



**CAMBRIDGESHIRE  
& PETERBOROUGH**  
COMBINED AUTHORITY

## **SKILLS COMMITTEE**

**Date: Wednesday, 10 November 2021**

**Democratic Services**

Robert Parkin Dip. LG.  
Chief Legal Officer and Monitoring Officer

**10:00 AM**

72 Market Street  
Ely  
Cambridgeshire  
CB7 4LS

**Multi Function Room, New Shire Hall, Alconbury Weald,  
Huntingdon PE28 4YE  
[Venue Address]**

## **AGENDA**

**Open to Public and Press**

### **Part 1: Governance Items**

#### **1.1 Apologies for Absence and Declarations of Interest**

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests.

#### **1.2 Skills Committee Minutes - 13 September 2021**

**5 - 14**

#### **Skills Committee - Action Log**

**15 - 18**

### **1.3 Public Questions**

Arrangements for public questions can be viewed in Chapter 5, Paragraphs 18 to 18.16 of the Constitution which can be viewed here - [Constitution](#)

### **1.4 Skills Committee - Agenda Plan 19 - 22**

### **1.5 Combined Authority Forward Plan**

[Combined Authority Forward Plan](#)

#### **Part 2: Recommendations to Combined Authority Board**

### **2.1 AEB Commissioning Statement and Approach 2022-23 23 - 34**

#### **Part 3: Delivery**

### **3.1 Employment and Skills Strategy 35 - 82**

### **3.2 ESOL Local Planning 83 - 92**

### **3.3 Budget & Performance Report 93 - 98**

#### **Part 4: Date of Next Meeting**

Monday 17 January 2022

The Skills Committee comprises the following members:

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

#### **COVID-19**

The legal provision for virtual meetings no longer exists and meetings of the Combined Authority therefore take place physically and are open to the public. Public access to meetings is managed in accordance with current COVID-19 regulations and therefore if you wish to attend a meeting of the Combined Authority, please contact the Committee Clerk who will be able to advise you further.

Councillor Lynne Ayres

Councillor Mike Davey

Councillor Lis Every

Councillor Jon Neish

Councillor Lucy Nethsingha

Councillor Chris Seaton

Councillor Eileen Wilson

Clerk Name:	Tamar Oviatt-Ham
Clerk Telephone:	01223 715668
Clerk Email:	Tamar.Oviatt-Ham@cambridgeshire.gov.uk



## Skills Committee Minutes

Meeting: Monday 13 September 2021

Time: 10:00am – 12:00pm

Venue: The Boathouse, Wisbech

**Present:**

Cllr Lucy Nethsingha – Chair and Member for Cambridgeshire County Council  
Cllr Ray Bisby - Peterborough City Council  
Cllr Rosey Moore – Cambridge City Council  
Cllr Lis Every - East Cambridgeshire District Council  
Cllr Eileen Wilson - South Cambridgeshire District Council  
Cllr David Mason – Fenland District Council

**Apologies:**

Cllr Mike Davey - Cambridge City Council  
Cllr Chris Seaton - Member for Fenland District Council  
Cllr Jon Neish - Huntingdonshire District Council  
Cllr Lynne Ayres - Peterborough City Council

### Part 1 - Governance Items

#### 13. Apologies for Absence and Declarations of Interest

Apologies received from Councillor Mike Davey substituted by Cllr Rosey Moore, Councillor Chris Seaton substituted by Councillor David Mason, Councillor Lynne Ayres, substituted by Councillor Ray Bisby and Councillor Jon Neish.

#### 14. Approval of Minutes and Action Log

The minutes of the meeting on 14 June 2021 were approved as an accurate record and the action log was noted.

15. Public Questions

None.

16. Skills Committee Agenda Plan

It was resolved to note the agenda plan.

17. Combined Authority Forward Plan

It was resolved to note the forward plan.

Part 2 – Reports to Combined Authority Board

18. Adult Education Budget: Reserve Fund and Innovation Fund for 2021/22

The Committee considered a report that sought approval for the strategic approach to utilising the identified Adult Education Budget (AEB) Reserve Fund, which had been accumulated from underspends from 2019/20 and 2020/21 academic years. The report also requested that the Skills Committee recommend to the Combined Authority Board that funding from the reserve was allocated to the themes of the Reserve Fund and delegations provided to the Director of Business and Skills to contract with providers.

Introducing the report officers explained that table A in the report set out the strategic approach to utilise the AEB Reserve Fund. Officers stated that there was a report tabled on the Forward Plan for the November Committee meeting which would set out how providers would be commissioned for the 2021/22 academic year and beyond. Officers commented that £500,000 had been set aside to use as an innovation fund and the main focus was around employer responsiveness and acute skills shortages. Funding was also being retained in the reserve for over-delivery and unforeseen liabilities in the future.

In discussing the report:

- A Member stated that she was delighted that some of the budget would be used in Chatteris for the new Apprenticeship Hub and Training Centre. She sought clarification around how the additional £150,000 would be spent. Officers stated the money would be used to facilitate greater collaboration among the colleges in order to share resources and build capacity.
- A Member queried whether the courses would be diversified. Officers stated that the capacity building with providers would be aimed at supporting them to deliver more, particularly to meet skills shortages including 'green skills'. There were regular conversations to improve the provision.

- A Member queried which providers were offering level one courses. Officers stated that all of the providers in particular local providers were offering level one and below and approximately 50% of AEB investment has been in lower-level courses.
- A Member queried who the independent training providers would be. Officers explained that the independent providers were highlighted in appendix 1 of the report.
- A Member highlighted the need to focus on green jobs and questioned whether this would be a thread running through all of the themes. She queried whether there could be a paper to a future Committee meeting looking at green job provision currently and in the future. The Chair stated that this would be added to the agenda plan for a future meeting. **ACTION.** The Director of Business and Skills commented that officers would develop a report focusing on green jobs and skills gaps in relation to Brexit. He explained that there was a report on the skills strategy further in the agenda, and that the green agenda would play a key part in the updated strategy. He stated that there was work ongoing to bring several strategies together at the Combined Authority. He sought clarity from officers on how confident they were on whether there would be another underspend in 2021-22 and whether they could give an assurance to the Committee that the approach was specifically aimed at tackling the underspend. Officers stated that there would always be a small underspend due to holding some of the funds back. Officers stated that with the new light touch approach to commissioning and new providers they hoped that the underspend would be absorbed and that it would have the maximum impact on delivery. Officers stated that this was the first opportunity to see the impact of the policy changes.
- The Chair explained that part of the reason that there was an underspend is because officers ask providers how many courses they had provided and this would not have been known if it had not been checked. She explained that the underspend was a more accurate measure and the Combined Authority would not be paying for courses that had not been delivered.

It was resolved unanimously to recommend the Combined Authority Board:

- a) Approve funding to be allocated from the Adult Education Budget (AEB) Reserve Fund for the 2021/22 academic year to the thematic programmes as set out in Item 2.3, Table A;
- b) Delegate authority to the Director of Business and Skills in consultation with the Chief Finance Officer and Monitoring Officer, to enter into grant funding agreements with providers on behalf of the Combined Authority, for projects under the themes;
- c) Delegate authority to the Director of Business and Skills, in consultation with the Chief Finance Officer and Monitoring Officer to enter into grant funding agreements for the Innovation Fund, with existing AEB providers, as required;
- d) To note the approach to the Innovation Fund for 2021/22.

## Part 3 – Delivery

### 19. Growth Works Management Review – September 2021

The Committee considered a report which gave an update on the financial and non-financial performance of Growth Works.

Introducing the report officers explained the report covered performance up until 31 July 2021. Officers stated that performance was robust, and that Growth Coaching was going well. Officers explained that there were 23 active clients in the pipeline for the Inward Investment Service and that there was a successful inward investment supply chain. Officers stated that the investment panel had last met in July due to holidays but that they were due to meet in the Autumn and this event would be focused on Artificial Intelligence. Officers explained that performance was good in relation to skills and that the numbers were only small now but that they would increase over time. Officers stated that there had been a huge turn around with the Growth Works for Skills contract and that they were in one of the top five Local Enterprise Partnerships (LEPS) in the country for the Careers and Enterprise Company (CEC) contract. Officers explained that Gateley had been developing a portal to communicate performance.

In discussing the report:

- A Member queried which companies had been unsuccessful in relation to Inward Investment Bids so that Members were aware of which companies had already applied. Officers explained that they would provide the Committee with this information. **ACTION**. Officers also stated that they provided aftercare services in relation to unsuccessful bids.
- A Member questioned when the shortlisted location would be known as detailed in 4.11 of the report. Officers stated that they had hoped to hear this morning and would communicate the final location to the Committee once known. **ACTION**
- A Member sought clarity on the work experience programme and when the Committee would get more detail on how they could collaborate to ensure that it was a success. Officers stated that there were a number of events with mixed success over the summer and there would be an event in late September with the Chamber of Commerce. Officers explained that they had found there had been online seminar fatigue and that they were encouraging businesses to provide work experience throughout the year for both school age and post 18.
- A Member questioned why the Small Business Capital Investment Growth Equity was showing as a red downward arrow. Officers stated that this related back to the gap in the Inward Investment panel meeting and this would pick up when the panel next sat.



It was resolved unanimously to:

Note the Growth Works programme performance up to 31 July 2021.

## 20. Employment & Skills Strategy – Update

The Committee received a report which outlined the progress made on the development of the Employment and Skills Strategy.

Introducing the report officers explained that all the engagement sessions that had been run throughout the summer had been positive. Officers stated that they would be taking on board the comments made earlier in the meeting in relation to the integration of green skills, impacts of Brexit and COVID into the wider strategy. Officers stated that there would now be a wider engagement exercise taking place to integrate several of the strategies. Officers clarified that the final draft of the Skills Strategy would be coming to the November Committee as the Combined Authority had to send their update on the local skills report to the Department for Education by January 2022.

In discussing the report:

- The Chair stated that it was good to hear how much work had gone into updating the strategy so far.
- A Member sought clarity on whether the wider learning from Pat Carrington's thesis, the Capitals Framework had been considered in relation to the strategy. Officers stated that there was a Steering Group set up which the Combined Authority was a part of, and they would feed into any actions taken.
- A Member stated that the word 'worklessness' should not be used in the document. Officers explained that they have debated the use of the word but as yet had not come up with an appropriate alternative.
- A Member questioned the use of the terminology from 'to progress' to 'in progress' as this did not highlight the progress that had been made so far particularly in relation to the University.
- A Member queried whether there was funding for careers advice in primary schools as it had been proven that dissatisfaction in education at this level could have a huge impact on future careers. Officers stated that currently there was only funding for secondary schools and this needed to be looked at further.
- A Member stated that careers advice was crucial in all stages of life as individuals are working longer.

In bringing the debate to a close, the Chair acknowledged that there were major concerns around apprenticeships before the pandemic and that they needed to be a key priority for the Combined Authority to rebuild this route into education.

It was resolved unanimously to:

- a) Note the progress undertaken to develop the Employment and Skills Strategy and direction to complete the final Strategy.

## 21. Careers Hub

The Committee considered a report that gave an update on the proposed Careers Hub for the Cambridgeshire and Peterborough area funded by the Department for Education (DfE) through the Careers and Enterprise Company (CEC).

Introducing the report officers explained that a competitive bid was submitted in February 2021 by the CPCA for the Cambridgeshire and Peterborough area to form a Careers Hub. Officers stated that 30 schools, colleges and SEND schools from across the region had been identified to join the Careers Hub in the academic year of 2021/22. Officers highlighted that it was the intention that the Combined Authority would apply for a second Careers Hub in the next academic year, so that all schools in the CPCA would be able to join a Careers Hub. Officers clarified that the new Hub lead started in their role next Monday and that it was exciting times for careers across the region.

In discussing the report:

- The Chair sought further information on how the Careers Hub would be utilised. Officers explained that the Hub was predominantly virtual and there was a dedicated role working with schools to target resources.
- A Member questioned how teachers would be supported to provide careers advice in schools. Officers explained that Enterprise Advisors would be supporting teachers to provide this.

It was resolved unanimously to:

- a) Note the report approved by the Combined Authority Board on 3 June 2021.

## 22. Digital Skills Bootcamps

The Committee received a report outlining the successful, competitive consortium bid submitted to the Department for Education (DfE) for the delivery of Digital Bootcamps in the East of England.

Introducing the report officers explained that the Combined Authority had received notification that it had been awarded £1,826,250 for the delivery of Bootcamps in the East of England. Officers stated that of the nine consortium delivery partners, the DfE had only approved two providers to deliver the Bootcamps in the Consortia; Cambridge Regional College and Purple Beard, an Independent Training Provider. Officers stated that the target was to have 805 learners over a 16-week period.

In discussing the report:

- The Chair requested that officers, on behalf of the Committee, sought an extension to the deadline due to the delay in the notification of the award. **ACTION.** The Chair also requested that officers report back on the progress of the contract at the Committee in January. **ACTION**

It was resolved unanimously to:

- a) Note the report approved by the Combined Authority Board on 28 July 2021.

## 23. Implications of the Skills and Post-16 Education Bill

The Committee considered a report that gave an overview of the implications of the Skills and Post-16 Education Bill for the Combined Authority.

Introducing the report officers explained that they had met with the team drafting the bill and had given feedback on several areas in the bill that would weaken the devolved powers the Combined Authority had in relation to Skills, it would diminish the Combined Authorities autonomy in its selection of providers and would affect sub-contractors of those providers.

In discussing the report:

- Members stated that the Combined Authority needed to be clear with government on what the issues of concern were in the bill. She stated that the region had been given providers in the past that they did not need.
- A Member stated that the Committee needed to lobby local MPs to ensure that the Combined Authorities concerns were heard. The Chair stated that the Committee would write to local MPs on behalf of the Mayor and the Board to raise these concerns and report back to the next Committee on progress. **ACTION**
- A Member questioned whether the restrictions on providers would affect apprenticeships. Officers stated that it would not affect apprenticeships as this was a separate register.

It was resolved unanimously to:

- a) Note the potential implications of the Skills and post-16 Education Bill and risks to the Combined Authority's strategic role for accelerating the improvement of skills in the region.
- b) Note the Combined Authority will be responding to two of the Department for Education's open consultations on the National Skills Fund and Reforms to Further Education Funding and Accountability.

## 24. Employment & Skills Board Update

The Committee received a report that provided a summary of the recent meeting of the Cambridgeshire & Peterborough Combined Authority Employment & Skills Board (ESB), which includes the role of The Combined Authority's Skills Advisory Panel (SAP).

In discussing the report:

- The Chair requested that an updated list of the members of the board be circulated to the Committee. **ACTION**
- The Director of Business and Skills commented that the Combined Authority were currently reviewing how they could retain control of the skills agenda through the Board and Committee including the possibility of making the Chamber of Commerce the Chair of the Board if the current proposals in the White paper were accepted.

It was resolved unanimously to:

- c) Note the paper which provides a summary of the recent Employment and Skills Board held on 29th June 2021.

## 25. Budget and Performance Report

The Committee considered a report that provided an update and overview of the revenue and capital funding lines that were within the Business & Skills Directorate to assist the Skills Committee to enable informed decision making regarding the expenditure of these funds.

Introducing the report the Director of Business and Skills stated that Medium Term Financial Plan was outlined at 3.1 of the report and the Committee was asked to consider whether they wished to propose any changes to the Board.

It was resolved unanimously to:

- a) Note the update and financial position relating to the revenue funding lines within the Skills Committee remit.
- b) Note the current Medium-Term Financial Plan and consider whether there are any recommendations they wish to make to the Combined Authority Board in November.

## Part 4 – Date of the next meeting

### 26. It was resolved to:

Note the date of the next meeting as Wednesday 10 November 2021.





## Skills Committee Action Log

Purpose: The action log records actions recorded in the minutes of Skills Committee meetings and provides an update on officer responses.

### Minutes of the meeting on 13 September 2021

Minute	Report title	Lead officer	Action	Response	Status
18.	Adult Education Budget: Reserve Fund and Innovation Fund for 2021/22	Parminder Singh Garcha	A Member highlighted the need to focus on green jobs and questioned whether this would be a thread running through all of the themes. She queried whether there could be a paper to a future Committee meeting looking at green job provision currently and in the future. The Chair stated that this would be added to the agenda plan for a future meeting.	A paper on green skills has been added to the Forward Plan for March 2022.	Closed
19.	Growth Works Management Review – September 2021	Alan Downton	A Member queried which companies had been unsuccessful in relation to Inward Investment Bids so that Members were aware of which companies had already applied. Officers explained that they would provide the Committee with this information.	A short update is being developed and will be sent to all Skills Committee Members and Economic Development Officers to update them on the current unsuccessful inward investment opportunities. This will be available by 26 <sup>th</sup> October 21.	In progress

Minute	Report title	Lead officer	Action	Response	Status
				Going forward members of the Skills Committee and the respective Economic Development Officers will be informed when this materialises	
			A Member questioned when the shortlisted location would be known as detailed in 4.11 of the report. Officers stated that they had hoped to hear this morning and would communicate the final location to the Committee once known.	<p>On Monday October 11th CMR Surgical (CMR) announced plans to open a new large-scale manufacturing facility in Ely, following the conclusion of their internal communications and engagement about their decision.</p> <p>The site will enable upscaled manufacturing processes to meet the increasing global demand for the Versius® Surgical Robotic System, now established as a valuable surgical tool in a number of hospitals across Europe, India, Australia and the Middle East.</p> <p>The new facility will span 6,300 sqm floor space and will house up to 200 skilled employees initially.</p> <p>The Combined Authority, Growth Works and the Business Board supplied supporting quotes to CMR to feature in their press release and we are working closely with them on future opportunities to highlight this important local business and its continued commitment to our region.</p> <p>The press release can be found at <a href="https://cmrsurgical.com/news/cmr-builds-new-manufacturing-site">https://cmrsurgical.com/news/cmr-builds-new-manufacturing-site</a></p>	Closed
22.	Digital Skills Bootcamps	Fliss Miller	The Chair requested that officers, on behalf of the Committee, sought an extension to the deadline due to the delay in the notification of the award.	A letter is in draft. This will be given to the Chair to review by 15 <sup>th</sup> October.	In progress



Minute	Report title	Lead officer	Action	Response	Status
		Fliss Miller	The Chair also requested that officers report back on the progress of the contract at the Committee in January.	A paper will be added to the Forward plan for January.	Closed
23.	Implications of the Skills and Post-16 Education Bill	Parminder Singh Garcha/Fliss Miller	A Member stated that the Committee needed to lobby local MPs to ensure that the Combined Authorities concerns were heard. The Chair stated that the Committee would write to local MPs on behalf of the Mayor and the Board to raise these concerns and report back to the next Committee on progress.	A letter is in draft. This will be given to the Chair to review by 15 <sup>th</sup> October.	In progress
24.	Employment & Skills Board Update	Fliss Miller	The Chair requested that an updated list of the members of the board be circulated to the Committee.	The ESB is due to meet on 19 <sup>th</sup> October, an updated list will be circulated post meeting.	In progress



# SKILLS COMMITTEE AGENDA PLAN

Updated 1 November 2021



**CAMBRIDGESHIRE  
& PETERBOROUGH**  
COMBINED AUTHORITY

## 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**
- **Employment and Skills Board Update**

<b>Committee date</b>	<b>Agenda item</b>	<b>Lead officer</b>	<b>Report to CA Board for decision</b>	<b>Reference if key decision</b>	<b>Agenda despatch date</b>
<b>10/11/21</b>	ESOL Local Planning	Parminder Singh Garcha	No		<b>02/11/21</b>
	Adult Education Budget - Commissioning Approach and Statement	Parminder Singh Garcha	Yes	2021/053	
	Employment & Skills Strategy	Fliss Miller	No		
<b>17/01/22</b>	Growth Works Management Review – January 2022	Alan Downton / Nigel Parkinson	Yes		<b>07/01/22</b>
	Adult Education Budget Evaluation 2020/21 and Annual Return	Parminder Singh Garcha	No		
	University of Peterborough Phase 3 Full Business Case (FBC)	Mahmood Foroughi	Yes (KD)		
	Adult Education Budget – Delivery outcomes and impact	Parminder Singh Garcha	No		
	Local Skills Report Refresh	Fliss Miller	No		
	Economic & Skills Insight Report	Parminder Singh Garcha	No		
	Community Renewal Fund (CRF) Bids Update	Steve Clarke	Yes		
	Strategic Outline Business Case (SOBC) for University of Peterborough Multi-Phase Delivery Plan	Mahmood Foroughi	Yes		
	Digital Skills Bootcamps Update	Fliss Miller	No		

<b>Committee date</b>	<b>Agenda item</b>	<b>Lead officer</b>	<b>Report to CA Board for decision</b>	<b>Reference if key decision</b>	<b>Agenda despatch date</b>
	Health and Care Sector Work Academy	Fliss Miller	No		
<b>16/03/22</b>	Adult Education Budget – Funding Allocations for 2022/23 and proposed funding policy changes	Parminder Singh Garcha	Yes		<b>08/03/22</b>
	Business and Skills Strategy	Alan Downton	Yes		
	Green Skills Plan	Fliss Miller / Parminder Singh Garcha	No		
	Opportunities to develop the Greater South East Energy Hub	Alan Downton	Yes		
<b>27/04/22</b>	Growth Works Management Review – April 2022	Alan Downton / Nigel Parkinson	No		<b>19/04/22</b>

To be programmed:





**CAMBRIDGESHIRE  
& PETERBOROUGH**  
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Agenda Item No: 2.1

## Adult Education Budget - Commissioning Statement and Approach for 2022/23

To: Skills Committee

Meeting Date: 10 November 2021

Public report: Yes

Lead Member: Councillor Lucy Nethsingha

From: Parminder Singh Garcha, Senior Responsible Officer – Adult Education

Key decision: Yes (Combined Authority Board 24 November 2021)

Forward Plan ref: KD 2021/053

Recommendations: The Skills Committee is invited to recommend to the Combined Authority Board:

- a) Approval of the proposed commissioning approach for the devolved Adult Education Budget from 2022-23 academic year onwards, to procure Independent Training Providers under contracts for services for up to £3m per year, subject to Department for Education (DfE) awarding the funding.
- b) Approval of the implementation of three-year Plan-Led Funding, for the commissioning of Further Education Colleges and Local Authorities, operating under grant funding, from 2022-23 academic year onwards, subject to DfE funding awards.
- c) Delegation to the Director of Business and Skills in consultation with the Chief Finance Officer and Monitoring Officer, to enter into multi-year grant funding agreements with providers on behalf of the Combined Authority, following approval of three-year Plans

- d) Delegation to the Director of Business and Skills in consultation with the Chief Finance Officer and Monitoring Officer, to enter into contracts for services with Independent Training Providers on behalf of the Combined Authority, following conclusion of the commissioning process outlined in this report.

Voting arrangements: A simple majority of all Members present and voting.

## 1. Purpose

- 1.1 To seek approval for the proposed commissioning approach, to undertake an open and competitive tendering process to procure Independent Training Providers (ITPs) for delivery of training courses. Funding of up to £3m of devolved Adult Education Budget (AEB) and National Skills Fund (NSF) will be awarded under Contracts for Services with providers, for a five-year period from 1 August 2022 to 31 July 2027.
- 1.2 To seek approval to implement a three-year, Plan-Led Funding process for grant funded providers. This includes Further Education Colleges, Sixth-Form Colleges and local authority providers of adult education.
- 1.3 To obtain the necessary delegations to the Director of Business and Skills to enter into grant agreements and contracts for the Adult Education Budget and/or National Skills Fund for a five year period from 1 August 2022 to 31 July 2027.

## 2. Background

- 2.1 Under orders made from the Local Democracy, Economic Development and Construction Act 2009, adult education functions from the Apprenticeships, Skills, Children and Learning Act 2009 were transferred from the Secretary of State for Education to Cambridgeshire and Peterborough Combined Authority from August 2019. A recurrent ring-fenced budget of approx. £12m per academic year has been transferred to the Combined Authority to discharge the transferred duties.
- 2.2 The Combined Authority has adopted a dual approach for commissioning the devolved AEB, this involves a combination of grant funding agreements for Colleges and Local Authorities and procured contracts for services for private and third sector training providers. Appendix 1 sets out the latest position with AEB Funding allocations for 2021/22 academic year. This is regularly updated on the Combined Authority website as contract values can increase or decrease based on in-year performance management.
- 2.3 The original procurement of Independent Training Providers from 2019 was awarded on a three-year basis, with a break-clause after each academic year. Therefore, the Combined Authority will need to re-commission for the 2022/23 academic year.
- 2.4 In the 2019 procurement round, five successful providers were commissioned following 35 bids being received. They are Steadfast Training Ltd, Back2Work Complete Training Ltd, The Skills Network, NACRO and TCHC, with total contract values of £2m. In 2020, following inadequate performance the contract for TCHC was ended and some of the funding was recovered.
- 2.5 For 2021/22, as reported at Skills Committee on 13 September 2021, an additional four



ITPs were procured utilising the 'Light Touch' commissioning approach: The College of Animal Welfare, GNR Training Ltd, System Group Ltd and New Meaning CIC.

- 2.6 In preparation for the new tendering round, a virtual Market Engagement event was held during September 2021, to gather feedback from potential providers to inform the upcoming commission. The event was well attended, with over 60 attendees representing 45 organisations.

### 3. Previous AEB Commissioning Strategy 2019-2025

- 3.1 The previous AEB Commissioning Strategy 2019-2025 is published on the Combined Authority website. The strategy was focussed on a smooth transition of AEB from the ESFA to the Combined Authority. It set-out a broader vision aligned to the Local Industrial Strategy and building confidence in our ability to deliver and develop relationships with providers. The commissioning approach aimed to consolidate activity into a reduced, place-based group of providers that would be more responsive to local need. However, the strategy did not direct providers to shift the curriculum offer to meet local skills gaps and growth sectors.
- 3.2 The Independent Evaluation of devolved AEB 2019-20 was approved by Skills Committee at the January 2021 meeting. It was undertaken by Cambridgeshire Insights and found that the Combined Authority achieved its objectives as commissioner, to rebalance and refocus AEB to:
- **Consolidate delivery** - significantly reduced the total number of providers from 190 in 2018/19 to 17 in 2019/20, with a notable reduction in subcontracting.
  - **Successful implementation and partnership** - Providers reported being satisfied with the processes associated with AEB devolution and highlighted the beneficial impacts of a closer working relationship with the Combined Authority.
  - **Better alignment to skills needs** - The more localised network has helped providers tailor provision successfully to existing employment and skills-based demand.
  - **Rebalancing mix of provision** - rebalanced with a lower proportion of Community Learning and a higher proportion of Adult Skills learning in 2019/20.
  - **Targeting areas of deprivation** - The proportion of learning delivered to citizens from areas of high deprivation increased from under a quarter (22%) in 2018/19 to over a third (34%) in 2019/20, driven by an increase in Fenland and Peterborough, which are the CPCA districts with the highest number of areas falling in the top 20% most deprived nationally.

### 4. Broad principles for the refreshed Commissioning Statement

- 4.1 Building on the lessons learnt from the previous AEB Commissioning Strategy and being cognisant of the changing labour market, post-pandemic, and post-Brexit, the following seven broad principles have been developed, in recognition for the need for a new AEB Commissioning Statement:

- **Not another strategy!** - the previous strategy was over 30 pages. The new Commissioning Statement will be concise and focus on the courses, sectors, and provision we expect our commissioned providers to deliver.
- **Strategic Alignment** – it's focus is to guide our AEB Commissioned providers to better align to our evidence-base of strategies, particularly the Combined Authority's new Employment and Skills Strategy, which have been developed in co-production with all stakeholders, employers, civic-society, and providers, taking a 'system-wide' approach to improve progression in-work and/or to higher levels of study.
- **More Granular** - articulate the activity and qualifications more specifically through publishing fundable qualification 'Green Lists', within a basket of funding flexibilities, aiming to widen participation in adult learning and creating a 'skills escalator'.
- **Maximise Investment** – reaching deeply into areas of skills deprivation across the whole of the region and over-delivering to make a compelling case of increased funding for the region. Using devolved AEB as leverage to attract more funding.
- **Partnership and Ambition** - strengthening collaboration and opportunities to co-operate to improve outcomes and raise our game.
- **Flexible and adaptable** - refine and enhance the Commissioning Statement so that it evolves to meet local needs and changing economic conditions.
- **Encourage Quality Improvement and Innovation** – enabling continuous quality improvement across the system. Creating the right conditions to test new and different approaches which improve the system and boost outcomes for learners and the economy.

## 5. Wider Commissioning themes

- 5.1 The vision within the Commissioning Statement is of a 'Skills Escalator' – providing opportunities through the life-course, to progress in work or learning.

The specific commissioning themes for all providers are:

1. **The Youth Offer** (sometimes called a "Youth Opportunities Guarantee") – for 19–24-year-olds, who have not achieved their first Level 3 qualification with English, maths and digital, to 'package' a more substantial programme of study from the existing suite of vocational qualifications from entry to Level 3, plus 'add-ons' such as sustainability, employability, enrichment, careers, and work-experience to support progression and personal development.
2. **First Full Level 2** (and second Level 2 for career changers) for all ages from a qualification 'Green list' for employed or unemployed.
3. **First Level 3** (and second Level 3 for career changers) for all ages from a qualification 'Green list' for employed or unemployed.

4. **Targeted Level 4** – HNC and HND vocational qualifications in FE where there are skills shortages\* (subject to DfE approval) for specific cohorts who do to financial means may not take-out loans or from SMEs.
5. **Skills for Life:** English, maths, essential digital skills, and English for Speakers of Other Languages – increasing the enhancing the offer. Looking at vocational and intensive ESOL to help learners progress into employment quicker.
6. **Growth and Priority Sectors** – publication of Qualification Green Lists to identify the qualifications for each growth and priority sector we would prioritise, plus flexibility to respond to employer or sectoral needs (eg HGV Driver training, Retrofit Skills and other skills required for Green/net-zero transition)
7. **Place-Based Focus** – on areas of relative and skills deprivation, based on IMD 2019 and identifying provision ‘Cold-Spots’. Community Learning under-pinning wider outcomes such as health and wellbeing, self-esteem, and efficacy, connected and cohesive communities and enabling volunteering.

- 5.2 A cross-cutting theme is promoting inclusion for all and targeting support for vulnerable groups in the region such as Care Leavers, people with learning difficulties and disabilities, refugees and asylum seekers and those furthest from the labour-market into opportunities.

## 6. Commissioning Approach

- 6.1 The proposed commissioning approach in this paper, assumes that a ‘core offer’ across the region will be delivered by our grant-funded providers. Therefore, our tendering seeks to procure Independent Training Providers to address specific gaps or provide additional capacity to meet our strategy. These could include the delivery of niche or specialist courses, engagement of atypical learners and sector specialisms in partnership with employers.
- 6.2 It is therefore proposed to launch a competitive tendering process in January 2022 that will invite Independent Training Providers to bid against the following four themes of activity:

Lot	Activity	Indicative Value, up to:
Theme 1	Youth Offer: programmes for 19–24-year-olds	£700,000
Theme 2	Pathways into employment 24+ (for unemployed)	£600,000
Theme 3	Employer Responsive Priority Sector Pathways	£700,000
Theme 4	First Full Level 2 and Level 3 for 24+_	£1,000,000
	<b>Indicative Total</b>	<b>£3,000,000</b>

*Note: The figures above are indicative, subject to the Combined Authority receiving its Section 31 Grant Determination Letter from the DfE in January 2022.*

Under themes 3 and 4, it is proposed to focus on the following sectors:

- Construction
- Retrofit
- Engineering and Manufacturing
- Logistics

- Life Sciences
- Health Care

However, to maintain an element of flexibility with priority sectors, through the maintenance of our qualification 'Green List' if there are labour-market shortages in other sectors, to be able to quickly respond and commission the appropriate provision.

### 6.3 Procurement Approach

Contracts awarded from this procurement will start on 1 August 2022 until 31 July 2027. The intention behind this approach is to provide stability and investment in a place-based approach. The allocation of funding will be amended based on changes, availability of funding, and performance against the contract deliverables and skills policy (including any changes from Treasury Spending Reviews or adjustments to the way in which devolved allocation is calculated by central government).

- 6.4 The Combined Authority has decided to design this procedure to meet the needs of this project in accordance with Regulations 74 to 76, Public Contract Rules 2015. The process will be a multi-stage process which includes an initial shortlisting stage (Standard Selection Questionnaire (SSQ) and then a tender stage which will be evaluated and then, based on score, the shortlisted suppliers will be invited to participate in negotiation(s) regarding which of the courses proposed will optimise the use of funds against the learning objectives for the region. The process will be managed on the Due North/Pro-Contract Portal. The portal will be used to advertise the opportunity, issue all procurement documents, and receive the tender returns.

### 6.5 Procurement Timeline

The following is an indicative timetable of key dates for this procurement:

Activity	Date
Issue Standard Selection Questionnaire (SSQ)	17 January 2022
Evaluate SSQ submissions	16 February 2022
Issue Invitation to Tender (ITT)	09 March 2022
Evaluate ITT submissions	08 April 2022
Negotiations with preferred suppliers	22 April 2022
Issue Standstill	09 May 2022
Contract Signature	23 May 2022
Contract mobilisation	01 June 2022
Contracts commence delivery	01 August 2022

## 7. Plan-led Funding for Grant Providers

- 7.1 For grant-funded colleges and local authorities, it is proposed to implement a multi-year plan-based delivery and funding model. The advantage of this approach, rather than annual funding allocations being calculated and issued, is that it pivots towards a transformational rather than transactional approach to provision planning and funding. Plan-Led Funding provides stability, an element of certainty and builds trust. This should therefore enable grant providers to plan over the medium term, better aligning to our Employment and Skills Strategy.

- 7.2 Under Plan-Led funding, checks and balances on performance through the Combined Authority's published provider performance management arrangements continue. Multi-year funding will always be subject to the DfE funding being devolved to the Combined Authority. This will be made explicit in our funding agreements, to mitigate against national funding changes to MCA allocations. The main opportunity is to enable grant providers to improve financial management and better plan changes and improvements to their courses. For example, investing into curriculum development, staff recruitment, training, and capital equipment and buildings.
- 7.3 The DfE are also consulting on Multi-Year Funding for colleges as part of the wider reforms to FE Funding and Accountability. It is not clear whether they will implement for 2022/23 or the following year. Given the agility that the Combined Authority has, to implement at pace, and the commitment for a more ambitious relationship with local providers, it is proposed to prepare for Plan-Led Funding during Spring 2022, for launch in Autumn 2022. Grant providers will be able to 'opt-in' to Plan-Led Funding as for some out-of-area colleges, devolved AEB forms a small part of their overall income.
- 7.4 The proposed timeline and milestones for implementing Plan-Led Funding for devolved AEB in the region is set out below:

<b>Objective</b>	<b>Milestone</b>	<b>Timeline</b>
Combined Authority signals intent to providers	Preparing grant providers for the proposed pivot to Plan-Led Funding. Providers briefed at AEB Provider Forum.	September 2021
Two-way discussion with Colleges and ACL providers	AEB Think Tanks are being held during October 2021 with colleges and ACL providers to gather views and co-design options and planning for 2022/23.	October 2021
Skills Committee and Combined Authority approval	Approval sought from Skills Committee and Combined Authority Board to implement Plan-Led Funding.	November 2021
Indicative funding allocations for 2022/23	Final returns (R14) used to calculate indicative allocations for 2022/23.	December 2021
Governance approval	Grant providers wishing to enter Multi-Year Plan-Led Funding, obtain consent from Governing Bodies and complete initial planning documentation.	January - February 2022
Planning discussions with grant providers who opt-in	Meetings between Combined Authority and grant providers to agree Plans (V.1)	February - March 2022
Final allocations	Confirmation of final allocations for 2022/23	April 2022
Multi-Year Allocations and 3-year plans finalised	Co-design Plans with providers during April – June 2022 for three-year period.	June 2022
Allocations for Three Years agreed with plans	Final plans approved at July Skills Committee	July 2022
Delivery	2022/23 academic year kicks off delivery against three-year delivery plans	September 2022

## 8. Sub-contracting Arrangements

- 8.1 Sub-contracting is permitted within both tendered and Plan-led commissioning approaches. It has an important role to play to widening participation among hard-to-reach communities, deliver niche or specialist provision. Subcontracting also provides an entry point for smaller voluntary and community sector providers, who may not meet the minimum contract value of £100,000. Under our current funding rules providers may only sub-contract up to 25% of their contract value and must disclose all sub-contractors on the Sub-Contractor Declaration. Local Authorities are permitted to sub-contract up to 35% of their grant. Combined Authority officers monitor sub-contracting and undertake regular checks.
- 8.2 Management fees charged by lead providers to sub-contractors should be transparent, proportionate and recognising there may be a sliding scale for varying levels of support for managing the relationship and associated risks, data processing, access to internal audit support, quality assurance and improvement, classroom observations and accreditation support. For 2021/22 academic year onwards, the Combined Authority capped management fees at 15%.
- 8.3 Any sub-contracting proposals will be reviewed as part of Plan-Led funding discussions or provider responses and contract clarification with ITPs. We will also monitor the value for money and quality of such provision as part of our approach to performance management.

## Significant Implications

## 9. Financial Implications

- 9.1 There are no significant financial implications to the Combined Authority's budget as all funding proposals relate to the ring-fenced Adult Education Budget. The Combined Authority can expect to receive its Section 21 funding letter from the DfE in January 2022. The expectation is that it will remain at c£12m per annum. Final funding allocations to grant providers will not be confirmed until April 2022 and approval will be requested at Skills Committee in March 2022. Independent Training Providers are paid on actual delivery with contract performance and 'break' clauses to mitigate against under-delivery.

## 10. Legal Implications

- 10.1 There are no significant legal implications. The Tendering process will be compliant with the Combined Authority Standing Orders and Public Contract Regulations Act 2015.
- 10.2 The approaches to commissioning set out in this paper are congruent with the Combined Authority's Devolution Agreement and Memorandum of Understanding with the DfE.

## 11. Other Significant Implications

### 11.1 Environmental Sustainability

To promote environmentally sustainable practice in all contracts and grants from the Combined Authority, additional clauses will be inserted into funding agreements. These

additional clauses are currently being drafted by legal services but will help to promote the conservation of energy, water and natural resources to reduce emissions and preserve nature.

## 12. Appendices

12.1 Appendix 1 – Adult Education Budget 2021/22 Funding Allocations (12 October 2021)

## 13. Background Papers

13.1 [AEB Commissioning Strategy 2020-2025](#)







# CAMBRIDGESHIRE & PETERBOROUGH COMBINED AUTHORITY

## Adult Education Budget - 2021/22 Allocations

UKPRNs	PROVIDER NAME	AEB ALLOCATIONS INCLUDING GROWTH CASES	NATIONAL SKILLS FUND ALLOCATIONS	SECTOR-BASED WORK ACADEMY PROGRAMME (SWAP)
<b>FE COLLEGES AND LOCAL AUTHORITY - GRANT FUNDED PROVIDERS</b>				
10000610	BEDFORD COLLEGE	£170,000	£35,000	
10001116	CAMBRIDGE REGIONAL COLLEGE	£2,420,000	£105,000	
10001123	CAMBRIDGESHIRE COUNTY COUNCIL	£2,048,485	£50,000	
10003094	HILLS ROAD SIXTH FORM COLLEGE	£20,000		
10005077	INSPIRE EDUCATION GROUP	£2,000,000	£252,000	
10004690	NORTH HERTFORDSHIRE COLLEGE	£38,000		
10005074	PETERBOROUGH CITY COUNCIL	£1,400,000	£105,000	
10007916	THE COLLEGE OF WEST ANGLIA	£500,000		
10007431	WEST SUFFOLK COLLEGE	£240,000	£112,000	
<b>Total</b>		<b>£8,836,485</b>	<b>£659,000</b>	
<b>INDEPENDENT TRAINING PROVIDERS - CONTRACTED</b>				
10033156	BACK2WORK COMPLETE TRAINING	£462,000	£99,350	
10018942	STEADFAST TRAINING LIMITED	£500,000	£107,298	
10029308	THE SKILLS NETWORK	£439,872	£20,275	
10004486	NACRO	£100,000		
10001539	THE COLLEGE OF ANIMAL WELFARE	£165,000	£65,000	
10084784	GNR TRAINING		£109,000	£90,000
10088797	NEW MEANING FOUNDATION	£200,000		
10006472	SYSTEM GROUP LIMITED			£99,000
<b>Total</b>		<b>£1,866,872</b>	<b>£400,923</b>	<b>£189,000</b>
<b>Grand Totals</b>		<b>£10,703,357</b>	<b>£1,059,923</b>	<b>£189,000</b>

The funding year contract values provide maximum contract value information as of 1<sup>st</sup> August 2021 for colleges, councils and training organisations that have a contract for 2021 to 2022 academic year.





**CAMBRIDGESHIRE  
& PETERBOROUGH**  
COMBINED AUTHORITY

Agenda Item No: 3.1

## Employment and Skills Strategy

To:	Skills Committee
Meeting Date:	10 November 2021
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Chair of the Skills Committee
From:	Fliss Miller, Senior Responsible Officer – Workforce Skills
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is recommended to:</p> <p>a) Approve the Employment and Skills Strategy.</p>
Voting arrangements:	A simple majority of Members present and voting.

# 1. Purpose

- 1.1 The purpose of this paper is to present to the Skills Committee the final draft of the Employment and Skills Strategy.

# 2. Background

- 2.1 At the Skills Committee on the 13<sup>th</sup> September 2021 the Skills Committee unanimously agreed to note the progress undertaken to develop the Employment and Skills Strategy and direction to complete the final Strategy. This paper provides an update of the progress made and presents the final draft of the Employment and Skills Strategy.
- 2.2 A further stakeholder engagement session was held on 11<sup>th</sup> October with representation from providers, employers, schools, employer representative bodies, district councils and district councillors. Short and long term objectives were shared. Participants were also asked to name their priorities for action. This feedback has been included in the drafting of the Employment and Skills Strategy.

# 3. The Employment and Skills Strategy

- 3.1 The new strategy builds on the work of the CPCA's previous Skills Strategy Developing Talent: Connecting the Disconnect was published in 2019 with an overarching imperative to deliver 'an inclusive, world-class local skills eco-system that matches the needs of our employers, learners and communities'. The intervening years have seen significant changes the national and global context. As we move through the Respond phase of the Local Economic Recovery Strategy (LERS) and further into Recovery, it has been essential to review and update the skills strategy, to reflect the changing skills needs and challenges in the current and predicted future economic context.
- 3.2 There are four core themes that the Strategy identifies for employment and skills in Cambridgeshire and Peterborough:
- Pre-work learning and formal education
  - Employer access to talent
  - Life-wide learning and training
  - Support into and between work
- 3.3 For each of these themes long-term outcomes have been identified, underpinned by a subset of core short-term priorities and objectives that will move forward the process of delivering the long-term outcomes. Five-year delivery plans will accompany the strategy.
- 3.4 The themes are applied to four groups of stakeholders. It is by these groupings that impact will be measured:
- People
  - Employers
  - Providers
  - Place leaders

3.5 The full draft of the Employment and Skills Strategy is in Appendix 1.

## 4. Next Steps

4.1 The final draft of the Employment and Skills Strategy is attached in Appendix 1. This strategy will be included into the wider Business and Skills Strategy that will be considered in March at the Combined Authority Board.

4.2 A detailed action plan will be developed to accompany the strategy. It is proposed that this is reviewed every six months by the Skills Committee to review progress.

## Significant Implications

## 5. Financial Implications

5.1 There are no financial implications in this report. Any financial considerations will be made through the development of the action plan.

## 6. Legal Implications

6.1 There are no legal implications in this report.

## 7. Appendices

7.1 Appendix 1 - Employment and Skills Strategy

## 8. Background Papers

8.1 [Skills Committee Report 13 September 2021 - Employment & Skills Strategy Update \(Item 3.2\)](#)



# **Cambridgeshire & Peterborough Combined Authority**

## **Employment and Skills Strategy**

*October 2021 - DRAFT*

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# Executive Summary

Cambridgeshire and Peterborough is core to the UK's future growth, global competitiveness and zero-carbon transition. It is a major economic engine of the national economy and the Oxford-Cambridge Arc and, prior to the pandemic, a net contributor to the public finances of the UK.

Firing this engine are the thousands of people who live and work in the area. Now, more than ever, as our people and the businesses and organisations in which they work emerge from the distress and disruption wrought by Covid-19, there is a need for an employment and skills system that matches their needs and opportunities.

There are large employed workforces in much of the area, and growth in priority sectors in places with strengths in agritech, advanced manufacturing, digital and life sciences. But high level skills growth is slowing, and school leavers are more likely to go straight into work than further/higher education or training, risking people missing out on upskilling and further career progression.

The raft of changes facing businesses from Covid recovery, Brexit, transition to net zero and Industry 4.0, is driving evolving skills needs for employers. As our society ages and people pursue longer and changing careers, and people seek full lives, we need agile people-centred life-wide learning and careers support, strengthened links between employers and providers for careers advice beyond school, and expanded support for people into and between work.

## Vision and priorities

Our Strategy vision is for:

**A successful, globally competitive economy offering high-skilled, well-paid, good quality jobs, delivering increased productivity and prosperity to support strong, sustainable and healthy communities and enabled by an inclusive, world-class local skills system that matches the needs of our employers, learners and communities.**

This means for our people, employers, providers and place leaders:

**People** experience fulfilment and good physical and mental health with productive, quality working lives. They drive their own learning and career journeys and feel confident to enter and re-enter the labour market over the course of their lives. They can access support and learning to meet their ambitions when and how they need.

**Employers** are providing good quality jobs; have the skills they need in their staff and can recruit the right person for the right job. They understand their skills needs and their inputs shape an agile, responsive skills system that delivers a regional pipeline of talent, matched to job opportunities to support strong businesses and enable business growth.

<p><b>Providers</b> work collaboratively across Cambridgeshire and Peterborough in an integrated education and skills system to deliver learning, qualifications, careers education and support to enable people to enter the labour market in the ways that suit individual's needs and ambitions.</p>	<p><b>Place leaders</b> secure outcomes for the whole place, convening and supporting collaboration between employers and the integrated skills system, as well as linking into other local services for people across Cambridgeshire and Peterborough to lead healthy lives and fulfilling careers.</p>
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We are pursuing **three long-term change projects** that we believe are critical to ensuring our skills system can truly meet the needs of our local communities:

1. **A regional curriculum, with learning and training aligned to local job opportunities and careers** – using robust data and information from employers to inform the experiences, skills development and qualifications that school, college and university students need for local job opportunities and careers.
2. **A dual-track system, anticipating long-term needs and responding with agility in the short-term** – with providers who can *both* lead on future workforce development to provide a pipeline of talent and respond to short term skills need from industry.
3. **Co-ordinated place-based action areas, to engage all stakeholders in addressing multiple/complex issues** – convening place leaders, providers, schools, and partners to focus on improving skill and qualification levels and getting people into good jobs and to achieve higher earnings.

These three projects will ensure **effective** provision is delivered using an **agile** approach, in a way suited to the nuances of **our places**.

Our vision for the skills system will not be achieved overnight. Our **starting point is ensuring that short-term strategic priorities** are approached as a step in the right direction towards longer-term change. We will monitor progress on our priorities through a set of measures.

**Figure 1. Short-term priorities**

	Priorities	Progress measures
<p><b>Pre-work learning and formal education</b></p> <p><b>People can access learning and experiences during formal education that provide a strong foundation for labour</b></p>	<ul style="list-style-type: none"> <li>• Improving careers education, specifically around STEM and green skills, as well as information, advice and guidance</li> <li>• Widening education access and participation to make education more inclusive and the student</li> </ul>	<ul style="list-style-type: none"> <li>• Rising rates of people qualified to NVQ Level 4+ above national levels (especially in Peterborough, East Cambridgeshire, Huntingdonshire)</li> </ul>

<p><b>market entry and future working lives.</b></p>	<p>body (and future workforce) more diverse</p> <ul style="list-style-type: none"> <li>• Enhancing exposure to role models, work experience, and understanding of various training routes into sectors and occupations</li> <li>• Capital investment to improve teaching facilities and kit, particularly at FE</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing vocational courses age 16-18 studied at Level 3 (especially in Fenland)</li> <li>• Increasing progression rates post-18 into HE (especially in Peterborough, Fenland, East Cambridgeshire), FE (especially in Fenland, East Cambridgeshire, Huntingdonshire, Cambridge), and apprenticeships (especially in Cambridge, Peterborough), above national levels for the whole area</li> </ul>
<p><b>Employer access to talent</b></p> <p><b>Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce.</b></p>	<ul style="list-style-type: none"> <li>• Supporting covid recovery, growth and net-zero transition by developing priority skills and responding to acute issues</li> <li>• Increasing employers' engagement and influence on education and training</li> <li>• Embedding modern work practices and conditions and improving job quality</li> </ul>	<ul style="list-style-type: none"> <li>• Growing jobs across sectors – especially at least at level 3 in Peterborough and Fenland, and at level 4+ particularly in priority sectors</li> <li>• Increasing GVA growth (especially in Fenland and Cambridge), and overall above national levels</li> <li>• Increasing productivity (especially in Fenland, East Cambridgeshire, South Cambridgeshire and Cambridge), and overall, above national levels of growth</li> <li>• Increasing levels of employment especially in Fenland and Huntingdonshire</li> <li>• Continued growing employment in priority sectors in growth areas</li> <li>• Increasing earnings in Fenland and Peterborough</li> </ul>
<p><b>Life-wide learning and training</b></p> <p><b>People are aware of their learning needs and opportunities and able</b></p>	<ul style="list-style-type: none"> <li>• Improving access to careers information, advice and guidance at any age</li> <li>• Providing support to upskill and reskill in response to economic</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing numbers of workers at level 1 and increasing at level 3 (especially in Peterborough and Fenland)</li> </ul>

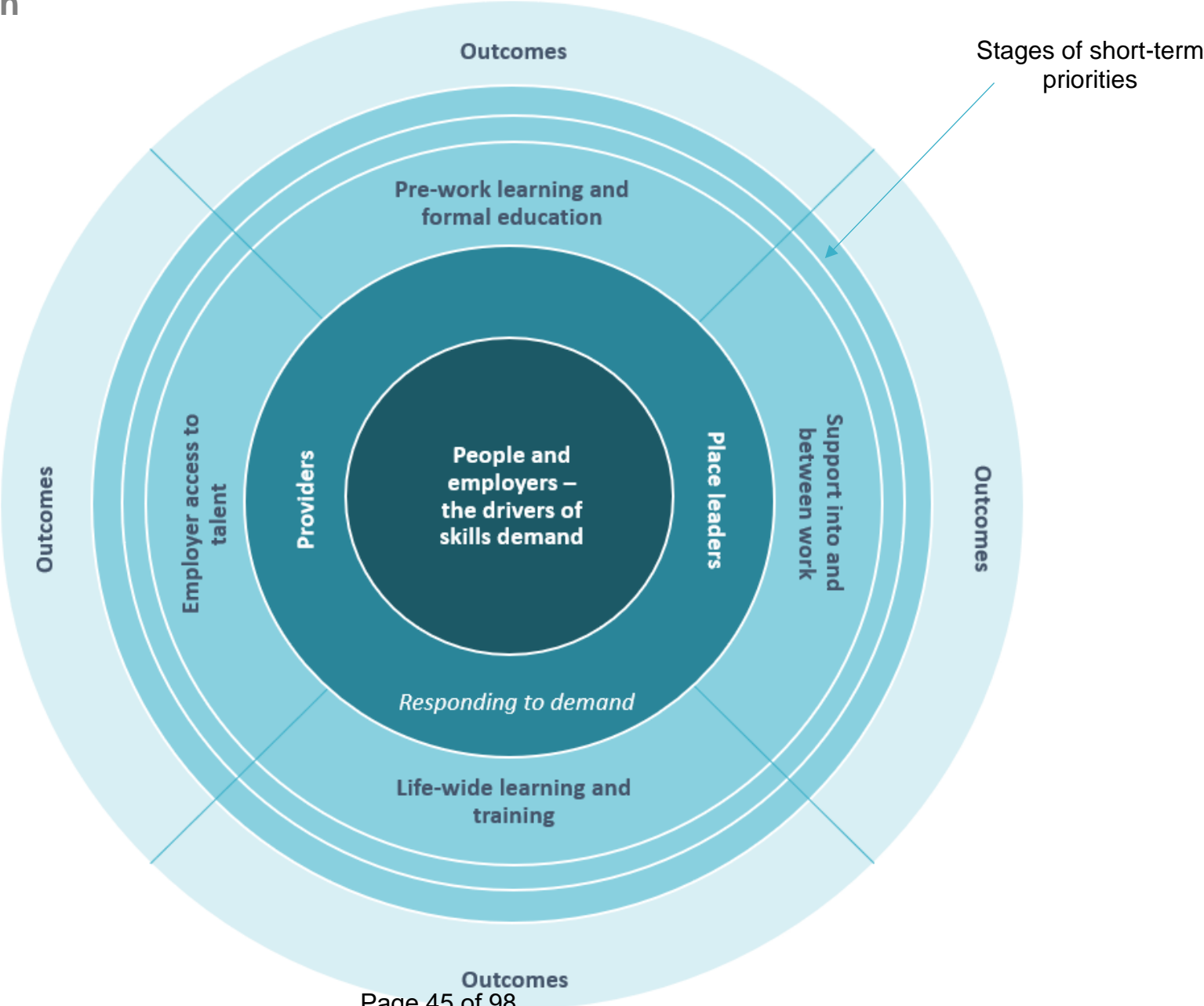
<p><b>to access provision that enables their development.</b></p>	<p>restructuring (e.g. following covid-19, Brexit, further digitisation, as net-zero transition intensifies)</p> <ul style="list-style-type: none"> <li>Increasing work-based learning, particularly apprenticeships, and introducing more accessible formats (e.g. short courses/ online/blended learning).</li> </ul>	<ul style="list-style-type: none"> <li>Increasing rates of in work training (provided flexibility at various levels)</li> </ul>
<p><b>Support into and between work</b></p> <p><b>Coordinated support is available for those who need additional assistance to transition into or between work.</b></p>	<ul style="list-style-type: none"> <li>Supporting unemployed and NEETs into training and employment</li> <li>Providing support for disadvantaged groups to access the labour market</li> <li>Targeting support for Covid-19 recovery and transitions for displaced workers</li> </ul>	<ul style="list-style-type: none"> <li>Improving transport and digital connectivity for all communities</li> <li>Reducing UC claimant levels</li> <li>Falling levels of economic inactivity</li> <li>Reducing NEET numbers</li> </ul>

In order to deliver on our priorities, we will set **strategic delivery plans with five-year terms**. This will form part of our wider Business and Skills Strategy. We will develop and agree with partners detailed action plans, addressing short-term priorities and move forward the process of delivering the long-term vision. Areas where we will pursue action now and in the first five years will focus on key areas:

- **Developing growth in jobs** – focused on business, GVA, productivity and jobs growth at least at level 3 in Peterborough and Fenland, and at level 4+ focusing on priority sectors across Cambridgeshire and Peterborough.
- **Supporting people into growing, changing and new jobs** – throughout people's lives – from creating strong pathways post-18 to utilising Life Long Skills Guarantee and entitlements – with higher level skills that employers need. In line with Government's Skills White Paper, this means including employers in shaping the system.
- **Co-designing with stakeholders and place leaders an agile skills system** for Cambridgeshire and Peterborough, with a regional curriculum, and enabling support through our Transport Improvement Plan and infrastructure and digital investment.

**The Combined Authority role in delivering this strategy is as a place leader with partners, and convener of skills provision across Cambridgeshire and Peterborough.** We will continue to expand our delivery and direction of adult skills programmes, support partners to overcome barriers and improve place outcomes for our residents, and make the case for expanded devolution of economic growth funding and flexibilities.

Our strategy in summary



# 1 Introduction

## Context

An area of contrasts, there are distinct differences in those needs and opportunities across Cambridgeshire and Peterborough. Our 2018 Independent Economic Review identified three interdependent subeconomies across our geography, Greater Peterborough, Greater Cambridge and the Fens. The six local authority areas which make up our place each have different strengths and challenges, but the global competitiveness of our area depends on the future success of all.

CPCA's previous Skills Strategy *Developing Talent: Connecting the Disconnect* was published in 2019 with an overarching imperative to deliver 'an inclusive, world-class local skills ecosystem that matches the needs of our employers, learners and communities'.

Whilst few would question the ongoing relevance of this mission, the intervening years have seen significant changes the national and global context: Great Britain has left the European Union and Covid-19 has impacted the economy, people's health, wellbeing, and how they work and learn. The UK's economic recovery from the pandemic has been aligned both to the levelling-up agenda, aiming to reduce inequalities between different parts of the country that covid has laid bare and the intensifying drive to attain net-zero carbon emissions in the UK by 2050. Locally, Mayoral elections in 2021 brought a new Mayor, Dr Nik Johnson, to Cambridgeshire and Peterborough, mandated to place his values of compassion, co-operation and community at the heart of future strategic plans.

With the economy now re-opening, vaccination numbers rising and deaths falling, a new set of challenges are to be faced by the region. In the short-term, the end of the government's extensive employment support schemes mean many individuals, particularly those in precarious work, are at risk of unemployment. Longer-term, Covid-19 has accelerated trends such as automation which combined with transitioning industries to net zero risk further unemployment and will require reskilling and upskilling.

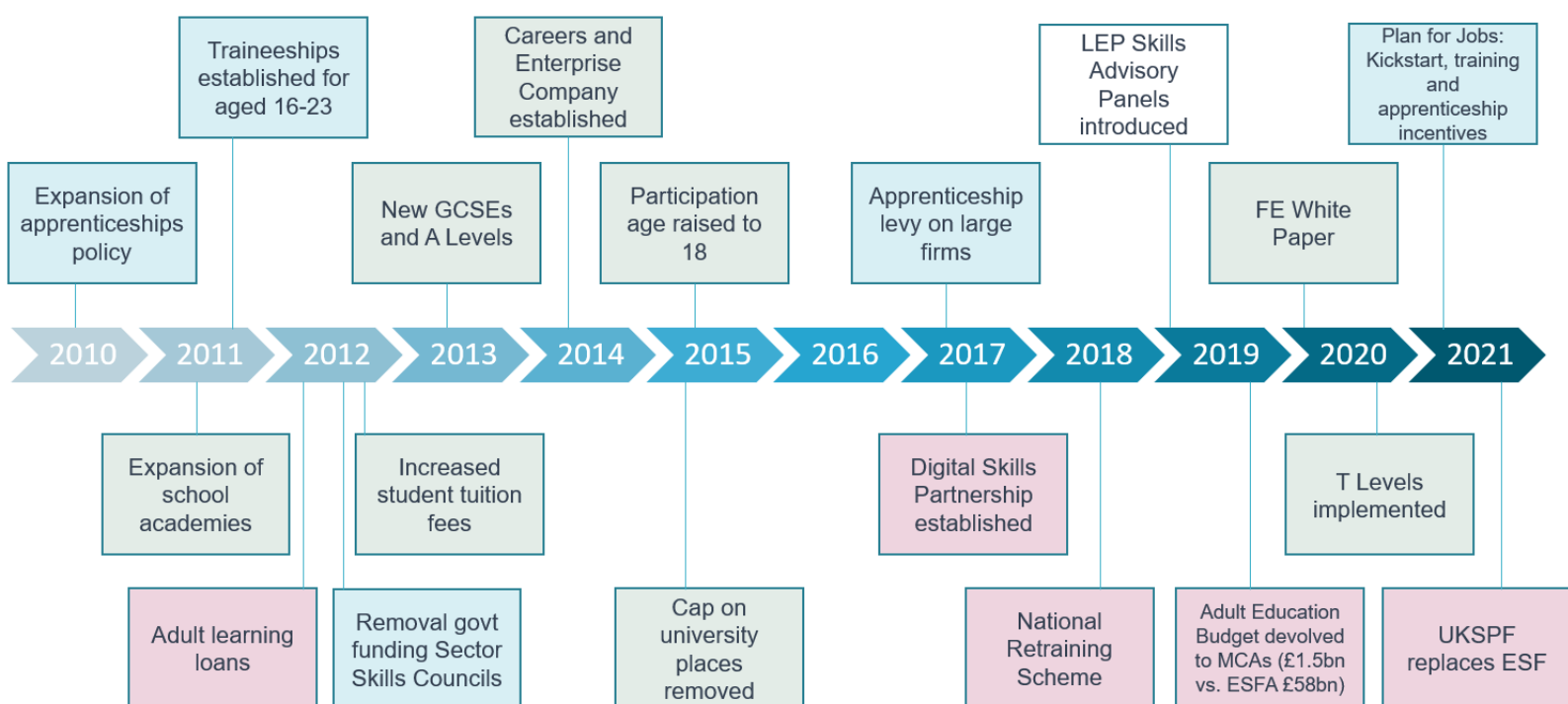
Few would question the ongoing relevance of the mission at the core of *Developing Talent*, and many good things have been achieved through the actions flowing from it, not least of which are the establishment of the new Anglia Ruskin University Peterborough (set to open in the academic year 2022/23), the first localised commissioning of Adult Education with devolved funds and the launch of Growth Works with Skills, a demand-led online platform connecting learning and employers across the region.

However, since 2019, we have seen significant changes in the national and global context. As we move through the *Respond* phase of the LERS and further into *Recovery*, it has been essential to review and update the skills strategy, to reflect the changing skills needs and challenges in the current and future economic context.

Anchored by the priorities identified in the Cambridgeshire and Peterborough Independent Economic Review and the region's Local Industrial Strategy and reflecting the current Local Economic Recovery strategy, this refreshed skills strategy convenes and validates the current strategic priorities for the area. Looking further to the future, the document also sets out a longer-term vision for the future of the skills system in the region and the outcomes it needs to deliver for local people and businesses, reflecting nuances in places across the area.

This balance of current and future perspective will allow local stakeholders to coalesce around a shared set of objectives and outcomes, matching investment opportunities to local priorities in the short-term, for example as further packages of recovery support are released from Government, as well guiding longer-term change, for example the transition to net-zero.

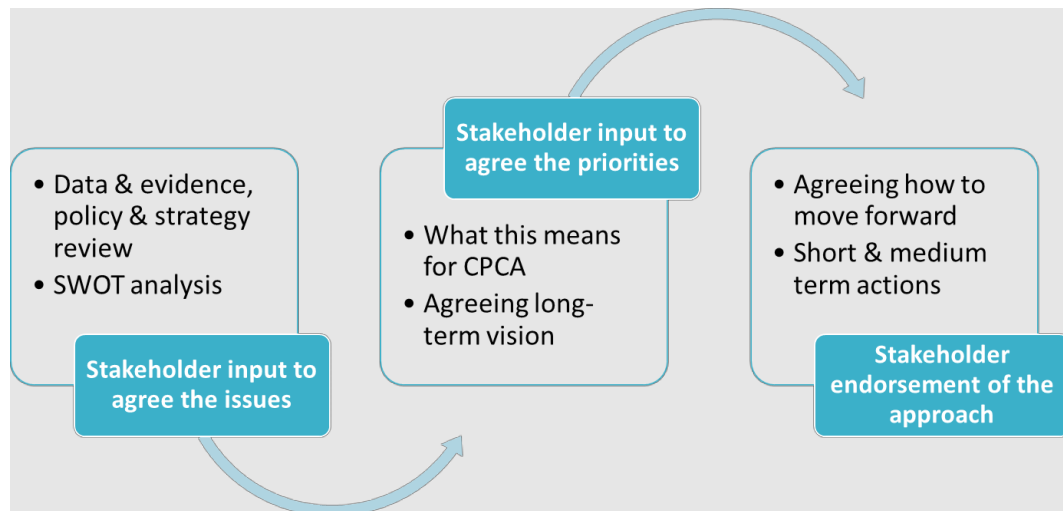
**Figure 2. Key national skills policy developments 2010-2021**



## Approach

The work to develop this strategy was undertaken between June and October 2021, incorporating a detailed data and evidence review, an open call for evidence from partners across the region and a series of stakeholder workshop sessions. Throughout the process the CA's Skills Committee and Employment and Skills Board and Business Board have provided input to guide and shape the strategy. The process has been iterative, with partners and stakeholders from across the area engaged multiple times to provide input as the development of the strategy progressed.

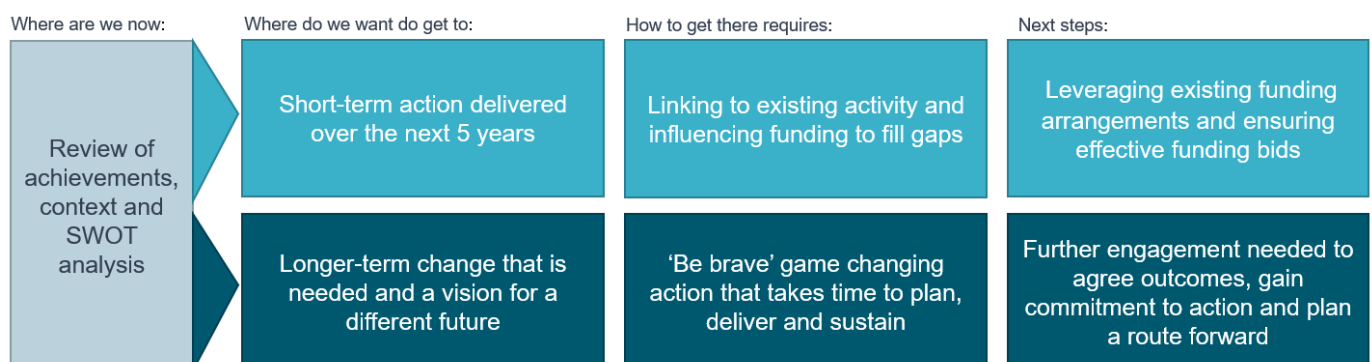
**Figure 3. An iterative approach to developing the strategy**



A challenge put to us by stakeholders in the early stages of the strategy development process was to ensure that this document effectively balanced short-term and long-term strategic priorities; recognising imperatives to act to deliver on existing and pressing priorities *and* setting a vision for change, particularly where issues identified were symptoms of deeper causes which were likely to require sustained, incremental action over a longer period of time.

We accepted this challenge, and the strategy presents both long-term outcomes and short-term strategic priorities. Moving forward, it is our aim to set strategic planning periods for a maximum of five years, agreeing a sub-set of core priorities, objectives and outcomes to pursue, monitoring progress to delivering on these, and then taking stock and calibrating prior to setting out a subsequent strategic plan.

**Figure 4. Balancing short and long-term perspectives**





# 2 Where we are now

## Population and labour market context

This section considers the current context across the CPCA area and each of the six local authority areas: Cambridge, Peterborough, Fenland, Huntingdonshire, East Cambridgeshire, and South Cambridgeshire. From the evidence review, stakeholder and partner insights, and an open call for evidence, we have developed an analysis of key strengths, weaknesses, opportunities and threats in the labour market and skills system across the CPCA area and in each of the six local authority areas, and detail in this section the key challenges and issues for a new Strategy.

The context in this section provides clear areas for our strategy now to focus on:

- gaps in pre-work learning and formal education
- boosting employer access to talent
- strengthening life-wide learning
- ensuring support for people into and between work – in and outside of the DWP system and throughout their lives.

## Population trends

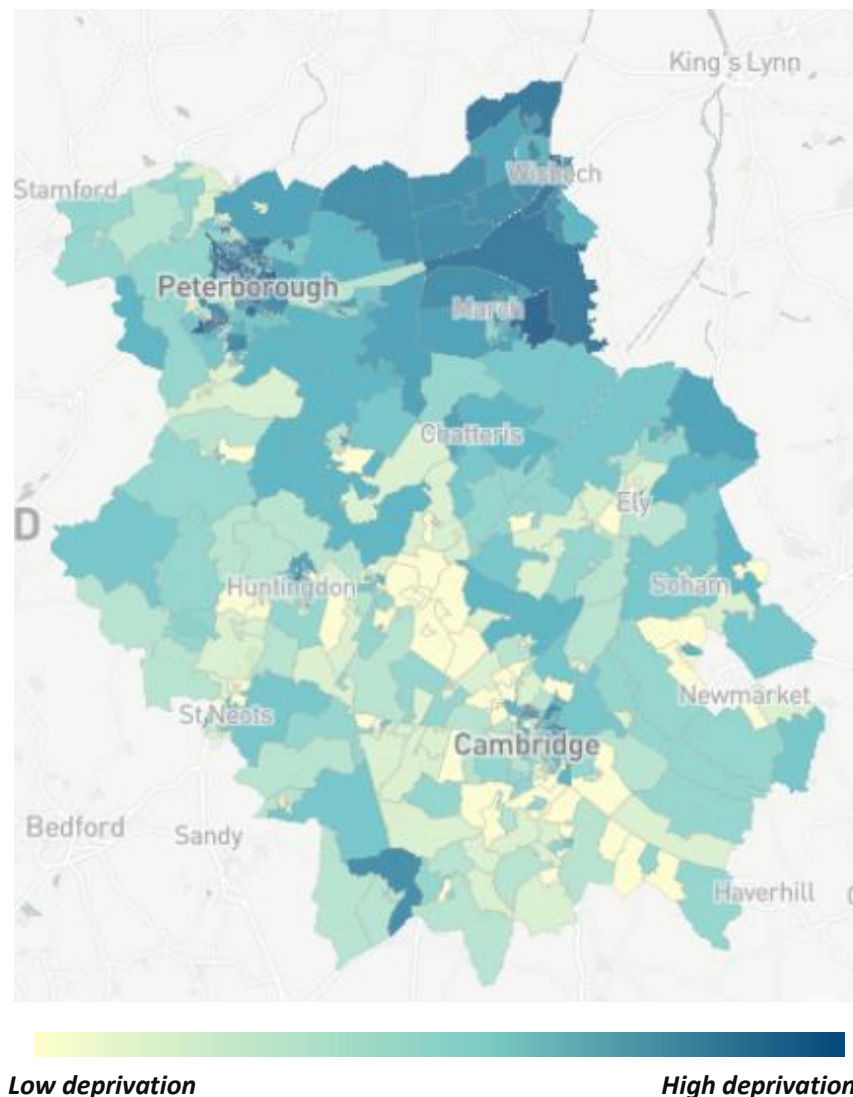
Cambridgeshire and Peterborough is an area of more than 850,000 people, with population centres in Peterborough and Cambridge, and much of the population living in surrounding rural towns and villages. **The area is growing**, with population growth projected at 2.6% by 2040 against a national projected fall of -13.6%. However, only two of the local authority areas are projected to grow – Peterborough and Fenland – at 11.7% and 9.1%. Peterborough has been one of the fastest growing cities in the UK in recent years.

The working age population in the area is growing more slowly than average at just 0.1%, compared with 1.5% growth nationally – suggesting **faster future ageing**. This trend is uneven across the area. Only South Cambridgeshire has working age population growth above average – at 2% compared with 1.5% across the UK. In Cambridge and Huntingdonshire the working age population is falling, and faster than the overall projected population change by 2040 – by -3.4% and -0.3% respectively<sup>1</sup>.

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<sup>1</sup> Metro Dynamics analysis of ONS Annual Population Survey (APS) data (2020).

**Figure 5. Index of Multiple Deprivation across Cambridgeshire and Peterborough (2019)**



In this part of England, there are fewer deprived areas than average – particularly in income, employment and health. But **there is inequality and disparities across the CPCA area** – many places experience very low levels of deprivation and offer good quality of life for residents, but deprivation is clustered in Fenland and Peterborough with pockets in Cambridge<sup>2</sup>.

### **Pre-work learning and formal education**

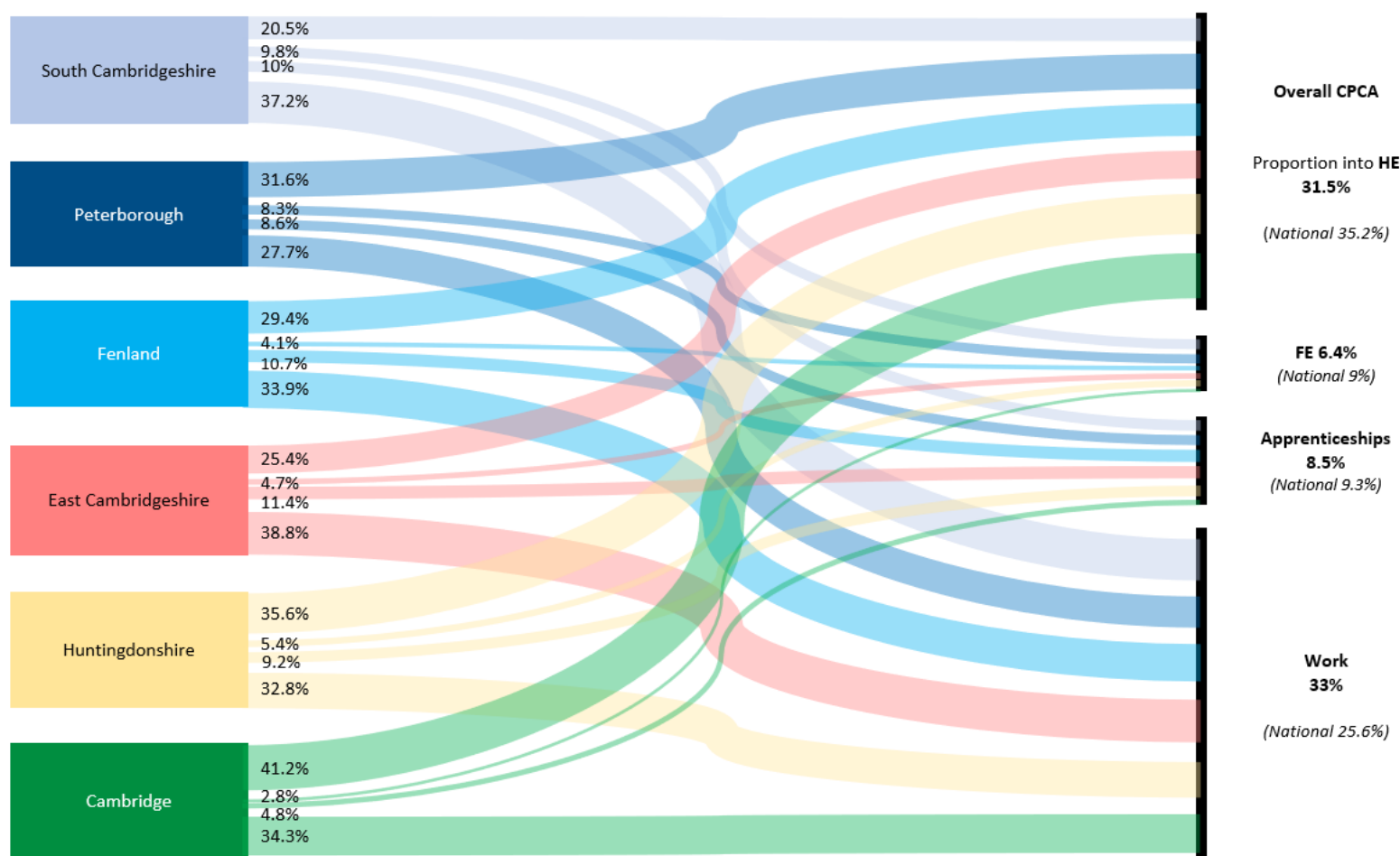
**Young people are leaving school at 18 less likely to go on to study in higher education, further education or through an apprenticeship** in Cambridgeshire and Peterborough than on average across the country. Only 31.5% are progressing onto HE, compared with 35.2% nationally, with 6.4% progressing onto FE compared with 9%

<sup>2</sup> Metro Dynamics analysis of MHCLG Index of Multiple Deprivation (IMD) data (2019).

nationally, and 8.5% progressing onto apprenticeships compared with 9.3% nationally. School leavers are more likely to move straight into work rather than continuing education or training than elsewhere in the country.

**Progression rates at 18 vary by place.** The lowest rates for HE are in South Cambridgeshire at 20.5% and East Cambridgeshire at 25.4% compared with the highest at 41.2% in Cambridge and 35.6% in Huntingdonshire. The lowest progression rates into FE at 18 in the area are in Cambridge at 2.8% and Fenland at 4.1%, compared with the highest at 8.3% in Peterborough and 9.8% in South Cambridgeshire. There is higher than average progression into apprenticeships in East Cambridgeshire at 11.4%, Fenland at 10.7%, and South Cambridgeshire at 10%<sup>3</sup>.

**Figure 6. Progression rates at 18 into HE, FE, apprenticeships, and work by local authority area (2018/19)**



**Fewer pupils are studying vocational courses aged 16-18** – with falls in every Cambridgeshire district area, but only by -1% in East Cambridgeshire compared with -25% in South Cambridgeshire and -23% in Cambridge between 2016 and 2019. **More students are pursuing lower level vocational qualifications post-16.** In 2019/20, Y11s

<sup>3</sup> Metro Dynamics analysis of DfE school leaver destinations data (2019).

progressing onto vocational qualifications were more likely to be at level 1 than 2016-19, and less likely to be at level 3.

**More pupils are pursuing A Levels across Cambridgeshire** – with an overall 6% rise. But this has grown by 15% in Cambridge compared with a fall of -15% in South Cambridgeshire and little change in Huntingdonshire and Fenland between 2016 and 2019. The vocational/A Level split varies by place – 68% of pupils aged 16-18 in Cambridge study A Levels, while 69% in Fenland study vocational courses. The split is more even in East Cambridgeshire and Huntingdonshire<sup>4</sup>.

**Apprenticeship uptake has been impacted by the Apprenticeship Levy and Covid.** The drop in apprenticeship starts between 2019/20 and 2020/21 was larger than the national average at -25% compared with -18%. The most popular subjects of business, administration and law; and health, public sector and care - made up around 60% of total apprenticeship starts, in line with national averages. Manufacturing apprenticeships declined from 16% in 2019/20 to 11% in 2020/21, but apprenticeship starts in construction, planning and the built environment doubled from 4% to 8% of starts from 2019/20-2020/21, increasing to national levels<sup>5</sup>.

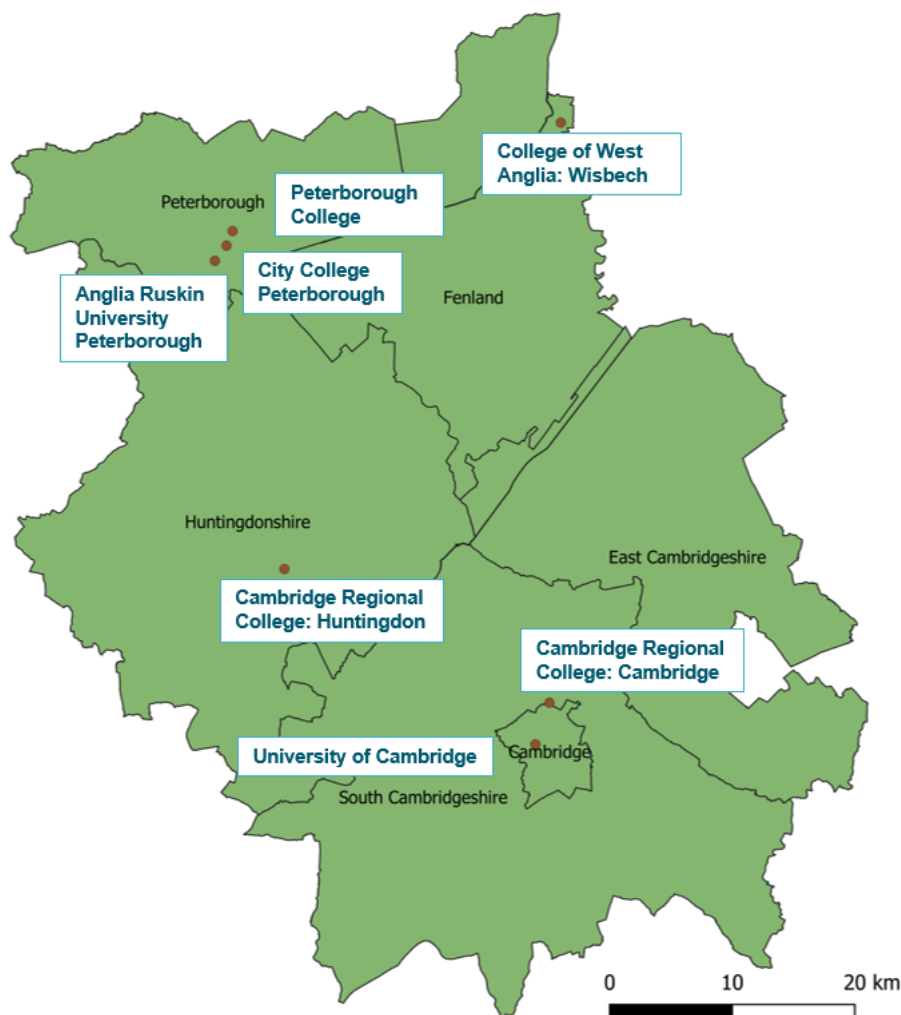
**Patchy engagement with post-16/18 education is exacerbated by education estate and access cold-spots** – notable in Fenland and East Cambridgeshire – and physical and digital – including connection and device – access challenges for rural and deprived communities.

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<sup>4</sup> Cambridgeshire County Council Y11 transitions data (2020).

<sup>5</sup> CPCA apprenticeships data (2021).

Figure 7. HE and FE institutions mapped across Cambridgeshire and Peterborough



The **area is starting to fall behind the national average on higher level skills**. The proportion of the working age population qualified up to level 3 is rising at 2.3% compared with a fall of 0.1% nationally. This could be positive, however, the proportion of people whose highest qualification is a level 2 is also rising against a national fall, and qualifications at level 4+ are growing more slowly than average.

Currently levels are in line with the rest of the UK at 43% of the working age population qualified at level 4+, but this rate is growing more slowly than average overall, and there is large variation between places. Rates range from 60% of the working population in Cambridge to 27% in Fenland. Rates are rising fastest in Huntingdonshire at 6.7%. But in Fenland, Cambridge and East Cambridgeshire, rates are falling<sup>6</sup>.

Alongside variation in access to education and training across Cambridgeshire and Peterborough, there are **gaps in opportunities for work experience and exposure to role models** that showcase the range of occupational opportunities in the area. The

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<sup>6</sup> Metro Dynamics analysis of ONS Annual Population Survey (APS) data (2020).

implementation of T Levels coinciding with Covid has added to the difficulty of students able to access work experience as part of their studies.

Without priority given to careers education and advice at school and in HE and FE provision, **there are gaps in careers guidance, and soft and technical skills that employers need**. A focus on academic routes at school and FE and HE providers incentivised to deliver qualifications rather than skills, means that opportunities are missed to skill up young people in Cambridgeshire and Peterborough for local jobs and future opportunities.

## **Employer access to talent**

**Businesses are facing a raft of changes to which they are responding** – Covid recovery, impact of Brexit, digitisation and Industry 4.0, transition to net zero, and changes and pressures on supply chains. These are driving new ways of working and demand for new technical skills from the workforce. The local knowledge and manufacturing based economy is well placed to innovate and build new opportunities around Industry 4.0 and net zero priorities. But skills provision needs to both anticipate and respond to the range of changes for sectors and occupations across the area.

GVA and employment in priority sectors is strong and growing – maintaining **Cambridgeshire and Peterborough's role as an economic growth centre**. GVA is growing across the area faster than average – at 9.4% compared with 8.6% nationally. Peterborough has the fastest growing GVA levels at 15%. **Productivity overall has fallen slightly** by -1.1% compared with 1.2% growth nationally. Productivity has only grown in Peterborough – by 7.9%, and Huntingdonshire by 2.9%. Fenland has the lowest productivity and GVA levels in the area that are both falling – by -11.6% and -4.1% respectively, and the lowest earnings in the area. The highest productivity levels are driven by manufacturing and in Peterborough and Huntingdonshire<sup>7</sup>.

Strong productivity and GVA performance in Peterborough is not following through to wages for residents. There is **large disparity in residents' earnings across the area**: Peterborough (with Fenland) has the lowest average earnings in the area, at £23,973 compared with £31,673 in Cambridge and South Cambridgeshire<sup>8</sup>. The impact of lower skill levels in places such as Fenland means that communities are struggling to benefit from the region's growth, threatening future opportunities.

Providers and place leaders experience inconsistent articulation of skills needs from employers, and there has been a narrow strategic focus on higher level skills and sector strategies for CPCA's priority sectors (advanced manufacturing, agritech, digital, and life sciences). Employers experience a lack of access to information on labour availability locally and up to date intelligence on content of skills provision locally. Further **information and collaboration on recruitment and skills needs as well as provision** – including longer-

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<sup>7</sup> Metro Dynamics analysis of ONS data (2019).

<sup>8</sup> Metro Dynamics analysis of ONS Annual Survey of Hours and Earnings (ASHE) data (2020).

term trends affecting skills demand in future – could be better joined up between employers and providers, building on the ongoing Growth Works programme, and making the most of Cambridge Ahead and Opportunity Peterborough networks.

**Employment levels across the area are high** compared to national averages, but levels have fallen in Fenland, Huntingdonshire and South Cambridgeshire. Employment in CPCA priority sectors (advanced manufacturing, agritech, digital, and life sciences) is rising faster in the area than average at 17.4% compared with 6.6% nationally. However, the **positive growth in priority sector employment is not experienced evenly across the area** – 20% of total employment in the area falls into the priority sectors, and Fenland in particular is home to very few priority sector jobs.

**High levels of self-employment in Fenland** point to a strong entrepreneurial culture, but this is the only place that has more people self-employed than employed in a priority sector. Fenland, Peterborough and Huntingdonshire all had lower recent increases in employment levels, closer to (or lower than) the national average than the CPCA average, with much sharper increases in self-employment. Population growth is outstripping jobs growth, with a recent -4.8% fall in employment levels against a 0.7% rise in working age population, indicating further future issues in residents finding job opportunities in Fenland<sup>9</sup>.

The largest employed workforces proportionate to population in the area are in Huntingdonshire and East Cambridgeshire, where earnings are above average levels – offering opportunities and quality of life. **Clusters of employment in CPCA priority sectors are growing** in life sciences in South Cambridgeshire and Cambridge, advanced manufacturing and digital in Peterborough and Cambridge, and agritech in Huntingdonshire, East Cambridgeshire and Fenland. This provides opportunities for residents to benefit from growth with the right skills provision and support. However, priority sectors account for 20% of total employment, and the CPCA Local Economic Recovery Strategy emphasises a focus on the hardest hit foundational sectors that make up the bulk of employment.

There has been resilience in jobs and recovery from Covid – with lower than average furlough rates in Cambridgeshire and Peterborough – at 4.2% of the workforce compared with 5% nationally in August 2021. But **foundational sectors continue to face recruitment demand issues** as a result of Covid and Brexit – for example, retail and hospitality vacancies have risen by 40.2% and construction by 25% from February 2020 to May 2021<sup>10</sup>. Overall in Cambridgeshire and Peterborough, job postings in September 2021 were 3% higher than across the UK, and 13% higher than pre-pandemic levels, and higher in every area except Cambridge (-5% lower)<sup>11</sup>.

The main skills gaps are in mid-level, skilled roles, these require strong work-related and/or technical training. Therefore, considering these skills needs, the lower occupational levels, and fall in employment levels, in places such as Fenland, **a drive for increasing**

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<sup>9</sup> Metro Dynamics analysis of ONS Business Register and Employment Survey (BRES) data (2020).

<sup>10</sup> Cambridgeshire County Council analysis of Burning Glass vacancies data (2021).

<sup>11</sup> Cambridgeshire County Council analysis of EMSI vacancies data (2021).

**higher level skills alone will not address barriers facing residents and the structure of jobs and businesses<sup>12</sup>.** There needs to also be a focus on growing local businesses and creating and attracting new jobs to the area.

### **Life-wide learning and training**

With an ageing society, **people will be working for longer and changing jobs more throughout their careers.** This reflects the need for 'life-wide' learning rather than 'lifelong', as careers are becoming less and less linear, with people having a portfolio of jobs and experience throughout their lives. Life-wide also reflects the ability for people to pursue learning in the community for enrichment outside of direct job-related training.

This with the raft of changes facing the economy in the coming years will require a skills system that can respond to local employer needs, and individuals' ambitions and individual technical and soft skill gaps as these develop through their careers. Currently, access to careers guidance and advice beyond a school setting is lacking.

**Transitions between jobs, employers, occupations and roles will become more important as driving trends play out in the local economy.** Industry 4.0 and automation, potentially accelerated by labour shortages currently being experienced from the effects of Covid and Brexit, are expected to impact priority sectors in Cambridgeshire and Peterborough. Agritech has the highest exposure to automation at 49% of employment exposed, with 43.9% of employment not overlapping with other priority sectors. Advanced manufacturing faces 39% of employment exposure, with 33% for digital and 31% for life sciences. These three sectors also have more overlapping occupations in other sectors, ranging from 74.2% to 79.9%<sup>13</sup>. Reskilling will be a clear challenge in the coming years, particularly in areas with concentrations of agriculture and manufacturing.

As we transition to net zero with national targets set by 2050, and with CPCA committing its own operations to becoming net zero by 2030, **skills and recruitment needs will grow in order to decarbonise sectors.** Overall, across Cambridgeshire and Peterborough, it is estimated that around 10.7% of jobs will require upskilling to become green jobs (slightly higher than nationally at 10.6%). But this is driven by a low proportion in Cambridge (7%) – in Fenland it is 13%, in the other Cambridgeshire districts the figure is 12%, and in Peterborough 11%<sup>14</sup>.

**Higher workplace training rates in Peterborough and Fenland** (with 25.4% and 27.8% reporting receiving training in the last quarter compared with 11.9% in Cambridge) demonstrate that residents can and do access up to date work experience and skills – including digital, technical and soft skills at work<sup>15</sup>. However, linked to lower progression

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<sup>12</sup> Metro Dynamics analysis of DfE Employer Skills Survey (ESS) data (2019).

<sup>13</sup> Metro Dynamics analysis for CPCA, *Covid-19 Labour Market Implications for Priority Sectors*, February 2021.

<sup>14</sup> PCAN, LSE, University of Leeds, *Just Transition Jobs Tracker*, March 2021.

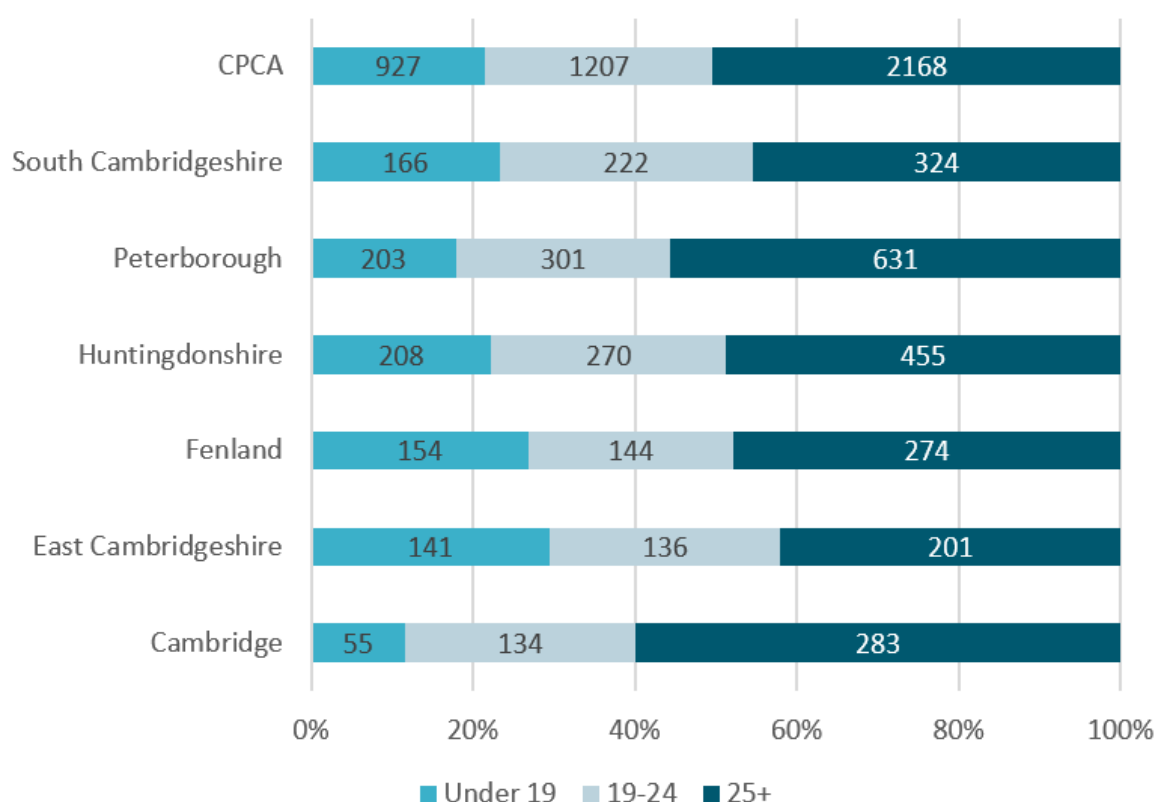
<sup>15</sup> Metro Dynamics analysis of ONS Annual Population Survey (APS) data (2020).



from school into FE, HE, and apprenticeships, this also signals that **pre-work education is leaving residents in these places with gaps** in job related, technical, and/or soft skills that employers need, and there is a lack of range in the offer of work-related training from providers.

**Across the area, half of all apprenticeship starts are being taken up by people aged 25+,** with Peterborough and Cambridge both recording higher proportions of starts by people in this age group. In Fenland and East Cambridgeshire cohorts tend to be younger, with a higher proportion of starts made by people under age 19. CPCA's apprenticeship cohort is getting older. In 2017/18 44% of learners were aged 25+; by 2019/20 50% of learners were 25+. Meanwhile, over the same time period the proportion of stats by people under age 19 fell from 26% to 22%<sup>16</sup>.

**Figure 8. Number and proportion of apprenticeship starts by local authority area (2019/20)**



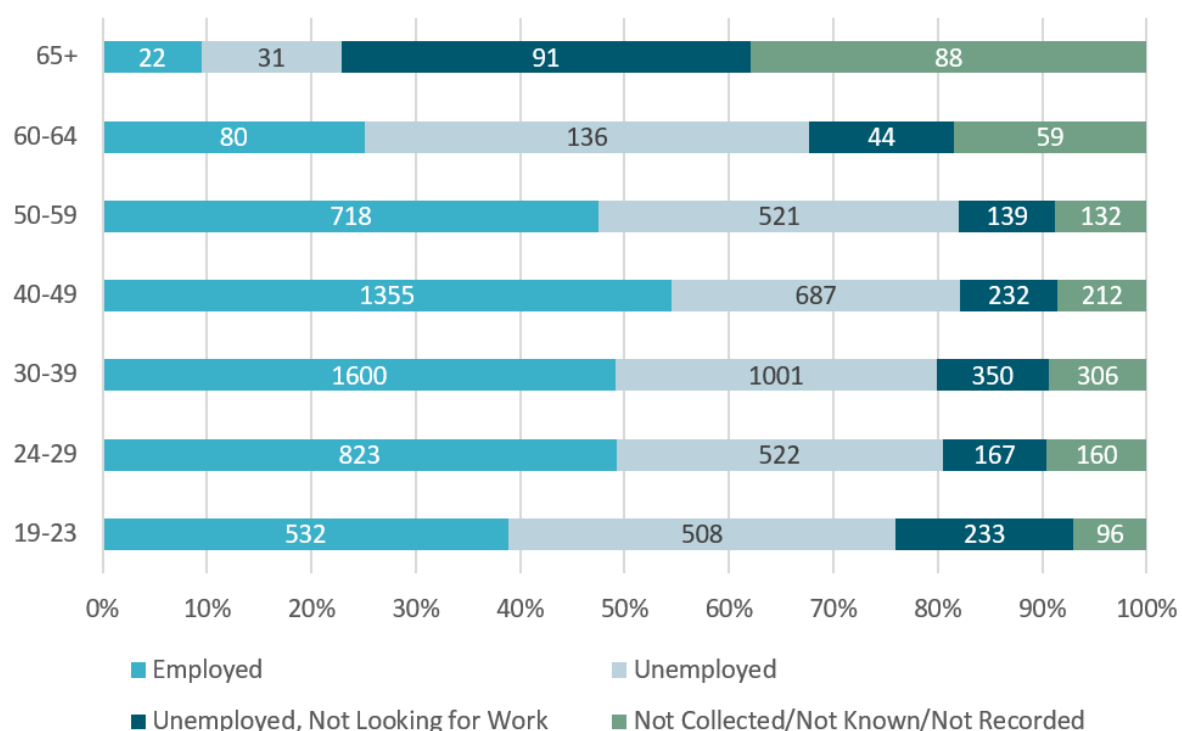
**Learner participation in courses funded by CPCA's Adult Education Budget grew from the first year of devolution in 2019/20, from 8,421 to 9,097 (R13), this is despite the disruption to learning caused by Covid.** Courses that are so far most popular in 2020/2021 are health, public services and care; preparation for life and work; and information and communication technology.

<sup>16</sup> Metro Dynamics analysis for CPCA, *Covid-19 Labour Market Implications for Priority Sectors*, February 2021.

Of 14,067 enrolments in 2019/20 (some students enrolled more than once), almost half were in preparation for life and work, while another quarter are in health, public services and care. Peterborough accounts for almost half of all enrolments at 6,720, with the remainder of enrolments spread across the other districts.

**As cohorts age, learners are increasingly likely to be employed at the time of their enrolment**, up until cohorts aged 50+, when the likelihood of being employed at the time of enrolment begins to decrease. Older cohorts also tend to have higher prior education attainment levels, although it should be noted that in older age groups the proportion of 'unknown/missing' attainment levels increases, making it hard to confirm a trend.

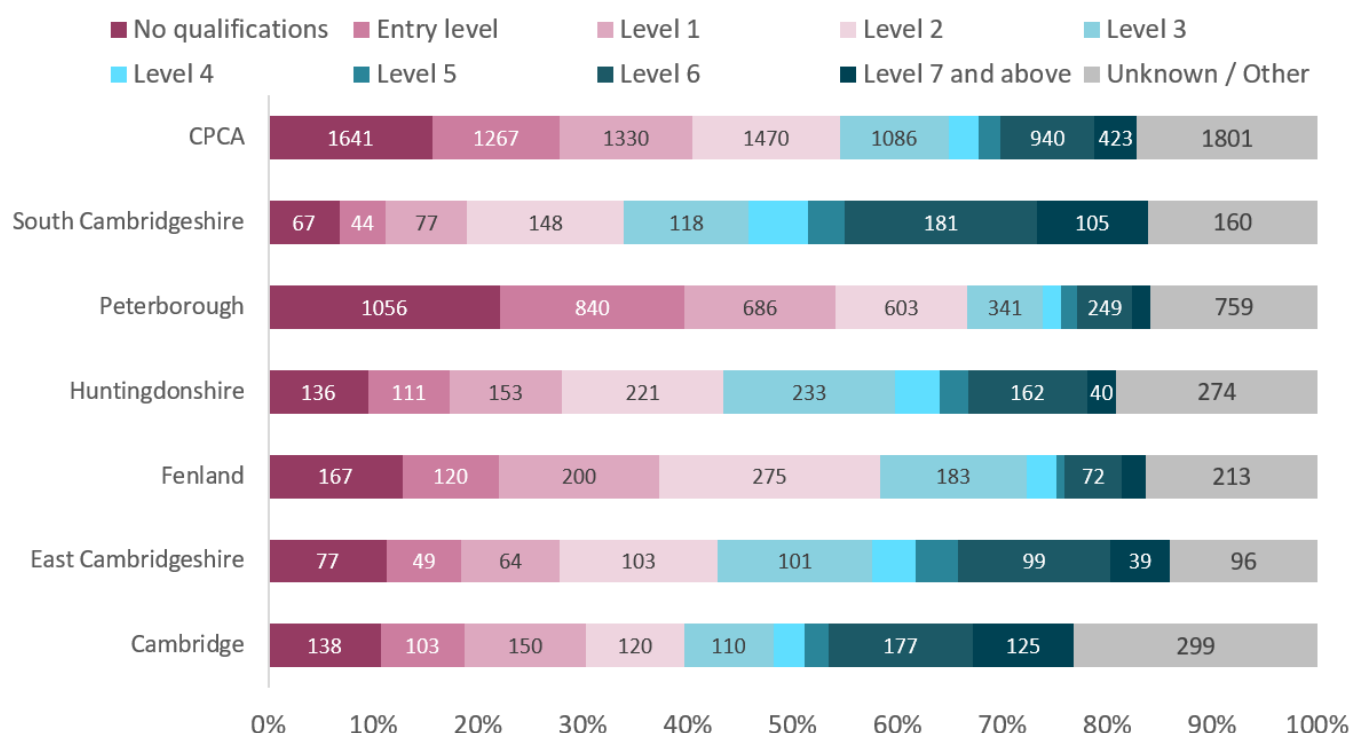
**Figure 9. Prior employment status of CPCA AEB learners by age group (2019/20)**



**Across the area, 55% of learners who enrolled in AEB courses had Level 2 or below prior education levels**, including 15% of learners with no qualifications at all. Again, this varies by place: only in Fenland and Peterborough do the proportions exceed half of enrolments, at around 60% and 65% respectively. Across other districts, more learners start at higher prior attainment levels<sup>17</sup>.

<sup>17</sup> Metro Dynamics analysis for CPCA, *Covid-19 Labour Market Implications for Priority Sectors*, February 2021.

**Figure 10. Prior education attainment levels of CPCA AEB learners by age group (2019/20)**



**Occupational structure and levels vary significantly across the area.** In Cambridge, 53% of residents are working in occupations at skill level 4 (jobs which typically require a degree or equivalent period of relevant work experience), compared with just 14% in Fenland compared with 31% nationally. All areas have lower than average rates of level 3 workers. In Huntingdonshire, Fenland, Peterborough and East Cambridgeshire, around 32% of the workforce is employed in level 2 roles (in line with national averages). Fenland and Peterborough have much higher than average level 1 workers – at 18.3% and 17% respectively compared with 9.2% nationally. Levels reflect the five highest employing occupations across the area: sales and retail assistants, administrative occupations, care workers and home carers, elementary storage occupations, and nurses<sup>18</sup>.

**There are barriers to people being able to take up the skills provision currently available for adults.** Important in an area with rural communities, transport and digital connectivity remain major barriers to learning for many, and this combines with other health, financial, childcare, and mental health barriers that people in more deprived and isolated communities face.

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

<sup>18</sup> Metro Dynamics analysis of ONS Annual Population Survey (APS) data (2020).

## Support into and between work

**Sustained support is required for people experiencing multiple and complex barriers to education and labour market entry.** Current support being provided through European Social Fund (ESF) funded projects alongside DWP programmes will need to continue in a new funding landscape. However, there will also be a need to support people into and between work who are not picked up by the DWP system.

**Covid-19 has triggered significant increases in Universal Credit** and Jobseekers Allowance claimants, weakening the past strength of the area having below average levels of claimants. Claimants (JSA and UC) has risen by 96%, affecting 4.2% of the working age population, compared with 5.3% nationally between March 2020 and August 2021<sup>19</sup>. Continuing close working with DWP and partners will be important to maximise the impact of Kickstart, Restart, Digital Skills Bootcamps, the health and care sector work academy, traineeships, and the Lifetime Skills Guarantee.

**Economic inactivity has risen** by 19.7% compared with a fall nationally of -4.4%, so rates are about in line with national averages at 21%. The rate for students is higher in Cambridgeshire and Peterborough at 34% compared with 26.8% nationally. This is far more pronounced in certain places, with a very large rise in students in Huntingdonshire of 417.6% and South Cambridgeshire of 134.9%, compared with a fall of -21.1% in East Cambridgeshire and -1.8% in Peterborough<sup>20</sup>.

Many of the jobs hit hardest by Covid are often held by young people. As we have seen above, pre-pandemic, the proportion of school leavers at 18 progressing into an unstained destination were below average in every place except Peterborough and Fenland, with rates of 15.3% and 13.9% respectively compared with 13.3% nationally<sup>21</sup>. However, **the rate of NEETs (young people not in education, employment or training) across the area in 2021 is low**, at 2.5% across Cambridgeshire, and 4.3% in Peterborough, compared with 9.3% across the UK<sup>22</sup>.

Overall economic inactivity and unemployment levels have moved closer to national averages, indicating inequality and gaps in people having the experience, exposure and opportunities – from providers and employers – to lead their own learning and career development.

## Place context

An area of contrasts, there are distinct differences in those needs and opportunities across Cambridgeshire and Peterborough. The six local authority areas that make up these areas our place each have different strengths and challenges, but the global competitiveness of our area depends on the future success of all.

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<sup>19</sup> Metro Dynamics analysis of ONS claimant data (2021).

<sup>20</sup> Metro Dynamics analysis of ONS Annual Population Survey (APS) data (2020).

<sup>21</sup> Metro Dynamics analysis of DfE school leaver destinations data (2019).

<sup>22</sup> CPCA NEETs data (2021).

Figure 11. Place context: where we are now SWOT by theme and place

	Strength
	Opportunity
	Weakness
	Threat

	Peterborough	Fenland	Huntingdonshire	East Cambridgeshire	Cambridge	South Cambridgeshire
<b>Population trends</b>	41.1% of Peterborough's communities are deprived	20% of Fenland's communities are deprived, with 23.6% experiencing health deprivation	Low levels of deprivation but highest rise in unemployment of 56% in 2020	Low levels of deprivation but highest rise in claimants during Covid of 104% to August 2021	Very localised inequalities suggested by below average productivity levels and rises in UC claims of 103% and unemployment of 28.6%	Very localised inequalities suggested by below average productivity levels and a 132% rise in UC claims and 60.2% rise in economic inactivity
	Fastest growing population projected at 11.7% by 2040, and working age population currently growing at 1.2%	Population growth projected at 9.1% by 2040 and working age population currently growing at 0.7%	Working age population is falling by -0.3% and the population is projected to further fall to 2040 by -0.6%, suggesting future ageing	Population growth has been slight and isn't projected to grow – suggesting future ageing and a smaller future workforce	Population isn't growing overall, and working age population has shrunk by -3.4%, with a projected population fall of -2.1% by 2040	Fastest growing working age population at 2% against a projected overall fall in population to 2040 of -3.7% – suggesting net workforce growth
<b>Pre-work learning and formal education</b>	Low levels of high skills in the area the proportion of Peterborough's population qualified to NVQ4+ is 32.1%	Lowest levels of high skills with 27% qualified to NVQ4+ and falling, up to level 3 risen by 8.1% at the same time that level 4+ have fallen by 1.5%, post-Y11 vocational courses growing at levels 1 and 2	Higher level skills are growing with 42.1% qualified to NVQ4+	Lower than average and falling levels qualified to NVQ4+ at 38.1%, fastest growth at level 2	Highest rates of residents qualified to NVQ4+ at 60%	High and growing levels of high skills at 56.2% with NVQ4+
	Good engagement in HE with 31.6% of pupils moving from 16-18 study into HE and 6.7% of working age population currently in HE study	Poor engagement in post-18 formal education – the lowest levels of residents in HE in the area at 3.2% and lower progression at 18 into FE at 4.1%	Highest proportion of residents (at working age) in the area in HE at 8% with recent growth, and 35.6% progressing into HE at 18	Poor engagement in post-18 education with lower than average proportions of 18 year olds entering HE at 25.4%	Highest rates of progression onto university from school at 41.2%	At 20.5%, lower progression into HE suggests gaps in the right provision for some cohorts
	Poor engagement in post-18 technical education with just 8.3% of pupils moving from 16-18 study into FE	Higher than average progression at 18 onto apprenticeships at 10.7%	Poorer engagement with formal post-18 education with lower than average progression into FE at 5.4%	Highest rate of progression onto apprenticeships at 18 at 11.4%	Lowest levels of progression at 18 into FE at just 2.8% vs. 9% nationally and apprenticeships at 4.8% vs. 9.3% nationally	South Cambridgeshire is an importer of apprentices for the area, and higher than average school leavers

<b>Employer access to talent</b>	and 8.6% onto apprenticeships		and apprenticeships at 9.2%			progress onto apprenticeships at 10%
	Highest GVA growth at 15% and productivity growth at 7.9% in the area	Only place with shrinking GVA at -4.1%, and fastest falling productivity at -11.6%	Higher than average GVA growth at 10.5% and growing productivity at 2.9%	High levels of employment with above average earnings at £27,238, higher GVA growth at 9.4%	High levels of employment in priority growth sectors, and high level earnings of £31,673	Fast growing GVA at 13.1% and higher average annual earnings of £31,425
	Lowest earnings joint with Fenland at £23,973, and job creation has been slower than average at 8% in recent years	Lowest earnings joint with Peterborough at £23,973, and low proportion of jobs in priority sectors with 5.4% growth	Large, engaged workforce earning above average levels with resident annual earnings of £28,911, and self-employment growing	Clusters of employment in priority sectors are growing quickly at 14.3% growth in employment in priority sectors	Falls in employment levels of 3.5% and productivity levels may threaten to limit the growth opportunities of	Highest growth in employment in priority growth sectors at 29.1%
<b>Life-wide learning and training</b>	Opportunity to capitalise on clusters of priority sectors to increase high skilled local opportunities and to promote good work with employers in the foundational economy facing recruitment challenges	Highest levels of self-employment at 18.7% point to a strong entrepreneurial culture	Slower growth in priority sector employment at 7.5% (but still above national average at 6.6%)	Falling productivity at -6% and lower than average level of people working at occupation level 3 at 19.8%	Slowest growth in GVA at 4.6% and falling productivity at -4.8%	Falling productivity at -5.4%
	Relatively high workplace training rates at 25.4% suggest residents can access up to date work experience and skills – but may be employed with lower skills	Relatively high workplace training rates at 27.8% suggest residents are accessing up to date work experience and skills – but may be employed with lower skills	Opportunity to utilise Covid impact of digital by default to increase digital learning and upskilling	Opportunity to utilise Covid impact of digital by default to increase digital learning and upskilling in a rural area and FE cold spot	Lowest levels of in work training – with 11.9% of people reporting having had in work training in the last 13 weeks – threat to leaving behind lower skilled workers	Low levels of in work training – with 13.3% of people reporting having had in work training in the last 13 weeks – threat of leaving behind lower skilled workers
<b>Support into and between work</b>	Higher rate of people working at occupational level 1 (17%) than nationally (9.2%) and lower at level 4	Higher rate of people working at occupational level 1 (18.3%) than nationally (9.2%) and lower at levels 3 and 4	Higher rate of people working at occupational level 4 (37.5%) than nationally (31%) and lower at levels 3 and 1	Lower rate of people working at all occupational levels than nationally	Higher rate of people working at occupational level 4 (53.8%) than nationally (31%) and lower at levels 3 and 2	Higher rate of people working at occupational level 4 (46.2%) than nationally (31%) and lower at levels 3, 2 and 1
	High levels of Universal Credit claimants at 7.2%, lower average earnings, and a rise in self-employment of 12% suggests precarity in work in Peterborough	National average levels of Universal Credit claimants at 5.1%, lower average earnings at £23,972, and a rise in self-employment of nearly 40% suggests precarity in work and other barriers	Higher proportion of people are qualified up to NVQ level 2 than level 3 at 18.9% and 17.6% respectively, threatening residents benefiting from future job opportunities	Highest growth in people qualified up to NVQ Level 2 at 6.5% - while falling elsewhere – and the proportion at this level is 25.1% vs. 15.5% nationally and higher than those qualified to level 3 at 19.2%	Rise in unemployment of 28.6% and rise in UC claimants during the pandemic of 103% shows there are pockets in Cambridge where employment support is needed	High growth of 60.2% in economic inactivity levels and falling productivity may threaten to limit immediate growth opportunities of priority sectors and expanding the benefit among residents
	Higher proportion of people are qualified up to NVQ level 2 than level 3 at	Rural geography and lower physical connectivity is a barrier for people travelling				



	21.1% and 17.8% respectively, threatening residents benefiting from growth	and accessing online learning and work, worsened by flooding risk				
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Figure 12. Place context: major trends and drivers – impact by place

	Strength
	Opportunity
	Weakness
	Threat

	Peterborough	Fenland	Huntingdonshire	East Cambridgeshire	Cambridge	South Cambridgeshire
<b>Covid-19</b>	Covid has exacerbated long term trends in deprivation and low wages in Peterborough – with 88% rise in UC claimants to the highest rate at 7.2%	Covid has exacerbated long term trends in unemployment and deprivation in Fenland – with 83% rise in UC claimants	High rise in UC claimants of 98% during Covid	High rise in UC claimants of 104% during Covid	High rise in UC claimants of 103% during Covid	High rise in UC claimants of 135% during Covid
	High levels of UC claimants may rise with the end of the furlough scheme – despite lower than national furlough levels	UC claimants may rise with the end of the furlough scheme – despite lower than national furlough levels				
<b>Brexit</b>	Covid has impacted global supply chains and disrupted normal distribution and demand patterns – particularly affecting manufacturing	Covid has disrupted education and accelerated digitisation of training – increasing difficulty of access for people and places with digital barriers	Covid has disrupted education and accelerated digitisation of training – increasing barriers in rural areas	Covid has disrupted education and accelerated digitisation of training – increasing barriers in an FE/HE cold spot	Covid has disrupted education and accelerated digitisation of training - increasing inequalities	Covid has disrupted education and accelerated digitisation of training - increasing inequalities
	Supply chains and labour shortages affecting range of industries including manufacturing	Agriculture and food supply chains will continue to be impacted by labour shortages from Brexit over the short term	Agriculture and food, manufacturing supply chains will continue to be impacted by labour shortages from Brexit over the short term	Supply chains and labour shortages affecting range of industries	Hospitality and leisure will continue to be impacted by labour shortages from Brexit over the short term	Supply chains and labour shortages affecting range of industries

Net zero	Transition to net zero will impact manufacturing and supply chains – impacting the jobs and skills employers need	Transition to net zero will impact agriculture and supply chains – impacting the jobs and skills employers need	Transition to net zero will impact agriculture and manufacturing supply chains – impacting the jobs and skills employers need	Transition to net zero will impact supply chains and a range of industries – impacting the jobs and skills employers need		
	Transition to net zero will create new jobs, occupations and new opportunities for those who can access support for new skills					
Infrastructure	Stronger physical connectivity and access to employment and learning	Residents risk being further left behind in growth and upskilling opportunities through weaker digital and transport connectivity to training and jobs	Railway links and employment and learning hubs that could grow	Residents risk being further left behind in growth and upskilling opportunities through weaker digital and transport connectivity to training	Stronger physical connectivity and access to employment and learning	Stronger physical connectivity and access to employment and learning
Education estate and access	Two colleges – City College Peterborough and Peterborough College – operating over same geography and serving students across the region	College of West Anglia campus in Wisbech, but rural access barriers to FE and HE – longer travel times to learning	Cambridge Regional College campus in Huntingdon – serving students across the region along with two Peterborough colleges	FE provision cold spot – lack of physical facilities	Cambridge Regional College based here – serving students across the region. Two Sixth-Form Colleges along with COWA Milton Campus.	South Cambridgeshire is a net importer of apprentices from other districts
	ARU Peterborough being established	Fenland is a net exporter of apprentices to other districts (Peterborough)	Huntingdonshire is a net exporter of apprentices to other districts (mostly South Cambridgeshire)	East Cambridgeshire is a net exporter of apprentices to other districts (mostly South Cambridgeshire)	University of Cambridge	Largest proportion of AEB learners with prior education at level 3 and above
	Peterborough is a net importer of apprentices from other districts	AEB learners more likely to be aged 19-23 than average for CPCA, and with previous education at level 2 or below	Second highest number of AEB enrolments in 2019/20 at 1,798, but significantly lower than Peterborough	East Cambridgeshire has the lowest AEB enrolment in the area, with 783 in 2019/20	Cambridge is a net importer of apprentices from other districts	
	Almost half of all AEB enrolments in 2019/20 were in Peterborough, at 6,720					
Environmental factors	With local jobs being transformed by automation; top occupations currently in retail, care and administration; and the labour market experiences new shortages from Brexit, young people may not have the role models in their communities as exposure for future opportunities	With local jobs being transformed by automation and the labour market experiences new shortages from Brexit, young people may not have the role models in their communities as exposure for future opportunities	With local jobs being transformed by automation; top occupations currently in retail, care and administration; and the labour market experiences new shortages from Brexit, young people may not have the role models in their communities as exposure for future opportunities	With local jobs being transformed by automation; top occupations currently in retail, care and administration; and the labour market experiences new shortages from Brexit, young people may not have the role models in their communities as exposure for future opportunities	Access to HE, FE and priority sector employers should mean good access for young people to experience and role models	Access to HE, FE and priority sector employers should mean good access for young people to experience and role models



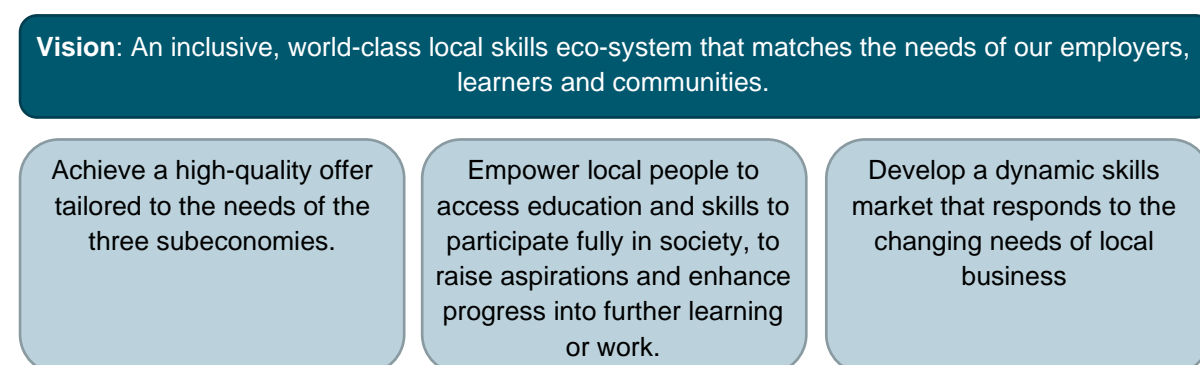
Automation and Industry 4.0		Given low levels of progression into HE and high vocational course uptake post-16, focus on progression to level 4+ qualifications should focus on in work training and progression				
	Transformation in Industry 4.0 through automation and digitisation will continue to change how manufacturing and engineering operates and the skills employees need	Transformation in automation and digitisation will continue to change how agriculture operates and uses technology, and the skills employees need	Transformation in automation and digitisation will continue to change how agriculture and manufacturing operates and uses technology, and the skills employees need	Transformation in automation and digitisation will continue to change a range of industries and the skills employees need	Transformation in Industry 4.0 through automation and digitisation will continue to change how life sciences and manufacturing and engineering operates and the skills employees need	Transformation in automation and digitisation will continue to change a range of industries and the skills employees need
	39% of current employment in advanced manufacturing and materials is exposed to automation	Agritech is the priority sector most exposed to automation at 49% of current employment, and employment in agritech is less transferable to other priorities sectors than others	Agritech is the priority sector most exposed to automation at 49% of current employment, and employment in agritech is less transferable to other priorities sectors than others		31% of current life sciences employment is predicted to be exposed to automation	
	33% of current employment in digital and IT is exposed to automation				39% of current employment in advanced manufacturing and materials is exposed to automation	
					33% of current employment in digital and IT is exposed to automation	

# 3 Where we want to be

## Strategic context

CPCA's 2019 Skills Strategy's overarching vision was to grow a successful, globally competitive economy grounded in high-skilled, better paid jobs, increased productivity and strong sustainable communities.

**Figure 13. CPCA 2019 Skills Strategy in summary**



This was underpinned by the findings of our 2018 Independent Economic Review (CPIER) and aligned with the aims of our 2019 Local Industry Strategy (LIS).

The Local Industrial Strategy sets out how Cambridgeshire and Peterborough will maximise the economy's strengths and remove barriers that remain to ensure the economy is fit for tomorrow's world. It supports the aims of the National Industrial Strategy by boosting productivity in Cambridgeshire and Peterborough.

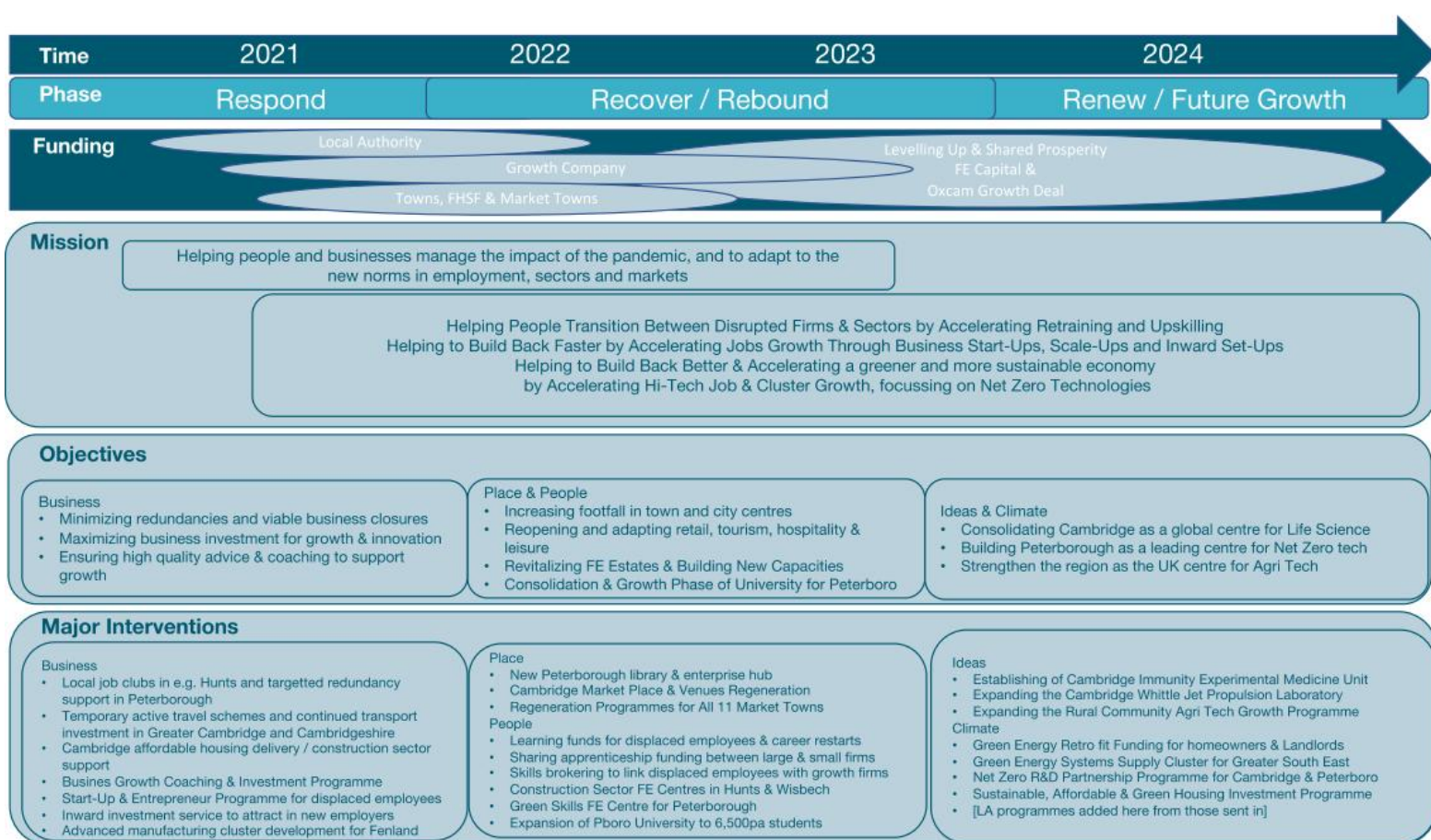
**Figure 14. CPCA 2019 Local Industrial Strategy in summary**

People	Ideas	Business	Infrastructure	Place
Through local collaboration and strong leadership, deliver a fair and inclusive economy by empowering local people to access the education and skills needed to meet the needs of the local economy and business, both	Ensuring that the area's economic base grows by harnessing innovation, enhancing Cambridge's position nationally and globally, especially around life science, AI and data technologies,	Accelerating and sustaining higher levels of business growth in start-ups and scale-ups, whilst attracting new and more knowledge intensive firms to our economy, to drive both growth and productivity.	Enhancing the current transport and housing infrastructure that is hampering growth in the south, whilst investing in commercial infrastructure to bring inclusive growth to the north.	Tailoring interventions to meet the needs of our cities and districts at local level.

now and in the future.	whilst bringing innovation-based growth to Peterborough and the Fens too.			
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Earlier this year, our Local Economic Recovery Strategy (LERS) set out how we will accelerate the recovery, rebound and renewal of our economy, helping people effected and achieving our ambition to double GVA by 2042 in a digitally enabled, greener, healthier and more inclusive way.

**Figure 15. CPCA Local Economy Recovery Strategy in summary (March 2021)**



The CPIER and the LIS identified the sectoral strengths and specialisms of CPCA as Life Sciences; Agri-Tech; Digital; and Advanced Manufacturing. To build on these strengths individual plans for each priority sector have been developed and these sectors remain priorities for long-term, innovation-based growth in the region. However, these sectors account for just 20% of employment overall. Identified in the LERS were a set of recovery priority sectors, requiring focus as significant employers and suffering severe disruption from the pandemic: retail, hospitality and leisure, construction, transport, education, manufacturing, health and care.

Few would question the ongoing relevance of the mission at the core of *Developing Talent* to the LERS and many good things have been achieved through the actions flowing from it. However, there is also still work to do.

**Figure 16. Progress on 2019 skills strategy actions**

2019 Strategy action	Progress
Opportunity Area to improve education in Fenland and East Cambridgeshire	<b>Achieving</b> – received additional year of funding from DfE – we want to make more progress on skills and market towns
Skills brokerage service and strong early engagement between businesses and providers including in careers advice with targeted support on STEM, T Levels, employer outreach, work readiness and careers pilots	<b>Achieving</b> – skills brokerage service launched in February 2021 as part of Growth Works
Apprenticeship levy pooling to improve access for SMEs, and provide placements through sector academy apprenticeship hubs across the area	<b>Achieving</b> – apprenticeship levy pooling mechanism in place, CPCA Skills, Training, Apprenticeship and Recruitment Hub in place
Connect local businesses in key sectors to the Digital Talent Portal for greater visibility of talent for employers and attracting young people to jobs through social media	<b>Achieving</b> – digital talent portal launched as part of Growth Works
Health and care sector work academy – 2,100 new learners	<b>In progress</b> – lower levels of uptake so far than expected – the project has been reprofiled with DWP to run to 2023
University for Peterborough that raises HE participation and aspiration, and delivers technical courses aligned to local employers’ needs and jobs of the future	<b>In progress</b> – ARU Peterborough in development and on track to open in 2022, but the case for success not yet proven
Work and Health Programme to support progression of adults into work who have become disconnected from the labour market	<b>Achieving</b> – DWP Restart contract with Reed replaced Work and Health Programme to operate over next 3 years
Achieve a skills base that matches business needs through funding and programmes that CPCA has responsibility for – map AEB provision and improve provision through transition pilots and sector focused retraining schemes	<b>In progress</b> – sector retraining schemes launched in 2020, AEB progressing – fewer learners in 2020 than 2019 due to Covid

2019 Strategy action	Progress
Lobby government for further devolution opportunities and to shape skills reforms to make an outcomes based and business led skills system	<b><i>In progress</i></b> – further lobbying on further devolution and local control of funding for skills, including National Careers Service and Careers and Enterprise Company activity
Sector pilots and skills hubs to overcome rurality with transport links	<b><i>In progress</i></b> – Chatteris hub in development

As we move through the *Respond* phase of the LERS and further into *Recovery*, it is important to reflect the changing skills needs and challenges in the current and anticipated future economic context and a shifting policy context.

## National policies and strategies

A number of Government policies and strategies are directly relevant to our strategic priorities and will shape the future of funding and devolution through which we will deliver.

HMT's Plan for Jobs (2020) brought together labour market support programmes delivered through DWP and DfE – Kickstart, Restart, apprenticeship and traineeship incentives, Lifetime Skills Guarantee. This focuses on supporting jobs with direct help for individuals to find work and upskill, protecting jobs in those sectors hit hardest by the pandemic, and creating jobs and training opportunities.

HMT's Plan for Growth (March 2021) sets out the vision for building back better through pillars of infrastructure, skills and innovation as key to the UK's recovery from Covid-19. The government wishes to improve productivity and level-up the UK whilst increasing high-quality skills provision and training, and transforming FE. This will in part catalyse the development of creative ideas and technologies that will shape the UK's future high-growth.

The connected Innovation Strategy (September 2021) and Net Zero Strategy (October 2021), aim at boosting Britain's role as a including proposals to make the UK a Scientific Superpower and including policies to boost renewable energy production and heating, power and transport innovation.

DfE's Skills for Jobs White Paper set out current legislative reforms in technical education that is currently being passed into legislation through the Skills and Post-16 Education Bill. Focusing on skills gaps at higher technical levels that risk the UK falling behind its global competitors, reform aims to transform the skills system to put employers at the heart of the system and to make training a lifelong and flexible option for all.

A Levelling Up and Devolution White Paper is anticipated from Government, setting out its approach to developing growth in places and further plans for devolved powers and

funding in England. This is against the backdrop of expected decisions on future growth and skills funding through the UK Shared Prosperity Fund (UKSPF).

## Vision and priorities

Building on ambition for Cambridgeshire and Peterborough set out in the 2019 skills strategy, our vision is for:

**A successful, globally competitive economy offering high-skilled, well-paid, good quality jobs, delivering increased productivity and prosperity to support strong, sustainable and healthy communities and enabled by an inclusive, world-class local skills system that matches the needs of our employers, learners and communities.**

This means for our people, employers, providers and place leaders:

<p><b>People</b> experience fulfilment and good physical and mental health with productive, quality working lives. They drive their own learning and career journeys and feel confident to enter and re-enter the labour market over the course of their lives. They can access support and learning to meet their ambitions when and how they need.</p>	<p><b>Employers</b> are providing good quality jobs; have the skills they need in their staff and can recruit the right person for the right job. They understand their skills needs and their inputs shape an agile, responsive skills system that delivers a regional pipeline of talent, matched to job opportunities to support strong businesses and enable business growth.</p>
<p><b>Providers</b> work collaboratively across Cambridgeshire and Peterborough in an integrated education and skills system to deliver learning, qualifications, careers education and support to enable people to enter the labour market in the ways that suit individual's needs and ambitions.</p>	<p><b>Place leaders</b> secure outcomes for the whole place, convening and supporting collaboration between employers and the integrated skills system, as well as linking into other local services for people across Cambridgeshire and Peterborough to lead healthy lives and fulfilling careers.</p>

Based on the evidence, we have defined four new themes on which to focus our strategy. These reflect four areas where residents and employers can benefit most from an ambitious skills system, and through which the area grows a strong and inclusive labour market. We will hold ourselves and partners to account to the below vision statements with clear set of progress indicators and measures.

**Figure 17. Core themes for employment and skills**

<p><b>Pre-work learning and formal education</b></p> <p>People can access learning and experiences during formal education that provide a strong</p>	<p><b>Employer access to talent</b></p> <p>Employers both drive and consume a dynamic market of skills provision, which</p>	<p><b>Life-wide learning and training</b></p> <p>People are aware of their learning needs and opportunities and able to access provision</p>	<p><b>Support into and between work</b></p> <p>Coordinated support is available for those who need additional</p>
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foundation for labour market entry and future working lives.	shapes the current and future workforce.	that enables their development.	assistance to transition into or between work.
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Whilst the detail of the action required to ensure these elements are in place will evolve as time passes and the context changes, these themes should remain stable, setting the direction *and* providing a reference point to maintain course.

For each of these themes we have identified a set of long-term outcomes towards which we need to work in order that learners and employers are able to experience the skills system in this way.

**Figure 18. Long-term outcomes**

<p><b>Pre-work learning and formal education</b></p> <p><b>People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives.</b></p>	<ul style="list-style-type: none"> <li>• People understand how their ambitions can be realised through learning and training and are connected to opportunities, experiences and role models.</li> <li>• Providers have increased numbers of students taking courses and apprenticeships aligned both to local job opportunities and their interests and ambitions.</li> <li>• Providers are outcomes driven, progressing learners into and between jobs and careers with the skills – from basic employability to soft skills, to technical capabilities – that employers need.</li> </ul>
<p><b>Employer access to talent</b></p> <p><b>Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce.</b></p>	<ul style="list-style-type: none"> <li>• Employers can access a pipeline of skilled people seeking to move into the workforce and the right skills development training for their current staff.</li> <li>• Employers can easily access – physically and digitally - and navigate support to adapt their workforce planning in response to structural changes in the economy.</li> <li>• Employers can and do articulate their skills needs both in terms of long-term workforce planning/strategy (skills for which they have consistent/repeating demand over time) and short-term workforce demand (skills which for which they have an immediate, unmet need).</li> <li>• Employers have well defined and designed jobs, for which the skills requirements and development prospects are clear to staff and candidates.</li> <li>• Providers collectively plan, design and deliver learning and training provision responding to employers' long-term needs and can respond with agility to short-term demand.</li> </ul>

<b>Life-wide learning and training</b>  <b>People are aware of their learning needs and opportunities and able to access provision that enables their development.</b>	<ul style="list-style-type: none"> <li>• People are drivers of their own learning and work journey, making informed decisions about the selection of training, development and work activities that are right for them.</li> <li>• People are equipped with the soft and technical skills to respond to opportunities in the labour market and see clear pathways into and between a variety of occupations and careers.</li> <li>• People can access - physically and digitally – and navigate an agile and responsive skills system to upskill and reskill throughout their careers.</li> <li>• Providers are outcomes driven, progressing learners into and between jobs and careers with the skills – from basic employability to soft skills, to technical capabilities – that employers need.</li> </ul>
<b>Support into and between work</b>  <b>Coordinated support is available for those who need additional assistance to transition into or between work.</b>	<ul style="list-style-type: none"> <li>• People can access support into education and employment how and when they need it, at any point in their lives and whatever their starting point.</li> <li>• Place leaders collectively reduce barriers – physical, digital and emotional (+ others? health) – for people to access learning, training and employment.</li> </ul>

These outcomes are reflected in vision statements for the key actors in the system (people, employer, providers and place leader). These statements may read as common sense, but our system is not yet delivering these experiences for people, employers, providers and place leaders everywhere.

There is more we can do, together, so that people are universally drivers of their own learning and careers journeys and can access the support they need, employers can get the skills they need for their staff, providers work collaboratively across our area, and the Combined Authority and place leaders empower, enable and convene. For each theme these are set out below.

Our vision for the skills system will not be achieved overnight. Our **starting point is ensuring that short-term strategic priorities** are approached as a step in the right direction towards longer-term change. We will monitor progress on our priorities through a set of measures.

**Figure 19. Short-term priorities**

	Priorities	Progress measures
<b>Pre-work learning and formal education</b>	<ul style="list-style-type: none"> <li>• Improving careers education, specifically around STEM and</li> </ul>	<ul style="list-style-type: none"> <li>• Rising rates of people qualified to NVQ Level 4+ above</li> </ul>



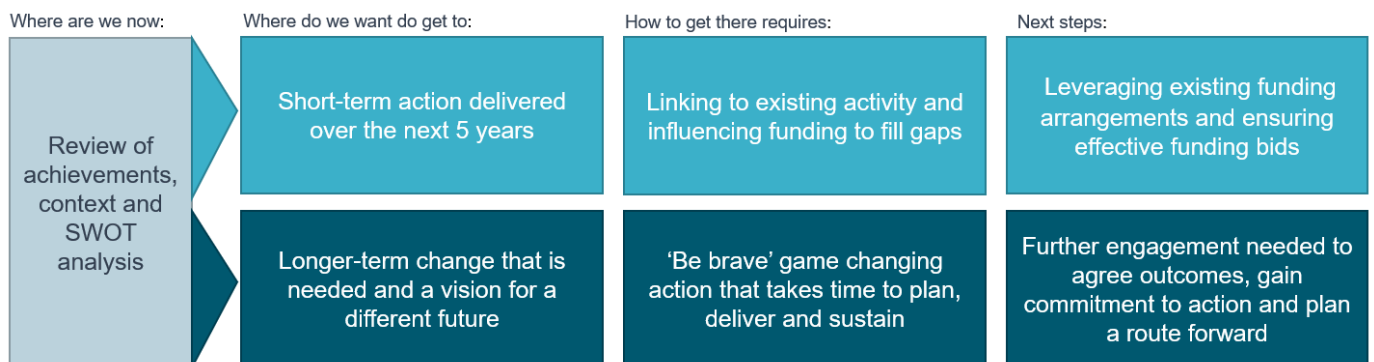
<p><b>People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives.</b></p>	<p>green skills, as well as information, advice and guidance</p> <ul style="list-style-type: none"> <li>• Widening education access and participation to make education more inclusive and the student body (and future workforce) more diverse</li> <li>• Enhancing exposure to role models, work experience, and understanding of various training routes into sectors and occupations</li> <li>• Capital investment to improve teaching facilities and kit, particularly at FE</li> </ul>	<p>national levels (especially in Peterborough, East Cambridgeshire, Huntingdonshire)</p> <ul style="list-style-type: none"> <li>• Increasing vocational courses age 16-18 studied at Level 3 (especially in Fenland)</li> <li>• Increasing progression rates post-18 into HE (especially in Peterborough, Fenland, East Cambridgeshire), FE (especially in Fenland, East Cambridgeshire, Huntingdonshire, Cambridge), and apprenticeships (especially in Cambridge, Peterborough), above national levels for the whole area</li> </ul>
<p><b>Employer access to talent</b></p> <p><b>Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce.</b></p>	<ul style="list-style-type: none"> <li>• Supporting covid recovery, growth and net-zero transition by developing priority skills and responding to acute issues</li> <li>• Increasing employers' engagement and influence on education and training</li> <li>• Embedding modern work practices and conditions and improving job quality</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing GVA growth (especially in Fenland and Cambridge), and overall above national levels</li> <li>• Increasing productivity (especially in Fenland, East Cambridgeshire, South Cambridgeshire and Cambridge), and overall above national levels of growth</li> <li>• Increasing levels of employment especially in Fenland and Huntingdonshire</li> <li>• Continued growing employment in priority sectors in growth areas</li> <li>• Increasing earnings in Fenland and Peterborough</li> </ul>
<p><b>Life-wide learning and training</b></p> <p><b>People are aware of their learning needs and opportunities and able to access provision that</b></p>	<ul style="list-style-type: none"> <li>• Improving access to careers information, advice and guidance at any age</li> <li>• Providing support to upskill and reskill in response to economic restructuring (e.g. following</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing numbers of workers at level 1 and increasing at level 3 (especially in Peterborough and Fenland)</li> </ul>

<p><b>enables their development.</b></p>	<p>covid-19, Brexit, further digitisation, as net-zero transition intensifies)</p> <ul style="list-style-type: none"> <li>Increasing work-based learning, particularly apprenticeships, and introducing more accessible formats (e.g. short courses/online/blended learning).</li> </ul>	<ul style="list-style-type: none"> <li>Increasing rates of in work training (provided flexibility at various levels)</li> </ul>
<p><b>Support into and between work</b></p> <p><b>Coordinated support is available for those who need additional assistance to transition into or between work.</b></p>	<ul style="list-style-type: none"> <li>Supporting unemployed and NEETs into training and employment</li> <li>Providing support for disadvantaged groups to access the labour market</li> <li>Targeting support for Covid-19 recovery and transitions for displaced workers</li> </ul>	<ul style="list-style-type: none"> <li>Reducing UC and JSA claimant levels</li> <li>Falling levels of economic inactivity</li> <li>Reducing NEET numbers</li> </ul>

# 4 How we will get there

As noted in the introduction to this document, a challenge put to us by stakeholders in the early stages of the development process was to balance short-term and long-term strategic priorities; setting out imperatives to act on existing and pressing priorities and a vision for change, particularly where issues identified were symptoms of deeper causes which were likely to require sustained, incremental action over a longer period of time.

**Figure 20. Balancing short and long-term perspectives**



It is our aim to set strategic plans for a maximum of five years. This will see detailed action plans agreed, addressing a sub-set of core short-term priorities and objectives that will move forward the process of delivering the long-term outcomes. We will monitor progress on these and then take stock and calibrate prior to setting out a subsequent strategic plan.

We also need to start preparing the ground now for some of the bigger change projects that our outcomes call for. Some of these can be contributed to by shorter-term projects, but they will need further scoping and iterative development to ensure all partners and stakeholders are brought along the change journey.

We will work with partners across the area to agree the detail of the strategic action plans and their respective roles and responsibilities in delivery. As such, at this point in time this document provides a starting point for action, reflecting:

- **Things already in motion** - activities/interventions which are funded, approved and are either already being delivered or which will be delivered over the next five years.
- **Things needed in the future** - activities/interventions which are needed to underpin longer term and future development/growth, for which additional exploration, investment and potentially system change will be required.

Areas where we will pursue action now and in the first five years will focus on key areas:

- **Developing growth in jobs** – focused on business, GVA, productivity and jobs growth at least at level 3 in Peterborough and Fenland, and at level 4+ focusing on priority sectors across Cambridgeshire and Peterborough.
- **Supporting people into growing, changing and new jobs** – throughout people's lives – from creating strong pathways post-18 to utilising Life Long Skills Guarantee and entitlements – with higher level skills that employers need. In line with Government's Skills White Paper, this means including employers in shaping the system.
- **Co-designing with stakeholders and place leaders an agile skills system** for Cambridgeshire and Peterborough, with a regional curriculum, and enabling support through our Transport Improvement Plan and infrastructure and digital investment.

**Actions needed in the future** can be achieved through a number of mechanisms:

- Making use of existing structures in order to deliver new projects/programmes, including directing our devolved Adult Education Budget (AEB), expanding the CPCA Growth Works programme, and delivering ongoing programmes with partners such as Sector Based Work Academies and Restart. This may also include forming new sector groups, or modifying place based structures that sprang up in response to Covid.
- Bidding into known upcoming funding opportunities and making the case for devolved control to the Combined Authority – importantly the Levelling Up Fund (LUF), UKSPF, and the National Careers Service, as well as integrating new activity into projects currently being developed, such as ARU Peterborough.
- Initiating longer-term change projects for the skills system (below) – such as a regional curriculum, as well as investment opportunities, a green skills action plan,

The Combined Authority role in delivering this strategy is as a place leader with partners, and convener of skills provision across Cambridgeshire and Peterborough. We will continue to expand our delivery and direction of adult skills programmes, support partners to overcome barriers and improve place outcomes for our residents, and make the case for expanded devolution of economic growth funding and flexibilities.

We also lead the way on three linked longer-term change projects that we believe are critical to ensuring our skills system can truly meet the needs of our local communities:

1. **A regional curriculum, with learning and training aligned to local job opportunities and careers** – using robust data and information from employers to inform the experiences, skills development and qualifications that school, college and university students need for local job opportunities and careers.
2. **A dual-track system, anticipating long-term needs and responding with agility in the short-term** – with providers who can *both* lead on future workforce development to provide a pipeline of talent and respond to short term skills needs from industry.

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

These three projects will ensure **effective** provision is delivered using an **agile** approach, in a way suited to the nuances of **our places**.

In order to deliver on our short-term priorities, we will **set strategic delivery plans with five-year terms**. This will form part of our wider Business and Skills Strategy. We will develop and agree with partners detailed action plans, addressing short-term priorities and objectives that will move forward the process of delivering the long-term vision. We will monitor progress on these and then take stock and calibrate prior to setting out a subsequent strategic plan.

**Figure 1. Initial potential actions**

Need to act to ensure...	Short-term objectives	Actions (short/near term)
<b>Access to learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives</b>	<ul style="list-style-type: none"> <li>Improving careers education, specifically around STEM and green skills, information, advice and guidance</li> </ul>	<ul style="list-style-type: none"> <li>Continue to deliver Growth Works Talent Pledge – linking employers to schools and colleges and enterprise advisers, and providing careers advice</li> <li>CRF bid – The Place at Peterborough City College – central city-centre hub for residents to access training and employment support integrated with library and cultural offer</li> <li>All Age Careers Advice – bid for National Careers Service contract plus bid + UKSPF funding for careers support from primary age to late career and mentoring programme + Qdos Manor Careers Hubs</li> <li>Expand employers engaging with schools and colleges in T Level placements</li> <li>Social value contracts - require businesses receiving local funding to do outreach in schools</li> <li>Introduce strategic focus on priority occupations as well as sectors</li> <li>Develop a marketing campaign for careers in the region, modelled on a tourism ‘why visit’ approach</li> </ul>
	<ul style="list-style-type: none"> <li>Widening education access and participation to make education more inclusive and the student body (and future workforce) more diverse</li> </ul>	<ul style="list-style-type: none"> <li>Continue establishment and development of ARU Peterborough, plus ARU Peterborough Phase 4 – Wisbech feeder – through LUF bid</li> <li>Ely and Peterborough T Levels – capacity building for T Level provision in Peterborough and wider vocational post-16 provision in Ely – space to also identify other cold spots (perhaps St Neots) – through UKSPF bid</li> </ul>
	<ul style="list-style-type: none"> <li>Capital investment to improve teaching facilities and kit, particularly at FE</li> </ul>	<ul style="list-style-type: none"> <li>Continue establishment and development of ARU Peterborough, plus ARU Peterborough, esp Phase 4 – Wisbech feeder – through LUF bid</li> </ul>

		<ul style="list-style-type: none"> <li>• Review FE estate quality and access – including Peterborough – review need (possible IoT model/technical centres of excellence) and how ARU Peterborough can offer a hub and spoke model to deliver on needs – through UKSPF bid</li> <li>• Develop a facilities and equipment sharing scheme across providers</li> </ul>
<b>Employers both drive and consume a dynamic market of skills provision, which shapes the current and future workforce</b>	<ul style="list-style-type: none"> <li>• Supporting recovery, growth and net-zero transition by developing priority skills and responding to acute issues</li> <li>• Increasing employers' engagement and influence on education and training</li> <li>• Embedding modern work practices and conditions and improving job quality</li> </ul>	<ul style="list-style-type: none"> <li>• Continue delivery of Growth Works Skills Brokerage and Digital Talent Platform, using Growth Works as a local engagement model for picking up what businesses say they need</li> <li>• Rapid response skill gap mapping for Recovery/Brexit</li> <li>• Sector/occupation foresight for Net Zero transition (task and finish, linked to Skills Committee/Business Board/ESB) and development of specific Green Jobs action plan</li> <li>• Continue establishment and development of ARU Peterborough, plus ARU Peterborough Phases 3- 6.</li> <li>• Direct AEB funding to priority skills needs, use AEB Innovation Fund to pilot new forms of training provision</li> <li>• Build on success Form the Model across the area, to support growing skills for the future particularly in digital and advanced manufacturing</li> <li>• Deliver through LGF funding from November 2021 Growth Works years 2 and 3 – Inward Investment Capacity Building and Network of Networks</li> <li>• CRF bid submitted – Cambridgeshire and Peterborough Region of Learning – job and talent matching</li> <li>• Add Work and Health Programme to Growth Works model.</li> <li>• Energy Hub Supply Chain – through BEIS funding bid</li> </ul>

		<ul style="list-style-type: none"> <li>• Build apprenticeship provision at level 2 upwards with pathways into degree apprenticeships</li> <li>• Five year delivery plans for providers linked to identified priority</li> </ul>
<b>People are aware of their learning needs and opportunities and able to access provision that enables their development</b>	<ul style="list-style-type: none"> <li>• Improving careers information, advice and guidance at any age</li> <li>• Providing support to upskill and reskill in response to economic restructuring (e.g. following covid-19, brexit, further digitisation, as net-zero transition intensifies)</li> <li>• Increasing work based learning, particularly apprenticeships, and introducing more accessible formats (E.g. short courses/ online/blended learning).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to deliver Growth Works careers advice and support into learning</li> <li>• Continue delivery of Apprenticeship Levy Pooling, apprenticeship delivery through local development projects, apprenticeship matching through Growth Works</li> <li>• Continue delivery of Digital Skills Bootcamps - build bootcamp model, review scope of existing national skills bootcamps and set up a local designed bootcamp model – e.g. annual bootcamps fund at CPCA level that businesses can bid for with match funding – through UKSPF and National Skills Fund</li> <li>• CRF bid submitted – Start and Grow – Peterborough, Fenland and Huntingdonshire – pre-start up and micro business enterprise skills support for individuals</li> <li>• CRF bid submitted – Fenland Sustainable Futures – investment in Metalworks engineering and advanced manufacturing skills development, upskilling and reskilling</li> <li>• CRF bid submitted – Turning Point – Peterborough and Fenland – reskilling and upskilling support through training needs analysis, funded internships and funded short courses for work re-entry and digital/management skills</li> <li>• Growth Works extension years 4 and 5 through UKSPF bid</li> <li>• All Age Careers Advice – bid for UKSPF funding for careers support from primary age to late career – with a model for individual skills development plans</li> <li>• Academies and incubators – linked to market towns programme – physical space on high streets for skills development and careers advice – through UKSPF bid</li> <li>• Review what is currently being delivered by Growth Works in business management and leadership – perhaps more on emphasising job design and creation, consider what is</li> </ul>



		<p>currently thought of as business support as skills training for small business owners and managers</p> <ul style="list-style-type: none"> <li>• Use learnings from Midlife MOT project run by DWP to support people later in their careers to make transitions</li> <li>• Individual skills development plans</li> </ul>
<p><b>Coordinated support is available for those who need additional assistance to transition into or between work</b></p>	<ul style="list-style-type: none"> <li>• Providing support for disadvantaged groups to access the labour market</li> <li>• Reducing levels of longer term unemployment and NEETs</li> <li>• Targeted support for Covid-19 recovery and transitions for displaced workers</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver local ESF projects up to 2023 focused on young people, NEETs, ex-offenders, and those furthest from the labour market.</li> <li>• Deliver national Covid support programmes funded by DWP in a way that works for local communities: extended pilot of health and care sector work academy with DWP, delivery of Kickstart scheme for young people claiming UC until December 2021 through DWP and employers, Restart scheme for people claiming UC and long term unemployed with Reed in Partnership (started in July 2021).</li> <li>• Review OA/recovery operational structures that have allowed for effective combined action</li> <li>• Build on AEB Innovation Fund to deliver support for people to enter the workforce e.g. Care leavers, Support for young adults with SEND and Veterans programmes.</li> <li>• CRF bid submitted – Cambridgeshire and Peterborough Region of Learning – job matching support for young people at risk of becoming NEET</li> <li>• CRF bid submitted – Cambridgeshire ACRE – Unleashing Fenland’s Potential – community based employment support with VCSE –</li> <li>• CRF bid submitted – Fenland Sustainable Futures – digital skills for those with barriers to employment, ESOL provision, support for NEETs</li> </ul>



## **Metro — Dynamics**



**CAMBRIDGESHIRE  
& PETERBOROUGH**  
COMBINED AUTHORITY

Agenda Item No: 3.2

## Adult Education Budget: English for Speakers of Other Languages (ESOL) Local Planning

To:	Skills Committee
Meeting Date:	10 November 2021
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha, Lead Member for Skills
From:	Parminder Singh Garcha, Senior Responsible Officer – Adult Education
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is invited to:</p> <ul style="list-style-type: none"><li>a) Approve the Combined Authority's new approach to ESOL Local Planning, which aims to improve the co-ordination, delivery, and impact of ESOL in local communities.</li><li>b) To note the local approach taken with regards to recent Government schemes for different refugee communities, asylum seekers, and migrants.</li><li>c) To note the learner participation data on ESOL courses in the region, following devolution of the Adult Education Budget in 2019/20 and the implementation of fully funded ESOL in 2020/21.</li></ul>
Voting arrangements:	A simple majority of all Members present and voting.

## 1. Purpose

- 1.1 To seek approval from the Skills Committee, to implement a new collaborative approach to ESOL Local Planning, building on national models of best practice. This is a new and different way of working from the Combined Authority's current model, which extends our role and influence in providing system-leadership. Therefore, approval from Skills Committee is sought for this policy change, to ensure greater strategic alignment across partnerships.
- 1.2 To update the Skills Committee on progress in implementing the first year of fully funded ESOL and the Combined Authority's approach to various government schemes for refugee and other migrant communities.

## 2. Background

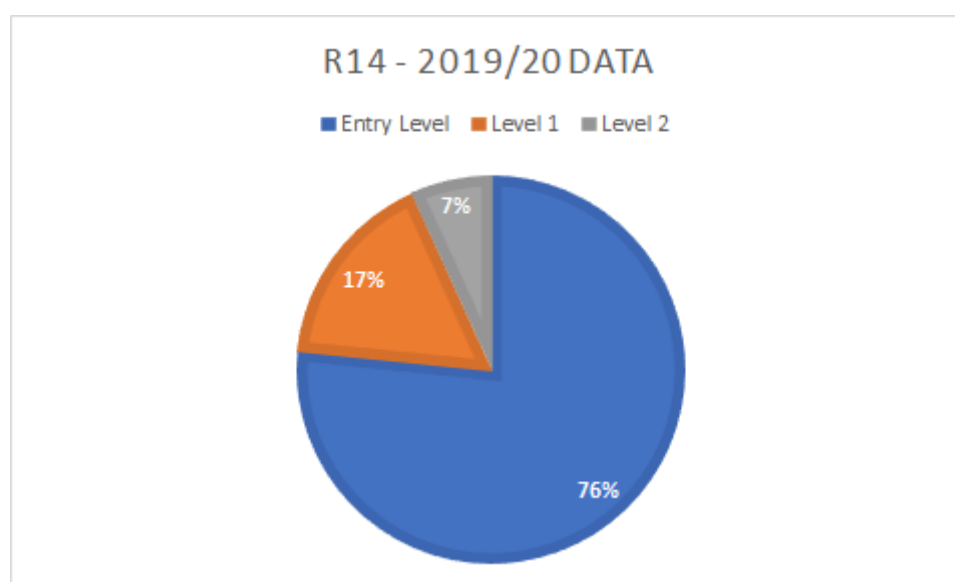
- 2.1 English for Speakers of Other Languages (ESOL) is the term used for English language courses taken by people whose first language is not English and who need English to communicate in daily life.
- 2.2 Under Theresa May's government, the Integrated Communities Green Paper was published in March 2018 for consultation. It outlined the Government's vision for building an integrated and multicultural environment where people of all backgrounds live, work, learn and socialise together, based on shared rights, responsibilities, and opportunities. Statistics from the 2001 census show that approx. 770,000 adults in England, aged 16 and over, cannot speak English well or at all. According to the 2011 census around 62,155 citizens aged 16 plus did not speak English as a first language in Cambridgeshire and Peterborough. This equates to 10% of the region's 16+ population. Out of these, 1,801 (3% of those who did not have English as a first language and less than 1% of the regional population as a whole) could not speak English at all.
- 2.3 The Green Paper highlighted, how an individual's lack of proficiency in English may hinder their ability to integrate by limiting opportunities to get a job, to mix with people from different backgrounds, and to participate in community life and access vital services such as health. In addition, the strategy stated that the landscape of English language can be difficult to navigate and there is too little provision at the early stages of learning, with providers struggling to meet demand at pre-entry and entry levels.
- 2.4 Development of an ESOL Strategy for England was a previous Government manifesto commitment which to date has not been published. Given that the Combined Authority is the primary funder of ESOL in the region, and many of the issues highlighted in the Integrated Communities Green Paper are still prevalent, there is a need to develop a coherent local plan and approach.
- 2.5 **Local Picture**

In 2019/20 there were 2,038 enrolments for adult ESOL across all types of provision in CPCA, which equated to 989 ESOL learners. The majority of ESOL courses were delivered by City College Peterborough.

TABLE A below shows the total adult skills spend on ESOL against the number of enrolments in Peterborough, Fenland and the rest of Cambridgeshire for 2019/20.

ESOL Learning Aims and ESOL Spend by CPCA Area				
CPCA Area	Number of ESOL Enrolments	% of Total ESOL Enrolments	ESOL Spend	% of Total ESOL Spend
Peterborough	1,445	71%	£512,625.01	65%
Fenland	76	4%	£63,338.63	8%
Rest of Cambridgeshire	434	21%	£214,724.25	27%
Unknown	83	4%	£34,227.75	4%
Total	2,038	100%	£790,687.88	100%
Source - Individualised Learner Record 2019/20 (R14), ESFA				

Level of ESOL Learners R14 - 2019/20 Data  
Enrolments – 2,038  
Learners - 989



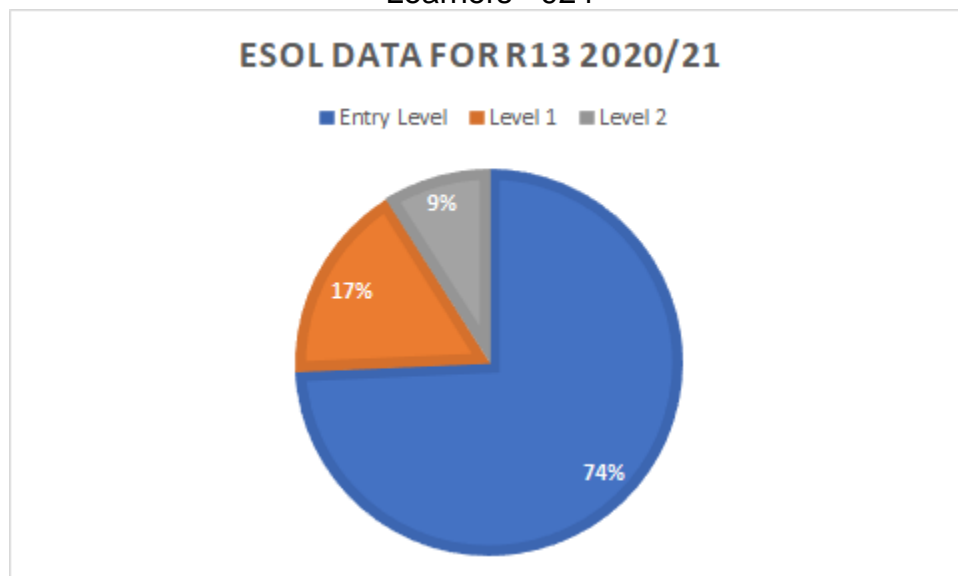
Enrolments by Outcome R14 - 2019/20 Data

## Enrolments by Outcome

Achievement Status Description	Number of Enrolments	% of Total Enrolments
Achieved	1,607	78.85
Partial Achievement	3	0.15
No Achievement	155	7.61
Withdrawal	239	11.73
Transfer to New Aim	33	1.62
Break in Learning	1	0.05
Study Continuing/Outcome Unknown	0	0.00
<b>Total</b>	<b>2,038</b>	<b>100.00</b>

- 2.6 For 2020/21, interim data (R13) suggests that participation in ESOL was slightly lower, due to some ESOL students being reluctant to enrol onto online courses during the two lockdowns. This was the first year of fully funded ESOL, with anecdotal information, suggesting that enrolments 'held-up' when compared to other areas, where ESOL was not fully funded:

Interim ESOL data for R13 2020/21 Enrolments – 2,046  
Learners - 924



### 3. Current Challenges

- 3.1 There is currently no centralised or regional planning of ESOL to address the challenges identified by stakeholders and partners. The Combined Authority receives regular feedback from the local Department for Work and Pensions (DWP) local teams, working in Jobcentres and the Strategic Migration Partnership (SMP) for the Eastern Region. Both stakeholders report:
- the patterns of ESOL provision, funding and attendance are complex
  - there is a lack of clear signposting to the different types of provision
  - provision is inflexible to meet the needs, often with long waiting-lists
  - there is a lack of intensive, full-time ESOL
  - there is a lack of vocational ESOL leading directly into employment.
- 3.2 The Combined Authority or any other agency does not have a systematic way to quantify demand and therefore address specific gaps for different types of learners. For example, one provider reported there were 400 people on an ESOL waiting list!
- 3.3 Partners in the Voluntary and Community Sector report that there is a general lack of awareness of ESOL and other support to improve skills is available. In some cases, people may not want to learn English, but may be encouraged to do so if the right outreach is in place and accessing provision is made as easy as possible.
- 3.4 There is a lack of coherence and local leadership. Referral organisations may not be aware that there are a variety of different funding streams and eligibility criteria. Learners may be told they are ineligible for provision for fully funded provision and may be unaware they may be eligible under a different funding stream at another provider.
- 3.5 Providers have reported there is a lack of suitably qualified and proficient ESOL teachers in the region, to increase capacity and meet demand from learners and employers.
- 3.6 Multiple government departments including the Department for Levelling Up, Housing and Communities (DLUHC formerly MHCLG), Home Office, DWP and DfE, have all funded ESOL, with different criteria. There is a role for the Combined Authority to provide regional coherence and co-ordination across multiple funding streams for ESOL to ensure quality, greater impact and better outcomes for local communities.

### 4. Approach to ESOL Local Planning Partnerships

- 4.1 ESOL Local Planning (also known as ESOL Partnerships) is a multi-agency and multi-disciplinary approach to co-ordination of ESOL and community integration strategies in a defined geography. The aim is to provide independent and impartial system-leadership across public sector actors (DWP, SMP, local authorities, health, and police), adult education providers, civic, faith and voluntary organisations. Public sector partners can be expanded or reduced depending on the focus as can others such as business support agencies. National good practice has been published by DfE, Education and Training Foundation and Learning and Work Foundation for ESOL Local Planning, referenced in this paper.

- 4.2 It is proposed to implement ESOL Local Planning Partnerships (ESOL LPP) in the Combined Authority area. Given the unique geography of the region, two ESOL Local Planning Partnerships are proposed: North (covering Peterborough and Fenland) and South (covering Greater Cambridge, East Cambridgeshire, and Huntingdonshire).
- 4.3 ESOL LPPs aim to improve the planning of ESOL provision locally, addressing gaps, ensuring better connectivity, reach and access to employment and wider support.
- 4.4 ESOL LPP will also support continuous improvement of the ESOL system, through promoting good practice, opportunities for continuing professional development, sharing lessons learned, supporting increased quality of provision locally and ensuring it is tailored to local need. This will result in:
- Increased staff capability, capacity and morale through development opportunities and collaborative working on shared issues and challenges
  - Improved ability to secure external funding, potentially increasing investment in ESOL provision and infrastructure locally (e.g. UKSPF)
  - Increased visibility of English language – internally and to local strategic partners, leading to further improvements in provision (e.g. new progression routes, links with external agencies and services)
  - Improving the quality of data which underpins the planning and delivery of ESOL to balance demand with labour market and community need
  - Removing duplication of provision to improve efficiency
  - Collaboration with partners to create an independent and impartial single-point of contact for ESOL (for example, through Skills Brokerage).
- 4.5 Subject to Skills Committee approval, it is proposed to convene the first ESOL LPPs in December, meeting half-termly during the development stage.

## 5. Non-AEB Funding for ESOL and Destitution Support - British Nationals (Overseas) From Hong Kong

- 5.1 DLUHC (formerly MHCLG) is leading delivery of a £43m funded national 'Welcome Programme' to support BN(O) status holders and their eligible family members to help them successfully settle in their new communities. BN(O) status holders are not eligible for AEB.
- 5.2 The SMP have reported that due to its international reputation for outstanding education, Cambridge City is a draw for BN(O) status holders. The Combined Authority has to date struggled to collect data to monitor BN(O) status holders settling in the region. Data has been requested from partners, including the County Council. One local college has made enrolments for ESOL from a small number of BN(O) status holders.
- 5.3 The Combined Authority was made aware that previous programmes offering funding for ESOL and other support for migrant communities remained underspent nationally. Up to £800 per individual may be claimed under this scheme. Therefore, to ensure Colleges and



Providers in the region can claim the funding and eligible BN(O) learners are not turned away from courses, the Combined Authority has set-up a centralised process to co-ordinate and ensure funding is claimed. This has been disseminated to AEB providers.

## 6. Adult Education Budget and funding for Afghan adults

- 6.1 DfE has confirmed that all Afghan adults, who are being resettled through the Afghan Relocation and Assistance Policy (ARAP) and the Afghan Citizens Resettlement Scheme (ACRS), are immediately eligible for Further Education (FE) 19+ funding as per the current AEB funding rules. The Combined Authority has updated the devolved AEB funding rules accordingly to provide this clarification.
- 6.2 Afghan adults and their family members resettled through ARAP and ACRS on or after 1 August will automatically receive 'indefinite leave to remain' making them exempt from the three-year ordinary residence rule. Afghan adults coming to the UK under the ARAP scheme, and through the future ACRS are not classed as asylum seekers. Afghan adults resettled through these schemes are eligible for unemployment benefits and have the right to work and will, in most cases, be fully funded ESOL. There is an additional £850 available through these schemes.

## Significant Implications

## 7. Financial Implications

- 7.1 There is no impact on the Combined Authority's budget for the policy change.

## 8. Legal Implications

- 8.1 None

## 9. Other Significant Implications

- 9.1 None

## 10. Appendices

- 10.1 Appendix 1 – ESOL Local Planning Model

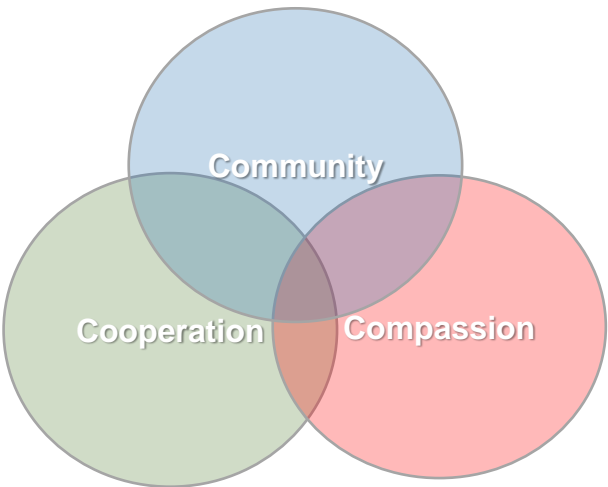
## 11. Background Papers

- 11.1 [Integrated Communities Strategy Green Paper, \(2018\)](#)
- 11.2 [Making Sense of ESOL – West Midlands Combined Authority](#)
- 11.3 [ESOL Partnership – Greater London Area](#)
- 11.4 [ESOL Partnership – Case Studies: Luton, Bristol, Suffolk, and Leeds](#)



ESOL Local Planning Model

Values



Vision

Cambridgeshire and Peterborough is a welcoming place, providing good quality support for residents whose first language is not English

Mission

Working in partnership to increase opportunities for all and making a positive difference

Themes



Stakeholders





## Budget & Performance Report

To:	Skills Committee
Meeting Date:	10 November 2021
Public report:	Yes
Lead Member:	Councillor Lucy Nethsingha
From:	Vanessa Ainsworth, Finance Manager
Key decision:	No
Forward Plan ref:	N/A
Recommendations:	<p>The Skills Committee is recommended to:</p> <p>a) Note the update and financial position relating to the revenue funding lines within the Skills Committee remit.</p>
Voting arrangements:	A simple majority of all Members present and voting.

# 1. Purpose

- 1.1. To provide an update and overview of the revenue and capital funding lines that are within the Business & Skills Directorate to assist the Skills Committee to enable informed decision making regarding the expenditure of these funds.

# 2. Background

- 2.1 The Skills Committee has requested a summary of the revenue and capital funding lines available within the Business & Skills Directorate, to assist in ensuring financial decisions relating to the revenue and capital funding lines under their control are well informed, financially viable, and procedurally robust.
- 2.2 At the January 2021 Combined Authority Board Meeting, the Board approved a Medium-Term Financial Plan (MTFP) which includes a balanced revenue and capital budgets for 2021/22. 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. Revenue Expenditure & Income

- 3.1 A breakdown of the Business & Skills Directorate 'Skills Revenue' expenditure for the period to 31 August, is set out in Table 1. below.

<b>Skills Revenue Expenditure</b>	<b>July Budget £'000</b>	<b>Board Approvals &amp; Adjustments £'000</b>	<b>Revised Budget £'000</b>	<b>Actuals to 31st Aug 2021 £'000</b>	<b>Forecast Outturn £'000</b>	<b>Forecast Outturn Variance £'000</b>
AEB Devolution Programme	11,367.6	-	11,367.6	5,071.3	10,533.5	(834.1)
AEB High Value Courses	236.6	-	236.6	38.2	198.2	(38.4)
AEB Innovation Fund - Revenue	500.0	-	500.0	189.4	303.2	(196.8)
AEB Level 3 Courses	808.8	-	808.8	80.0	610.0	(198.8)
AEB National Retraining Scheme	39.5	-	39.5	-	39.5	-
AEB Programme Costs	442.1	-	442.1	146.5	475.4	33.3
AEB Sector Based Work Academies	233.2	-	233.2	135.2	210.0	(23.2)
Careers and Enterprise Company (CEC)	222.1	-	222.1	-	103.3	(118.8)
Digital Skills Bootcamp	1,826.3	-	1,826.3	-	1,826.3	-
Health and Care Sector Work Academy	3,031.0	-	3,031.0	188.8	1,238.8	(1,792.2)
Mid-life MOT	40.0	-	40.0	20.8	40.0	-
Skills Advisory Panel (SAP) (DfE)	112.3	-	112.3	-	94.1	(18.2)
Skills Rapid Response Fund	115.2	-	115.2	4.9	92.8	(22.4)
<b>Total Skills Revenue Expenditure</b>	<b>18,974.7</b>	<b>-</b>	<b>18,974.7</b>	<b>5,875.1</b>	<b>15,765.1</b>	<b>(3,209.6)</b>

- 3.2 The Forecast Outturn as set out in the table above shows a reduction in expected costs for the year of £3,209.6k compared to the budget. 'Actual' figures are based on payments made and accrued expenditure where known.
- 3.3 Variances between the revenue outturn position and the annual budget are set out below:

- a. The variances in the AEB expenditure were outlined in the AEB Reserve Fund paper presented to the Skills Committee and CA Board in September. This paper gave full details of the use of the projected underspends across the various budget lines, with spend being spread across the academic year, which straddles two financial years.
- b. The CEC budget line began the Careers Hub aspect of the contract in September, and as such the budget has not yet been fully committed. Additionally, charges have not yet been received from the Growth Company as legal agreements are still being finalised.
- c. As reported at previous committees, the Health & Social Care Work Academy is forecasting a large underspend. A revised agreement with Department for Work & Pensions is being sought, to enable an extension of the end date of the contract. The Committee will be provided with an update to confirm this extension, after it has been granted.
- d. Skills Advisory Panel funding has been received and most of the income has been spent or committed, with a small amount still being finalised in the next few months.
- e. The Skills Rapid Response budget has been spent or committed with a small amount held in reserve to allow for quick reactive responses to emerging opportunities as per the title of the budget.

3.4 A breakdown of the Business & Skills Directorate 'Skills Revenue' income for the period to 31 August, is set out in Table 2. below.

Table 2. Skills Revenue Income Budgets 2021/22

Skills Revenue Funding Streams	Board Approvals & Adjustments		Revised Budget £'000	Actuals to 31st Aug 2021 £'000	Forecast Outturn £'000	Forecast Outturn Variance £'000
	July Budget £'000	£'000				
Adult Education Budget	(12,097.6)	(1,076.4)	(13,174.0)	(13,174.0)	(13,174.0)	-
Careers Enterprise Company Funding	(211.0)	-	(211.0)	(32.3)	(211.0)	-
Mid-Life MOT	(40.0)	-	(40.0)	-	(40.0)	-
Skills Advisory Panel Grant	(75.0)	-	(75.0)	(75.0)	(75.0)	-
<b>Total Skills Revenue Expenditure</b>	<b>(12,423.6)</b>	<b>(1,076.4)</b>	<b>(13,500.0)</b>	<b>(13,281.3)</b>	<b>(13,500.0)</b>	<b>-</b>

## 4. 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 Appendix 1 shows the Skills Performance Dashboard, with an update on delivery against the following growth outcomes at the heart of the Devolution Deal (of which outcomes are embodied in the business cases which the Board and Committee consider):
  - Prosperity (measured by Gross Value Added (GVA))
  - Housing
  - Jobs
- 4.3 These metrics are updated to align with the Board Performance Reports
- 4.4 Appendix 1 also shows the current RAG status for Skills projects, as at the end of September 2021.

## 5. Financial Implications

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

## 6. Legal Implications

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

## 7. Appendices

- 7.1 Appendix 1 – Performance Dashboard

## 8. Background Papers

- 8.1 None.

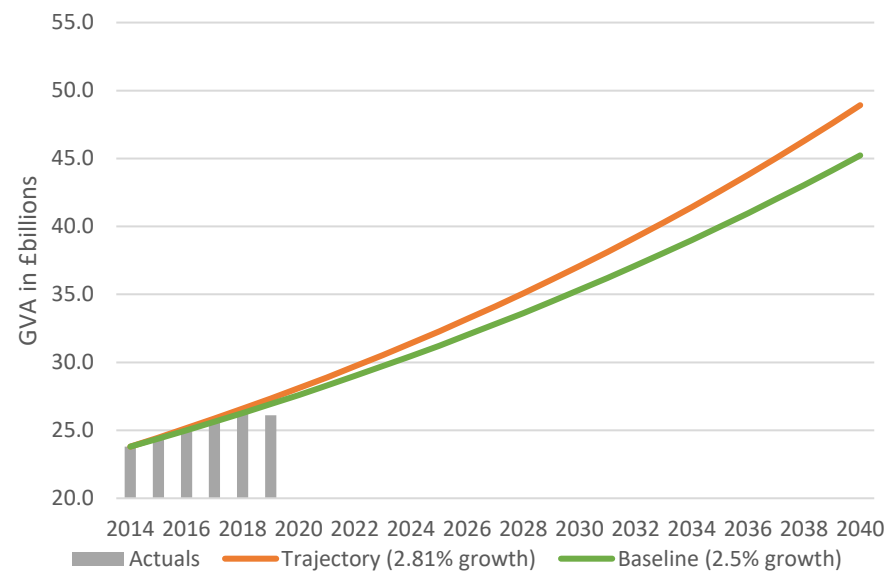


Sources:  
Baseline: Current trend without Devolution Deal interventions  
Outturn data source: GVA and Jobs - Office of National Statistics (ONS);  
Housing - Council Annual Monitoring Reports/CambridgeshireInsights.

SKILLS COMMITTEE

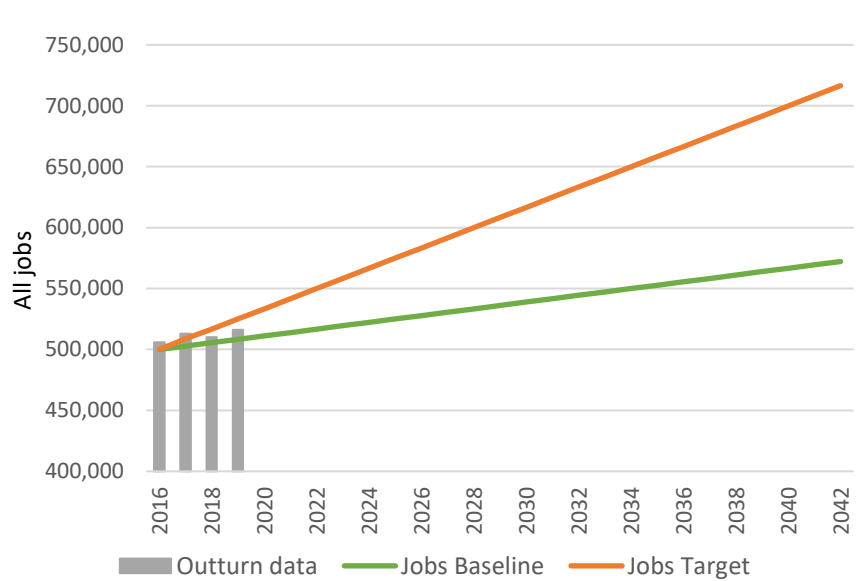
COMBINED AUTHORITY PERFORMANCE DASHBOARD  
DEVOLUTION DEAL TRAJECTORY

GVA TRAJECTORY V BASELINE



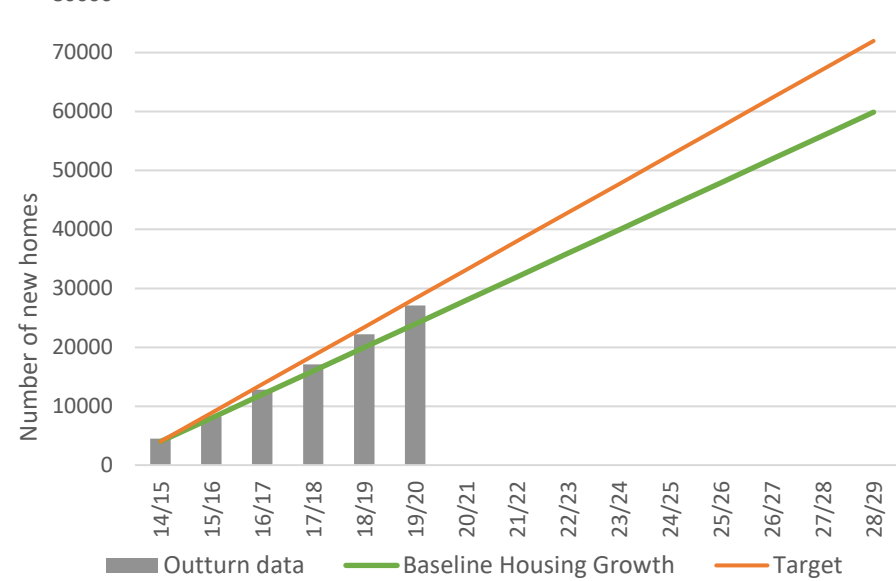
This has been updated in line with National Reporting standards. The CPCA Devolution Deal committed to doubling GVA over 25 years with 2014 as the baseline. To achieve this target the CPIER identified the region would require annual growth of 0.31% on top of the 2.5% baseline growth.

JOBS TRAJECTORY V BASELINE



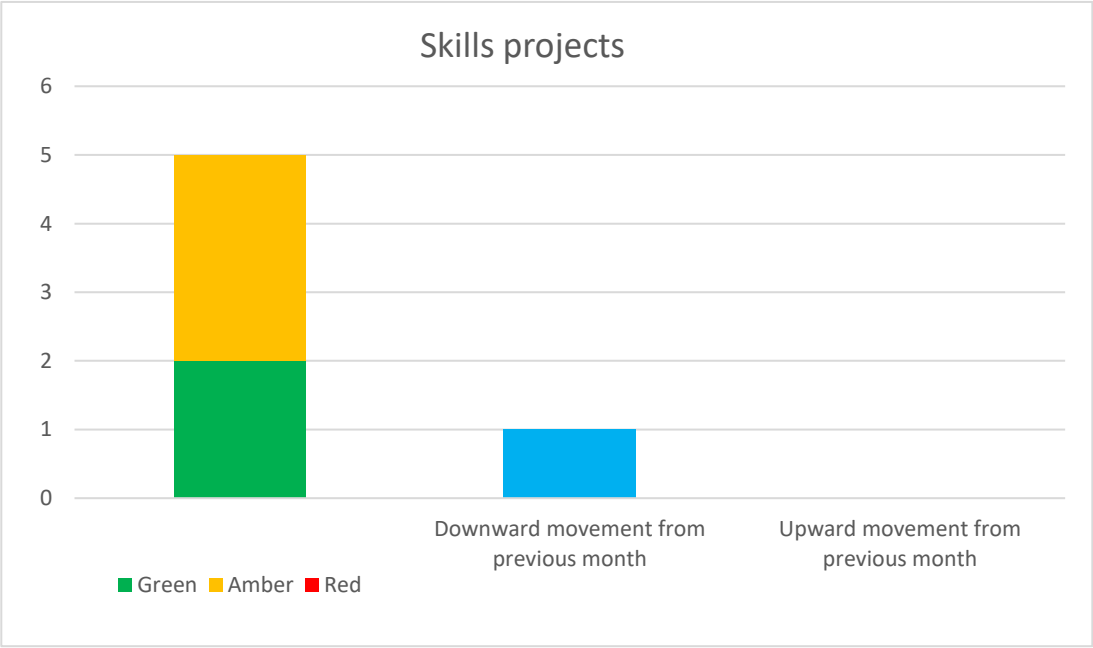
Target is derived through the CPIER by the GL Hearn report with a high growth scenario of 9,400 additional job growth per annum and a baseline of 4,338 jobs per annum.

HOUSING PERFORMANCE (\*cumulative figures)



Devolution Deal target to deliver 72,000 new homes over a 15-year period. £170m affordable homes programme is expected to deliver over 2,500 additional homes.

Combined Authority Skills Project Profile:



Skills projects	
Project	RAG status
Adult Education Budget (AEB)	Green
Business Growth Service	Green
University of Peterborough	Amber
Health & Care Sector Work Academy (HCSWA)	Amber
National Retraining Scheme Pilot	Amber

Data as at the end of September 2021

