

**Report To:** Greater Cambridge City Deal Executive Board 3 December 2015

**Lead Officer:** Graham Hughes, Executive Director: Economy, Transport and Environment, Cambridgeshire County Council

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## Six monthly report on the City Deal Skills Service

### Purpose

1. This report outlines progress towards a Skills Service for the Greater Cambridge area. The Skills Service will help to achieve the City Deal objective of promoting at least an additional 420 apprenticeships in key areas of need over the first five years of the deal and generally increase the employability of young people.

### Recommendations

2. The Executive Board is recommended to review the progress towards the establishment of a Greater Cambridgeshire Skills Service.

### Recommendations from the Joint Assembly:

The Joint Assembly **NOTED** the six-monthly report and progress towards the establishment of a Greater Cambridgeshire Skills Service.

### Background

3. The Executive Board agreed at its meeting on 18 June 2015:
  - (a) To adopt the model of the Skills Service and its governance described in the report at that meeting; and
  - (b) To request that officers establish it so that it can start work at the beginning of the next academic year (September 2015).

### Considerations

#### *Progress*

4. At the end of July the LEP published a Tender Opportunity for the delivery of the skills Service and that process concluded with the issuing of a contract to the bid winners at the end of September.
5. The tender applicants were interviewed by a panel on the 2<sup>nd</sup> September, the panel included representatives from the LEP, the City Deal Assembly, Cambridgeshire Business and a local authority.
6. The successful applicants, "**Form the Future**", are preparing to launch the service now that the contract has been signed. Work has already begun supported by the

LEP through Cambridge Area Partnership (CAP) to fulfil the requirements of the Skills Service until the new organisation can take over.

#### *Appointment of City Deal Skills Service – Background Information*

7. Form the Future is a newly established Social Enterprise set up by the team that ran the Employer Links Programme for the Cambridge Area 14-19 Partnership in Cambridge, South Cambridgeshire and East Cambridgeshire. The directors are Anne Bailey and Michaela Eschbach.
8. The new work will be expanded to include activities beyond the secondary and sixth form schools into primary schools and other post 16 providers.
9. Form the Future is also supported by two non-executive advisors. Professor Alan Barrell visiting Professor of Enterprise at the Judge Business School and Chris Bunney, a recently retired director of Marshall Aerospace and Defence Group and now a mentor and coach for Social Incubator East and the Associate Programme at the Judge Business School.
10. The required roles for this contract are filled as follows:
  - Senior Business Manager: Anne Bailey
  - Primary Business Development Manager: Michaela Eschbach
  - Second Business Development Manager: to be recruited within 3-6 months
  - Administrator: to be recruited within 3-6 months
11. Form the Future has been successfully running a similar programme to that of the City Deal Skills Service for the last 2.5 years. The Employer Links Programme worked with 450 business volunteers at over 50 events with schools in Cambridge in the last academic year.

#### *Mechanisms for engagement*

12. As Form the Future grew out of the Cambridge Area Partnership it has a strong relationship with the staff in the schools in the area. It has also built an extensive network of business supporters ranging from leading companies such as ARM, Marshall Aerospace and Astra Zeneca to small start-ups as well as public sector bodies and the Universities.

#### *Delivering against Key Objectives*

13. Form the Future is well placed to deliver the key objectives of the skills service. Examples of current activity include:
  - A mentor programme for sixth formers.
  - Developing a web based “virtual” platform for learners and employers to share knowledge about jobs.
  - 40 careers events have been developed for 2015/16 with apprentice employers being key clients at these events.
14. Key performance indicators are built into the contract that has been signed.

#### *Key Performance Measures and Operational Objectives*

15. The project will facilitate an increase in apprenticeships linked to the growth in key sectors currently determined as being in the STEM subject areas and particularly focussed on the growth of the smart city and its technology skills requirements. The skills service activity needs to escalate the growth of apprenticeships and this will be measured through the apprenticeship starts data. The target escalation being 420 new apprentices by 2018. Increase of 105 new apprentices in this year to September 2016.
16. This will be achieved by a combination of the work described in more detail in the Key Performance Indicator table attached as Appendix 1. This includes activity that will shape young peoples' career choices and better match skills supply with demand, such as careers events and work experience. The key performance indicators and activities have been designed to ensure the service achieves its performance goals. These KPIs form a part of the contract with the LEP.

#### *Governance*

17. As agreed at the June Board meeting the Service will be managed by the LEP.
18. It was also agreed that overall accountability for the service will sit with the Executive Board which will receive regular reports on progress and set overall objectives. Routine monitoring of the progress of the service against the achievement of the core purposes will be undertaken by an Advisory Group comprising the City Deal Assembly sub-group.

#### **Implications**

19. In the writing of this report, taking into account financial, legal, staffing, risk management, equality and diversity, climate change, community safety and any other key issues, the following implications have been considered: -

#### ***Risk Management***

20. To ensure that there is no loss of momentum in the work with schools and businesses the LEP has agreed to fund the CAP (Cambridge Area Partnership) work until the Skills Service can take over.

#### ***Equality and Diversity***

21. The Skills Service will aim to increase the life and employment chances of youngsters and so will have a positive impact on equality.

#### **Background papers**

No additional background papers were relied upon in the writing of this report.

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## Appendix 1

### Key Performance Indicator Table

Activity	KPI	Output per annum	Outcome Evidence
Careers exploration activities: careers fairs, carousels, speeches, site visits	<ol style="list-style-type: none"> <li>1. No. of events run pa at secondary schools</li> <li>2. No. of events run pa at primary schools</li> <li>3. No. of events run pa at post 16</li> <li>4. No. of student employer contacts (only counted once per student and type of event)</li> <li>5. No. of schools involved</li> </ol>	<ol style="list-style-type: none"> <li>1. 25</li> <li>2. 5</li> <li>3. 10</li> <li>4. 5,000</li> <li>5. 15</li> </ol>	<p>Each student involved has at least:</p> <ol style="list-style-type: none"> <li>1. Seen 3 careers in depth or 10 more briefly.</li> <li>2. Gained an understanding of academic and other requirements</li> <li>3. Increased careers awareness</li> <li>4. Started thinking of own future career prospects</li> </ol>
Employability events: Intro to application process, Mock Interviewing, CV writing etc.	<ol style="list-style-type: none"> <li>1. No. of events run pa at secondary schools</li> <li>2. No. of events run pa at post 16</li> <li>3. No. of student-employer contacts (only counted once per student and type of event)</li> <li>4. No. of schools involved</li> </ol>	<ol style="list-style-type: none"> <li>1. 25</li> <li>2. 5</li> <li>3. 5,000</li> <li>4. 15</li> </ol>	<p>Each student involved has at least either:</p> <ol style="list-style-type: none"> <li>1. Understood the main principles and elements of an application process including production of a c.v. or</li> <li>2. Had a mock interview practising the necessary skills for a real life interview and started to understand how to match personal experiences and achievements to job descriptions</li> </ol>
Work Experience	<ol style="list-style-type: none"> <li>1. No. of schools working with FtF to secure placements</li> <li>2. No. of students successfully placed</li> </ol>	<ol style="list-style-type: none"> <li>1. 8</li> <li>2. 750</li> </ol>	<ol style="list-style-type: none"> <li>1. Each student placed has had a chance to understand the workplace and started the process of personal reflection.</li> <li>2. It has increased the student's employability skills</li> </ol>
Partnership Brokerage	No. of Employer – School partnerships established	2 per quarter	Enhances mutual understanding of schools and businesses, enabling schools to better prepare their students for careers and businesses to understand the pressures on schools. This enables them to find solutions to increase employer engagement together.
Step Up	1. No. of employers using site to promote opportunities	1. 100	Users report satisfaction with site and increased school-business interactions as a

	2. No. of schools using site to access employers	2. 30	result.
Apprenticeships	<p>No. of new apprenticeship starts in economically important sectors.</p> <p>Final sector list to be agreed with SFA but will include:</p> <ul style="list-style-type: none"> <li>• Life Sciences</li> <li>• Biotechnology</li> <li>• Information Technology</li> <li>• Human Health</li> <li>• AgriTech</li> <li>• CleanTech</li> <li>• Cross cutting occupations</li> </ul>	420 by 2018	<ol style="list-style-type: none"> <li>1. Apprenticeships promoted to students alongside other progression routes e.g. all post 16 and post 18 events and at all careers exploration activities</li> <li>2. Proactive education of careers advisors and other school staff on the benefits of apprenticeship route</li> <li>3. Employers' apprenticeship recruitment efforts supported</li> </ol>
Labour Market Intelligence	No. of communications including information about current Labour Market information in general or in specific areas	We will provide one newsletter per quarter to all schools, including current LMI	<ol style="list-style-type: none"> <li>1. All schools briefed on local LMI to inform CEIAG and course provision</li> <li>2. Schools CEIAG and course provision reflects current LMI trends</li> </ol>