



**CAMBRIDGESHIRE  
& PETERBOROUGH**  
COMBINED AUTHORITY

# A BLUEPRINT FOR EMPLOYMENT AND SKILLS

Draft  
Version 2



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## VISION

Our vision is to improve and grow our local skills' base to support a successful, globally competitive economy grounded in high-skilled and better-paid jobs, increased productivity, and growing strong, sustainable communities.

To help realise this vision, a more ambitious and targeted skills approach is required where we have:

### **Higher skills, better jobs**

- Targeted incentives to upskill
- Skills are seen as the driver in helping to reduce poverty and promote social inclusion
- Encouraging the development of integrated career pathways to actively support retention in the local area

### **Skills for the next generation of businesses**

- An employer-led approach matching skills to meet business needs
- Future-proofing our local employer base to ensure that skills keep up with innovation

### **Building capacity in our key sectors**

- Creation of a strong, responsive provider base that targets skills' gaps
- Understanding and targeting skills shortages in our key sectors
- Using pilot projects and targeted initiatives to grow capacity and stimulate the local labour market

### **Real choices for young people**

- Shaping the role of schools, colleges and universities to guide young people's career paths
- Ensuring that young people are work-ready and helping to match them with local opportunities

## STRATEGIC INTENT

To develop within the Cambridgeshire and Peterborough Combined Authority a holistic, yet targeted, approach to skills that will help address local need, reduce the skills gap, grow the economy, increase productivity, improve well-being and create strong, supportive and inclusive communities.

This approach will consist of three core strands:

- Employment and labour market mobility,
- Education, skills and lifelong learning (including apprenticeships),
- Social inclusion and helping to combat poverty (including community learning).



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## BACKGROUND & EVIDENCE BASE

### **Socio-demographics**

Cambridgeshire and Peterborough Combined Authority consists of two Local Authorities, Cambridgeshire County Council (a two-tier council with 5 District Councils) and Peterborough City Council (a Unitary Authority). The area has two Cities, Cambridge and Peterborough, and a large expanse of rural area with towns and villages. Across the Combined Authority area, the population is growing and forecast to grow at a significant rate. In Cambridgeshire, there is a forecast population growth of 22% of 15-19 year-olds and 9.5% of 20-64 year-olds by 2031. Peterborough was the second fastest growing city in the UK in 2015 and has seen an 18% rise in those of working age (25+) in the last 5 years with a forecast growth by 2031 of 23.5% of 15-19 year olds and 6.9% of 20-64 year (*Office for National Statistics (ONS) Mid-year Estimates 2016*).

Across the Combined Authority area there is low unemployment, but within the area there are also significant pockets of deprivation. More generally many residents are working in low-skilled and low paid jobs. According to ONS estimates (2015) in Cambridgeshire, unemployment varies from 3.7% in Fenland to 2.4% in South Cambridgeshire and in Peterborough it is 4.3%. In 2015, Cambridgeshire had 16 Lower Super Output Areas (LSOA) in the 20% most deprived nationally (compared to 9 in 2010) (*Cambridgeshire County Council, 2015*). In Peterborough, 34% of people live in the most deprived 20% of areas in England, significantly higher than the national average (18 Wards in Peterborough are in the top 10% most deprived in England (*Dept for Communities and Local Government 2015*)).

## AIMS

### **Employment and labour market mobility**

To develop the skills of local people to meet local demand by taking a sectorial approach prioritising the areas considered to be significant to the Combined Authority area. Working closely with employers and key stakeholders, to develop the right provision, at the right time, in the right place.

### **Education, skills and lifelong learning**

To ensure a seamless and coherent approach to education and skills linking with schools, colleges and employers and ensuring there is strong Information, Advice and Guidance (IAG), with clear routes to higher level education, apprenticeships, supported internships, traineeships and career pathways for those that chose to remain local.

### **Social inclusion and helping to combat poverty**

To offer the opportunity to every resident to improve their Basic Skills (maths, English and digital) and support to their first full level 2 qualification, with locally-targeted intervention for



those furthest away from work or learning, to support them to become more active, democratic citizens, helping them to move out of poverty and increasing social inclusion.

## OBJECTIVES

### **Employment and labour market mobility**

- To take an evidence-informed sector-based approach to address area-wide needs considered to be significant to the Combined Authority area, as shown below:
  - Advanced manufacturing / engineering;
  - Logistics;
  - Information and Communication Technology;
  - Construction;
  - Food manufacturing;
  - Health (and care);
  - Financial services.

*Source: As identified from the Cambridgeshire Skills Strategy, Peterborough Skills Strategy and the LEP's Skills Conclusion.*

- To engage with local employers to develop programmes that fulfil current and future skills-needs, developing career pathways as appropriate.
- To work with the skills provider base to ensure the offer aligns to need.
- To deliver more high skills' technical pathways, including STEM (Science, Technology, Engineering and Maths).

### **Education, skills and lifelong learning**

- To embed and ensure seamless integration of skills and learning themes across all appropriate Combined Authority strategies and initiatives.
- To promote and increase apprenticeships, supported internships and traineeships, linking to career pathways as appropriate.
- To develop an area-wide Higher Education offer, including the development of the University of Peterborough.
- To develop further the lifelong learning offer to support people so they can upskill and reskill across their working lives.
- To build on the recommendations of the Area Review of Post-16 provision.
- To ensure robust, impartial and effective careers Information, Advice and Guidance (IAG).
- To work with schools to ensure their curricula appropriately aligns to local skills' needs and career pathways.

### **Social inclusion and helping to combat poverty**

- To develop further high-quality Basic Skills (English, maths, digital) and English as a Second or Other Language (ESOL) provision contextualised to meet local needs and expertise.



- To build a sustained achievement of education, employment and training for vulnerable young people including those looked after, with special educational needs and disabilities, and disaffected from mainstream education and training.
- To support the building of shared community values, learning and cohesion.
- To identify and deliver cross-area targeted interventions to meet need and upskill local residents.

## CHALLENGES

Skills are vital for our future both in terms of economic growth and wellbeing but also for us to grow our social capital. UKCES analysis (2015) of projected growth for the proportion of the workforce in the Eastern region shows a significant change in the need for higher-level qualifications: table 1 below shows there will be a strong increase in demand for people with higher-level qualifications, including those with post-graduate qualifications; and, correspondingly, those with no or low-level qualifications will find it increasingly difficult to find employment.

Qualification level	Percentage share		Forecast % change
	2012 actual	2022 projection	
QCF 7-8 (post-grad) <b>Masters and Doctorial level</b>	9.1	14.6	+60.4%
QCF 4-6 <b>University degree level</b>	27.6	33.1	+ 19.9%
QCF 3 <b>A Level</b>	19.9	17.6.	- 11.6%
QCF 2 <b>A-C GCSE level</b>	22.1	19.9	- 10.0%
QCF 1 <b>D-F GCSE level</b>	15.2	11.3	-25.7%
<b>No qualification</b>	6.1	3.5	-42.6%

Table 1 – Projected qualification demand for Eastern Region (UKCES 2015)

*Source: Old Hall Associates Ltd Report to  
Peterborough Skills Partnership Group (July 2015)*



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In addition to this, there is a need to bring in new opportunities and to help and support individuals to make life improvements, whatever people's circumstances by promoting social renewal. This will impact on the social and economic well-being of individuals, families and communities, especially for people who are disadvantaged and least likely to participate, often people on low incomes with low skills. These opportunities should widen participation and transform people's destinies by supporting progression relevant to personal circumstances.

### **Key sectors, themes and routes.**

One of the initial challenges will be the identification of the Combined Authority's aspirations for its future-growth sectors and skills development, recognising and preparing for the sectors of the future. This will need to be developed by taking into account the current skills needs, those needed in the medium term (5-10 years), and those required for the identified future growth sectors.

Currently, there are some clearly identified current key sectors that need to be addressed across the Combined Authority area alongside some core themes, which will support our vision of a successful, globally-competitive economy grounded in high-skilled and better-paid jobs, increased productivity, and growing strong, sustainable communities. Some of these mirror those already identified in the Government's Green paper "Building our Industrial Strategy" and the Department of Business, Innovation and Skills' "Post-16 Skills Plan". These key sectors and core themes can then be developed and refined further into clearly defined routes and pathways.

Key sectors that address area-wide needs considered to be significant to the Combined Authority area are:

- Advanced manufacturing / engineering
- Logistics
- Information and Communication Technology.
- Construction
- Food manufacturing
- Health (and care)
- Financial services

*Source: As identified from the Cambridgeshire Skills Strategy, Peterborough Skills Strategy and the LEP's Skills Conclusion.*

Core themes also to be addressed through the skills agenda are:

1. Basic maths\*
2. Basic English\*
3. Digital\*
4. First full level 2 qualification\*
5. Employability
6. Leadership and Management

\*Statutory entitlement



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In order to fully maximise and develop these skills, there needs to be clearly-defined pathways that ensure easy access and smooth transition. These can be defined as below:

For Employment and labour market mobility

- Career pathways (sector based)
- Employability pathways
- Technical pathways (including STEM)

For Education, skills and lifelong learning

- University pathways
- Apprenticeship (including higher), Traineeships and Internship pathways
- Lifelong learning pathways for reskilling or upskilling

For Social inclusion and helping to combat poverty

- Basic Skills pathway
- ESOL pathway
- First full level 2 pathway
- Health and Wellbeing pathway

## GOVERNANCE ARRANGEMENTS

### **The Employment and Skills Board**

In order to deliver the strategy multi agency partnership working will be imperative. The Combined Authority Employment and Skills Board will be the driving force behind the strong partnership work needed to achieve the vision. The Board will reflect the commitment of a wide range of strategic partners as evidenced by the membership, which will be continually reviewed.

Suggested membership of representatives from:

- Employer representation
- Economic regeneration
- Local Authorities skills
- Department of Work and Pensions (DWP)
- Communities
- Education / Training Providers

Membership to be advised by skills work stream.

Function of the Combined Authority Employment and Skills Board:

- To advise the Mayor and the Combined Authority on commissioning / deployment of employment and skills budget, and other appropriate funds;
- To be held accountable for oversight and delivery of the Combined Authority Skills' Strategy.
- To oversee any additional projects, funding and strategic opportunities available in the area.





The Board can convene any necessary sub groups and / or task-and-finish groups, but remains accountable for them.

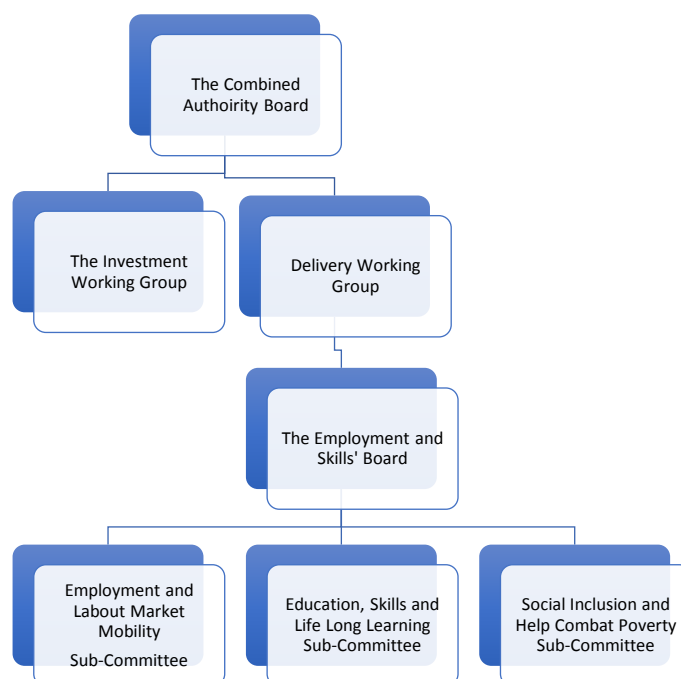


Diagram 1 – Governance structure diagram

## The Controls

This strategy and subsequent delivery plan will be approved and monitored as described below:

*a. The Mayor and Combined Authority*

The strategy to be approved by Combined Authority Board.

*b. The Investment Working Group.*

The strategy to be approved

*c. The Delivery Working Group.*

To oversee delivery

*d. The Employment and Skills Board*

To review and update, at each meeting, the action plan.

To hold any sub-committees to account.



### Links to supporting strategies and documents

1. Skills' strategy action plan (to be produced)
2. Local template for skills development and actions that is contextualised to each district in the form of an objective, to meet area wide and local needs through local specialist opportunities (to be produced)
3. Government Building our Industrial Strategy: Green Paper (Link)
4. Department of business, Innovation and Skills: Post-16 skills plan and independent report on technical education (link)

## RISK MANAGEMENT

### Risk Management

Key: H= High M= Medium L= Low

Risk	Impact	Level	Mitigation
Negative impact from Brexit	H	M	<ul style="list-style-type: none"> <li>Undertake a review of options</li> </ul>
Funding not sufficient to deliver skills requirement	H	H	<ul style="list-style-type: none"> <li>Include other skills funding ask in future devolution deals.</li> </ul>
Data not accessible or easy to interpret to inform strategy and need.	H	M	<ul style="list-style-type: none"> <li>CA now have the funding agency's 'data cube'.</li> <li>Economic data source to be identified.</li> </ul>
Not enough 'good' or 'excellent' providers.	H	L	<ul style="list-style-type: none"> <li>Ensure robust and informed commissioning strategy.</li> <li>Develop strong links with OFSTED.</li> </ul>
Not meeting the funders' "Readiness conditions".	H	L	<ul style="list-style-type: none"> <li>Ensure full understanding of the requirement</li> </ul>

Table 2 – Risk Assessment and Mitigation planning

### Measuring Success

Success to be measured as below and reported into the governance structure described in the next section:

- Reduced skills' gap
- Increased average earnings
- Increased numbers undertaking apprenticeships, traineeships and supported internships
- Improve residents' skill sets
- Quality and impact assessment of careers Information, Advice and Guidance across the area.



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## APPENDIX A - PRIORITY REGISTER

In order to keep the document live and updated, this annex is a priority register for specific aspects that have been identified.

Aspect	Sponsor	Date added
Teacher Training	Cllr Holdich OBE	April 2017