology Environmental Management Sustainable development
Arts and Creative	Media Studies Design Politics	Media Studies Design Architecture
Health and Social Care	Health and Social Care Adult Nursing Healthcare Practice	Health and Social Care Healthcare Practice Education Studies
Law	Commercial Law Public Law Family Law	Commercial Law Public Law Civil Law

We envisage that there will be three faculties initially within the New University with working titles as follows:

- Faculty of Business, Innovation and Entrepreneurship embracing strategic management, marketing, innovation, entrepreneurship and leadership practice. It is envisaged that the provision in this faculty could be delivered in a variety of formats and locations and that a pool of good quality general purpose learning spaces would be appropriate for its needs. Case study rooms, syndicate rooms and workshop environments will be necessary to support problem-based working methods but there would likely be no need for specialised facilities;
- Faculty of Creative and Digital Arts and Sciences embracing a cross-disciplinary approach to the interplay between technology and a range of creative disciplines. We do not envisage that this faculty will be heavily orientated towards purely creative arts nor toward specialised scientific facilities in its initial phase of development but the latter would certainly be a possibility in later phases. The key focus of this provision is applied and lies at an intersection between creativity, and technology. A studio-culture is likely to be the focal point and key resource for this Faculty in Phase 1 and again such facilities would fall within a general purpose learning space categorisation albeit with perhaps more attention to furniture solutions to create the appropriate character of a studio environment;

- Faculty of Agriculture, Environment and Sustainability embracing a spectrum of provision in environmental science, potentially engineering and agricultural, agri-tech solutions. Further detailed work is needed but it is envisaged that this Faculty will operate across a range of sites including working with particular firms and industries in rural locations across Fenland in particular. The focal point of the Embankment site will be in providing a base for staff and in addressing the need for theoretical provision and, in due course, potentially some limited specialisation of resources which cannot be sourced in the field. It is entirely likely that the future shape of this Faculty during latter phases will be heavily influenced both by industry developments and by active researchers who in combination will determine the appropriate investments in infrastructure and physical resources.

Phase 1 Discipline and Delivery Matrix

Delivery Model / Faculty Discipline	On-campus FT/PT Programmes	Degree Apprenticeships / in-work programmes	Blended	Distance	Outreach / Small Bites / Widening Participation
Business, Innovation and Entrepreneurship	✓	✓	✓		✓
Creative and Digital Arts and Sciences	✓		✓	✓	
Agriculture, Environment and Sustainability		✓			✓

Initial Student Population

A minimally viable intake will be approximately 24 FTE students per course per year. Attrition rates between year 1 and year 2 and between year 2 and year 3 should be expected and for modelling purposes will be set at 10% p.a., i.e. approximately 10% of students will not progress in each year and therefore by the third year a steady state position must be based on having a minimally viable cohort size in the final year.

Prog Type	Student Type	Programme Year	FTE	2022/23 Heads	2023/24 Heads	2024/25 Heads
FT	UG	1	1	24	24	24
FT	UG	2	1	0	22	22
FT	UG	3	1	0	0	20

To ensure the long-term sustainability of the institution, we will need to consider the following key principles when populating the model:

- Assigning an accurate FTE value to each programme is vital;
- Growth in student numbers will come from increasing numbers on existing programmes rather than by proliferating the number of programmes;
- Student number growth should always occur in quantities relative to the minimum group size;
- The Staff to Student Ratio will need to factor in that initial staff costs may be higher as the institution 'beds in' but that the aim should be to reach viable targets as soon as it is realistic to do so without compromising the operation of the institution. Staff costs will need to include Professional Services as well as Academic Staff. Through the introduction of space norms this data can then be used to provide the initial footprint of office space requirements.

Preliminary Forecast Student Numbers

The nature of the market, target segments and availability of capital present a range of constraints. It is highly unlikely that UoP will become a Page 37 of 106

lie in under-represented groups. Strategic planning for UoP needs to differentiate between the traditional markets which are already served (because the students move to where the provision already exists) and **local students who do not move out of region and probably do not perceive themselves as having any prospects of achieving a degree**. This part of the market is locally-orientated and lacking in opportunities; it is the direct expression of the cold spot.

To compete directly for the former group would be to enter a potentially brutally competitive domain (a “Red Ocean¹”). This is an important distinction as the UoP will need to reach out to these local students in Peterborough (and a residential element would probably not be meaningful for this group – otherwise they would tip into the other category). One reason why the participation rate is so low at 17% may be that there are fewer relevant opportunities and the HE experience seems physically remote, less directly relevant and unobtainable to these students. This is also why a physical presence in Peterborough will matter too, prospective students need to see the tangible form that higher education takes and recognise its relevance to their own position. In matching the provision to the market, we would be expecting that these prospective students will need outreach work and access programmes to bring an HE experience to life for them. Critically, reaching this group has potentially highest impact in that the transformational effect of shifting from non-participation to a Level 4+ qualification will be very significant at a personal level but also more widely in terms of the impact on their long-term economic, social and health opportunities over many years. There could be 3,000 learners in this 18-24 category alone and to reiterate they would not be served by any existing provision.

On top of this under-represented group, we also have the under-/unemployed of which across all ages amounts to some 5,000 of whom approximately 850 will be double counted in the figures above. These numbers could be swelled by economically inactive people (24,400) of whom 6,500 would want a job or may be out of work or in part-time/zero hours roles with an aspiration to do more/do something different. The impact of HE will have diminishing returns as the population ages but the traditional boundary of retirement at 65 will also likely shift this balance and there will be further opportunities in extending the working life of older people – this should become increasingly topical in the next decade. Again, this group is high impact as the desire for work and inability to find it will correlate with a need to upskill and retrain. The risk with this group and to an extent the group above is that they have fallen out of the education system too soon and are not ready for an HE experience – that would not be resolved by a new University alone and action on failings within the local education sector at all tiers would need to be considered carefully as the under-lying ‘supply chain’ could be under-developed but these people are a significant group to understand and attract back into education in some form and ultimately into UoP.

The Large Corporates are not necessarily under-represented as such but only 25% of working age people have a Level 4 qualification and there is a general desire being expressed by the large corporates for upskilling. With 53,000 people reaching a Level 3 qualification, there is already a substantial body of people who are arguably “HE ready” but who again are not travelling out of region for an HE experience. More detailed research on the needs of Large Corporates is required but a large proportion of the market may already be employed, qualified to Level 3 and in need of a specific HE offer. Much of the detailed work here is going to be for the HE Partner engaging and negotiating directly with the Corporates (both large and medium which represent at least 18,500 people and to a lesser extent with smaller businesses) but this is very significant group who are already highly motivated to engage with the new University.

The First Generation HE All Ages Group potentially overlaps with all three of the above groups but may also include others who have not yet been captured. They could be outside Large Corporates and actively employed but only qualified to Level 3 or lower. Again, more data is needed to test this segment.

¹ Characterised by competing in congested existing markets, focused on competition for existing demand.

One scenario is that these segments are linked and that a ‘vacuum system’ will be created – the Large Corporates will drive the upskilling of their workforces taking Level 3 people up to Level 4 – this will create opportunities for under-/unemployed people to enter work and opportunities for younger people to find their first role. In this scenario the New University becomes the critical catalysing force.

Altogether, the picture is of a series of segments which are not served, where there are substantial numbers to underpin UoP intake targets and where the New University would not initially be in direct competition at all (that may change over time and the University would need to evolve accordingly).

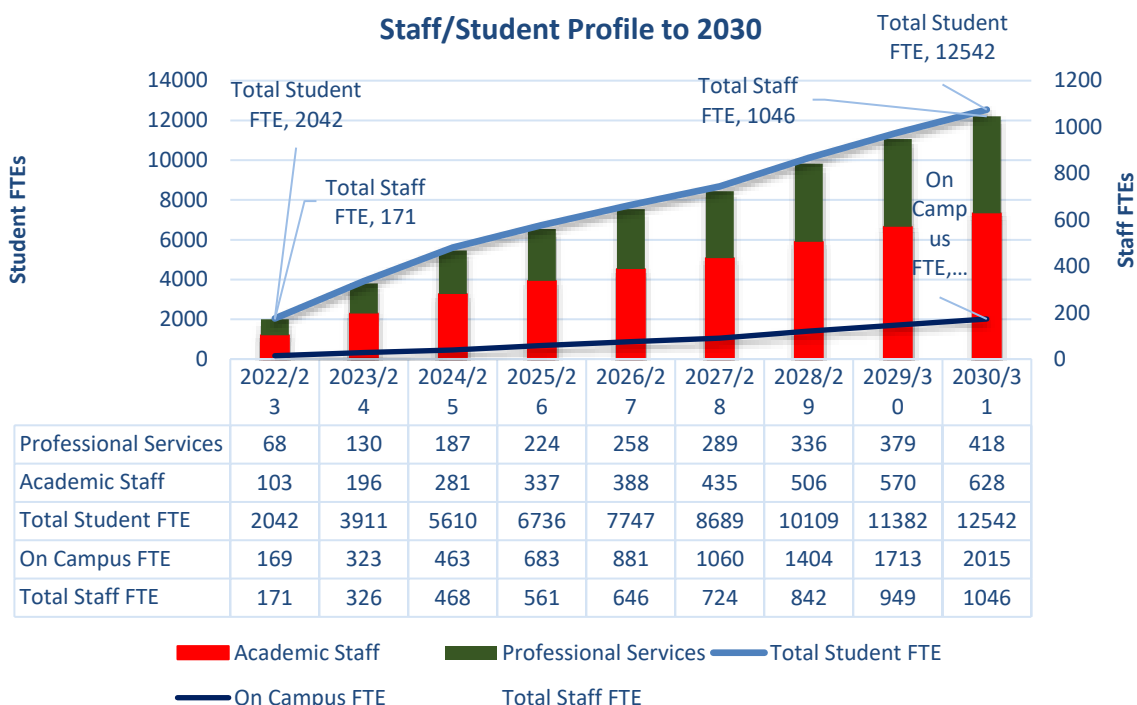
We do not expect the new University to attract out of region students – it may be that the HE Partner will bring such a strong offer and a genuine USP that UoP becomes a magnet for students but we would not expect this within less than a decade for several reasons including brand equity and competitive resourcing/infrastructure elsewhere which will take time to build in Peterborough. Trying to achieve this could be entirely counterproductive and lead directly to the red ocean.

It is accordingly clear that the vast majority of students served by UoP will be non-traditional, employed and in need of a specifically tailored offer and out-reach work. We have therefore forecast intake and growth figures on the expectation that approximately 92% of students will be served by UoP off-campus. The indicative forecasts based on FTE student numbers from academic year 2022/3 to 2030/1 are shown below by “Shadow Faculty”.

Faculty/Site	2022/23 FTE	2023/24 FTE	2024/25 FTE	2025/26 FTE	2026/27 FTE	2027/28 FTE	2028/29 FTE	2029/30 FTE	2030/31 FTE
Embankment Total	169	323	463	683	881	1060	1404	1713	2015
Business, Innovation and Entrepreneurship	73	139	199	297	385	464	685	884	1063
Creative and Digital Arts and Sciences	96	184	264	386	496	596	719	829	952
Off-campus Total	1873	3588	5147	6053	6866	7629	8705	9669	10527
Business, Innovation and Entrepreneurship	624	1196	1716	2058	2366	2646	3064	3438	3778
Creative and Digital Arts and Sciences	816	1563	2242	2536	2799	3062	3477	3849	4169
Agriculture, Environment and Sustainability	433	829	1189	1459	1701	1921	2164	2382	2580
Grand Total	2042	3911	5610	6736	7747	8689	10109	11382	12542
Students on Campus	8.28%	8.26%	8.25%	10.14%	11.37%	12.20%	13.89%	15.05%	16.07%

Forecast Staffing

Staff numbers have been derived directly from the profile of student growth using a simple student:staff ratio based on total student numbers. For Academic Staff the ratio is 20:1 and for Professional Services Staff the ratio is 30:1.



There will be a variety of factors to consider in determining the appropriate mix of staff and workforce plan including:

- The balance between campus-based staff and outreach/peripatetic staff serving a wider population of students;
- The balance between professional services staff in front-facing roles with a physical presence and more virtual and remote services which could be provided by a remote and home-based workforce;
- The potential for more non-traditional para-academic roles which address more directly the outreach, advisory and guidance functions and which may span marketing, traditional student and academic services functions, pastoral care and so on;
- The physical FM needs of the campus and its day-to-day functioning (i.e. operatives who may not need office accommodation but who are physically present to manage and maintain the campus).

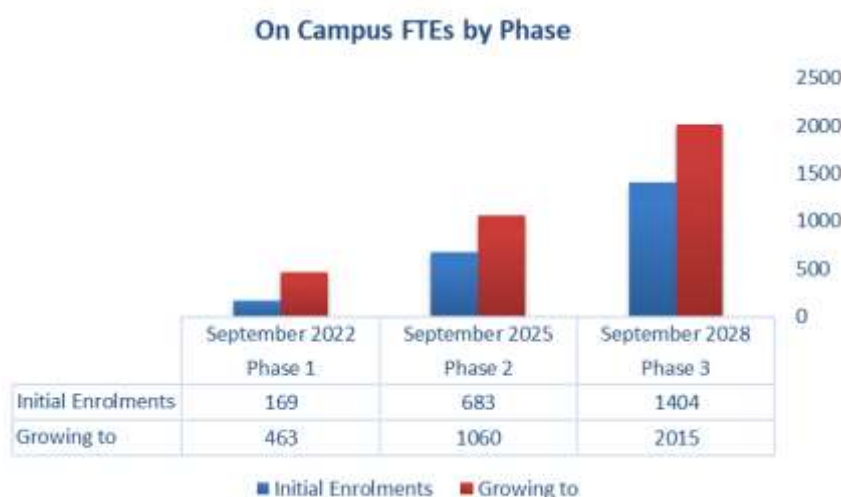
Further workforce planning will be a critical element of engagement with the HE Partner.

It is also worth noting that the upscaling of staffing levels will create a working capital issue which needs to be recognised in financial modelling. Staff at all levels will need to be in place early to carry out development work and prepare the curriculum for the arrival of students. Staffing capacity will always lead the recruitment of students and needs to be factored into budget setting processes.

Preliminary Space Modelling

The forecasts of staff and student numbers gives us the following broad phases of development.

	Building Opens	Initial Enrolments	Growing to	Steady State (Year)
Phase 1	September 2022	169	463	2024/25
Phase 2	September 2025	683	1060	2027/28
Phase 3	September 2028	1404	2015	2030/31



Based on preliminary modelling parameters set out below, we forecast the three phases of development as follows:

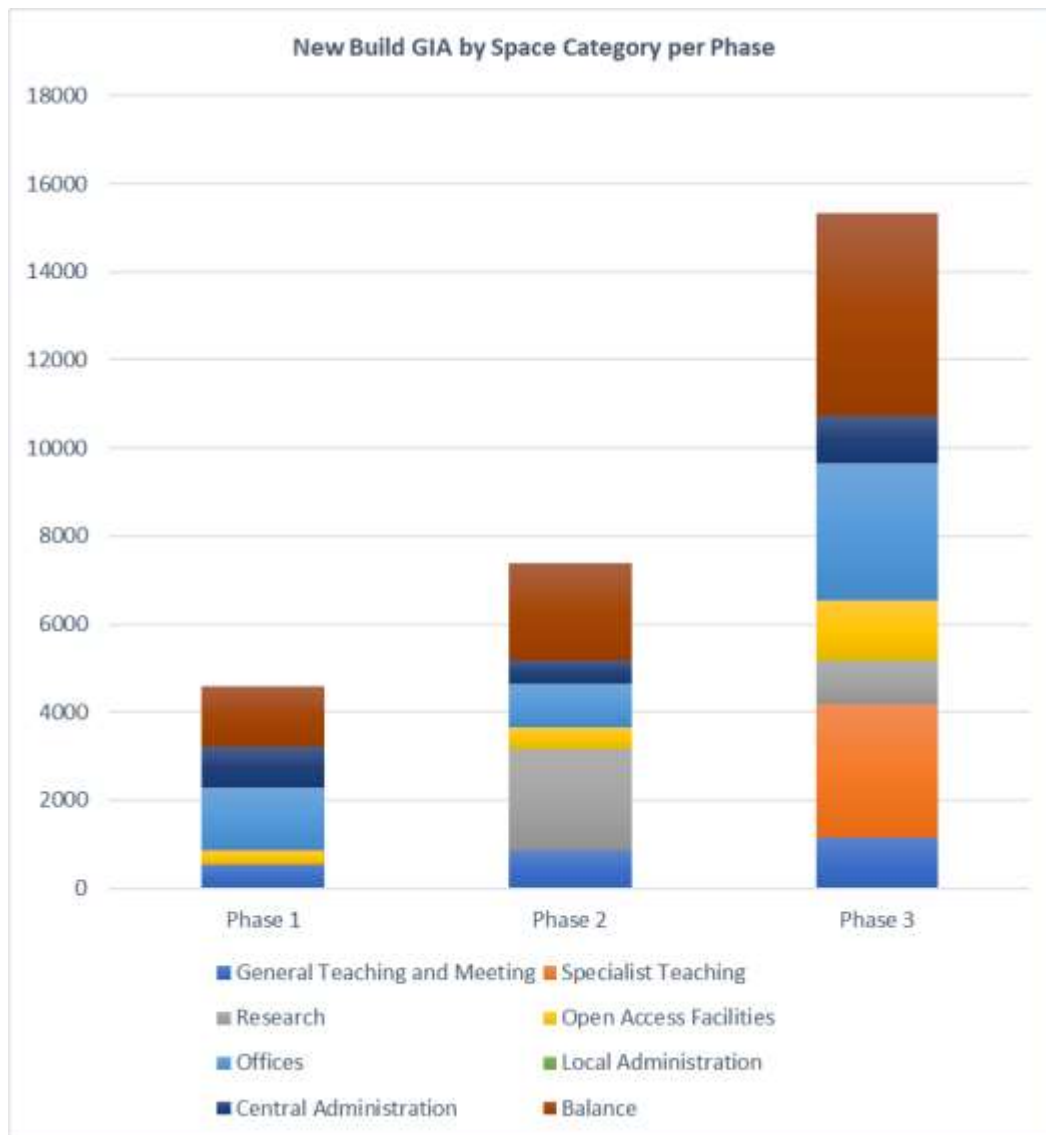
	Phase 1	Phase 2	Phase 3	Campus Size at the end of Phase 3
General Teaching and Meeting	548	855	1162	2565
Specialist Teaching	0	0	3023	3023
Research ²	0	2310	998	3308
Open Access Student Facilities	324	495	1354	2173
Offices	1405	990	3133	5528
Professional Services	935	510	1063	2508
Balance	1377	2211	4599	8187
Estimated GIA	4589	7371	15332	27292
Estimated GEA	4818	7740	16099	28657

At Phase 1, only general purpose teaching and learning spaces are provided alongside staff accommodation. There is no allowance for specialist teaching or research spaces as these would need to be driven directly by the needs of the curriculum.

In practice, the general teaching spaces should be as flexible as possible and in the interests of cost-effectiveness staff spaces should be planned on an activity-based working model to provide maximum flexibility during the formative and early developmental stages – spaces which encourage collaboration, communication and provide a degree of proximity between staff and students. The

² 20% of research space is expected to be “equipment-dominated” and could be large scale requiring double-height spaces with significant services including gases, extract and controlled environments. For Phase 2 allow up to 500 m²; for Phase 3 allow up to 200 m². Potentially some specialist teaching space could generate similar requirements e.g. in engineering workshops and science labs. A further 600 m² may be necessary at this point. Up to Phase 3, a total provision in this sub-category could amount to 1,300 m² in total.

environment should be reflective of the needs of first generation HE students and be accessible and welcoming. [DN: to be developed into more detailed notes for the Strategic Brief for Phase 1].



For practical purposes, we suggest working with the following assumptions to determine the outline relationship between the student/staff population and the area of the estate necessary to support that population.

For Phase 1, net internal areas should be provided on the following basis:

Space Type	Allowances
General Purpose Learning and Meeting (based on all user numbers including all staff as well as all students)	At least 10 hours week of contact time (based on a 40-hour week and a target of 56% utilisation) Allow 2.5 m ² per workspace (not sufficient for labs or workshops)
Specialist Areas	Assume specialist spaces are excluded from Phase 1. Modelling assumptions beyond Phase 1 are not based on specific curriculum information and will need to be tested in detail.
Library, informal learning and resource space	0.7 m ² per FTE not including catering spaces and other commercial areas although the addition of a coffee shop in some form is probably de rigueur
Staff Office Accommodation (a balanced mix of accommodation including some cellular offices, adaptable/flexible working environments and a range of work settings from touchdown spaces to group working and informal meeting spaces)	5 m ² for Phase 1 owing to budget constraints. 6-10 m ² per staff FTE depending on policy in future phases – use 8 m ² as reasonable average. As staff will be serving a student population located across the region, some flexibility will be needed and the operating model will likely need to support flexible and remote working. Spaces to develop content and multi-media resources including studios may be necessary.
Research Space	Modest allowance for research students (who may follow the staff recruited to the University). Estimate equipment-dominated space to be not more than 20% of total research footprint.
Balance Space	Target 70:30 net:gross ratio

In total, a net area between 3 and 5 m² per person for on-campus provision should be anticipated as a minimum (suggesting a gross area of 5 to 7 m² per person). Accordingly, the key consideration in capacity planning for the Embankment Campus is the overall volume of students (to determine the staffing model) and the balance of on-campus versus off-campus delivery. A higher volume of off-campus delivery will generate a campus solution which is more orientated towards creating staff working environments than a student-focused campus. Care needs to be taken in establishing the balance of space and developing a Strategic Brief which prevents this approach driving inflexible design solutions.

Financial Model

Three partners in the University off Peterborough Joint Venture will contribute funds;

CPCA, a part sponsor of the build and contracting authority of both the build and acquisition of the HE Partner, will contribute £11,035,000 in cash.

This will be sourced from;

Peterborough City Council, a part sponsor of the build, will contribute £4,000,000 through transfer of the land required, into the JV

LGF Funds requested provide the balance of the funding; £12,500,000.

All three partners will be able to draw down a payback on their funds invested.

This will be from rentals paid by the University (after an initial (3 year; 2022 - 2025) rent free period.

The LGF investment will be paid into the JV company in return for the issue of shares. This is governed through the JV Agreement which is to be approved by the CPCA board and PCC governance structures in November, being negotiable with the business board should it grant the investment requested. The JV agreement sets out that shares are allocated relative to the investments made in the company. This would result in the LGF being allocated 45% of the shares. Once, built and occupied by the HE Provider, the university campus JV Company, would generate revenues from its occupant at commercial rates for Peterborough; these being around £150/m² equating to £675,000 pa for the envisaged for the 4,500m² building. Based on a 45% equity share in the JV, this generates an annual return on investment of £303,750 or 2.4% APR of the LGF capital invested. In order to return the capital sum back to the business board for re-investment into new projects, the following options within the JV agreement could be offered for negotiation should the £12.5m be awarded.

1. An option to sell the 45% equity to the HE Partner operating the university after **2028**, when an Independent Review is due to be commissioned to recommend whether the HE Partner relationship be extended for a further 10 years, or the university operations should apply for independent university status, as the University of Peterborough
2. An option to be able to engage an agent to seek to sell the 45% equity share to institutional investors or property developers once the Phase 1 University has established its commercial viability by **2025**, and the lease income could make an attractive investment to others.

Appendix C (i) - Additional Fee headings (Consultancy Services) up to March 2020

29/08/2019 - Appendix C(i)
New University Of Peterborough

	Cost headings up to March 2020 only	Total	Capital	Revenue	Authorised/Actual
1	Higher Education partner fee advert in press (ACTUAL)	£2,560		£2,560	£2,560 order placed
2	Mace Clarification 5: Principal Designer CPCA Stage 3 & 4 only. (BUDGET) Role will be required for CPCA Stage 5 & 6	£10,000	£10,000		DA sourcing
3	Local Authority fees: Planning submission (BUDGET)	£30,000	£30,000		
4	Planning consultation – venue fees (BUDGET)	£3,000	£3,000		
5	Mace Clarification 8: Model, CGI, Fly through. (BUDGET) Visuals for public events in December and Planning submission	£15,000	£15,000		
6	FM Operating model –option to procure FM consultant to provide advice on operating model to inform Higher Education Partner procurement (BUDGET). For input in CPCA Stages 2 & 3	£15,000		£10,753	£10,753
7	Property agent Advice – Rental Income (BUDGET)	£5,000		£5,000	
8	Consultant Advice - Economic Impact review (BUDGET).	£10,000		£8,000	
9	Higher Education Partner Procurement not in line with CPCA stages extends beyond the end January CPCA Stage 3 to End of March (additional 2 months). (BUDGET).	£20,000		£20,000	£0
10	Team fees beyond end CPCA Stage 4 after submission of planning for which mace team are appointed Therefore additional fee PEGASUS may be required for CPCA 4 to determination of planning following submission (BUDGET) (note that this will extend beyond March 2020 not included in this budget)	£6,000		£6,000	£0
11	ICT cost as a result of not appointing HE partner in line with CPCA programme stage 2 & 3 Additional 2 months. (BUDGET)	£12,000		£12,000	£0
12	Highways Design	£20,000	£20,000		
13	Current team instructed to proceed to CPCA Stage 4 only (although procured for CPCA Stage 5 & 6) In order to meet timescales CPCA Stage 5 will need to commence in January 2020 CPCA will need to agree and instruct CPCA Stage 5 (part) upto end of March 2020 (BUDGET) allowance for period January to March Only [already procured]	£60,000	£60,000		
	10% contingency	£20,856	13,800.00	6,431.30	1,075.30
	TOTAL	£229,416	151,800.00	70,744.30	11,828.30
			Capital	Revenue	

Appendix C (ii) - Additional Fee headings (Surveys) up to March 2020

Appendix C (iv) - Additional Fee hearings (surveys) up to March 2020

	20.08.2019		29.08.2019		Authorised/Actual
	Procured for sign off		For approval		
	Currently issued for approval		Further budget for end of March 2020		
Description	Total cost to council		Budget		
Ecology Survey /Wildlife	£	2,055.55			
Ground investigation - Phase 1 (desk top)	£	2,065.00			
Ground investigation - Phase 2	£	-		£25,000.00	To be procured with target start on site October 2019
GPR Survey	£	15,827.00			
Archaeology & Heritage Survey - desk survey	£	2,681.00			
Arboricultural Survey	£	4,032.00			
Air Quality / Noise Survey	£	6,440.00			
Topographical survey	£	6,993.00			
Utilities search	£	616.00			
Travel Plan & Transport Assessment	£	15,960.00			
Sun Glare Analysis	£	-		£2,000.00	
CCTV drainage survey (foul and Storm on and off plot 55 acre site)	£	9,730.00			
Acoustic Survey	£	-		£2,000.00	
Flood Risk Assessment	£	581.00			
UXO / UXB - Detailed Risk Assessment	£	1,330.00			
BroadBand Connectivity assessment	£	-		£2,000.00	
Wind Assessment	£	-		£2,000.00	
TTC Highways - Cost for Highway design, Safety Audits and modelling - pending initial review and scoping report and meeting with Local Highways Authority which may be required for planning - Budget £30,000					Budget cost provided by TTC pending outcome of initial scoping report and meeting with LHA
				£30,000.00	
Ecology - Cost for undertaking Bat [Survey in May to September], Bird [Survey in Breeding Season from March to August] and Protected Species surveys for planning, pending initial Ecology assessment – Budget £3,000				£3,000.00	Further Ecology Survey; subject to initial Ecology report
Survey Solutions – Drainage Survey - Topographical survey - Budget £6,000					Topographical survey as output of CCTV option.
- Risk of obstructions requiring jetting £800 per 6hr visit - Budget £2,000					Risk item should obstructions be found during survey.
				£8,000.00	
contingency 10%				£7,400.00	

total			
£	68,310.55	£74,000.00	£ 142,310.55
		151,800.00	Carried forward from Services tab
£		294,110.55	Total Capital Services andd Surveys



SKILLS COMMITTEE	AGENDA ITEM No: 2.2
11 NOVEMBER 2019	PUBLIC REPORT Appendix 1 contains EXEMPT information by virtue of Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972 and therefore requires the exclusion of the press and public during consideration thereof because of the possibility of the disclosure of exempt information. The public interest in maintaining the exemption outweighs the public interest in disclosing the information.

LOCAL INDUSTRIAL STRATEGY DELIVERY PLAN: THE BUSINESS GROWTH SERVICE

1 PURPOSE

- 1.1 To provide an overview of the wider business and skills support programme being introduced as an economy-wide Business Growth Service. Including its role in improving the interface between businesses, learners and skills providers to increase the take up of apprenticeships, through the Skills Brokerage Service, contained within it.
- 1.2 To provide an overview of the financial strategy to fund the new Business Growth Service and seek Committee approval for the allocation of £150,000 of the £450,000 Skills Strategy Implementation budget within the Combined Authority's MTFP 2020/21 to 2022/23.

DECISION REQUIRED	
Chair of the Committee:	Councillor John Holdich
Lead Officer:	John T Hill, Director of Business & Skills
Forward Plan Ref: N/A	Key Decision: No
The Skills Committee is recommended to: <ol style="list-style-type: none"> (a) Note the Outline Business Case and the proposal for the establishment of a Growth Service Management Company initially to be a wholly owned subsidiary of Angle Holdings Limited as set out in the Financial Implications. (b) Subject to all the remaining public funding set out at paragraph 4.7 below being 	Voting arrangements A simple majority of all members

secured, to approve the allocation of £50,000 pa for three years starting in 2020/21 from the £150,000 pa Skills Strategy Implementation Budget set out in the Combined Authority's Medium Term Financial Plan, for the part funding of the Skills Brokerage element of the proposed new Business Growth Service	
--	--

2 STRATEGIC CONTEXT; THE SKILLS & LOCAL INDUSTRIAL STRATEGIES

The Skills Strategy, approved by the Combined Authority Board on 29th May 2019, sets out three objectives, one of which is to:

- 2.1 *“Develop a dynamic skills market that responds to the changing needs of local business...ensuring that People entering the workforce and those already in work are continually upskilled and trained to meet the jobs of the future...embedding a culture of lifelong learning and continuous skills improvement.”*
- 2.2 The Skills Strategy, then goes on to identify a Skills Talent & Apprenticeship Recruitment Hub (STAR Hub, a brand we have since simplified to Skills Brokerage) as one of the key interventions for the Combined Authority to develop and implement to satisfy this objective, describing it as follows:
- 2.3 *“The STAR Hub developed by the CPCA will increase the number of people transitioning through the skills ecosystem into Apprenticeships, Higher Education and employment. The CPCA will support providers, schools, colleges, higher education, parents and residents to navigate effectively through the complex skills landscape by the creation of the Digital Talent Portal to facilitate a better match of potential talent to skills needs and job vacancies and in doing so create opportunities for a strong, productive and thriving economy. Learning from experience in the past, there should be the opportunity to bring together demand and supply through a dedicated skills brokerage. We therefore propose to create a Skills Brokerage Service: A specialist activity building relationships between businesses, providers and learners. One of the most challenging areas of matching need and opportunity is in relation to apprenticeships. On the supply side there is still an issue of perceived lack of parity of esteem between vocational and academic education and training. On the demand side, creating the critical mass for demand from employers to make employer-based apprenticeships viable can be a challenge too. This lower level of demand for apprentices is most prevalent amongst SMEs who struggle to balance the value and effectiveness of a trainee, the 20% off the job training per week and the costs involved. Hence, to overcome this continuing market failure, we propose to better unlock the apprentice levy funding within large firms and help it flow down more effectively to SMEs in supply chains and sector clusters.*

The Local Industrial Strategy, approved by the Combined Authority Board on 27th March 2019, sets out three objectives to:

- 2.4 ***Improve the long-term capacity for growth in Greater Cambridge*** to support the expansion of this innovation powerhouse and, crucially, reduce the risk of any stalling in the long-term high growth rates that have been enjoyed for several decades.
- 2.5 ***Increase sustainability and broaden the base of local economic growth***, by identifying opportunities for high growth companies to accelerate business growth where there is greater absorptive capacity, beyond the current bottlenecks to growth in Greater Cambridge.
- 2.6 ***Do this by expanding and building upon the existing clusters and networks*** that have enabled Cambridge to become a global leader in innovative growth, creating an economy-wide business support eco-system to promote inclusive business growth
- 2.7 The LIS goes on to identify the Growth Service as a suite of interventions for the Combined Authority to develop and implement to satisfy these objectives, describing it as follows:
- 2.8 *A new approach to business support Cambridgeshire and Peterborough will create a new Growth Service, bringing together a range of interventions to provide support to help businesses set-up and grow. This will include access to mentors, coaches, exporting expertise and new funding such as grants and loans.*
- 2.9 *Primarily, this enhanced business growth support will be available to at least 250 firms per annum and over 1,000 by 2024, with an emphasis on sectors and clusters in Greater Peterborough and The Fens. Secondly, to support productivity growth in the two sub-economies where it is currently lower, namely Greater Peterborough and The Fens, the enhanced support will be structured so that it delivers growth in the firms supported, that is more productive than the firms' previous baseline business.*
- 2.10 *Establish a Global Investor Service focused on landing new firms into Peterborough and Greater Cambridge.*
- 2.11 *Create a Growth Investment Fund targeted at growth firms to fill gaps in the equity and loan market to break into new markets and support innovation and productivity gains. Particularly in places where access to finance is more difficult.*
- 2.12 The Business Growth Service will bring together a range of interventions into a new, targeted approach to business growth support. This will be an evolution of the existing Growth Hub and Skills Brokering Pilots funded by the Combined Authority.

3 THE BUSINESS GROWTH SERVICE

- 3.1 The Outline Business Case in Appendix A, described the Business Board's Delivery Plan for the Local Industrial Strategy, relating to the five interventions shown in red below as components of a Business Growth Service (inclusive of the Skills Brokerage Service) that sit within a portfolio of twelve initiatives set out by the Skills Strategy and LIS:



The five interventions within the Business Growth Service are:

- 3.2 **A Growth Coaching Service** to engage our highest potential growth firms to better support them to accelerate their growth, increase their capacity and capability for growth, sustain their period within growth, or all three.
- 3.3 **An Inward Investment Service** to extend our reach into key global markets, to engage and persuade overseas firms to locate into our economy or invest in our strategic projects to increase our employment space, develop our transport infrastructure or establish a new university.
- 3.4 **A Skills Brokerage Service** to which the attention of the Skills Committee is particularly drawn to OBC pages 23-28, 40-41 and 44-46. This provides an effective link between young talent and those retraining or progressing in a career, our employers and our skills providers, to improve the supply of skills to enable growth.
- 3.5 **A Small Business Capital Growth Investment Fund** to help SMEs, grow through organic expansion, paying for equipment and expanded premises. It will provide growth capital and grants between £20k-£250k for traditional

SMEs, that are not generally available from the private sector, which focusses on high-tech, IP based start-ups and much higher growth rates, using equity investments of £250k to £2m. Banks are an alternative, but micro businesses and sole traders struggle to secure funding. This is a clear gap that government continually seeks to fill through funds such as the Midlands Engine and Northern Powerhouse Investment Funds. This Business Board fund aims to fill the same gap in the market.

- 3.6 **An Innovation & Re-Location Grant** to co-invest with small firms in the cost of contracting experts to help; Access R&D funding from UK and EU agencies for new product development and increased productivity; and Access fast-track planning, partners and investment for new build employment space
- 3.7 By integrating all these services into one Business Growth Service will better connect our places and business clusters and provide across them, a quality and connectivity of growth support that reflects and has the potential to develop towards, the support eco-system developed over decades within Greater Cambridge, that has contributed to its rapid growth. To do this, the Business Growth Service will expand and build on the growth support networks that are already present in and around Cambridge, and the development of a commercial marketplace for all three advisory services, as well as a mentoring culture amongst supported entrepreneurs.

4 FINANCIAL IMPLICATIONS

- 4.1 The Business Board does not have sufficient revenue funding at its disposal to finance the procurement of the Business Growth Service, in addition to its core LEP activities, between 2020/21 and 2022/23. Hence, the aim of the Business Board is to request that the Combined Authority Board and Skills Committee agree to *free-up and leverage* a proportion of the Business & Skills Directorate's MTFP, to create a revenue fund to enable it to procure the Business Growth Service. To achieve this, the Business Board has devised a strategy to build a Growth Service Delivery Fund of £19.5m, to deliver the Business Growth Service. This strategy is summarised in the following steps:
- 4.2 To request that the Combined Authority, as the Business Board's Accountable Body, establish a Growth Service Management Company, on behalf of the Business Board, as a subsidiary to Angle Holdings Limited, with an initial allocation of 100 shares in favour of Angle Holdings Limited. The purpose of the Company being to manage the Growth Service Delivery Fund and procure the delivery of the Business Growth Service itself from the private sector.
- 4.3 To accept an application from the Combined Authority to the Local Growth Fund (LGF) administered by the Business Board, for a capital equity investment from the LGF into the Growth Service Management Company, in return for 99 of the 100 shares in the Growth Service Management Company,

held on behalf of the LGF by the Combined Authority. Through this investment, working capital within the Growth Service Management Company, can be used to part fund the procurement of the delivery of the Business Growth Service.

- 4.4 To request that the Combined Authority, as the Business Board's Accountable Body, apply for funding on behalf of the Business Board, from the European Regional Development Fund (ERDF) and European Social Fund (ESF) and to allocate this external funding, through its 2020/21-22/23 MTFP, to the Growth Service Management Company to part fund the procurement of the delivery of the Business Growth Service.
- 4.5 To request that the Skills Committee agree to allocate funding from the Business & Skills Directorate's 2020/21-22/23 MTFP, to the Growth Service Management Company to part fund the procurement of the delivery of the Business Growth Service. The portion of this requested funding, for which approval is being sought from the Skills Committee, is the £150,000 requested from the Skills Strategy Implementation Budget, which currently stands at £450,000 over the 2020/21-22/23 MTFP period.
- 4.6 Note the proposal to include in the future procurement of a Business Growth Service the procurement of external providers to deliver the services currently contracted to the Combined Authority by the Department for Work and Pensions (through a Memorandum of Understanding) consisting of two Opportunity Area Levy Brokers and by the Careers Enterprise Company for 4 FTE Careers Advisors.
- 4.7 The financial implications on the strategy and associated delivery fund for creation of the Growth Service is summarised in the table below:

Strategy for the Creation of The Growth Service Delivery Fund	
Total LGF Capital Equity Investment by the Business Board, as Working Capital	£5,407,000
ERDF Funding	£5,204,000
ESF Funding	£2,044,556
Total ESIF Revenue Funding, Applied for by CPCA on behalf of the Business Board	£7,248,556
CPCA budget for Growth Hub	£748,000
CPCA Skills Strategy Implementation budget	£150,000
Local Ind Strategy Implementation budget	£150,000
CPCA contract with Careers Enterprise Company	£360,000
CPCA Enterprise Zone businesses rates receipts	£927,000
Total CPCA Revenue Allocation from the CPCA 2020/21-22/23 MTFP Requested by the Business Board	£2,335,000
Total SME contributions acquired by the Procured Delivery Partners for the Business Growth Service	£4,500,000
Total Growth Service Delivery Fund for Procurement of the Business Growth Service	£19,490,556

5 COMMERCIAL STRATEGY

- 5.1 It is important to the Combined Authority that the Business Board's focus remains that of policy and strategy, acting as a catalyst and funding provider to facilitate and enable others to achieve economic growth outcomes. Hence, it is the Business Board's intention and strategy to procure delivery of the Business Growth Service from the private sector, via the proposed Growth Service Management Company.
- 5.2 The Business Board will seek the Combined Authority's approval in November, to launch this procurement in December 2019 to complete in February 2020. A Full Business Case will be put forward by the Business Board in March 2020, to seek the Combined Authority's approval to form a contract between the Growth Service Management Company and the successful bidder(s) subject to the remaining funding being secured from ERDF, ESF and LGF sources.

6 LEGAL IMPLICATIONS

- 6.1 The proposals set out in the Financial Implications raise complex issues as to the lawfulness of the proposed arrangements, the application of State Aid rules and the tax implications. Expert advice has been sought from private sector solicitors on these issues. Initial advice has been received and will be kept under review to ensure that as decision making proceeds to implement

the proposals there are no conflicts with legal, State Aid or financial obligations.

7 APPENDICES

7.1 Appendix 1 – Not for Publication - The Outline Business Case for the LIS Delivery Plan: Business Growth Service

<u>Background Papers</u>	<u>Location</u>
Cambridgeshire & Peterborough Local Industrial Strategy	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818886/Cambridge_SINGLE_PAGE.pdf



SKILLS COMMITTEE	AGENDA ITEM No: 2.3
11 NOVEMBER 2019	PUBLIC REPORT

ADULT EDUCATION BUDGET COMMISSIONING STRATEGY & PRINCIPLES FOR REDISTRIBUTION OF UNDERSPEND

1.0 PURPOSE

- 1.1. The report recommends approving the Adult Education Budget Commissioning Strategy for 2020 onwards.
- 1.2. Further the report proposes utilising any AEB underspend to be redistributed to providers in the following academic year through growth bids or the current year if the evidence and data is robust and sufficient.

<u>DECISION REQUIRED</u>	
Lead Member:	Councillor John Holdich
Lead Officer:	Neil Cuttall, AEB Programme Manager
Forward Plan Ref: 2019/055	Key Decision: Yes
<p>The Skills Committee is recommended to:</p> <p>(a) Endorse & approve the Adult Education Budget Commissioning Strategy 2020</p> <p>(b) Approve the redistribution of any underspend to be ring fenced for AEB and utilised for growth of Combined Authority Providers in the following academic year or in the current year if deliverable.</p>	<p>Voting arrangements</p> <p>Simple majority of all Members</p>

2.0 BACKGROUND

- 2.1. The report sets out the Commissioning approach that the Combined Authority (the “**CPCA**”) will enact from 2020 for the delivery of Adult Education through the Adult Education Budget (AEB). The report also recommends a process for

redistribution of AEB funding should any provider(s) underspend during the academic year.

Commissioning of Adult Education for 2019/20

- 2.2. The CPCA has set out the strategic ambition for Skills in the Ambition 2030 Strategy; The Skills Strategy has also identified that the AEB is a mechanism to deliver an improved skill offer for the residents of Cambridgeshire and Peterborough. In November 2018 the Skills Committee and CPCA Board approved a Commissioning approach for AEB for academic year 2019/20; this outlined a series of principles which officers enacted to deliver both grant and procured funding, whilst specifying guidance to providers.
- 2.3. The AEB Commissioning undertaken for 2019/20 achieved a mix and balance of £8.9m in grant funded provision and £2.04m in procured funding. This represented an increase in (a) procured funding from 2016/17 by £0.9m; and (b) investment in local grant providers from £8.1m. This was achieved by reclaiming grant provision from out of area providers. The CPCA agreed with the Department for Education (DfE) through a Memorandum of Understanding not to destabilise local grant providers through disinvestment, however officers have worked with Grant Providers to complete Individual Institute Delivery Plans that were aligned to CPCA policies. Further the focus of Commissioning and then procuring allowed for better investment alignment in learning to local business and industry sector priorities as identified in the Local Industrial Strategy and Skills Strategy.
- 2.4. The Commissioning of AEB in 2019/20 has also seen a significant reduction in the number of providers contracted to provide services. In 2017/18 the Education Skills Funding Agency had 196 providers delivering to residents claiming residence in Cambridgeshire and Peterborough. This year the CPCA has awarded 12 grant contracts and 5 procured contracts. This will allow for a more focused strategic relationship and understanding to be built between the 17 providers and the CPCA in the delivery of AEB.
- 2.5. The 2019/20 academic year will allow for the first baseline year of devolved AEB funding providing the CPCA as commissioner to acquire and improve understanding of how AEB funding is being invested locally, which in turn will allow for a more refined service to be developed and delivered post 2020.
- 2.6. This report provides an updated Commissioning Strategy (attached hereto as Appendix 1) which sets out the CPCA priorities for allocating and funding the devolved AEB from 2020 onwards. The AEB will link with other activity aimed at supporting residents to progress in learning and to move towards or into productive and sustained employment.
- 2.7. The Commissioning Strategy focuses on key competencies such as literacy, numeracy, digital capabilities and employment skills, and seeks to show an education pathway throughout adulthood that will improve the agility and flexibility of the local labour force.

2.8. The Commissioning Strategy provides a structured dynamic and innovative new approach with National and Local Policy context, CPCA Skills Priorities, Principles, Key Messages, Data & Research and recommended policies for Cambridgeshire & Peterborough. Officers have consulted with the local Further Education sector, the local authorities and the local Independent Training Provider network and they have influenced the final version.

2.9. The AEB Priorities are:

- (a) Target sustainable employment
- (b) Target low skills and low paid adult residents in the workforce
- (c) Secure skills at level 2 and above
- (d) Increase digital provision
- (e) Increase flexible delivery of learning that supports adults in work to upskill
- (f) Target people in priority communities especially Peterborough & Fenland
- (g) Improve progression between levels, particularly from level 1 to level 2 and to level 3.

2.10. **Future Redistribution of AEB Funding**

2.11. There is a possibility that the one or more of the 17 contracted providers may underspend their allocation during 2019/20. In April 2019 the AEB Programme Manager provided a report to the Skills Committee outlining a series of potential options that officers could explore. Members of the Committee expressed that any underspend should be focused on Adult Education and not be provided to other programmes but rolled forward into the next academic year.

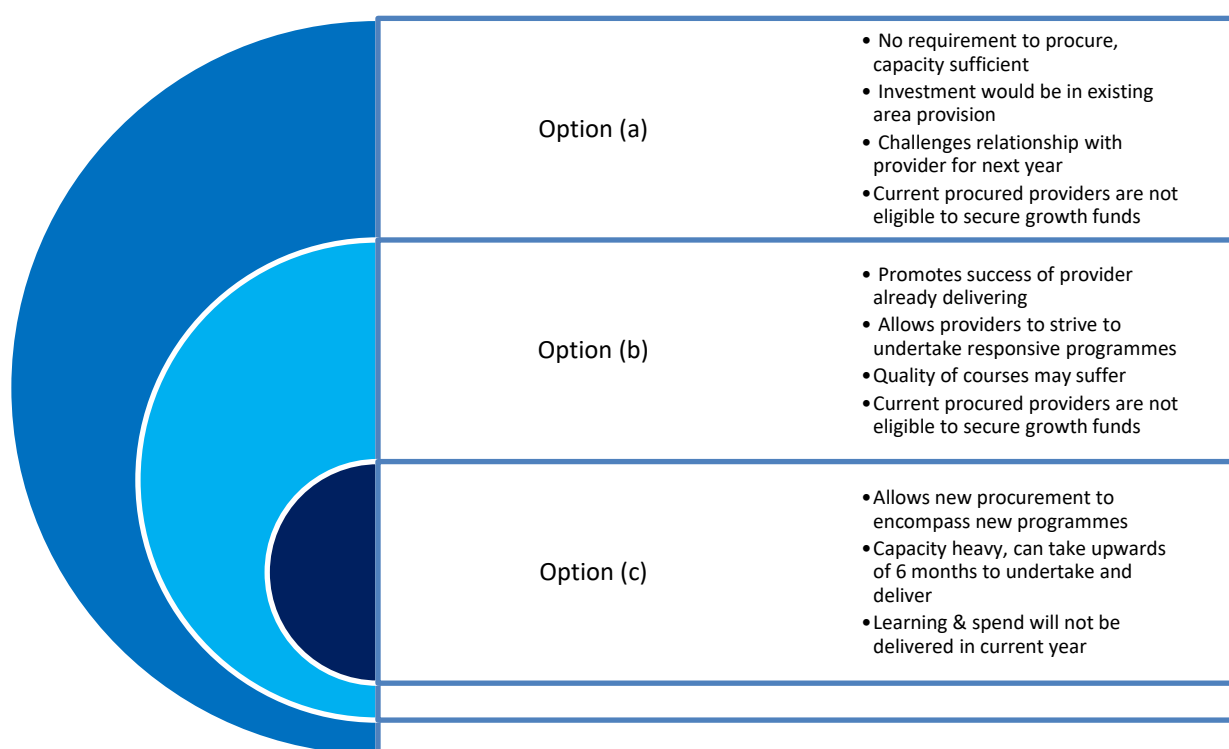
2.12. To ensure stability through devolution for the CPCA, ESFA and Providers and Enhanced Service Offer was agreed to utilise the 'data to payment' system that the ESFA gave developed since 2010. This has provided control for both providers and the CPCA to ensure that the providers can upload data and information on learning and that the CPCA has an existing software system that is mature and can assist with making payments. This allows data to be provided on a monthly and quarterly basis. This system is currently being reviewed as part of an analysis of options for utilising current systems or creating a new system for the CPCA. An Options Analysis and future business case will be presented to the Skills Committee in the near future.

2.13. The academic year started on the 1st August 2019 and will end on the 31st July 2020. Therefore, the sixth (6th) monthly point for projection of underspend by providers and supplied by the ESFA Service Offer will be in mid-February 2020. At this point the CPCA Officers will have a comprehensive understanding of any potential of underspend, which can be redistributed to other grant providers who are able to spend in year growth and meet our strategic priorities. Officers will enter into a discussion with those providers on the potential uses of any underspend in year and will work in connection with the allocations process for the academic year 2020/21. These strategic discussions will also cover quality of provision encompassing current past achievement rates, Ofsted reports, and successful destinations, before any additional resources are allocated.

2.14. If underspend is identified there are a number of options open to the CPCA, these include:

- (a) Re-allocating the monies to providers in the new academic year following; in this case 2020/21 which would start on the 1st August 2020
- (b) Re-allocating monies to other Providers in the current academic year
- (c) Procuring new learning; potentially focused on new learning aims or focused on different delivery methods such as utilising smaller grant providers.

2.15. Options Analysis for Redistribution of AEB



2.16. It is recommended that Option A is undertaken. This would provide the CPCA with an opportunity to challenge the provider who had underspent on their requirement for the next academic year. This option would also allow other providers who are successfully delivering to seek and be awarded with growth. The Delivery Plans for 2020/21 would be sought from Providers by the end of March 2020; it therefore connects well for the CPCA to combine the award of growth funding and the redistribution of funding into the next academic year.

2.17. Further the CPCA could seek in the Delivery Plan development stage for 2020/21 that current grant providers utilise sub-contracting to engage more with specialised or bespoke small community groups to deliver learning to niche cohorts of learners with any redistributed funds. This would minimise the

contract management requirements of the CPCA whilst still achieving, through our strategic partners, an improved local offer.

2.18. Next Steps in the Delivery of AEB

2.19. The Commissioning Strategy will be completed, publicised and promoted for the academic year 2019/20 onwards. It will form a key foundation stone in the Grant Provider Delivery Profiles sought in March 2020 and will be used in any future AEB Procurement processes.

2.20. The redistribution of AEB funding will be stated to providers as an option should any fail to deliver to their allocation. The Grant Provider Delivery Profile template will be adapted to seek information from providers on what growth they may seek for 2020/21

3.0 FINANCIAL IMPLICATIONS

3.1. There are no direct financial implications associated with report. The recommendation in section 2.16 to reallocate in-year Grant Provider underspending to the next academic year will require approval of the values to be reallocated, ensuring the totality of proposed expenditure falls within the approved budget for the financial year.

4.0 LEGAL IMPLICATIONS

4.1. There are no direct legal implications.

5.0 SIGNIFICANT IMPLICATIONS

5.1 There are no significant implications identified for this report that have not already been addressed.

6.0 APPENDICES

6.1. Appendix 1 – Adult Education Budget Commissioning Strategy 2020

<u>Background Papers</u>	<u>Location</u>
Skills Committee Papers from November 2018 and April 2019	<u>Skills Committee Papers November 2018</u> <u>Skills Committee Papers April 2019</u>



CAMBRIDGESHIRE & PETERBOROUGH
COMBINED AUTHORITY

Cambridgeshire and Peterborough Combined Authority

Adult Education Budget

Commissioning Strategy 2019-2022

**A Framework for Partnership: Working together to
ensure a world class offer for adult education.**

Cambridgeshire and Peterborough Combined Authority

The Incubator 2

First Floor

The Boulevard

Enterprise Campus

Alconbury Weald

Huntingdon

PE28 4XA

Tel: 01480 277180

Email: AEBDevolution@cambridgeshirepeterborough-ca.gov.uk

Website: <http://cambridgeshirepeterborough-ca.gov.uk>

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1.1 Executive Summary

The Cambridgeshire & Peterborough Combined Authority Adult Education Budget Commissioning Strategy ensures there is a natural link between the priorities set out in the national industrial strategy, the UK social mobility commission, the CPCA independent economic review, the CPCA 2030 ambition statement, the local industrial strategy and the local skills strategy. It is a holistic, integrated approach that reinforces the role of skills and the inclusivity of all residents to benefit from economic growth and for nobody to be left behind.

1.2 Through consultation and partnership with senior leaders in adult education and from an analysis of the latest AEB data in Cambridgeshire & Peterborough, we have established

i) a vision

To be the UK's most innovative and adaptive adult education system; for high quality learning that leads to sustainable employment for all; with increased productivity and economic inclusivity support prosperous businesses and communities with adult, lifelong learning at their centre.

ii) A set of priorities

1. To target people in priority communities by increasing participation in Peterborough and The Fens;
2. to target sustainable employment for residents during learning and after learning is completed;
3. to improve learning progression between levels particularly from entry level to level 1 to level 2 and onto higher qualifications and if appropriate onto Apprenticeships;
4. to target low-skilled and low-paid adult residents in the workforce;
5. to increase self confidence for the low skilled and those furthest from the labour market including residents with mental health issues and the unemployed;
6. to increase skills and qualification at level 2 and level 3 with a clear link from local adult education participation;
7. to increase digital skills for residents with no basic digital skills
8. to increase flexible delivery of learning that supports adults in work to upskill.

iii) A move towards

A more strategic, transformational, outcome, impact focused local adult education programme and a more place-based and people delivery model that reflects the economic and societal priorities and needs of Cambridgeshire & Peterborough

iv) An AEB Commissioning Cycle

It will analyse overall performance, develop policy, procure provision, deliver through the providers and review links to other skills activities

v) Strategic and operational dialogue with the education and training providers

The CPCA will be working in partnership with the education and training providers to achieve the priorities through regular contact and quarterly reviews

vi) Exploring changes in policy developments

Such as outcome commissioning, the low wage pilot, commissioning for local providers only, improving the funding for learning support, better destination data and fully funding first full level 2 and 3 for all ages when it applies to 19-23-year olds at the moment

- 1.3** It places employers and learners at the heart of the AEB skills system and creates a culture for individual and collective responsibility to deliver better outcomes. The AEB Commissioning Strategy will forge a new way of working. Its success will be measured against meeting the set of priorities.

2.0 Introduction

- 2.1** For Cambridgeshire & Peterborough it is an economic and societal necessity that we improve the skills for adults as they continue throughout life as individuals, members of a community and within their employment career; for the combined authority this is a primary priority. The areas for improvement have been universally accepted such as lifelong learning, workforce development, education and training that match labour market needs and in particular for individuals to aspire to progress and be inspired by others.
- 2.2** There are challenges to charting the employment landscape in modern economies: creating and reinvigorating a different education and training pathway and how to best develop a culture of lifelong learning. There are ways of facilitating and adapting to a skills environment in which employment needs are rapidly changing as new technologies enter at an ever-growing pace.
- 2.3** To meet these challenges purposeful relationships and partnerships between education, local communities, individuals and employers are key. The aim is to create an environment whereby individuals, education establishments and employers are empowered to create economic value added and sustainable employment that benefits the local economy and is supported by an inclusive and dynamic skills offer.
- 2.4** Economic development and technology changes make improving our adult skills vitally important. Future generations are set to face significant tests as they navigate increasingly complicated labour markets influenced by the downward trend in the Cambridgeshire & Peterborough productivity levels, reducing employment opportunities and individual prosperity.
- 2.5** The world of work is changing. Digitilisation, globalisation and population ageing are having profound impacts on the type and quality of jobs that are available and the skills needed to perform them. The extent to which individuals, businesses and communities can reap the benefits of meeting these challenges will substantially depend on the readiness of our local adult lifelong learning environment and its ability to help people develop and maintain relevant skills over their working careers for the benefit of businesses and communities. The adult lifelong environment should give adults more and better access to upskilling and reskilling opportunities to increase resilience from rapid structural changes in the economy.

3.0 Commissioning Strategy

- 3.1** This commissioning strategy for the adult education budget seeks to be a vital component in alleviating and overcoming the specific challenges to Cambridgeshire and Peterborough and at the same time understand and work within the challenges of the national skills context.

- 3.2 It will focus on the key competencies that will impact on individual life chances and economic growth the most such as literacy and numeracy, digital capabilities and employment skills and seek to show an education pathway throughout adulthood that will improve the agility and flexibility of the local labour force.
- 3.3 It will play a key role in creating inclusive economic growth and it sets out an active holistic approach to equipping Cambridgeshire and Peterborough for globalisation by making sure we have the foundation skills that underwrite the services and industries of our future. The strategy seeks to build new bridges between the workplace and progression through learning and engaging employers to a much greater extent in communicating the skills existing and potential employers need for the world of work.
- 3.4 An outstanding education and training market reflects the skills needs of employers, communities and the expectations of learners and the workforce and sets in place clear benchmarks of high quality for education and training.
- 3.5 It will build a new and higher quality capacity within the provider base through
- Fewer, more strategic local partners, including Independent Training Providers, with deeper competences in the development of the skills that will meet our strategic priorities, including social and economic developments; filling the gaps currently present in both capacity to transfer those skills and capability to deliver them.
 - Actively encouraging new, independent, commercial providers from outside the county to locate and build a meaningful presence and to work with the existing provider base to grow
- 3.6 It will set new standards in the efficacy of procurement to meet a new outstanding quality of providers through a forensic monitoring and evaluation of
- Ability and willingness to invest in course and delivery model development for increased outcome efficacy
 - Understanding the local circumstances particular to Cambridgeshire & Peterborough including an integrated approach for economic, social and health and well being priorities
 - Capacity to deliver and grow, demonstrating the existing availability of competent staff to deliver, identifying providers that are either already or about to become overstretched through rapid growth or financial constraints
 - Strong management capability to deal with unexpected market and capacity issues and adapt in an agile manner to focus on outcomes
 - Each provider offer against existing market supply outside of AEB, to avoid over-competition for specialist pools of learners
 - Current FE providers who will be helped to focus and develop their delivery capacity, as part of an integrated skills delivery eco-system, coordinating and collaborating more and competing less, to conserve resources, reduce waste and focus better the right skills in the right place for the local economy and community

To support this, and to bring fresh ideas and approaches in the region, new Independent Training Providers, consortia and community groups will be encouraged to establish a meaningful presence as strategic partners in economic and skills development.

- 3.7 Improving the workforce development and the skills of adults entering and already within the local workforce is crucial to achieving the economic development of Cambridgeshire and Peterborough. There will be a locally responsive adult education budget that reacts to the needs of local

communities, employers and learners so that skills can be a driver for economic growth.

4.0 Key messages

4.1 The key messages in the CPCA AEB Commissioning Strategy will be to develop the future readiness of the local adult learning system in Cambridgeshire & Peterborough by

- moving towards a more strategic, transformational, outcome, impact focused local adult education programme that will concentrate on sustainable employment; education and training progression from entry level to level 4; more participants in Peterborough and The Fens and will significantly contribute to reducing the skills gap in the sector priority areas set out in the Local Industrial Strategy
- moving towards a place-based and people delivery model that reflects the priorities and needs of Cambridgeshire & Peterborough
- focusing on the low skilled and the low paid be that in the existing workforce or the unemployed
- recognising that 2019/20 is a year for developing relationships between the CPCA, stakeholders, businesses and providers with an expectation that 2020/21 and 2021/22 will be the years where outcomes will be embedded and more clearly achieved
- understanding that an honest, trusting and effective working local partnership between local businesses, individuals, education and training providers, communities and the CPCA is vital to achieve a successful adult learning programme
- reducing barriers and enhancing the opportunities for adult education participation by making education and training provision flexible and adaptable to meeting the needs of businesses and resident adults
- improving the coverage of adult learning by raising the awareness among business and adults about the benefits of training through more effective communications and helping learners make informed choices through appropriate careers advice and guidance
- developing the importance of a regular two way strategic and performance monitoring dialogue between the providers of adult education and the combined authority
- ensuring there is a connectivity with the local schools network and other skills programmes including Apprenticeships, the local skills brokerage service, the University of Peterborough and the National Retraining Scheme.

5.0 National Skills Context

5.1 As the economy changes and progresses towards 2030, the more able who can develop their skills and adjust their career path to take advantage of the high skilled jobs which will be created will benefit and those who cannot are more likely to be trapped in insecure, low level, low paid non-routine jobs. As the demand for jobs needing academic knowledge and information processing skills increases, adults need to spend longer in formal education be that part time or full time.

There needs to be a balance between equipping adults with a general education to prepare for further study and providing more employment specific skills.

- 5.2 The importance of a wider set of skills is being increasingly recognised internationally such as finding people who can manage time and prioritise tasks, possess customer handling skills and are a good team worker. It is about how
- skills are promoted that matter for the economic prosperity and social cohesion of Cambridgeshire and Peterborough;
 - we ensure all adults are empowered to equip themselves for future jobs;
 - we raise the recognition amongst employers of the value of investing in the workforce skills;
 - we improve the quality and business relevance of all educational and training establishments.
- 5.3 Career paths today are more dynamic than in the past; spanning multiple roles in multiple fields. For some this is life enriching but for others it can be daunting. There are clear links to lifelong learning, national prosperity, reduced inequality, improvements in emotional wellbeing and social cohesion. The role of the adult education budget is to assist in inspiring adults to aspire and reach their maximum potential as a resident and a learner.
- 5.4 To meet this, the national industrial strategy aims to boost productivity by backing businesses to create good jobs and increase the earning power of people throughout the UK with investment in skills, industry and infrastructure; building a Britain fit for the future. The industrial strategy deliberately strengthens the five foundations of productivity: ideas, people, infrastructure, business environment and places. The CPCA AEB Commissioning Strategy will assist the national industrial strategy by enhancing the skills of its residents particularly residents with low skills and improving their sense of place and belonging.
- 5.5 To look at how any national funding changes could assist the progression from secondary education to further and higher education and the skills demands of the future the Augar Report was published in May 2019. It was a detailed analysis of post 18 education in the UK and the funding issues faced by the sector. The view of the report was that post 18 education should be a lifelong experience available to all, irrespective of age, situation or income. It highlights that further education holds the key to improving social mobility and improving productivity. One of its primary headline recommendations was to offer a first free full level 2 and 3 qualification for all learners. This recommendation is one the CPCA will seek to explore introducing locally by 2021/22 once its impact is investigated and forensically analysed.
- 5.6 In addition, to assist our sense of place and belonging, the social mobility commission in the state of the nation annual reports has turned the spotlight on areas which stop disadvantaged people being able to fulfil their full potential. They highlight the need to making sure there are informed choices to find a job that is fulfilling and the choice to stay where you grew up. It exposes there is no longer a simple north – south divide but many hotspots and coldspots in all parts of the country including Cambridgeshire & Peterborough.

6.0 Local strategies for skills

- 6.1 The Cambridgeshire and Peterborough region plays an important part in the UK economy overall. With its strong knowledge base and prosperous communities, Cambridgeshire & Peterborough's Ambition 2030 is to make our region the best place in the world to live, learn and work.
- 6.2 Within the CPIER, the CPCA region is uniquely defined by three distinct economies with differing

sector specialism and social and economic skills needs. Namely, Greater Cambridgeshire (Cambridge and South Cambridgeshire); Greater Peterborough and the Fens. It is a microcosm of the UK; along with impressive internationally renowned success there is significant spatial inequality. It is one unified economy with three quite different ones within it who are seeking to strengthen their linkages but recognise that differences exist and each wants to ensure an approach tailored to its own needs.

- 6.3 As a consequence, the CPCA Skills Strategy aims to grow a successful, globally competitive economy grounded in high skilled, better paid jobs, increased productivity and strong communities through an inclusive world class local skills eco-system that matches the needs of our employers, learners and communities. The strategy is a blueprint for maximising the skills of its residents to drive up productivity, enable economic growth and support social inclusion.
- 6.4 To meet the aims there are three primary themes
1. Achieve a high-quality offer tailored to the needs of the three sub economies
 2. Empower local people to access education and skills to participate fully in society, to raise aspirations and enhance progress into further learning and/or work and career progression
 3. Develop a dynamic skills market that responds to the changing needs of local business
- 6.5 There is an overriding imperative to make sure all individuals in employment reach their full potential and an understanding of the planning and activity that is required to achieve this such as roles with achievable career pathways; inclusive workforce development strategies and implementation plans; higher value jobs with realistic chances of promotion and better pay and a recognition of an employee's role in improved productivity, and as part of that, the vital role of the local community.
- 6.6 Specifically, the adult education budget will change how it is invested and the related outcomes for individual opportunity and business needs in order to meet the People's objective. The focus on lifelong learning will ensure there is an inclusive system for adult education that enables local people to upskill or retrain at any point in their lives and helps to close the gap between the skills people have and the skills the economy needs.

7.0 AEB Context

- 7.1 Devolution of the Adult Education Budget to the CPCA was agreed in the Devolution Agreement of November 2015. Local devolution has put the Combined Authority in control of AEB funding delivery from the 2019/20 academic year. It has enabled a closer link between employers, local communities and the education and training curriculum offer.
- 7.2 The primary purpose is to engage adults and provide them with the skills and learning needed for work or further learning. In addition, it will improve employability skills including communication, self-confidence and attitude to work and enable people to contribute to the social wellbeing of their community. It will enable more specific programmes of learning to help those furthest away from the market place of work and learning.
- 7.3 Providers of adult education currently deliver a range of important learning in our community, including: literacy, numeracy, English Language, skills for employment, family literacy and learning. Most is through colleges, local authorities and independent training providers and much of it has been successful in transforming lives for learners with people acquiring knowledge and skills that has helped them to secure employment and progress into work and to further learning.

- 7.4 The CPCA has an opportunity to work with providers, learners and employers in simplifying the system and to demonstrate the advantages of a devolved skills administration and delivery.
- 7.5 The AEB programme will:
- meet the Cambridgeshire and Peterborough priorities as listed in the skills strategy
 - meet national entitlements
 - ensure responsiveness to employer and learner need
 - ensure learner progression from entry level through to level 4
 - align with other local services including Apprenticeships and The National Retraining Scheme.

8.0 Context Conclusion

- 8.1 The national, local and AEB context stresses the vital role of skills to a holistic approach for improving economic growth and development. The AEB plays an important part in ensuring any growth is evenly distributed and inclusive across the geographical area of Cambridgeshire & Peterborough and amongst all residents no matter what their circumstance.
- 8.2 The AEB Commissioning Strategy logically flows from the vision, key priorities and messages of the Cambridgeshire & Peterborough Independent Economic Review; the CPCA 2030 Ambition Statement; the National Industrial Strategy; Local Industrial Strategy and the local Skills Strategy. It is heavily influenced by the social mobility commission report: the state of the nation and recognises the strategic priority for upskilling the least qualified in the area and how that assists community cohesion and a sense of place and belonging for local residents.

9.0 Vision

From the national, local and AEB context, the Cambridgeshire & Peterborough Combined Authority adult education vision is

- **to be the UK's most innovative and adaptive adult education system**
- **for high quality learning leading to sustainable employment for all**
- **with increased productivity and economic inclusivity to support prosperous businesses and communities with adult learning at their centre**

10.0 Overview of an AEB Commissioning Cycle

To meet the vision and to ensure the AEB is commissioned, allocated, procured and appropriately spent, the CPCA has developed a commissioning cycle that will have a central role in ensuring the provision we offer sufficiently meets local need. It is designed to support the residents of Cambridgeshire & Peterborough and to ensure effective monitoring and evaluating of the delivery of the AEB education and training providers in meeting the CPCA's AEB strategic priorities.

2019/20 will be the first year of a three year commissioning cycle that will have five components –

- i) analyse
- ii) development,
- iii) procurement,
- iv) delivery
- v) review



11.0 Purpose and Principles of the Commissioning Strategy

11.1 Purpose

11.2 The purpose of the commissioning strategy is to set out Cambridgeshire & Peterborough Combined Authority's priorities for allocating and funding the devolved Adult Education Budget (AEB) which will have a vital role in Cambridgeshire and Peterborough's growth and reform agenda. The AEB will be linking with other activity aimed at supporting our residents to progress in learning and to move towards or into productive and sustained employment. Our commissioning approach has and will involve a combination of plan-led grant funding and procured provision.

11.3 The principal purpose of the AEB is to engage adults and provide them with the skills needed for entering and sustaining work, an apprenticeship or traineeship, or other further learning. In Cambridgeshire and Peterborough, this means high quality provision which leads to demonstrable improvements in opportunities, positive outcomes for individuals and clear progression pathways for our residents, with a clear line of sight into the local labour market and future economic development opportunities. It should focus on ensuring adults have basic and core skills, including delivering the expanding range of entitlements which, notwithstanding the devolved nature of this budget, will continue to apply within Cambridgeshire and Peterborough.

11.4 Key Principles

- 11.5 The CPCA strategic ambitions from the Cambridgeshire Peterborough Independent Economic Review and the Skills Strategy have given rise to clear adult education budget principles for managing the devolved AEB, for both procured and grant funded provision;
- a. Employers and learners are at the heart of the AEB skills system
 - b. A mutually beneficial system that improves social and economic development
 - c. Create a culture for individual and collective responsibility to deliver better outcomes.
 - d. The focus is on achieving positive outcomes and a positive impact for residents supported by robust initial assessment, individual learning plans and careers advice and guidance to aid progression within learning and into work.
- 11.6 The AEB devolution is a long-term journey of transformation towards making commissioning decisions on a learner centred and forward looking strategic priority basis rather than on a historic transactional basis in the delivery of learning aims.
- 11.7 The CPCA will ensure the AEB market is open to high quality providers of all kinds who want to build a strong place, focused relationships with the CPCA and with local businesses and residents in order to provide the best value for money through alignment with the wider skills and employment system. The CPCA will encourage more collaboration between providers through consortium bids and proactively generate tenders from local community groups. In addition, we will work towards all existing providers having at least a good grade at their last Ofsted inspection and a strong quality assurance and improvement process.

12.0 Adult Education Budget data and research analysis

- 12.1 By analysing the impact of the 2017/18 adult education budget and the level of skills and education deprivation, it will provide a sense of place and understanding of the issues in Cambridgeshire & Peterborough and provide a baseline of data to determine the AEB priorities for the next three years.
- 12.2 The information shows how many learners participated in adult education, their age profile and how many were unemployed and met their statutory entitlement. It sets out the clear geographical deprivation hotspots for education and skills; the share of low and high qualifications; the split of the AEB expenditure across the three sub economies; the earning disparities and the subject areas studied. The ESFA (Education & Skills Funding Agency) did not provide comprehensive destination data for learners after the course was completed in 2017/18. We will enact a system to improve the quality and quantity of destination data either through outcome payments or a more focused information collection process without increasing bureaucracy onto the providers.

Learner Participation



In 2017/18 the Adult Education Budget supported 16,969 learners



-12% less
than in
2016/17



8,405 learners
were enrolled in
Adult Skills
learning



9,491 learners were
enrolled in
Community
Learning

Note: Learners could be enrolled on multiple courses.

10% of learners were
aged 19-23

36% of learners were
aged 50+

48% of learners were
unemployed



17-18 (0.04%) 19-23 (9.57%) 24-29 (12.92%) 30-39 (22.80%)

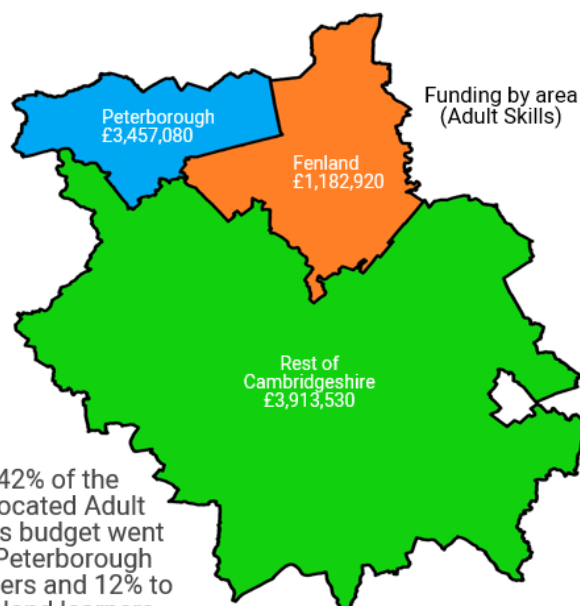
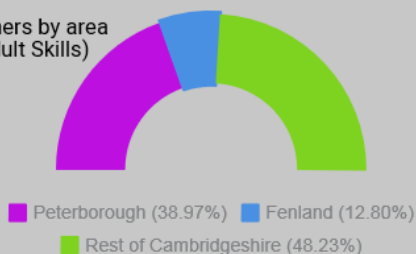
40-49 (19.34%) 50-59 (16.86%) 60-64 (5.91%) 65+ (12.56%) Other (0.01%)



£11.3 million of AEB
funding was allocated to
CPCA in 2017/18, of
which £8.6 million (76%)
was allocated to Adult
Skills learning

Peterborough learners accounted for
39% of Adult Skills learners

Learners by area
(Adult Skills)



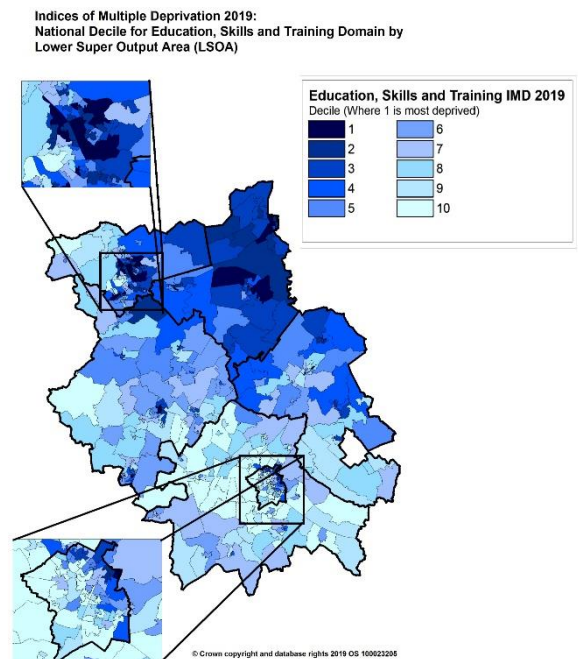
42% of the
allocated Adult
Skills budget went
to Peterborough
learners and 12% to
Fenland learners

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Local Skills Deprivation

The map depicts the Education and Skills Deprivation Score for the CPCA Geography from the 2019 Index of Multiple Deprivation. The higher the rank the more 'deprived' the Lower Super Output Areas (LSOA) is considered in the context of Education and Skills.

Overall 87 (18%) of CPCA LSOAs fall into the top most deprived nationally for education and skills, with 42% of all of Peterborough LSOAs falling into this category and 42% of all of Fenland LSOAs.



Qualifications

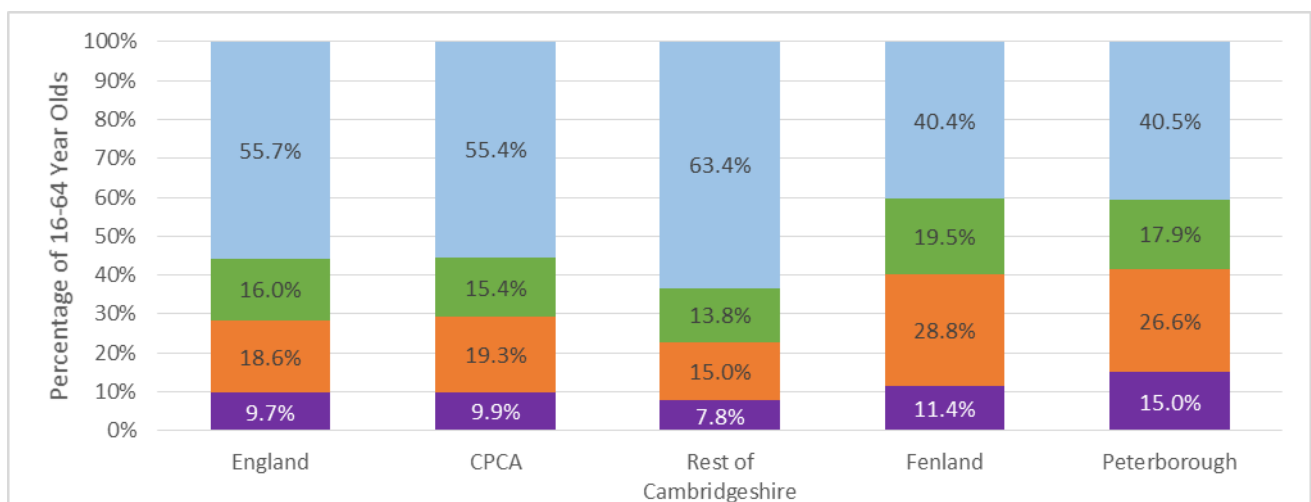
45%

of working age
CPCA residents are
educated to NVQ 2 or
below

12%

of employed working age
CPCA residents are
educated up to NVQ 1 only

Peterborough and Fenland have a higher proportion of lower skilled residents than the rest of Cambridgeshire and the national average.



10%



of 16-24 year olds have no qualifications, compared to 8% nationally.

Peterborough (14%) and Fenland (15%) are both higher than the national average.



8%

of adults in the Eastern Region have no Basic Digital Skills

Source: Lloyds Digital Consumer 2018

Unemployment

4% of working age population are unemployed, compared to 5% nationally.



Peterborough (6%) and Fenland (5%) are both higher than the national average.

Earnings



£10,665

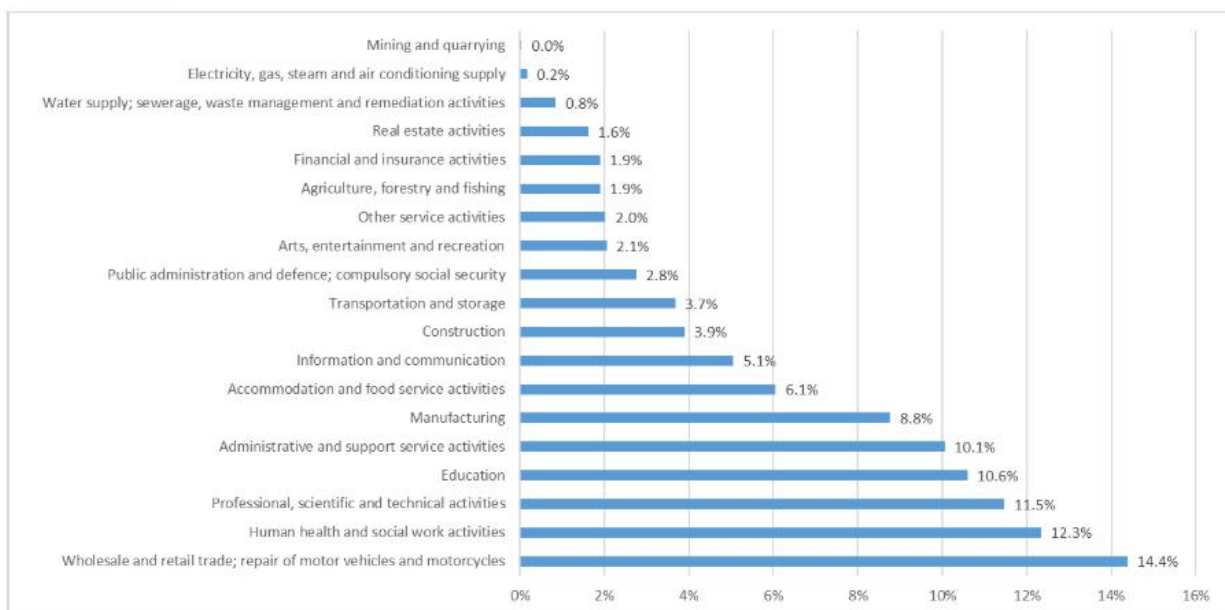
Difference between the highest average annual wage in South Cambridgeshire and the lowest in Peterborough.

Source Annual Survey of Hours and Wages, 2018 ONS

Top Employment Sectors



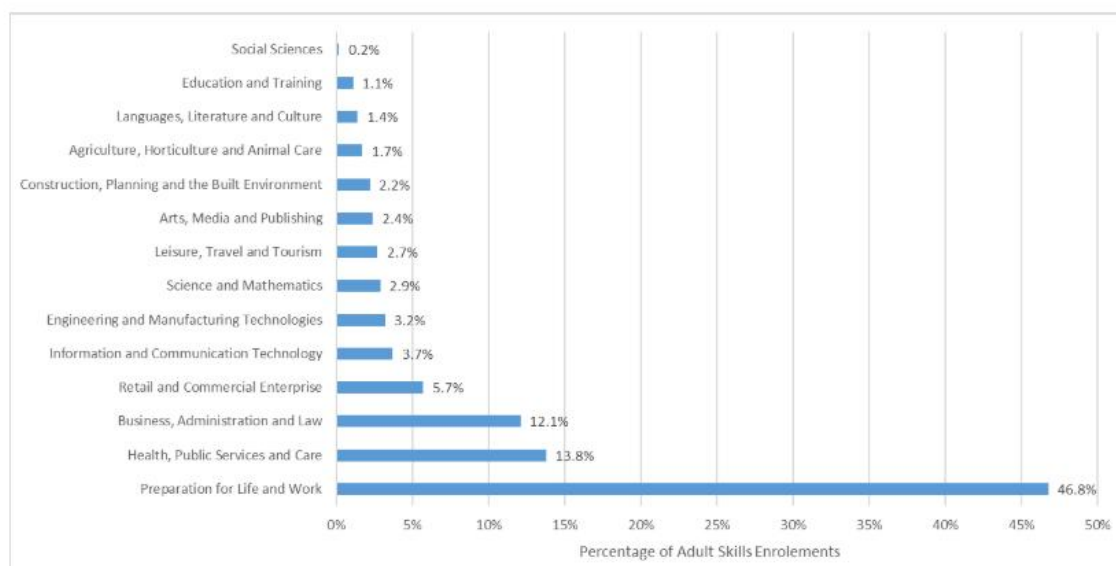
14% of CPCA employment is in the wholesale and retail trade



Source: Business Register and Employment Survey (2017), ONS

Adult Education Subject Sectors

47% of Adult Skills enrolments in 2017/18 were classified 'Preparation for Life and Work' which is a sector subject area that focuses on careers advice, confidence building, improving softer skills alongside literacy and numeracy.



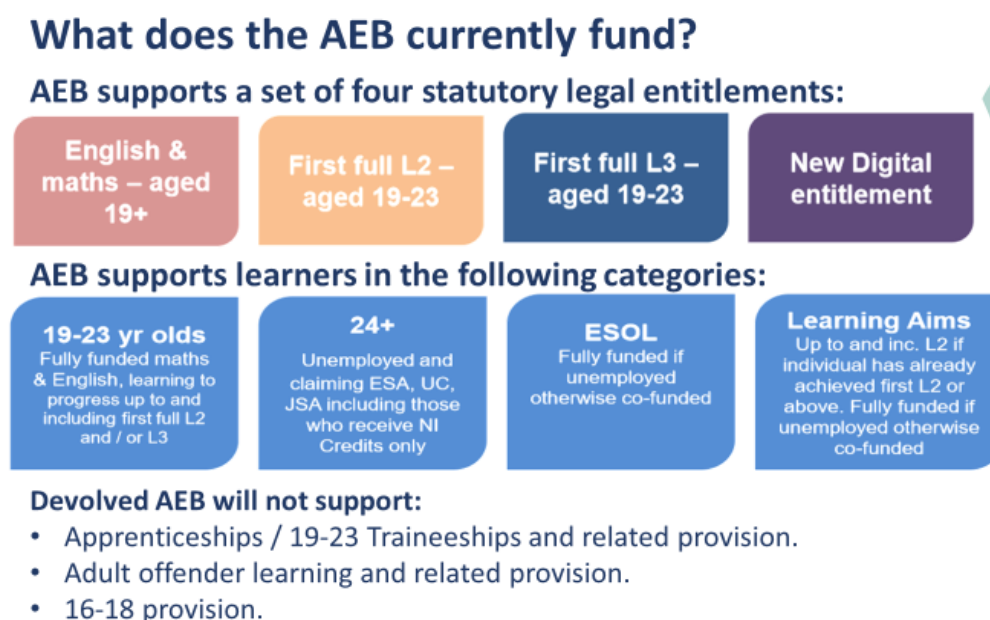
13.0 Priorities

- 13.1 The AEB priorities are the foundation for achieving the corporate CPCA skills priorities and for ensuring all residents have the opportunity and realistic potential to equally share in the region's economic growth and ambitions to 2030.
- 13.2 To move to a more transformational outlook from AEB expenditure and learning activity, the focus of the priorities is on long term sustainable outcomes and impact.
- 13.3 The data analysis and the national and local context for adult education show the polarisation of skills and education levels in Peterborough and Fenland to Cambridge and the south of the region; the enhanced need to progress through learning as the economy grows; the drive towards a more productive higher skilled economy; a holistic integrated approach to economic development that must include community cohesion and an improvement in self confidence for residents further from the labour market.
- 13.4 Therefore the Adult Education Budget priorities will:
- target people in priority communities by increasing participation in Peterborough and Fenland
 - target sustainable employment for residents during learning and after learning is completed
 - improve learning progression between levels particularly from entry level to level 1 to level 2 and onto higher qualifications and if appropriate onto Apprenticeships
 - target low-skilled and low-paid adult residents in the workforce
 - Increase self confidence for the low skilled and those furthest from the labour market including residents with mental health issues and the unemployed
 - Increase skills and qualification at level 2 and level 3 with a clear link from local adult education participation
 - increase digital skills for residents with no basic digital skills
 - increase flexible delivery of learning that supports adults in work to upskill.
- 13.5 The devolution of AEB offers an historic opportunity to simplify the system and make it easier to navigate for learners and employers. It also provides a means to strengthen the local provider base by developing longer-term and deeper relationships with fewer providers.
- 13.6 With these priorities, devolution of the AEB is the beginning of a journey towards creating a local skills strategy to support Cambridgeshire & Peterborough overarching ambitions for its residents and the local industrial strategy. CPCA are determined to ensure it delivers on its crucial role in securing skills that employers require and delivering better outcomes for residents, aligning the devolved AEB with other reform initiatives such as Apprenticeships and the national retraining scheme.
- 13.7 To increase productivity and promote an inclusive and evenly distributed growth in Cambridgeshire & Peterborough there must be a flexible and responsive skills and employment system which puts the needs of learners and employers at the centre of what we do and have a strong focus on a sense of place for Cambridgeshire and Peterborough.
- 13.8 In support of these ambitions, devolution of the AEB formed a landmark agreement within Cambridgeshire and Peterborough's ground-breaking devolution deal. CPCA has assumed responsibility for ensuring high quality adult education will be available throughout 2019-2020 academic year and beyond.

- 13.9 The ESFA has confirmed to providers that all current AEB providers funding will be affected as a result of funding changes which includes devolution, even those in non-devolved areas. MCAs and GLAs will be responsible for funding their residents; ESFA, through a national system will be responsible for funding residents of non-devolved areas. From now on, providers may have a single funding relationship with one commissioning body or multiple funding relationships covering one or more MCAs/GLA and the ESFA.
- 13.10 Providers will need to understand how much of their delivery is to residents of devolved and non-devolved areas.

14.0 AEB Background

- 14.1 The AEB is a single funding stream replacing what had previously been three separate budget lines: The Adult Skills Budget (namely skills provision for adults aged 19 years and above), Community Learning and Discretionary Learner Support. It encompasses a range of statutory entitlements for learners, including the right to fully funded provision for basic English and maths qualifications and depending on the resident's age and employment status, an entitlement to a first full level 2 and first full level 3 qualification.



- 14.2 It is part of a wider education and skills landscape most of which is not devolved but will be retained by central government and its agencies, including apprenticeships and traineeships for learners of all ages, 16-18 activity, technical and higher education, offender learning and student loans.
- 14.3 We must respond to sudden changes in the employment and business landscape and for priority cohorts of residents who might need additional support to access the opportunities that are available who are disadvantaged in some way or who disproportionately face barriers in learning and employment.
- 14.4 The devolved AEB will be part of a transformational education, skills, employment and health system that delivers an incremental improvement in the basic and general skills needed for life and work particularly for English, maths and digital skills. In addition, the local skills system will deliver the higher level and technical skills needed to drive productivity and in particular in the priority sectors

set out in the CPIER and the skill strategy. The AEB will be a key strand of activity supporting the progression within the broader delivery of CPCA skills and employment system linking other provision including technical education and apprenticeships.

15.0 Community Learning

- 15.1 Community Learning is an essential component of the AEB. It is delivered in the local community. It often fits within a local authority and with other services and partners who work with adults. The CPCA recognises the many benefits non regulated Community Learning activity brings in supporting the removal of barriers to employment. The successful local authority providers demonstrate how any initial engagements activities will support progression and ensure there is a clear pathway of education and learning even where there is a very short timescale of provision.
- 15.2 Community Learning Providers share a mission to provide education, skills and learning that give adults a second chance and support their employment prospects and well-being. They have the capacity to support those most disadvantaged and are cost effective and entrepreneurial, using their funding to generate other forms of funding.
- 15.3 They provide a unique service and have been vanguards in working with local communities on difficult issues such as securing employment for long term unemployed, supporting community cohesion, troubled families, refugees, improving mental health and family learning through education.

16.0 Low wage pilot

- 16.1 The government announced a new one-year trial for the 2018/19 funding year to enable more eligible adults to access Adult Education Budget funding. The aim is to help increase adult education participation and lift social mobility barriers to learning for those who would not otherwise engage due to course fees being unaffordable. It will also support those that are in low paid employment and are wanting to further progress in work and in their chosen career.
- 16.2 The current AEB rules do not take pay into consideration, so to assist, the eligibility rules in the CPCA will be relaxed for individuals over the age of 19 earning less than £16,009.50 annual gross salary and will pay for the full cost of a course. This is in line with other Mayor Combined Authorities and the Greater London Assembly.

17.0 Challenges

- 17.1 The demand for skills provision outstrips the resources available. We will take the opportunity presented by devolution to enhance the focus on place, on the impact and outcomes for learners and employers and on making certain that provision aligns as closely as possible with the skills needs of CPCA employers and the priority sectors set out in the local industrial strategy and the skills strategy namely **life sciences, digital and informational technologies, advanced manufacturing and materials, agri-tech and health and social care.**
- 17.2 The AEB and the skills provision that it purchases warrants a strong strategic focus, recognising the important proactive role that can be played by training providers of all types; not just as receivers of funding but as vital strategic planning and delivery partners at the centre of the communities and economies they serve. The CPCA are seeking to build stronger links between AEB provision and the local economy, assisting local residents to enter and progress within learning that is relevant to jobs

in the local labour market.

18. Performance Evaluation and monitoring – the nature and pace of change

- 18.1 AEB devolution will involve working with providers to focus on individual learners, progression and positive outcomes. Initially changes will focus on improving the intelligence that is available about progression and outcomes. A better balance is required between the volume of qualifications being delivered and evaluating the qualitative impact that AEB learning has for individuals and for the local economy.
- 18.2 As more robust and reliable information about 2018/19 becomes available, it is still not prudent in the first year of operation to make significant and substantial changes to funding policies and models in 2019/20. Our sole change has been to honour the low wage pilot commitment. However, we will not be viewing previous years as a year zero but will be expecting a smooth transition from a transactional relationship to more transformational agenda that through incremental changes better meets the skills priorities and more extensive learner outcomes. There will be quarterly reviews with providers and the CPCA to understand performance and to influence future funding allocations. The importance of developing an effective operational and strategic dialogue between CPCA, the AEB providers and our major stakeholders such as the local authorities and community groups cannot be overstated. This is where there will be substantial difference from before August 2019 with a clear expectation that local priorities are well understood in the devolved area and that the AEB is focused towards meeting the priorities.
- 18.3 There is the option in Devolution, however, for local freedoms and flexibilities that were not previously available in the national model for making a local set of offers available to respond to local employer, learner and community skills needs. It will support adults at lower skills levels who want to re-engage with learning and their local labour market but for whom qualifications are not the key goal. The CPCA is seeking to extend the freedom and flexibility approach by enabling providers to outline the packages of support that the learner requires to support progression. The CPCA will through dialogue with providers and local stakeholders and partners will enact changes to funding in the second and third year that will enhance the possibility of achieving our AEB priorities. There will be a consultation on any proposals before the end of 2019.
- 18.4 Funding support for learning and the learner is an indispensable part of the funding mechanism and crucial for enhancing the quality of provision for learners in disadvantaged area and for learners with a learning difficulty and/or disability. We will explore in partnership with education and training providers if learning support can be expanded to improve retention and learner attainment and achievement rates.

19.0 Strategic dialogue - working with providers

- 19.1 In the first year, the principal changes planned will be around working closely with providers, whether funded through a grant agreement or contract for services, to develop improved analysis of learner journeys and destinations with a focus on positive outcomes for individuals and tracking learner progression or **transformational** rather than simply measuring delivery and achievement of learning aims or **transactional** without understanding whether those achievements improve an individual's employability and quality of life.
- 19.2 In 2019/20 there will be dual approach to commissioning in the first 3 years, building on the principle that AEB is for the long term and will be part of a skills system that supports the local industrial

strategy, there will be a combination of a grant funding agreements and procured contracts for services.

- 19.3 The key considerations for each approach for the Combined Authority were;
- a. CPCA established grant funding arrangements with further education colleges based in the area or with substantial delivery sites and with a main office within a 10 miles radius which currently deliver AEB funded provision.
 - b. They were part of the CP 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 CP residents and place as the primary focus of their activity.
 - c. These providers cannot choose not to engage with policy changes nor can they shift their core business focus or suddenly cease operating; the FE regulatory framework and FE insolvency regime recognise the particular position of colleges and provide additional protection for learners which does not apply to learners in other education institutions.
 - d. The memorandum of understanding between DfE and CPCA requires CPCA to minimise the risk of insolvency of any further education institution in the combined authority area.
 - e. They are subject to different and stronger strategic priority arrangements than are currently set out by the ESFA.
- 19.4 Other providers that intended to deliver CPCA funded provision to Cambridgeshire and Peterborough residents in 2019/20 were required to tender for a contract for services; 43 national providers applied and 5 providers were successful who were allocated a total of £2.053m; the largest received £537,000 and the smallest £131,000. The CPCA did not wish to limit learner choice or exclude valuable specialist provision and niche provision from the market.
- 19.5 On the other hand, we could not work with all of the 2018/19 provider base in its entirety. The procurement process encompassed the existing procured provider base and providers who were new to the market place such as;
- Independent training providers and the voluntary and community sector organisations
 - They operated under contracts for services with the EFSA to which public contracts regulations 2015 (light touch regime).
 - These providers were subjected to Ofsted inspections and some operate on a not for profit regime and generally have different commercial status and more autonomy over policy priorities and business focus than colleges and local authorities.
 - Different regulatory arrangements apply, so that non-FE institutions are outside the FE Commissioner's jurisdiction and the new FE insolvency regime.
 - FE establishments whose main base of operation is outside of Cambridgeshire and Peterborough. More than 135 providers based outside of Cambridgeshire and Peterborough received grant funding in 2018/19 from the EFSA to deliver AEB provision to Cambridgeshire and Peterborough residents but this is not their core activity or business.
 - The procurement process allowed CPCA to focus the funding currently spread through a vast array of providers across the country as well as maximising the impact for learners by reducing management fees and unnecessary subcontracting.
 - This is not an indication that only Cambridgeshire and Peterborough based providers applied but it was an opportunity to ensure the procurement process established a more concentrated provider base which regardless of location was focused on high quality value for money delivery within Cambridgeshire and Peterborough. We wanted to encourage new

market entrants and to ensure the procurement process set out in the invitation to tender was followed to the letter.

20.0 Reflections

20.1 On reflection, the procurement process would have served our strategic objectives better if more community providers had a specific opportunity to access smaller amounts of funding from £25,000 to £50,000. In future, we will explicitly explore and aim to allocate funding for local community providers. The objective will be to further develop a coherent pathway from engagement in the community to skills provision that improves employability prospects by targeting young adults who are at risk of NEET by encompassing local community provision and through promoting entrepreneurship and support for young adults to set up their own business.

20.2 In future, we will include in our future procurement processes a systematic check of any duplication against existing activity that is already in place for the same provision.

There is a momentum from the greater London authority for the Mayoral combined authorities to consider procuring for local providers only in the future. We will explore this policy development and determine its impact on Cambridgeshire & Peterborough by April 2020.

21.0 Value and Duration

21.1 We are determined to develop effective high trust relationships with providers and partnerships or consortia delivering positive long-term impact for local residents. Providers have a place-based curriculum offer and wrap around support with a clear focus on learner progression to further learning or employment.

21.2 Contracts were awarded from the procurement process will last for one year and thereafter we reserve the right to extend contracts on an annual basis up to and including 2021/22 which is a maximum period of three years (or one year plus one year plus one year). Any contract extensions will be subject to funding availability, the provider's delivery and performance against contract and skills policy. This should enable providers to plan and build capacity with a level of surety.

22.0 Funding Rules, Rates and Eligibility

22.1 The AEB allocation from the DfE to the CPCA was calculated on the basis of residency within the CPCA area and was for £11.53m. From 2019/20, CPCA's devolved funding can only be used to support CPCA residents. If providers enrol CPCA resident learners without first ensuring appropriate funding arrangements are in place, CPCA cannot guarantee that funding will be made available.

22.2 CPCA will make use of the freedoms and flexibilities afforded by devolution in relation to its funding rules, rates and eligibility criteria. In the first year, however, the focus will be on working with providers to build robust evidence which will underpin any future changes.

22.3 In this procurement round the CPCA aligned with the current funding arrangements and in line with national funding policies. The statutory entitlements also aligned with national funding arrangements and requirements.

22.4 The CPCA will work with providers who have a strong performance focus on the outcomes we are seeking. We want to develop and test changes to elements of the policy entitlements e.g. fully fund

some provision or increase the rates for particular priority sectors or geographical areas through a joint and agreed approach.

23.0 Sub-contracting

- 23.1 Many providers tender on a sole basis but based on our analysis of 2017/18 40% of learners access provision from a sub-contractor of a main provider. As such we expect that collaborative partnerships and consortia of providers and sub-contracting arrangements will be a feature of the CPCA AEB landscape.
- 23.2 Sub-contracting arrangements and the associated fees are a contentious area of discussion. Providers and colleges may work with supply chains of their choosing and good subcontracting can add real value for learners, providing an opportunity for niche providers to for example work priority cohorts in isolated geographical areas in a flexible way. On the other hand, excessive subcontracting can lead to funding diverting from the front line to pay management fees.
- 23.3 In the AEB pre-information notice sent out prior to the AEB soft market testing event in October 2018, the questionnaire beforehand and subsequent feedback suggested that the vast majority of providers accepted a management fee limit of 20% for any sub-contracting and the CPCA enacted this as official local policy. The CPCA will consider an increased limit for sub-contracting but only under exceptional circumstances for the future following a detailed discussion with the provider.
- 23.4 Also, sub-contracting towards the end of the funding year was often used by some providers in the past as a means of avoiding returning unspent AEB money and can result in significant volumes of poor quality sub-contracting. For this reason, the CPCA put a 20% contract value limit on sub-contracting and anything above this value requires CPCA approval.

24.0 Process - Provision and Contracting

- 24.1 The primary purpose of the AEB is to engage adults and provide the skills and learning needed to equip adults for work, education and/or training. The AEB, to realise its full impact, secured provision which supports access to the local labour market and future economic development. It focused on ensuring adults have the basic and core skills they need for work, including delivering the expanding range of statutory and policy entitlements which will continue to be applied in Cambridgeshire and Peterborough.
- 24.2 CPCA used the key factors within the ESFA's funding rules such as the annual funding cap which applies to each learner across the year. We want to fund broader more innovative types of learning which may mean in the future that funding per learner may vary but we want to base it on clear evidence and professional research and intend to go out to consultation on potential developments in mid-Autumn 2019.
- 24.3 Local freedoms and flexibilities are central to making a broad and relevant offer available to respond to the skills needs of local employers, learners and communities. Under devolution, Cambridgeshire and Peterborough will extend the freedoms and flexibilities approach by enabling providers to outline packages of support that the learner requires to support their progression.
- 24.4 Procured activity was split into three lots covering specific geographical areas: Peterborough, The Fens and the rest of Cambridgeshire. The intention was to have a comprehensive, adult skills offer accessible to residents across Cambridgeshire and Peterborough. It made the most of the flexibilities

offered by devolution to focus on particular local priorities such as geographical areas that needed more intensive support.

- 24.5 CPCA ensured that coverage across all of the CPCA (in terms of geography, sectors and the balance and mix of provision) was appropriate and took coverage or accessibility of provision into account when evaluating tenders.
- 24.6 These contracts will deliver provision that responds to individuals as set out above. We will encompass all eligible provision delivered as part of the statutory and policy entitlements as well as regulated and non-regulated learning.
- 24.7 Feedback from the soft market testing event in October 2018 reiterated the importance of ensuring that AEB caters for learners who are furthest from the delivery for learning and who need bespoke additional person-centred learning support.

25.0 Outcome Commissioning

- 25.1 To meet and influence a more transformational strategic priority dialogue between the CPCA and providers and in dialogue with the adult education sector the CPCA is exploring the possibility of an incremental shift to payments by results. The results will be more outcome driven rather than output driven and the outcomes will match the local AEB priorities.
- 25.2 The intention is to have a contract with no payments by results in the first year, then to have it as part of the contract in year 2 (202/21) and year 3 (2021/22). The exact details need to be finalised. The CPCA has initially investigated where there has been successful outcome commissioning process such as education in Scotland or in the National Health Service for stopping smoking but recent experience in the probation service means that we and other combined authorities want it to be part of the commissioning process but need more clarity on how it will work in practice.
- 25.3 Why we are doing it and what we want to do are clearer such as embedding the strategic outcomes focus of adult learning and making it more responsive to sustainable employment; learning progression; development into other programmes such as Apprenticeships, social value and skills need in priority sectors. The issue is how to implement it.

We will research with other MCAs and the GLA the impact of introducing an AEB outcome commissioning process by April 2020.

26.0 Conclusion

- 26.1 The intention is to deliver a world class offer for adult education that mirrors and works in harmony with the internationally renowned higher education offer in Cambridge. The CPCA AEB commissioning strategy will help to achieve this success and maximise the return on investment in skills but in order to do so, we must influence and increase both the demand for, and supply of, relevant training provision including community learning and relevant skills pathways, in the context of the economic ambitions of Cambridgeshire & Peterborough as set out in the CPIER.

The strategic dialogue with education and training providers will play a pivotal role through concentrating on the outcomes and impact of local adult education provision on the AEB priorities and how this is achieving the corporate CPCA priorities of a holistic and integrated approach to economic growth and development.

26.2 Signs of success from implementing the commissioning strategy will be a clear and cogent achievement of the AEB priorities through a partnership focus on the impact of learning achievements on business needs, community needs and the needs of residents. There will be an obvious and direct link between AEB and more sustainable employment; an increase in average pay that is less polarised; more self confident residents who need the most support to find employment or contribute to their community or family living; more progression through learning that results in more level 2, level 3 and level 4 learners and more adult education participants in Peterborough and the Fenlands. The key to success will be to work in partnership across the region.

A key partner will be employers. They are a diverse group, covering a wide range of industries, public and private sector organisations, voluntary groups and charities. The skills requirements of each sector and each employer will need to be met with reasonable accuracy, especially as skills needs emerge or change and the Adult Education Budget will need to fulfil its role in the wider skills and economic agenda.

26.3 Improving the skills of individuals whether in preparation for employment, to upskill or to retrain, requires the simplification of skills development pathways to ensure employers receive what they need. This can be achieved but requires facilitation and integration of Cambridgeshire's & Peterborough's core assets including individuals, employers and resources and skills infrastructure.

Reference

OECD – February 2019 – Future-Ready Adult Learning Systems

Cambridgeshire & Peterborough Combined Authority – Skills Strategy Framework – Developing Talent – Connecting the Disconnect – June 2019

CPCA – July 2019 – Local Industrial Strategy

FETL – Adopting global skills innovation for the UK – RSA – May 2019

CPIER – Cambridgeshire & Peterborough Independent Economic Commission – September 2018



SKILLS COMMITTEE	AGENDA ITEM No: 2.4
11 NOVEMBER 2019	PUBLIC REPORT

EMPLOYMENT & SKILLS BOARD CREATION AND RECRUITMENT UPDATE PAPER

1.0 PURPOSE

- 1.1 To give an update to the Skills Committee for the creation of the new Combined Authority Employment & Skills Board and advise on the recruitment of members of the Employment & Skills Board.
- 1.2 To give the Skills Committee an overview of the expectations of the Employment & Skills Board and the governance reporting structure.

DECISION REQUIRED	
Chair of the Committee:	Councillor John Holdich
Lead Officer:	John T Hill, Director of Business and Skills and Fiona McGonigle Business & Skills Manager
Forward Plan Ref: N/A	Key Decision: No
The Skills Committee is recommended to: <ol style="list-style-type: none"> (a) Note the formation of the new Employment & Skills Board and reporting structure. (b) Note the recruitment of Board members. (c) Note the overview of support to the Employment & Skills Board for the Analytical Capability. 	Voting arrangements Simple Majority of all Members

2.0 BACKGROUND TO THE EMPLOYMENT & SKILLS BOARD

- 2.1 This paper is to give an update and overview to the Skills Committee on the formation of a new Cambridgeshire & Peterborough Combined Authority Employment & Skills Board (ESB), also known as a Skills Advisory Panel (SAP).

Background

- 2.2. Skills Advisory Panels aim to bring together local employers and skills providers to pool knowledge on skills and labour market needs, and to work together to understand and address key local challenges. If a Local Enterprise Partnership (LEP) or Mayoral Combined Authority (MCA) already have an Employment & Skills Board in place, this can become the Skills Advisory Panel.
- (i) This includes both identifying immediate needs and challenges and looking at what is required to help local areas adapt to future labour market changes and to grasp future opportunities. This will help colleges, universities and other providers deliver the skills required by employers, now and in the future.
 - (ii) The introduction of Skills Advisory Panels will help MCA's and LEP's achieve this by ensuring all areas have strong governance arrangements in place for their employment and skills boards (or alternative bodies taking the Skills Advisory Panel role), meaningful analytical capability and access to the right data.
- 2.3 An analytical toolkit has been published by the Department for Education (DfE) alongside to support Skills Advisory Panels to carry out high quality local skills analysis, as well as a one-off block of funding (£75,000) to grow SAP analytical capability.
- 2.4 The Research Team for Cambridgeshire County Council; Cambridgeshire Insight have been asked to draw together a proposal as to how the analytical needs for the Cambridgeshire & Peterborough Combined Authority Employment & Skills Board could be met.

3.0 ANALYTICAL CAPABILITY

- 3.1 Although reference is made to there being a 'tool-kit', it is really just a framework within which an assessment of the local labour markets and skills system is expected to take place.
- (i) *Analysis and Local Landscape definition*
Note: The wider body of work associated with the CPIER has covered this ground already. There is a short piece of work required to summarise this content and reflect / communicate it in the right way to

aid the understanding of those on the SAP. This includes what the 'three economies' conclusion of the CPIER means in terms of skills.
Indicative Delivery date between September 2019 and January 2020.

(ii) *Analysis and mapping of Skills Supply and Demand*

Note: This is essentially a requirement to update the local 'people profile' from the 2013 Local Economic Assessment

3.3 **Indicative Delivery date of January 2020.**

Dependencies

- Note, coming before demand to help support the AEB 2020/21 decision making process Spring 2020
- Dependent on Board meeting schedule - TBC
- Analysis capacity available (within the Cambs Insight Team)
- Labour Market Analysis tool available
- Consultation survey completed with employers

3.4 **Proposals**

The agreed spread of spending for the £75k would be as follows:

£55k to support the work of the County Council's Research Team.

(i) *An additional analyst within the team for 12 months. £40k.*

(ii) *Backfill of Senior Analyst and Research Team Manager's time £15k*

- 3.5 It was agreed that the Combined Authority retain £20k of funding in order to secure the following additional services
- access to a labour market insight tool – Labour Insight
 - a Business engagement / survey – for the University of Peterborough

4.0 **The formation of a new Employment and Skills Board (ESB) and recruitment is underway to be in place end of October/November 2019.**

- 4.1 The advert for the Employment and Skills Board went live on the 23rd August on the Combined Authority website and social media channels.
- 4.2 There has already been interest from key stakeholders with a strong interest in skills to join the ESB from business, public sector and Further Education.
- 4.3 Panel Interviews will be conducted by the Business & Skills Manager, Strategic Funds Manager and HR Advisor. They will be held on the 18th October with representatives from business, FE and Independent Training Providers. There is a 2nd date of interviews scheduled for the 29th October.

- 4.4 The first meeting of the Employment and Skills Board will take place on 11th December 2019. The agenda will be decided in the coming weeks, with standing agenda items around Apprenticeships, AEB and University of Peterborough and the Growth Service.
- 4.5 Employment and Skills Board members will not be remunerated, and expenses are not paid. This is a voluntary role undertaken by individuals with an interest in the skills agenda.

5.0 Employment & Skills Board Timetable

Recruitment Timetable for Board Members	
<ul style="list-style-type: none"> (i) Recruitment will open on the 23rd August 2019 (ii) Close on 30th November (iii) Due diligence undertaken / Review applications September 2019 (iv) Shortlist candidates on 28th September (v) Interviews to be held 18th/29th October 2019 (vi) Appointments confirmed in October/November 2019 	

6.0 FINANCIAL IMPLICATIONS

- 6.1 The £75k was received in March 2019 and is reflected within the Skills Advisory Panel (SAP) budget line. This has already been approved and will be allocated as per the proposal above in 3.4 and will not exceed the budget.

7.0 LEGAL IMPLICATIONS

- 7.1 There are no direct legal implications

8.0 APPENDICES

- 8.1 None

<u>Source Documents</u>	<u>Location</u>
Skills Advisory Panels – Government Guidance	https://www.gov.uk/government/publications/skills-advisory-panels-analytical-toolkit https://www.gov.uk/government/publications/skills-advisory-panels-saps-role-and-governance

Local Economic Assessment	https://cambridgeshireinsight.org.uk/wp-content/uploads/2017/08/Cambridgeshir-es-Economic-Assessment-People-Profile.pdf https://cambridgeshireinsight.org.uk/wp-content/uploads/2017/08/Cambridgeshir-es-Economic-Assessment-Business-Profile.pdf
Skills Committee 3 April 2019	Skills Committee paper 3 April 2019 with TOR for Employment & Skills Board



SKILLS COMMITTEE	AGENDA ITEM No: 2.5
11 NOVEMBER 2019	PUBLIC REPORT

APPRENTICESHIP LEVY POOLING SERVICE UPDATE PAPER

1.0 PURPOSE

- 1.1 To give an update to the Skills Committee of the launch of the new Combined Authority Apprenticeship Levy Pooling Service.
- 1.2 To give the Skills Committee an overview of the potential of the Levy Pooling Service and Mayor's Levy Pledge.

DECISION REQUIRED	
Chair of the Committee:	Councillor John Holdich
Lead Officer:	John T Hill, Director of Business and Skills and Fiona McGonigle Business & Skills Manager
Forward Plan Ref: N/A	Key Decision: No
The Skills Committee is recommended to: (a) Note the launch of the CPCA Apprenticeship Levy Pooling Service. (b) Note the Mayors Levy Pledge to support Levy transfer.	Voting arrangements: Simple majority of all Members

2.0 BACKGROUND TO THE MOBILISATION OF THE APPRENTICESHIP LEVY POOLING SERVICE

- 2.1 This paper is to give an update and overview to the Skills Committee on the formation of a new Cambridgeshire & Peterborough Combined Authority Apprenticeship Levy Pooling Service.

Background

- 2.3 The Combined Authority's Apprenticeship Levy Pooling Service is ready to be launched in November 2019. The Levy Pooling Service will consist of a Levy Pledge signed by the Mayor, which is a joint letter from the Education Skills Funding Agency (ESFA) and the Combined Authority as a letter of indemnity and assurance to Levy Employers.
- 2.4 The letter is a pledge for Levy Employers to commit to sharing up to 25% of their unspent levy, known as Levy Transfer. This will support those SME's and micro businesses who would not otherwise have had the funding to recruit Apprentices and support Providers who are low on non-apprenticeship levy funding.
- 2.5 A joint partnership between the Department for Education (DfE)and the Combined Authority to support the key priorities of the Opportunity Area of Fenland and East Cambridgeshire to increase the amount of young people progressing onto Apprenticeships, mentoring, careers advice and work placements has been agreed as per a Memorandum of Understanding (MoU).
- 2.6 An MoU agreement of £110k to support this work and associated activities has been agreed by the Opportunity Area Partnership Board. This will cover the appointments of the Levy Advisors and all associated costs.
- 2.7 A European Social Fund (ESF) bid has been submitted for the STAR Hub on the 20th August, to mobilise a new Skills Service consisting of Brokerage and Skills support as part of the new Growth Service.
- 2.8 Funding may not be secured until Spring 2020, thus working with DfE to start in November will enable the CPCA to bring some of this work forward as a pilot area.

3.0 Apprenticeship Levy Advisors

- 3.1 Funding from the Opportunity Area via the MoU referred to in 2.6 has made available funding for 2 Levy Advisor posts to mobilise the Levy Pooling Service and support Levy employers to utilise their levy more effectively. One Levy Advisor has been appointed and will start on 4th November 2019. The other post is still be advertised.

- 3.2 Meetings are planned with Cambridge University and Cambridge University Press with the newly appointed Apprenticeship Manager to agree a process to share the levy as part of the CPCA Levy Pooling Service.
- 3.3 Meetings scheduled with Addenbrookes Hospital (CUH), Health Education England and the Sustainability and Transformation Partnership to join up the NHS process to support Levy Sharing.

4.0 Apprenticeship Levy Employers

- 4.1 Through discussions with Levy Employers to promote the Levy Pooling Service; early conversations from large Levy Employers are; Addenbrookes Hospital (CUH), Cambridge University, Health Education England, ARM, Encocam, Perkins Caterpillar, and Metal Craft.
- 4.2 Further discussions with Fenland District Council and Cambridgeshire County Council to support them in utilising their levy. Two Business Events in Fenland and East Cambridgeshire will be planned for November/December to launch the Levy Pooling Service and announce the Levy Advisors. One Levy Advisor has now been appointed and will start 4th November.
- 4.3 Commitment of Levy from the Department for Education (DfE), for a pot of £250k has been confirmed to support take-up for Apprenticeships in Fenland and East Cambridgeshire as part of the Opportunity Area priorities. Potential for more levy funds from DfE as demand grows is also available.

5.0 WORKING WITH SKILLS BROKERAGE TEAMS, PROVIDERS AND NETWORK ORGANISATIONS

- 5.1 The Skills Service and Form the Future will support the connectivity to SME's, Levy Employers and prospective Apprentices to promote and connect to the Levy Pooling Service
- 5.2 The Levy Advisors will work closely with the Training Providers to identify any SME's interested in Levy Share and will connect the Training Providers to the Skills Brokerage teams with any prospective students interested in an Apprenticeship.
- 5.3 Promotion through the Chamber, FSB, IoD, Opportunity Peterborough, Cambridge Ahead and other organisations.

6.0 ONLINE WEBPAGE/ PORTAL LEVY PLEDGE

- 6.1 Once launched there will be an online portal for employers to log onto to commit to sharing their levy through the Mayor's Levy Pledge. SME's will have the opportunity to log their interest in becoming a receiver of the Levy Transfer as part of the Levy Pooling.
- 6.2 The online Webpage/ Portal will give Levy employers the opportunity to decide if they would like to share their levy across the Combined Authority area, or if they wanted to only share in a particular geography. This will also apply to sectors, if the levy employer only wants to share with a particular sector/s or any sector.
- 6.3 The online Webpage/ Portal is to be agreed. The Manufacturing Institute has created a webpage to support levy transfer. The CPCA have been given the opportunity to use the webpage but at a fraction of the cost to test it. It can be designed and promoted as the CPCA's. The GMCA have commissioned and paid for the work via The Manufacturing Institute.

7.0 FINANCIAL IMPLICATIONS

- 7.1 This project is not currently reflected in the 19/20 budget, as the MOU was signed October 2019. All costs incurred by this project will be covered by the funding provided from the MOU. This means there will be a zero effect on the current and future budgets.

8.0 LEGAL IMPLICATIONS

- 8.1 There are no direct legal implications.

9.0 APPENDICES

- 9.1 Appendix 1 - The Mayor's Levy Pledge letter.

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

My ref: CPCA LevyPool
Your ref:
Date: 28th October 2019

Contact: Fiona McGonigle
Telephone: 01480 277180
E Mail: fiona.mcgonigle@cambridgeshirepeterborough-ca.gov.uk
James.Palmer@cambridgeshirepeterborough-ca.gov.uk



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY

The Mayor's Office
72 Market Street
Ely
CB7 4LS

Joint letter from CPCA and ESFA to employers wishing to transfer levy as a 'Levy Pledge'

Dear Levy Employer

Thank you for agreeing to work with the Cambridgeshire and Peterborough Combined Authority (CPCA), to support a pilot for a new way of utilising unspent levy funds to support the growth of Apprenticeships in SMEs across Cambridgeshire and Peterborough.

We are working with the Department for Education (DfE) to pilot a new approach to securing unspent levy from participating employers and transferring this to Cambridgeshire and Peterborough SMEs. We are doing this with the aim of increasing the volume of high-quality Apprenticeships with a particular focus on STEM Apprenticeships and those in supporting sectors across our region.

You have agreed to transfer at least 10% - 25% of your monthly forecast unspent levy. In return, the Education and Skills Funding Agency (ESFA) will provide you with a dedicated Account Manager who will support you with the steps you need to take on the apprenticeship service.

The CPCA and their Levy Advisor Team will identify SMEs in the region looking to take on Apprentices, where your support will enable them to do this without needing to pay a contribution. The Levy Advisor's will also support you with the online system, and accessing a Provider who will support you in recruiting an Apprentice.

As part of the Levy Pooling Service, we would also seek to create a network of Levy Employer Mentors who can support and mentor their receiving employer. We recognise that some employers may be able to pass on their knowledge and experience of using the levy.

The Mayor's Office,
72 Market Street,
Ely, CB7 4LS

The ESFA are clear that the employer receiving a transfer from you is wholly responsible for the apprenticeship. This includes their contractual obligations to the training provider, apprentice and any future Ofsted rating. As a sending employer, you will not be party to any contracts, and the only thing you are committing to is to fund an apprenticeship to completion.

Any publicity will identify the fund as a collective contribution from businesses across Cambridgeshire and Peterborough, CPCA would ask express permission before publicising your involvement.

In making the transfer, you will be fully funding the training of an apprentice in a vital sector for Cambridgeshire and Peterborough and supporting the region's SME community, helping more people gain essential skills to further drive regional economic growth.

Yours sincerely

A solid black rectangular box used to redact the signature of James Palmer.

James Palmer
Mayor of Cambridgeshire and Peterborough





SKILLS COMMITTEE	AGENDA ITEM No: 2.6
11 NOVEMBER 2019	PUBLIC REPORT

BUDGET AND PERFORMANCE REPORT

1.0 PURPOSE

- 1.1. This report provides a proposal for future Budget and performance reporting to the Skills Committee.

<u>DECISION REQUIRED</u>	
Lead Member:	Councillor John Holdich
Lead Officer:	John T. Hill, Director, Business & Skills
Forward Plan Ref: n/a	Key Decision: No
The Skills Committee is recommended to: (a) Note the November budget and performance monitoring update; (b) Agree to take reports in the format proposed for future meetings	Voting arrangements Simple Majority of all Members

2.0 BACKGROUND

- 2.1. Budget and performance reporting should be seen in the round. This report proposes the new format of reporting to the bi-monthly Skills Committee meetings.
- 2.2. At the September 2019 Combined Authority Board Meeting, the Board approved a refreshed Medium Term Financial Plan (MTFP), including balanced revenue and capital budgets for 2019/20. This report shows the actual expenditure to date and forecast outturn position against those budgets.
- 2.3. The outturn forecast reflects costs incurred to date, accrued expenditure and the impact on the current year assumptions made on staffing, overheads and workstream programme delivery costs as set out in the revised MTFP.

3.0 BUDGET

Revenue Budget

3.1 A breakdown of the Business & Skills Directorate 'Revenue' expenditure for the five-month period to 31st August 2019, is set out in the table below.

Business & Skills Revenue 2019/20						
	MTFP refresh Budget	Budget Adjustments	Revised 19-20 Budget	Actuals to 31 August 2019	Forecast Outturn	Forecast Outturn Variance
	£'000	£'000	£'000	£'000	£'000	£'000
Workstream Revenue Budgets						
Business and Skills						
Work Readiness Programme (Hamptons)	110.0		110.0	50.7	82.5	(27.5)
Skills Brokerage	344.2		344.2	46.8	344.2	0.0
University of Peterborough	235.0		235.0	28.0	235.0	0.0
Skills Strategy Programme Delivery	150.0		150.0	148.3	148.3	(1.7)
AEB Devolution programme - Grant	6,858.6	(1,282.3)	5,576.3	1,285.3	5,576.3	0.0
AEB Devolution programme - ITP		1,282.3	1,282.3	0.0	1,282.3	0.0
AEB Programme Costs	115.4		115.4	63.5	115.4	0.0
Health and Social Care Work Academy	1,500.0		1,500.0	132.0	1,500.0	0.0
EU Exit Funding	90.9		90.9	0.0	90.9	0.0
Growth Company Development	63.0		63.0	52.5	63.0	0.0
Total Business and Skills	9,467.1	0.0	9,467.1	1,807.1	9,437.9	-29.2
Economic Strategy						
Growth Hub	92.2		92.2	28.6	92.2	0.0
Market Town Strategy Implementation	353.0	(153.0)	200.0	74.2	200.0	0.0
Energy Hub	615.4		615.4	6.6	615.4	0.0
Rural Communities Energy Fund	1,052.5		1,052.5	0.0	1,052.5	0.0
St Neots Masterplan Revenue	18.9	153.0	171.9	2.2	171.9	0.0
Trade and Investment Programme	100.0		100.0	49.3	100.0	0.0
CPCA LIS Implementation	200.0		200.0	60.8	200.0	0.0
LEP Capacity Funding	400.0		400.0	0.0	400.0	0.0
Skills Advisory Panel (SAP)	75.0		75.0	35.6	75.0	0.0
Total Economic Strategy	2,907.0	0.0	2,907.0	257.4	2,907.0	0.0
Total Revenue Expenditure	12,374.1	0.0	12,374.1	2,064.5	12,344.9	-29.2

3.2 The Forecast Outturn as set out in the table above shows a reduction in expected costs for the year of £29.2k compared to the budget. 'Actual' figures are based on payments made and accrued expenditure where known. The year to date costs may therefore be understated due to the delay between goods and services being provided by suppliers, and invoices being raised and paid.

3.3 Variances between the predicted revenue outturn position and the annual budget for the main budget headings are set out below:

- The £29.2k variance in Business and Skills is largely due to the reprofiling of the Work Readiness Programme according to academic years. The unspent balance will need to be carried forward into 2020/21.
- Adult Education Budget (AEB) funding is provided in line with the academic year, with grant funded providers having their first payment made in August and the tendered providers not drawing down until September. As the 2019-20 academic year is the first year of AEB devolution, 100% of the AEB expenditure for this financial year is

expected between August and March. Hence there is limited expenditure shown against these budget lines for the year to date. For clarity the AEB programme budget line has been split into two parts, one for grant funded providers, as they are paid in advance based on an agreed profile and procured providers who are paid in arrears based on actual performance. This separation is designed to make it clear whether the tendered providers are delivering to profile.

- (c) The delivery body for the Health and Social Care Work Academy received their first tranche of funding in the previous financial year and have been delivering within this funding envelope to date. Based on the programme's current spend profile drawdown of new funding should commence from November 2019.
- (d) The budget for the 19-20 revenue elements of the St Neots Masterplan implementation were rolled into the Market Town Masterplan implementation line in the MTFP refresh, for clarity these budgets have been separated here.
- (e) The Rural Communities Energy Fund is a grant fund awarded by the Energy Hub. The governance arrangements were approved at the September Board and the programme is due to make its first awarding decisions in October. This timing matches the budget prediction and the forecast expenditure for the year has not changed.

Capital Budget

3.4 A breakdown of the Business & Skills Directorate 'Capital' expenditure for the five-month period to 31st August 2019, is set out in the table below. It should be noted that whilst Local Growth Fund is within the Business & Skills Directorate, the authority for this lies with the Business Board, therefore, the figures are not contained within this report.

Business & Skills Capital Programme - 2019/20						
Direct Control	MTFP Refresh Budget £m	Budget Adjustments £m	Revised 19-20 Budget £m	Actuals to 31 August 2019 £m	Forecast Outturn £m	Forecast Outturn Variance £m
University of Peterborough - Business case	1.52		1.52	0.00	1.52	0.00
Total Committed Direct Control Expenditure	1.52	0.00	1.52	0.00	1.52	0.00
Costed but not Committed						
Market Town pump priming	0.50		0.50	0.00	0.50	0.00
Schemes Previously Identified and Costed Total	0.50	0.00	0.50	0.00	0.50	0.00
Total	2.02	0.00	2.02	0.00	2.02	0.00

3.5 The University of Peterborough project is proceeding as planned and is the subject of a separate paper being presented to this Committee. The subcontractor Mace has started to submit invoices for payment and expenditure will begin to flow over the next few months.

- 3.6 Market Town Pump Priming is dependent on the outcomes from the revenue section of the project and is currently awaiting agreed outcomes before spending commences.

4.0 PERFORMANCE REPORTING

- 4.1 The Cambridgeshire and Peterborough Devolution Deal is about delivering better economic outcomes for the people of our area and commits us to specific results. The Combined Authority needs to monitor how well it is doing that.
- 4.2 A performance report update is currently presently quarterly at the Combined Authority Board meeting. This provides an overview of the rating of the key projects on a Red/Amber/Green scale, which reflects financial, delivery and risk considerations.
- 4.3 Appendix 1 shows the current Performance Dashboard with the RAG status for Skills' projects. This performance report is currently being updated by the Project management team and a revised version will be proposed to the Combined Authority Board at the end of November.
- 4.4 It is proposed that once updated, the Performance Dashboard is presented to the bi-monthly Skills Committee meetings, along with an overview of the RAG status of projects that fall within Skills.

5.0 FINANCIAL IMPLICATIONS

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

6.0 LEGAL IMPLICATIONS

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

7.0 SIGNIFICANT IMPLICATIONS

- 7.1 There are no implications for nature.

8.0 APPENDICES

- 8.1. Appendix 1 – Performance Dashboard.

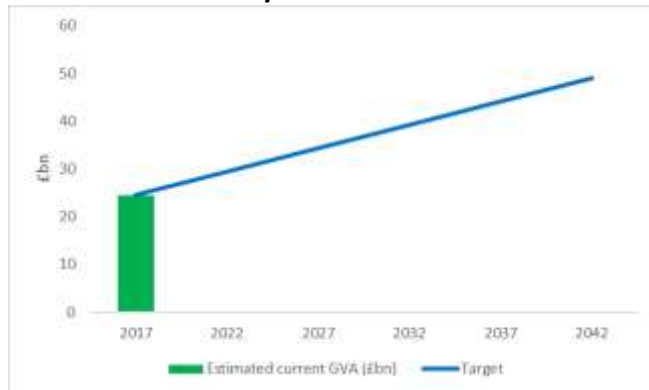
<u>Background Papers</u>	<u>Location</u>
None	N/A



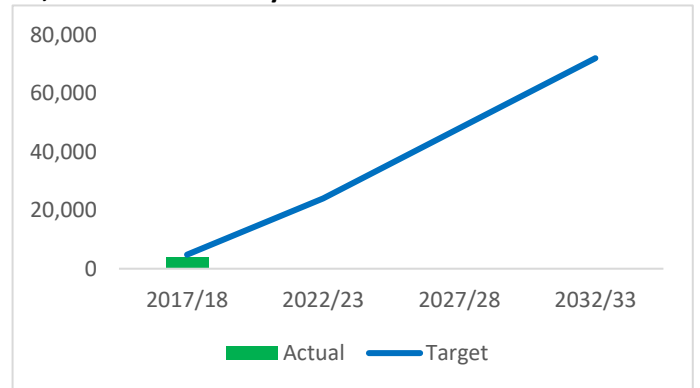
Appendix 1 PERFORMANCE REPORT

CAMBRIDGESHIRE
& PETERBOROUGH
COMBINED AUTHORITY

Double GVA over 25 years



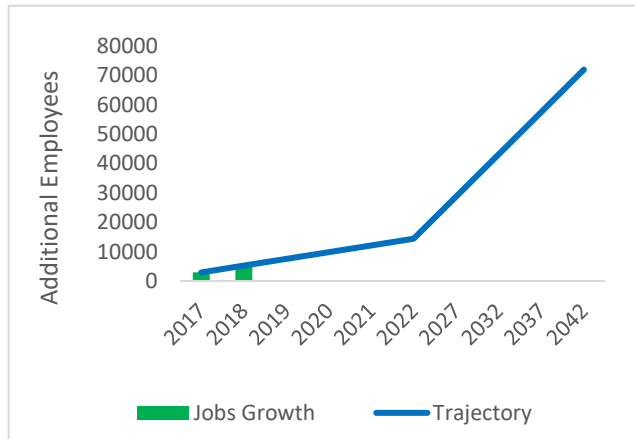
72,000 homes built by 2032



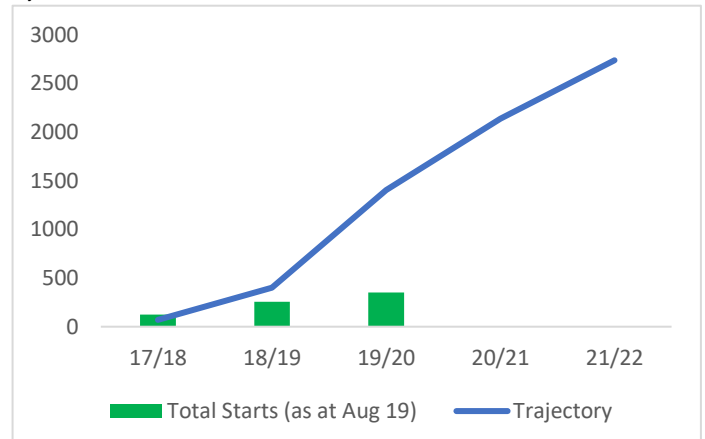
4.1% increase between 2015-2016

4033 new builds completed April 17–December 2018

Jobs Growth



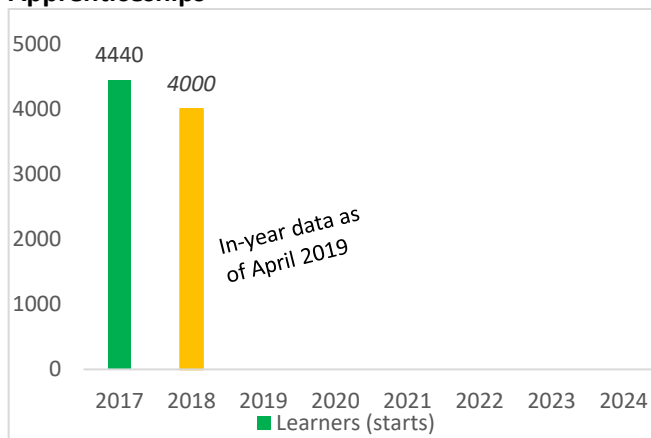
2,500 affordable homes



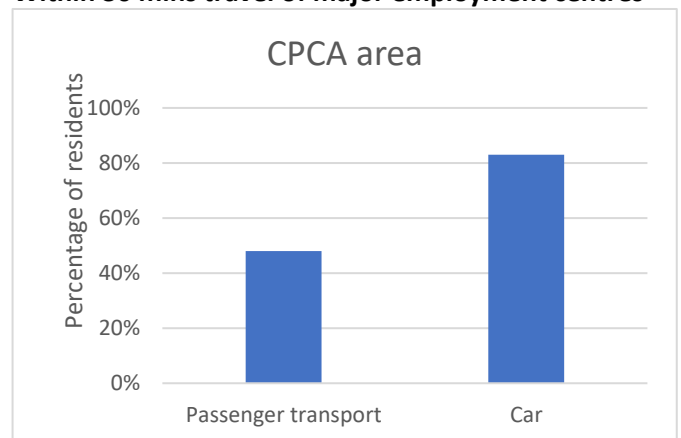
5600 new employees 2016 - 2018

351 total new builds to August 19

Apprenticeships



Within 30 mins travel of major employment centres



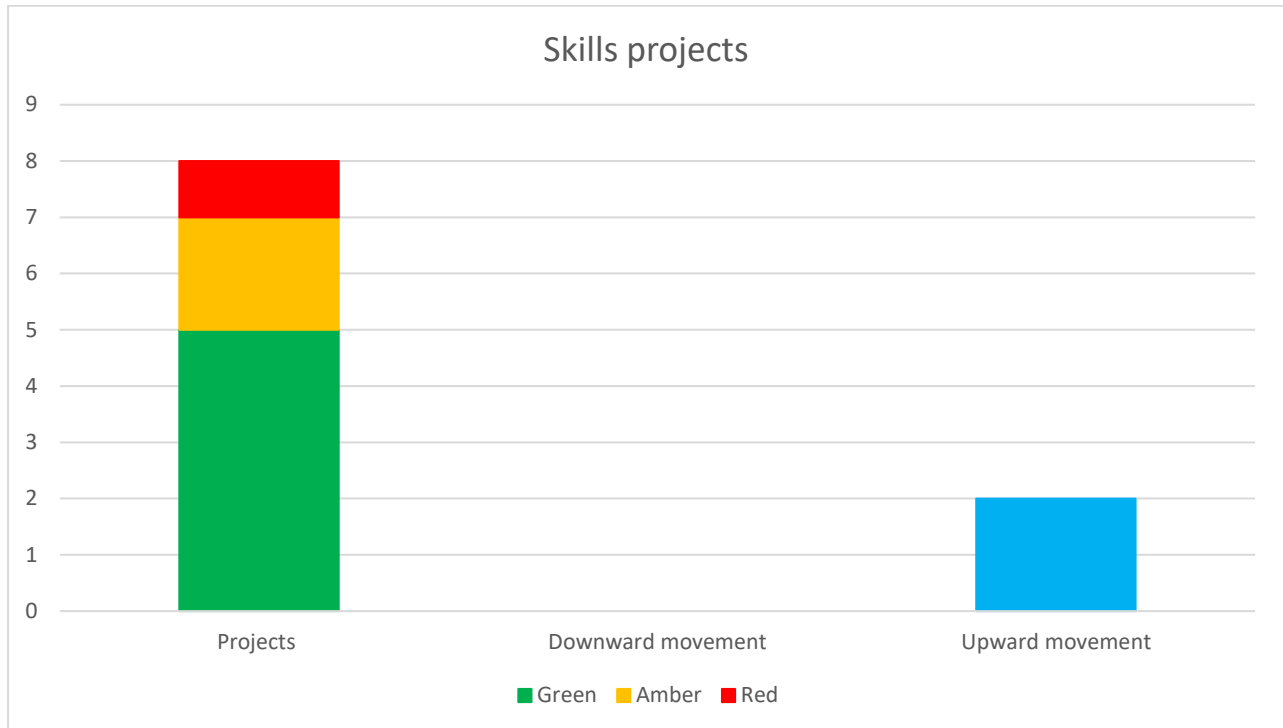
8840 Cumulative apprenticeship starts (up to April 2019)

83% of residents as at 2016



Combined Authority

Skills Project Profile: September



Overview of Projects RAG status	
Green	5
Amber	2
Red	1
Total	8